International Conference on Education and Teacher Development

Makassar, August, 20th 2016

Revitalization Of Educational Institutions and Education Stakeholders Towards ASEAN Economic Community


Faculty of Sport Sciences
State University of Makassar
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FOREWORDS
FROM RECTOR OF STATE UNIVERSITY OF MAKASSAR

Assalamu’alaikum warahmatullahi wabarakatuh

I want to give our welcome to all the delegates, speakers, and participants coming today. Welcome to the State University of Makassar. It gives me great pleasure to extend to you all a very warm welcome, especially to our keynote speakers who have accepted our invitation to convene the conference.

To celebrate the 55th Commemoration of State University of Makassar, Faculty of Sport Sciences has the opportunity to conduct International Conference on Education and Teacher Development 2016. This conference took place on 20th August, 2016 with the theme was “revitalization of education institutions and education stakeholders towards ASIAN economic community”.

Furthermore, I would like to take this opportunity to express my heartfelt gratitude to all organizing committee especially for people from Faculty of Sport Sciences that primarily hosts this conference. Finally, this is a great time for me to declare the official opening of the International Conference on Education and Teacher Development 2016. I wish everyone all the best for a stimulating and enjoyable conference.

Wassalamu’alaikum Warahmatullahi Wabarakatuh.

Rector of State University of Makassar
Prof. Dr. Husain Syam, M.TP
FOREWORDS THE DEAN OF FACULTY OF SPORT SCIENCES,
STATE UNIVERSITY OF MAKASSAR

Assalamu’alaikum warahmatullahi wabarakatuh

Alhamdulillah, All praise is due to Allah SWT Who has power over everything. May His blessing be upon the holy Prophet Muhammad, his family, his faithful companions who strived to see that the religion of Islam triumphed.

On behalf of the Organizing Committee, it is a great pleasure for me to welcome all of you to the International Conference on Education and Teacher Development in celebrating the 55th Commemoration (Dies Natalies) of State University of Makassar, one of the qualified education universities in Indonesia. A special welcome to the Governor of South Sulawesi, Mayor of Makassar City, Rector of State University of Makassar, Dean of all faculties, and all the special honoured guests of the conference.

Distinguished guest, ladies and gentlemen,

This conference proudly presents several keynote speakers from several different countries, including: Deputy Chief of Inter-Parliamentary Cooperation Body (Indonesia), Mary White from Humber University (Canada), Prof. M. Salleh Bin Aman from University of Malaya (Malaysia), Prof. Ranbir S. Malik from Curtin University (Australia) and Prof. Dr. Tandiyo Rahayu from Semarang State University (Indonesia). This conference is aimed to put together researchers, educators, policy makers, and practitioners to share their critical thinking and research outcomes. Therefore, we are able to understand and examine the development of fundamental principle, knowledge, and technology in education.

Distinguished guest, ladies, and gentlemen

This conference could not be happened without the support from various parties. So let me extend my deepest gratitude and highest appreciation to all conference committee members. My thanks also go to all those of you who will contribute to the scientific programme as speakers and presenters and bringing your expertise to our conference.

Last but not least, my thanks go to all the participants who have come here to listen and to learn and to make new friends from different places and backgrounds.

To conclude, I wish everyone all the best for a stimulating, fruitful, and enjoyable conference.

Wa’alaikumsalam warahmatullahi wabarakatuh

Drs. H. Arifuddin Usman, M.Kes

The Dean Of Faculty Of Sport Sciences
State University Of Makassar
FOREWORDS
THE COMMITTEE

Assalamu’alaikum warahmatullahi wabarakatuh

First of all, we would like to say Alhamdulillah, thanks to Allah SWT, the most gracious and the most merciful, therefore the proceeding of International Conference on Education and Teacher Development 2016 can be held successfully. The conference took place on the Phinisi Building, State University of Makassar on 20 August, 2016 in celebrating the 55th anniversary of the university. The conference embracing the theme “revital*ization of education institutions and education stakeholders towards ASIAN economic community”. The objective of this conference is to provide a forum for researchers, lecturers, teachers, students, and people who are involved in education to share their research findings and new ideas in the fields.

Ladies and gentlemen

On behalf of the committee of this conference, I would like to express highest appreciation and gratitude to all keynote speakers, including:Mary White from Canada, Deputy Chief of Inter-Parliamentary Cooperation Body from Indonesia, Prof. M. Salleh Bin Aman from Malaysia, Prof. Ranbir S. Malik from Australia and Prof. Dr. Tandiyo Rahayu from Indonesia.

Alhamdulillah, there are 20 scientific papers related to education that have been presented on parallel session of this conference. All the talks were very impressive for the high level of professionalism, and in many cases original ideas and activities have been accomplished or proposed. Special thanks goes to all speakers and presenters as well as to the session chairpersons, who drove all the conference sessions on the right track, keeping them in time while permitting enriching discussions. We are also very grateful to all reviewers and editors who have played a crucial part in the editorial process to creation and completion of the Proceedings.

It has been our endeavour to make the Proceedings of International Conference on Education and Teacher Development 2016worth reading by the international community at large and the participants of this conference in particular.

Makassar, August, 2016

Dr. Suarlin, S.Pd., M.Si.
Committee
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REVITALIZATION OF SPORT: ENRICHING HARD SKILLS AND INSERTING SOFT SKILL IN THE CURRICULUM

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ABSTRACT

According to the Roadmap for an ASEAN Community 2009-2015, ASEAN Economic Community (AEC) will make ASEAN as a unified market and a production base. AEC will make ASEAN a more dynamic and competitive with new mechanisms and parameters that are measured to strengthen the implementation of economic initiatives, to accelerate integration in a number of priority sectors, to facilitate the movement of business people, to educate workforce and to strengthen institutional mechanisms in ASEAN. AEC is expected to create 14 million new jobs, and reduce production costs by 10-20% and expected to incur a massive number of Foreign Direct Investment (FDI) to Indonesia.

This is a high time for Indonesia Education System to revitalize curriculum in facing and accommodating the era of AEC. It is recommended to review curriculum in every 3 to 5 years. Revisions are to see whether the existing curriculum meets the requirements of the present times. The curriculum should be prepared based on in-depth research. The factors to be considered includes the needs of the nation, contribution to economic development, strengthening the industry with certain technology, setting up a skilled workforce with a high work ethic, job creations, the formation of good character and a strong nationalism.

In terms of revitalizing sport curriculum, the first action is to enrich the hard skills. Hard skills are physical and technical skills which are knowledge based. Apart from sport science, I would suggest sport management, sport tourism, sport technology and the sport and fitness industry to be considered in the new sport curriculum. Second, is to insert soft skill in the curriculum via teaching and learning processes. Soft skills are personal and social skills which are attitude based. I would suggest the university apply focus on three (3) personal skills: thinking, talking, doing, and four (4) social skills: communication, management, problem solving and independent & entrepreneurship.

Keywords: Revitalizing of sport; sport curriculum; hard skill; soft skill.
ROBUST TEACHER TRAINING AND QUALITY TEACHERS: BUILDING EXPRESS HIGHWAYS FOR BETTER STUDENT OUTCOMES
Keynote Address delivered at UNM- 20 August, 2016
Ranbir S. Malik (visiting professor at UPI-Bandung)
Global Best Practices on Teacher Training: An Overview

Education has become the engine room for modern economies, a key factor for progress and backbone of any nation where quality of human resources determine its strength. Knowing how we learn, how to turn information into knowledge, and how to document and analyze life-long learning are essential in the 21st century. The pace of fast moving technology and globalization has put new demands on school systems to prepare citizens with the skills required in the 21st century. Expanding technological devices and connections are changing the landscape of education and student learning. Emergence of the “knowledge society”, rise of service sector, dependence on knowledge products, and highly educated personnel for economic growth are new phenomena (Castells, 2000, Friedman, 2006; Odin and Mancias, 2004). The flag bearers of these changes are the nations which have demonstrated that the real wealth of a nation is its well-educated human resources and cornerstone of any nation’s economic growth and prosperity rests on the quality of its education. It is beyond doubt to argue that improving education does produce long term economic gains that are going to be phenomenal (OECD Report, 2014). Education is seen as important avenue for national development. There is a strong evidence to suggest that if the average level of education of the working age population was increased by one year, the economy would be up by 1% and living standard (measured by GDP per capita) would be improved by 1.5%. The Asian Development Bank (1989) found a strong positive relationship between the average number of years of the schooling and the annual change in GDP per capita of developing countries. One critical measure of human capital investment is a country’s overall investment in education as a share of its GDP. For instance, in the OECD countries overall investment in education is over 6%, Australia’s 5.8%, India’s 4% and Indonesia’s 3.4% to name a few. The assumption of high spending in education is that it would lead to an increase in the skilled workforce to improve national productivity and make the workforce better able to perform and compete in global markets (e.g. Japan, South Korea).
However, poor educational policies leave many countries in what amounts to a permanent state of economic recession. Many developing countries are struggling to change their pedagogical practices mainly because of poor quality of teachers, politico-social beliefs, and lack of resources. Consequently, in most of these countries the level of education is the same as it was in the early decades of the 20th century in the developed countries (Schleicher, 2015). World Bank (1980) found that the mean score of students from the developing countries was equal only to the score of the bottom 5% to 10% of students from the developed countries because of the quality of education is much higher in the developed countries.

Rapid change and the end of certain established ways of doing things underpin these new times. The core changes brought by information and communication technology in society and education call for research on specific new forms of learning and epistemological issues regarding how learning occurs and how knowledge emerges beyond the borders of traditional systems of education. Educational institutions and educational policy makers in developed countries are making long term commitment to overhaul their education systems. Demand for choice in schooling and better accountability has led parents and industries to question whether their country’s schools are of international standard. A key factor in this endeavor has been curriculum, as communities want to know just what future generations need to know and how can best be taught. This concern has resulted in curriculum review at system and school levels. Benchmarking for these trends has been facilitated by standardized tests like Program for International Student Assessment (PISA), Trends in Mathematics and Science Study (TIMSS) and Programs in International Reading Literacy Study (PIRLS). Experience of world’s best performing education systems confirms that they have sound curriculum based on clear set of values and principles, their pedagogical practices are innovative, hiring quality teachers with passion for teaching, principals with vision for the future, and provision of resources to deliver high calibrated education for students.

Mode of teaching and learning is undergoing big changes. Demand from teachers and schools is to transform the learning landscape, teaching processes and bring fundamental change in student outcomes which are measured by their ability to think critically, work
collaboratively, solve problems, and become life-long learners. Schools in the 21st century, at least in the developed countries, are being laced with a project-based curriculum aimed at engaging students in addressing real world problems, and issues important to humanity. Teachers’ role is changing from dispenser of information to facilitate learning and help students to turn information into knowledge and knowledge into wisdom. Literacy in the 21st century is about reading for learning, the capacity and motivation to identify, understand, interpret, create and communicate knowledge, using written materials associated with varying situations in continuously changing contexts. Students who develop broad set of in-demand competencies such as the ability to think critically about information, solve novel problems, communicate and collaborate, create new products and adapt to change will be at a greater advantage in work and life.

**Quality Teachers Make Difference**

High quality teachers are the foundation of highly effective schools. Students who are taught by well-trained, energetic and enthusiastic teachers are fortunate, indeed. In a report on *What Matters Most: Teaching for America's Future* the US National Commission states that "in terms of student achievement the teacher is a more significant factor than any other kind of school resource. Linda Darling-Hammond (*Teacher Quality and Student Achievement: A Review of State Policy Evidence, 1999*) found that "teacher quality variables appear to be strongly related to student achievement". From a review of vast amount of research on the attributes of teachers Hattie (2003) maintains that teachers can make as much difference on student achievement as home background does. "Excellence in teaching is a single-most powerful influence on achievement... we need to identify, esteem and grow those who have powerful influence on learning. (ibid,p.4). Quality of teaching is the main driver of successful student learning outcomes and high quality teachers are the foundation of highly effective schools. World-wide, it is accepted that teacher quality is a critical component of a successful education system, but there is little agreement about how to provide all students with quality teachers. In fact, the issue of quality teachers is currently one of the most pressing concerns expressed by policy makers, the media, and the public at large and by educators themselves. In recent years, few educational issues have received more attention
than the problem of ensuring that primary and secondary classrooms are all staffed with quality teachers.

The most common ground among the world’s best performing education systems is the importance of keeping excellent teachers in the classroom, continually building their pedagogical knowledge and skills, rewarding and recognizing expert teachers’ practices. In the Western World billions of dollars are being poured on improving the quality of teachers. Different teachers produce different students and students who are taught by quality teachers exhibit an understanding of the concepts targeted in instruction that is integrated, coherent and with high level of abstraction (Hattie, 2003). An Australian research project led by Peter Hill (A Study of School and Teacher Effectiveness: Results from the First Phase of the Victorian Quality Schools Project, 1993) found that teacher effectiveness was the key to improved educational outcomes and suggested that it was primarily through the quality of teaching that effective schools make a difference. Effective teachers build their practical skills both during initial teacher education and in the course of continuing professional development (Barber and Mourshed, 2007). Great teachers are the heart of great schools. They inspire students with their passion, help acquire skills and knowledge, build confidence and develop creativity.

Quality teachers are themselves learners. "The extent to which teachers participate in intensive professional development programs affect student achievement" (Hill, 1999 in Towards High Standards for All students). Effective teachers take responsibility for their own professional growth, reflect on their own practices, trial new approaches and make collaborative decisions about future strategies and priorities. Research evidence confirms the value of ongoing investment in teachers' professional development. "This investment is maximized when teachers work together within their school communities to identify goals, define standards and expectations, review and refine teaching practices and prioritize areas for action and improvement. They accept responsibility for assessing the impact of their teaching on student outcomes and report on and are accountable for these outcomes” (ibid).

Top performing education systems of 25 OECD countries recruit their teachers from the top third of each cohort of graduates from their school systems. Reverse is true of low
performing school systems. The best teachers stay in teaching because of intrinsic rewards but eventually leave if their salaries and working conditions are unsatisfactory. Effective schools are characterized by an ethos or culture-orientation towards learning, expressed in terms of high achievement standards, and expectations of students, an emphasis on basic skills, high-level of involvement in decision-making, professionalism among teachers, cohesiveness in clear policies on matters such as homework, and student behavior. The real key to successful reforms is teachers who are essential players in promoting quality education. Well-trained, highly motivated, dedicated, and professionally competent teachers have the highest expectations from all of their students and have deep belief in the ability of each student. They celebrate successful learning and high achievement of their students. They ignite passion for excellence in their students. Quality teachers have the power to inspire students to strive for success, to make ideas come alive in the classroom and to respond to a wide range of student needs. They facilitate students’ acquisition of essential higher order analytical skills. In a study of 25 national school systems in the UK undertaken by Barber and Mourshed (2007, p.2) the authors concluded that three variables made the most difference in student outcomes:

- Getting right people to become teachers;
- Developing those people’s ability to teach well;
- Ensuring that the system is able to deliver the best possible instruction for every child.

However, worldwide there is a shortage of quality teachers, more so in the developing countries. In 2011, OECD’s Education and Training Policy Division expressed its concern that across the countries there are problems related to provide quality teachers to all schools. The main problems associated with teaching profession

- Related to limited connection between teacher education and teachers’ professional development;
- Shortage of quality teachers in high demand subjects; low status of teaching profession;
- Shortage of male teachers especially in primary and junior high schools;
- High workloads, stress and poor working conditions;
- Not enough incentives for demonstrating good teaching;
- Inequitable distribution of quality teachers among schools especially in rural/remote areas;
- Lack of uniformity of standards in hiring teachers. There is a strong push, mostly in the developed countries, for enhancing the status and quality of teaching profession. Mechanism has been established to support teacher quality. Carefully targeted professional development to meet school and individual needs and teaching standards are aimed at improving the quality of teachers. Public perception of the value of teaching as a profession has been improved.

**Attributes of quality teachers**

Quality teachers possess detailed understanding of the context in which they are working and meet community expectations. They are business-like and work-oriented, maintain academic focus, give clear instructions, and have high expectations from students. They engage in professional learning through self-initiated involvement in professional development activities. They take responsibility for their own professional growth, reflect on their own practices, trial new approaches, and make collaborative decisions about future strategies and priorities. For their students they are moral leaders and exemplify high values and qualities and seek to encourage these in others. In modern era teachers are expected to prepare virtually all students for higher order thinking and performance skills, once reserved only for few. Effective teachers are the expert teachers who are flexible in their approach, knowledgeable in their subject area and take students on board in their learning. Some of the characteristics of such teachers (based on Gurney’s research, 2007) are summed up here:

*Teacher knowledge, enthusiasm and responsibility for learning*

Effective teachers have high level of knowledge, imagination, passion and overriding commitment for their students’ learning. They have deep understanding of how students learn and adjust their thinking to keep students’ interest in learning in mind. Being themselves good learners, they read and experiment new techniques in teaching. They mirror the classroom environment through their reflective practices and share knowledge with
colleagues and students. Effective teachers bring passion for teaching to the subject and take responsibility for the creation of an environment that allows for the sharing and enjoying of that knowledge in effective learning climate.

Classroom activities that encourage learning
Effective teachers present new material in a step-by-step manner from simple to abstract thinking and scaffolding teaching strategies. When teacher creates an intrinsic motivation, students can feel that they are the masters of their own learning. Such teachers use activities in the classroom to engage students in an effective interaction with the subject.

Assessment activities that encourage learning through experience
Assessment is very much part of the creation of an effective environment. If students see the value of learning process and if assessment is part of learning, they can buy into the process and benefit from such stimulating learning environment. An effective teacher has to be aware of the debate surrounding assessment and has to be able to cope with the interplay of summative and formative tasks.

Effective feedback that establishes the learning processes in the classroom
A feedback which is focused, appropriate, and timely is one of the cornerstones of effective teacher. Hattie (1999, p.9) identifies feedback as the most powerful single moderator that enhances achievement. Appropriate and meaningful feedback is central part of effective learning environment where students actively seek feedback. Effective teachers insist on the mastery of foundational skills such as reading and numeracy.

Effective interaction between teacher and students
Effective teachers have rich repertoire of skills, approaches to provide the right “mix” for specific needs of individual students, enhance surface and deep learning. They use strategies to keep students engaged on task productively. “A teacher who brings a sense of personal involvement to the classroom, who wants to share the knowledge with students who is prepared to show that s/he is also a part of the learning cycle, sets up a relationship which will encourage a good learning environment” (Gourney, 2007, p.95). Effective teachers encourage students take responsibility of their own learning.
“All teachers do good things some of the time, and all good teachers do bad things some of the time. The differences among teachers lie not only in the proportions of the good and the bad but also in their awareness of the effects of what they are doing and their readiness to share this awareness with their students” (Smith, 1995, p. 590). A characteristic of award-winning university teachers is their willingness to collect student feedback on their teaching, in order to see where their teaching might be improved (Dunkin and Percians, 1992). Expert teachers continually reflect on how they might teach even better. They are reflective and engage in action research. They master the art of learning process and encourage high levels of critical thinking, creativity, problem-solving and working collaboratively.

It is clear that teachers have to be more and more successful with a wide range of learners to prepare future citizens with the sophisticated skills needed to participate in a knowledge-based society. The sort of pedagogy needed to help students develop the ability to think critically, solve complex problems and master complex subject matter, is much more demanding than that needed to impact and develop routine skills. Thus, teachers have to be both knowledgeable in their content areas and extremely skilful in a wide range of teaching approaches to cater for the diverse learning needs of every student (Hattie, 2003, p.3).

In a good teaching and learning environment there is an existence of intellectual excitement for students and teachers. Teachers have passion for new ideas to stimulate the curiosity of their students. Research indicates that teacher quality is a key determinant of student success, more important than class size, spending on instructional material. There is a general consensus that the quality of teachers and teaching matter are among the most important factors shaping the teaching and growth of students. In recent years, few educational issues have received more attention than the problem of ensuring that elementary and secondary classrooms are all staffed with quality teachers. Good teachers have great power to inspire students to strive for success, to make ideas come alive in the classroom and to respond to a wide range of student needs. Good teachers are not only responsible for teaching factual knowledge, but must facilitate students’ acquisition of essential higher order analytical skills. “Best ways to raise student achievement is by improving the quality of teaching, having a rich and balanced curriculum and having supportive, informative systems of assessment” (Robinson, 2015, p.24).
Teachers with the above characteristics prepare students who accept responsibility for their learning, actively participate and authentically engage in their learning, exhibit sense of accomplishment and confidence, and work collaboratively with other students.

**Preparing Quality Teachers, School Leaders for Effective Teaching**

The issue of teacher quality is currently one of the most pressing concerns expressed by policy makers, the media, public at large, and by educators themselves. To meet the growing challenges, teachers need a new kind of preparation-one that enables them to go beyond covering the curriculum and teaching to instill passion for learning. To improve the quality of education well-trained, highly motivated, and dedicated teachers are a pre-requisite. Combination of the attributes like pedagogical skills, subject area content knowledge, attitudes necessary for effective teaching, understanding of human growth, effective communication skills, strong sense of ethics, capacity for ongoing learning are the essential skills of the effective teachers. The relationship between teachers’ knowledge and skills prior to or upon certification, and teachers’ performance post certification is critical to understanding what separates a quality teacher from those unqualified. In the Western World billions of dollars are being poured on improving the quality of teachers. In Australia and the USA teachers are given extra incentives to teaching in disadvantaged areas and demonstrate an improvement in students’ academic performance. In the USA *No Child Left Behind Act* (2001) aims to provide quality education by quality teachers to all students.

Teacher education is considered a critical issue and the quality of teachers is a key to sustainable development. UNESCO (2015) has given top priority to recruiting motivated graduates for teacher training, providing them quality teacher training, improving the status of teachers and their working conditions. The right to quality education for every child can only be achieved if there are sufficient numbers of adequately and highly qualified teachers available to them. This requires sufficient and quality teacher education institutions, continuous education, and life-long learning facilities for all teachers. Despite the growing consensus that teachers do make difference in student performance, the role of teacher education institutes in teacher preparation is a matter of considerable debate. “Institutions
training teachers have been criticized as ineffective in preparing for their work, unresponsive to new demands, remote from practice or obstacles to recruitment of bright college students into teaching” (Darling-Hammond, 2006, p.9). The quality and flexibility of teachers’ classroom work is closely tied up with the course of their professional growth (Hargreaves, 1992).

Creditable teacher training institutes select graduates for teacher training based on their general ability, aptitude towards teaching and during training prepare them with sound subject knowledge and effective pedagogical skills. Countries which have demonstrated excellence in teaching and learning have ensured to raise the status of teaching as a career and have made concerted efforts to attract quality graduates for teacher training. High performing education systems place high priority on ensuring that all teachers receive an excellent preparation to teaching.

Curricula offered to pre-service teachers need to consider the demand of today’s schools in concert with the growing knowledge base about teaching and learning if they are to support teachers in meeting these expectations. The goal for pre-service preparation is to provide teachers with the core ideas and broad understanding of teaching and learning that give them traction on their later development. “This perspective views teacher’s capacity not as a fixed store house of facts and ideas but also as a source and creator of knowledge and skills needed for instruction (Cohen and Ball, 1995, p.6). In their teacher training program, prospective teachers need to be equipped with command of critical ideas, skills, and capacity to reflect on, evaluate, and learn from their teaching so that it continually improves. Learning to teach is an ongoing process involving pre-service teacher preparation, induction, and beginning teaching, and ongoing professional learning (Coolahan, 2002; Darling – Hammond and Sykes, 1999). “The knowledge base on which a teaching career is based has deepened and calls for teachers to engage with it on an ongoing basis as lifelong learners” (Coolahan, 2002, p.13). A new paradigm of teacher education is currently being created.

The preparation of new teachers and the ongoing professional development of those in the current teaching force is the key to educational improvement (Cobb, Darling-Hammond, and Murangi, 1995). In a longitudinal study of the teaching profession Darling-Hammond
(1997), backed by Fullan, Hill and Crevola (2006) revealed that the poor quality of teacher preparation and lack of professional development were associated with low performance of students. Despite the allocation of considerable resources towards ongoing professional development little has changed in the quality of classroom teaching (Darling-Hammond, 1997). American research indicates that over the 20th century there have been many excellent examples of well-proven teaching practices but even the best of them was rarely adopted by more than 20% of teachers. Partly, it is because teachers do not like to move from their comfort zone. “Much of what is claimed as school improvement is illusory and many of the most commonly advocated strategies for improvement are not robustly proven at work” Coe, 2013, p.3)

**Strong School Leadership**

School’s success depends considerably on effective and inspirational leadership. Effective schools are characterized by outstanding educational leadership, particularly as implemented by the principal and directed towards establishing agreed goals, increasing competence and involvement of staff and clarifying roles and expectations. “In effective schools, principals are in constant and meaningful communication with the school community and work to build partnerships beyond the school in pursuit of school’s objectives” (Zyngier, 2015, p.63). Effective principals set the vision and lead the school community to achieve their goals. In OECD countries large number of schools have high degree of autonomy in formulating and using curricula and assessments. Effective school autonomy depends upon effective school leaders. In OECD countries core curriculum is established at national/state level but it is up to school leaders to implement curricula effectively. School leaders play key role in integrating external and internal accountability systems by supporting their teaching staff in aligning instruction with agreed learning goals and performance standards. School leadership plays major role in creating the conditions in which teachers can teach effectively and students improve their outcomes. A study in New South Wales (Australia, 2012) where students did exceptionally well, revealed how principals and other school leaders facilitated teaching. These leaders had the following qualities:
• Eternal awareness and engagement with vision and high expectations from teachers for teaching and learning.
• Bias towards innovation and action and building trust.
• Emphasis on student support for their learning.
• Central focus on students, teaching and learning across school.
• Creating an environment of trust, responding to staff needs and open to new ideas from staff.

However, the principal’s role has changed in recent years with main emphasis being on leadership. The principal of today is more a professional leader than a head teacher. School leadership plays major role in creating the conditions in which teachers teach effectively and students improve their outcomes. Leaders and administrators at primary and secondary level bear heavy responsibility to motivate teaching staff to develop intrinsic and passionate interest for teaching and learning. Successful leaders utilize the authoritative leadership style. The importance of the headmaster’s leadership is one of the clearest of the messages from school effectiveness research” (Gray, 1990). Research indicates that the three attributes of leadership at school level are: the strength of purpose, involving other staff in decision-making, and professional authority in the processes of teaching and learning. The litmus test of the leadership is whether it mobilizes people’s commitment to putting their energy into actions designed to improve things. It is an individual (leader) commitment but above all it is collective mobilization (Fullan, 2001). Effective leaders set clear direction, develop people and re-design the organization (Leithwood and Janzi, 2005). This paradigm shift as “new professionalism” in the principalship is summed up by Smith and Bell

(They) base their work on their core values which are expressed through vision for the school. Such leaders are flexible, able to initiate, cope with change and are extremely person-centered. They focus on developing and mentoring followers, constantly nurturing optimism and enthusiasm throughout the school while empowering colleagues to do more than they ever expected they could do…..They have the desire to create radical shifts in culture and make lasting and profound changes in school ethos to empower students and teachers (2014, 60).

There is a significant relationship between teacher effectiveness and quality and quantity of training teachers receive in subject matter and content-specific teaching methods (Begle,
International Conference

Teacher Training Institutions

Teacher training institutions need to prepare teachers who will be leaders in educational reforms. “As schools educate more students who were earlier excluded from school altogether or segregated in ‘special’ classes, teachers increasingly need knowledge about learning differences that is typically reserved to a very few.... There are students whose learning is affected by home and community conditions that require support and often intervention from teachers” (Darling-Hammond, 2006, p. 257).

Teacher Education and Pedagogical Practices of Successful Educational Systems

Among the world’s best performing nations consensus is emerging that in order to improve the quality of a nation’s workforce all out efforts must be made to improve the quality of teachers. The best practices of the best performing education systems in teacher training have been outlined by Darling-Hammond (2005a 200b). In brief they are as follows:

1. Coherence, based on a common, clear vision of good teaching grounded in an understanding of learning permeates all coursework;
2. A strong core curriculum, taught in the context of practice, grounded in knowledge of child/adolescent development, learning in social and cultural contexts, curriculum, assessment, and subject matter pedagogy;
3. Extensive, connected and clinical experiences that are carefully developed to support the ideas and practices that are presented in the coursework.
4. Well-defined standards of professional knowledge and practice are used to guide and evaluate course work;
5. Explicit strategies that help students confront their own deep-seated beliefs, assumptions about learning, and learn about the experiences of people different from themselves;
6. An inquiry approach that connects theory and practice including regular use of case methods, analyses of teaching and learning and teacher research applying learning to real problems of practice and developing teachers as reflective practitioners;
7 **Strong school-university partnerships** that develop common knowledge and shared beliefs among school and university-based faculty;

8 **Assessment based on professional standards** that evaluates teaching through demonstration of critical skills abilities using performance assessments and portfolios that support the development of ‘adaptive practice’ (Darling-Hammond, 2006a, p. 276).

In the USA *‘No Child will be Left Behind Act’* (2001) was passed to provide quality education by quality teachers. In fact, Global Education Reforms Movement (GERM) originated from England’s Educational Reform Act (1988) and the process accelerated with No Child Left Behind Act and the Race to Top reforms in the USA. Its basic premise is that externally set teaching standards and aligned standardized testing are preconditions for success. No Child Left Behind means every child will get good education measured by standardized tests in math and science from grade 3 to 8. If a child fails the test, s/he is judged not to have received good education from the school and the teacher and school need an improvement. Nations around the world are now standardizing their curricula to fit to international student tests and students study learning materials from global providers. These reforms are being advocated by World Bank, OECD, governments and private corporations. Benchmarking for the successful school system are the PISA standardized tests which give a strong indication whether schools and teachers are doing a good job. A school system is successful if it performs above the OECD average in mathematics, reading literacy and science and if students’ socioeconomic status has a weaker than average impact on students’ learning outcomes.

Almost every country in the world is subject to the grip of educational reforms. Qualifications for entry into a teacher education program vary considerably even in the developed countries. Examinations are common to determine entry to teacher training program. Candidates’ academic achievement is most often assessed through grades and test scores. More than two-thirds of OECD countries have increased school choice opportunities for families with the perceptions that market mechanisms in education would allow equal access to high quality schooling for all. Increase of Charter Schools in the USA, Secondary
School Academies in the UK, free schools in Sweden and private schools in Australia are some of the examples of expanding school choice policies.

The most successful education systems are South Korea, Finland, Ontario (Canada), Singapore, Japan, Hong Kong and Estonia. World’s most successful education systems based on international standardized tests (PISA Ranking, OECD, May 13, 2015) are Singapore(1), Hong Kong(2), South Korea(3), Taiwan(4), Japan(4), Finland(6), Estonia(7), Switzerland(8), Netherlands(9), Canada(10), Poland(11), Vietnam(12), Germany(13), Australia(14), Ireland(15), Belgium(16), New Zealand(17), Slovenia(18), Austria(19), and the UK(20). As a region Southeast Asian countries top the list of five most successful educational systems. They are Singapore, Hong Kong, South Korea, Taiwan and Japan. In these Southeast Asian countries teachers expect every student to succeed. There is a lot of rigor, a lot of focus and coherence. These countries attract most talented teachers in the most challenging classrooms, so that every student has access to excellent teachers (Schleicher, BBC, May 13, 2015). These countries have made teaching an attractive career option for high academic achievers, there is an excellent matching supply and demand of teachers and pre-service teachers are provided excellent knowledge of the subject as well as pedagogical skills. They have regulated teacher education systems and more rigorous procedures for the accreditation of teacher education program as well as mentored induction coupled with rigorous assessments of readiness for full entry to the profession. In fact, in some countries (e.g. Finland, Ontario-Canada) new teachers have effectively had the experience of becoming part of a school’s staff by the time they graduate. These countries have realized the critical importance of collegial support and the profound benefit that trained mentors can provide.

Most of the OECD countries, Australia and New Zealand are rated as high performing nations. High achieving countries have stable and effective policies and mechanisms in place to assure the quality of initial teacher education entrants, and programs for graduates. The most common ground among these high performing education systems is the importance of keeping excellent teachers in the classroom, continually building teachers’ pedagogical knowledge and skills, and recognizing and rewarding expert practice. These education systems engage teachers to set their own teaching and learning targets, and
teachers crafting productive learning environments. A major aim in the leading educational systems is to develop teachers as professionals and expert in their area of teaching. The main push in leading educational institutions of developed countries (e.g.s, The, USA, OECD, Singapore) is to prepare exemplary teachers. Curriculum is not text book driven or fragmented, but it is thematic, project-based and integrated.

Students who are taught by such transformative teachers exhibit an understanding of the concepts targeted in instruction that is integrated, more coherent, and higher level of abstraction than the understanding achieved by other students (Hattie, 2003). High-achieving countries are characterized by rigorous quality assurance arrangements at three key stages in the preparation of teachers (ACER, 2014, p. xvi):

- Recruitment and entry standards;
- The accreditation of teacher education programs;
- Transition and full entry to the profession.

Main features of the most successful education systems can be summed as follows:

- They are guided by professional standards;
- Involve mentoring where mentors are carefully selected for their expertise and receive ongoing training;
- Include classroom-based learning opportunities for new teachers;
- Provide continuing professional development;
- Are supported through the provision of resources.

On the other hand, in developing countries teacher education faces great challenges due to economic constraints, shrinking resources and low status attached to teaching profession.

**Finland: par excellence**

In Finland teaching is regarded as a ‘noble’ profession. It enjoys a status similar to that of medicine, law and economics (Sahlberg, 2010). The outstanding education system of Finland basically rests on two pillars: well-designed curriculum and quality intake of graduates in teaching profession. The best attribute of Finn’s education system is its rigorous scrutiny in the recruitment of graduates who aspire to become teachers. Young talented graduates are selected from the top one-third of cohort for teacher training course. Gaining
entry to teacher training is highly competitive. Only one in ten applicants is accepted into primary teacher training courses.

Teaching profession enjoys great public respect and appreciation. Teachers are well-paid and considered professionals who feel proud that they are doing a great service for their country. In Finland, as in Japan and South Korea, teachers spend less time in the classroom than teachers in the USA and Australia. They spend more time in planning, evaluation and building their professional learning cultures and communities. Teachers have high expectations and strong sense of moral purpose. Parents, students and authorities genuinely trust teachers and schools. School leadership enjoys autonomy and makes continual adjustment to changing needs of individuals and society. There is a strong focus on mentoring the fresh teachers and ongoing professional development of teachers. “Teaching is regarded as a team sport built upon teacher collaboration sharing the goals…. Selection of teachers focuses on finding those individuals who have the right personality, advanced interpersonal skills and the right moral purpose to become life-long educators” (Sahlberg, *Washington Post*, 12 February, 2015). A master degree is the professional entry requirement for all primary/secondary teachers. Pre-school and kindergarten teachers must have bachelor’s degree.

Focus of curriculum is on developing holistic personality: knowledge, skills, values, creativity and interpersonal skills. Purpose of teaching and learning is to make a happy experience and try new ideas by putting curiosity, imagination and creativity at the heart of learning. Although all students have equal opportunity for quality education, diversity among students is valued. Learning is put before teaching. Focus of teaching is to encourage creative solutions to real life situation problems and collaborative approach to group projects. Eminent Fin Professor Sahlberg goes on to explain, “While most of the educationally well performing nations encourage competition, standardization, test-based assessment, accountability and choice of schools (public/private), Finland model focuses on collaboration, personalization, trust-based responsibility and equity” 2012).
**Ability-driven Singapore: In search for excellence**

The city-state and member of ASEAN, Singapore with a population of 5.6 million (2014) has 522, 000 students enrolled in 360 schools. Both of its universities rank first and second in Asia (2016). Its education system measured on PISA standard tests ranks third in the world (2015). Singapore has recorded this phenomenal progress by improving its education system and training its human resources in the skills required in the 21st century. The government has embarked upon looking into school curricula and classroom processes with the idea to provide new sets of skills such as innovation, flexibility, entrepreneurship, creativity and commitment to life-long learning. In search for School Excellence Model main focus of education has been to create world class man power to feed its service industrial sector. Meritocratic values provide strong incentives for everyone involved in education. It is an honor to be a teacher in Singapore. Starting salaries for teachers in Singapore are higher than most of the OECD countries. Under the leadership of innovative and forward looking principals independent and autonomous schools have been created. In Southeast Asia, Singapore has re-defined its mission and vision through *Thinking Schools and Learning Nation*. The real secret of Singapore’s remarkable progress in improving its education system is due to training its quality teaching force with a strong expertise in curriculum and pedagogy and a culture of continual professional development of teachers. “Singapore has built an education system in which students are routinely taught by well-prepared teachers who work together to create high quality curriculum, supported by appropriate material and assessments that enable ongoing learning for students and teachers and schools alike” (Darling-Hammond, 2010).

Now Singapore has put in place TE21 Model of Teacher Education. National Institute of Education provides the theoretical foundation to produce *thinking teacher* whilst concurrently having strong partnerships with key stakeholders and the schools to ensure strong clinical practice and realities of professionalism in teacher development. This model focuses on three value paradigms: learner-centered, teacher identity and service to the profession and the community. Teachers are treated as professionals who are expected to set high standards for themselves and high expectations from their students.
National University of Singapore provides an opportunity for teachers, researchers, and administrators to work together to develop and implement new ideas in schools to better educate students. Singapore’s solid foundation in mathematics and science for all students in the elementary grades seems to be a core part of students’ later success. The country has made extensive use of international benchmarking as a tool for improvement and to move up the educational value chain. In search for becoming hub of quality education in the region Singapore promotes internationalization of education and recruits prestigious foreign universities to establish local campuses.

**Australia: Converting a Lucky Country into Clever Country**

National Curricula—a topic of considerable debate within the educational community—underpins much of what is taught in schools today. While Australia has good schools its performance has declined by international standards and the gap between the highest and the lowest performing students has widened. In recent years Australia has fallen from the 2nd place to 7th in reading, and 5th to 13th in math. Also, there is a larger achievement gap than other similar nations with low SES and Indigenous students clustered towards the bottom (Australian education is characterized by high quality, low equity and high social segregation).

In PISA ranking Australia was 9th compared to the USA (17th) and the UK 26th (2009). In Australia, there is a growing realization while Australian students perform well on average, they are slipping down the international rankings and many of the disadvantaged students are being left behind. The vision for Australia is to make it a high quality and equity schooling system by international standards and to place it in top five countries in reading, mathematics and science by 2025. Currently, there is a strong move in Australia to develop a national set of competencies for teacher education through National Project for quality teaching and learning. The aim is to raise the quality of teaching at every stage and to ensure that the best and bright teachers enter into the classrooms to provide best education to all students. The government is committed to ensure that teaching quality and qualifications are
clear and uniform across Australia, every class must have a committed teacher and schools have adequate resources and infrastructure for enhancing quality education.

This urgency to improve teacher education is part due to evidence of declining achievement levels in Australian schools. “The period 2000 to 2012 witnessed a significant decline in the national reading and mathematical literacy levels of 15 year-olds as measured by standards tests (PISA) conducted by OECD”. Ironically, this decline occurred at a time of unprecedented national effort to raise literacy and numeracy levels in Australian schools, including the setting of national goals to improve levels of numeracy, reading, writing, and spelling by all state, territory and commonwealth education ministers in 1997. Even Australia introduced National Literacy and Numeracy Tests and increased focus on professional development of teachers. As during the same period a number of other Asian countries (South Korea, Singapore, and Taiwan) registered significant improvement (measured by PISA) Australia felt left behind. There is now an urgent challenge to promote high quality teaching in every Australian classroom, to ensure that every teacher is doing what the best teachers already do, and to raise the status of teaching as an advanced, knowledge-based profession.

Concerns relating to quality and public accountability in education have given rise to a range of national reports that identify key competencies as guidelines for ensuring the standardization of quality and efficiency.

Currently, teacher education in Australia is undergoing big changes. Teacher education in Australia is currently shaped by a number of contentious educational issues such as competencies and national standards, government allocation of funds and resources, the decentralization of schooling, and significant changes in the nature of teachers’ work that result from shifts in educational policies and provision. Current paradigm based on competency ideology is moving towards the subordination of the social to the economic, the cultural to the vocational and broad-based education to the narrow confines of competency-based vocational education. There is a strong move in Australia (as in the UK and the USA) to develop a national set of competencies for teacher education through National Project for quality teaching and learning. “The current reforms lead to a mode of policy-making
attempts to comply with existing world and national economic trends” (Bartlett, 1992, p. 61). These reforms in teacher education are themselves part of a meta-reform agenda driven by a framework of economic rationalism in globalized context.

A number of schemes have been introduced to keep high-caliber teachers in classrooms. Advanced Skills Teachers, Lead Teachers, Classroom First Strategy, Stage One and Stage Two Teachers (promotion based on performance) have been introduced. Incentives are offered for expert teachers to stay at classroom teaching instead of moving to administrative jobs with more experience in teaching. Increasing numbers of schools are getting the status of an Independent Public School where principal is given more autonomy to make decisions on the running of school.

To improve the leadership at school level the Australian Principals Association Professional Development Council has been established. The Australian Institute of Teaching and School Leadership Was created in 2010. Its main function is to promote excellence in teaching, build networks of schools to stimulate and spread innovation, and to develop diverse curricula to cater for the needs of different students. Quality in teaching and leadership is rewarded through Innovation and Excellence Awards. In July 2001, Teacher Quality and Educational Leadership Taskforce was established to report on: (i) teacher preparation and ongoing development aimed at improving the quality and standard of teaching and learning; (ii) professional standards for teachers and principals, both for entry to the profession and to meet the ongoing needs of students over time.

Many universities have a school of education where teacher training is undertaken along with providing opportunities for post graduate studies. Currently, more rigorous standards for teacher training courses to improve the quality of teachers graduating from universities have been undertaken. Aspiring teachers are required to pass a literacy and numeracy test so that they have the skills to be effective teachers and positive role models. The aim is to raise the quality of teaching at every stage of a teacher’s career and to ensure that the best and bright teachers enter into the classrooms to provide best education to students. Teachers with high literacy and numeracy and dedication for teaching, presumably, will help raise teaching
and learning to a new high level. The types of graduates who enter for teacher training have been a major concern in Australia. Masters argues:

If Australia aspires to be among the world’s highest-performing nations in school education, it will need to learn from world’s highest-performing nations in school education. It will need to learn from world’s best practice in the selection of its teachers. This will mean developing clarity about the attributes sought in future teachers and testing for those as part of initial teacher education selection processes (2012, p. 2). Four major elements to strengthen teacher training program were outlined by the Minister of Education Mr. Bowen (2013):

1. More rigorous and targeted admissions into university courses for graduates enrolling in teaching courses. Potential candidates would be interviewed, required to demonstrate values and aptitude for teaching, and give a written statement.
2. Students will have to pass a new literacy and numeracy test, building on National Plan for School Improvement, before they graduate.
3. A national approach to teacher practicum to ensure new teachers have the skills, personal capacity and practical experience they need to do well.
4. A review of all teaching courses by the Tertiary Education Quality and Standards Agency. Australian Council for Educational Research (ACER) prepared a report on Teacher Education, Teaching and Learning and Leadership: Best Practice Teacher Education Programs and Australia’s own Program 2014). This report (i) identified best practice principles for the design, delivery, and assessment of teacher education programs and (ii) articulated the features of teacher education programs that most effectively support successful transition to effective practice. To achieve the above goals the government allocated extra funds to ensure that teaching quality and qualifications are clear and uniform across Australia best graduates enroll for teacher training. A new Science of Learning Research Centre has been established to bring together educational professionals and researchers in areas ranging from neuroscience and cognitive development to pedagogy and educational technology to explore how advance techniques in learning research can be used to support more effective teaching practices. Other initiatives undertaken to support more effective teaching practices are the introduction of Master of Teaching program at the
University of Melbourne, graduate level research-based courses in teaching of reading, the teaching of mathematic and assessment of student learning at the Australian Council for Educational Research.

**National Standards for Teachers**

In 2008, a team of academics in collaboration with Australian Council of Education and Research (ACER) completed report for Business Council of Australia entitled: Teacher Talent-the Best Teachers for Australian Classrooms. The Federal Government of Australia announced a national certification of teachers. This initiative goes to the heart of improving the quality of teaching in Australian schools. A new integrated national approach involving national teaching standards and levels of voluntary certification, above the common and mandatory registration level with commensurate financial rewards has been introduced. All teachers (300, 000) in Australia have gone through the process of assessment and certification monitored by the Registration Board of Teachers. National standards for teachers are underlined in the National Framework for Professional Standards for Teaching:

A strong and effective school education system is integral to individual success, social cohesion, progress, and national prosperity. It is clear that teachers have to be more and more successful with a wide range of learners to prepare future citizens with the sophisticated skills needed to participate in a knowledge-based society. The sort of pedagogy needed to help students develop the ability to think critically, create, solve complex problems and master complex subject matter, is much more demanding than that needed to impact and develop routine skills. Thus, teachers have to be both knowledgeable in their content areas and extremely skilful in a wide range of teaching approaches to cater for the diverse learning needs of every student (2003, p.3).

Now the state governments are making whole-hearted effort to lure top 30% of school leavers in teacher training programs. The Federal Government of Australia has announced a national certification of teachers. This initiative goes to the heart of improving the quality of teaching in Australian schools. A new integrated national approach involving national teaching standards and levels of voluntary certification, above the common and mandatory registration level with commensurate financial rewards has been introduced.
A new national body, the Australian Institute for Teaching and School Leadership (AITSL) is given the responsibility for establishing ‘rigorous’ national professional standards fostering high quality professional development for teachers and school leaders and working collaboratively with key professional bodies. AITSL is responsible for (a) rigorous professional standards, (b) fostering and driving high quality professional development for teachers and school leaders, and (c) working collaboratively across jurisdictions and engaging with key professional bodies. It provides national leadership for Commonwealth, State Governments in promoting excellence in professional teaching and school leadership.

**Better School Plan**

Better School Plan which started in 2014 is a plan to improve results of all schools and students by introducing educational reforms that evidence shows improve results. The plan is based on reforms in five core areas: (a) quality teaching, (b) quality learning, (c) empowered school leadership, (d) meeting student needs, and (e) greater transparency and accountability. The Better School Plan aims to take Australian schools into the top 5 in the world by 2025.

**New National Curriculum**

National Curriculum, part of Australian Education Reform was implemented in 2011. The purpose of national curriculum is to provide curriculum essentials (the content and achievement standards) that all young Australians should have access to. The national curriculum provides parents and teachers with a clear understanding of what needs to be covered in each subject at each year level. It aims to equip young Australians with the skills, knowledge and capabilities to enable them to effectively engage with and prosper in society, compete in a globalised world and thrive in the information-rich work places of the future.

New National Curriculum has been developed by the Australian Curriculum Assessment and Reporting Authority (ACARA) in collaboration with a wide range of stakeholders, including teachers, principals, government state and territory education authorities, professional
education associations, business/industry, community groups and the public. The development of Australia’s national curriculum spans K-12, starting with the learning areas of English, math, science and history which were implemented in 2011.

To improve the quality of teaching following steps have been taken:

- A national quality project has been undertaken to disseminate information about best practice in teacher professional development.
- Teacher accountability and the public reporting of educational outcomes is embraced nationwide.
- Curriculum and assessment practices have been revised and ICT has been incorporated to meet skills shortage and vocational and Home Economics Training sector has been expanded.
- Effective programs to support beginning teachers have been identified and disseminated.
- Effective teaching practices for Indigenous students are being given special attention.
- To enhance professional standards in areas such as science, English, maths the role of teacher association has been recognized.
- Australian College of Education is supported in its efforts to stimulate discussion about professional standards for school teachers.
- Principal and aspiring leaders are encouraged to implement innovative approaches to whole school management through the Australian Principals Association Professional Development Council.
- Government lends full support to activities of peak principals association to develop national framework which defines the common elements necessary for excellence in school leadership.
- Principals are supported to improve education outcomes of Indigenous students.

**My School Website**

On 28 January 2010 My School Website ([www.myschool.edu.au](http://www.myschool.edu.au)) was launched in close consultation with schools and school jurisdictions right across Australia. Its role is to provide high quality and nationally comparable data on Australia’s 10,000 schools. Data
published in My School website benefits parents, schools, governments and the wider community to better understand school performance. On this site information can be searched by name, location and sector. This information enables to (a) access consistent information about all schools; (b) compare the average performance of students in a school on national literacy and numeracy tests (NAPLAN) in Years 3, 5, 7, 9 with the average performance of students in statistically similar schools across Australia; (c) search for schools within a particular area.

This program allows to compare student achievements against national standards and teachers are becoming more adept at using achievement data diagnostically. League of Tables gives the performance of all students Australia wide and parents can see how their child is performing against other children. Each school’s performance can be seen on the League of Tables.

Fair and meaningful comparisons have been made possible by making use of the Index of Community Socio-Educational Advantage (ICSEA) to group schools together that are statistically similar in terms of their student intakes. The website displays each school’s (ICSEA) value. An index of 1000 is the average. Nearly 70% of schools have values between 900 and 1000. The lowest ICSEA values are 500 and the highest above 1300. A low number indicates that the students at the school generally have a less educationally advantaged background than students at schools with a higher ICSEA value. For each school the spread in student background is indicated. The website also displays performance on each of the NAPLAN tests.

**Tertiary Education**

Even though Australia is highly regarded in the international community as one of the leading nations in research and innovations in teaching and learning, a significant number of academics remain seriously unaffected by national and institutional efforts to improve the quality of teaching (Light, 2003). In recent years it has been made mandatory for freshly recruited teachers to undertake a short course in tertiary teaching and learning. For example, at Sydney University a number initiatives have been taken to improve the teaching skills of newly recruited teaching staff (Ramsden, 2003). All new academics are required to undergo
fundamental training in teaching. In promotional positions academics must demonstrate their contribution in teaching skills. Rigorous peer-reviewed audits of teaching and learning takes place. Extra funds are given to the university based on the demonstration of research output, calibrated contribution in teaching and learning. A review of these initiatives indicated that enrolment in undergraduate courses has increased and student survey indicated that they were very satisfied with the quality of education.

A National Institute for Learning and Teaching in Higher Education has been established to improve learning and teaching in higher education. This Institute is managed by the Australian Universities Teaching Committee with professional staff with expertise in learning and teaching in higher education. This Institute could “make Australia a world leader in the business of producing graduates for an uncertain tomorrow” (Bain, 2003, p. 13).

The Academic Board of the University of Melbourne has produced an inspiring document which outlines Nine Principles Guiding Teaching and Learning . They are:

- An atmosphere of intellectual excitement;
- An intensive research culture permeating all teaching and learning activities;
- A vibrant and embracing social context;
- An international and culturally diverse curriculum and learning community;
- Explicit concern and support for individual development;
- Clear academic expectations and standards. Good university teaching and good business practice have much in common;
- Learning cycles of experimentation, feedback and assessment;
- Premium quality learning resources and technologies;
- An adaptive curriculum.

These principles reflect a balance of evidence which promotes student learning. “Each principle has got a direct bearing on the quality of students’ intellectual development and on their overall experiences of university life” (James and Baldwin, 2003). Academic staff in the tertiary sector is rewarded on the basis of their contribution in teaching, research and service to their university and community. Australian Award for University Teaching is
awarded to the nominee on the basis of the following criteria: Australian Council for Educational Research (ACER) prepared a report on *Teacher Education, Teaching and Learning and Leadership: Best Practice Teacher Education Programs and Australia’s own Program 2014*). This report (i) identified best practice principles for the design, delivery, and assessment of teacher education programs and (ii) articulated the features of teacher education programs that most effectively support successful transition to effective practice.

- Interest and enthusiasm for teaching and promoting student learning;
- Ability to arouse curiosity, stimulate independent learning and develop critical thought;
- Ability to organize material and to present it imaginatively;
- Command of subject matter;
- Innovation in design and delivery of content and course material;
- Participation in effective and sympathetic guidance and advising students;
- Provision of appropriate assessment, including worthwhile feedback;
- Ability to assist students from equity groups to participate and achieve success;
- Professional approach to teaching development;
- Participation in professional activities and research related to teaching.

According to OECD, in 2004 there were 2.7 million tertiary students world-wide enrolled outside the country of their residence. Since 1980s Australia has become a major player in the international student market offering globally recognized courses and qualifications. In 2009, Australia’s share (7%) of the international student market was behind the USA (18%), the UK. (7.5%). According to the Bureau of Statistics of Australia in 2010 there were 469,619 overseas students in Australian tertiary education institutions. Most international students studying in Australia come from China (27%), India (15%), South Korea (5.5%) and Vietnam (4%). In 2009, over 22% tertiary students studying in Australia were international students. Most preferred courses for higher education for international students were business management and commerce.

In general, best practice in teacher training education in Australia is consistent with best practice in other successful education systems. “There are clear indications that Australia is
moving toward a standards-guided teacher education system where standards of professional knowledge and practice are used to guide and evaluate course work and clinical work” (ACER, 2014, p. xii). However, there are a few areas where Australia is still behind other successful education systems. First, Australian education system needs to show more improvement in its quality assurance arrangements. Second, Australia needs to improve on the status of teaching and providing professional condition of work (OECD, 2011). Third, teaching profession still does not enjoy as high status as other professions (e.g. medicine, accounting) do. Consequently, entrants to teaching are not as high caliber graduates.

**Challenge for ASEAN Region**

Since its inception on August 8, 1967, Association of South East Asian Nations (ASEAN) has expanded in terms of its membership and political and economic sphere of influence. Now ASEAN region consists of 625 million people and with $2.356 trillion economy it is the 8th largest economy in the world. About 45% population of this region is below the age of 35%, in contrast to the ageing population of the developed nations. By 2050 it promises to be the 4th largest economy. It has recovered remarkably well after the 1997 economic crisis. As a whole, current economic growth rate is 6.3%. On average, ASEAN countries allocate 14.7% of their government expenditure on education (ranging from Thailand 23% to Myanmar 4%). Now ASEAN as a region of peace, security and stability remains a magnet for foreign direct investment with 9% of the global total (Lipton, 2015). Important economic forces have been driving ASEAN convergence. Its export-led growth and industrialization have benefited the region and more recently the domestic demand due to the rise in middle class people. ASEAN represents a group of nations with big technological, economic and educational diversity between high-end (e.g. Singapore) and low-end nations (Laos and Cambodia). Strengthening ASEAN identity through education is a main priority of this region.

Although ASEAN group is on the course to transform its education system, diverse cultures, languages, different paces of educational development, national identities and different visions of the educational policy makers make it hard to have common higher education. In
terms of their quality of education system, apart from Singapore, these countries have got a long way to go. Latest PISA ranking (2015) places Vietnam 12/76, Thailand 47/76, Malaysia 52/76 and Indonesia 67/76. However, in spite of the diversity in the region all member countries of ASEAN share a common vision: development through education. They have ratified a convention to provide free education up to junior high school level to all children and focused on transforming the region into a stable, prosperous and highly competitive region with equitable development and reduced poverty.

In recent years, the countries of ASEAN region have increased investment in improving their educational capacity needed to attract jobs in the skilled labor and service areas. In 2009, ASEAN signed a roadmap for a period of 2009-2015 to achieve the goal One Vision, One Identity, One Community to become a single market and a highly competitive region fully integrated into the global economy. To achieve this goal, ASEAN have launched to develop its human resources by improving their education systems. It attaches particular significance to the development of quality education at all levels of education across the region and to streamline its educational standard that is consistent with international benchmarks of best practice. Now curriculum reforms have captured the attention of educators in ASEAN region. The ASEAN Qualifications Reference Framework (AQRF) is an initiative to enable mechanism to assist in supporting the recognition of qualifications, the promotion of credit transfers and the advancement of student/worker mobility. The aim is to integrate its education system at a supranational level where students should have the opportunities to study in any member country. The aim is to allow the dispersion of education and educated people to more closely match the demands of the economic community. ASEAN countries agreed that by the end of 2015 there would be free flow goods, services, investment, labor, and capital. ASEAN Master Plan Blue Print states that developing a common standard of competencies for vocational and secondary education is a base for benchmarking with a view to promote mutual recognition of needs to be accomplished. These countries have realized that their competitiveness depends on improving their education system to produce the educated workforce. A snapshot of the educational challenges of some of the ASEAN countries is briefly described below.
The main challenges to improve primary and secondary education in ASEAN region include (a) improving teacher training and quality of teachers, (b) approaches to teaching, (c) lack of equity in teaching resources, (d) standard tests and (e) school autonomy.

(a) Improving teacher training and quality of teachers

In recent years, teacher training in ASEAN has become the focus of educational reforms in order to improve the quality of education. For example, Indonesia has launched a teacher certification program and all ASEAN countries have started overhauling their teacher training institutions and providing professional development for in-service teachers. Meaningful gains will take place only when teachers are fully trained about the value of the new curriculum, if resources are provided and support system (particularly in isolated schools) is available.

In remote areas teachers do their jobs with low motivation due to a host of reasons such as very little support in terms of resources and lack of professional development opportunities. High teacher absenteeism (19%) is another problem which partly is due to low salary for teachers. Continuous support from school supervisors and commitment by school principals are vital to encourage and support teachers teaching in remote areas with difficult social and physical working conditions. Teacher training institutions should continually review the pedagogical practices (e.g. Singapore), and train the pre-service and in-service teachers to ignite passion for teaching.

Research from Indonesia (Sumintono, 2015; Jalal and Hendarman, 2009; Nielsen, 2003) has shown that lack of consistent mechanism to recruit teachers, expansion and proliferation of private teacher institutions without any quality control, and too much emphasis on theories and overloaded materials are the main problems plaguing teacher education. In Indonesia, reforms in education at all levels are underway and showing some signs of improvement. A large number of uncertified teachers have been certified after they upgraded their qualifications. In collaboration with university academics projects are being developed for pre-service and in-service curriculum materials. Aim of such projects is to improve the quality of laboratory and practice teaching schools, improving practicum programs, and engaging in classroom action research with partner schools. Initiatives like “training wheels”
are making appreciable impact on active learning and school development, university partners actively participating in teacher training of the “cluster” to encourage university based trainers to go back to school and ensure that modules reflect real classroom needs. These efforts are intended to create sustainable economic relationship where districts readily look towards the university to assist them to develop their potential by increasing both teacher and student performance.

(b) Approaches to teaching

In most of the ASEAN region curriculum is textbook-driven and fragmented. Skills and contents are taught as an end in themselves. Approach to teaching by many teachers tends to be authoritarian and teacher-centered. Teaching pedagogy employed by many teachers emphasizes rote learning rather than encouraging students to think critically and adopt problem-solving stance. A supportive learning environment is the one which encourages deep learning (discussed earlier) rather than surface learning. Students taking a surface approach tend to be assessment conscious, fact and syllabus-bound and not searching for ideas. A recent survey of 1800 principals in Thailand revealed that only 1/3rd of the teachers in Thailand implemented child-centered teaching. In fact, it is very typical of the bulk of teachers in all ASEAN countries.

On a positive note Indonesia sent 10 principals and teachers led by Dr. Musliar Kasim (2015) to Finland to understand the role of teacher training universities in that country. The group had first hand idea about excellent training teachers are given in Finland and realized how far behind Indonesia is. All the 13 Teacher training state universities in Indonesia send their lecturers and students to a number of the developed countries to understand how they train their teachers. International seminars, conference and invitation to expert in education from overseas are frequently invited to inject new ideas. These are very healthy developments to improve teacher education in the ASEAN region.

(c) Lack of equity in teaching resources

There is a general lack of good text books and equipment especially in remote areas where students suffer from the lack of quality teachers and schools are under-resourced. To provide quality teaching and learning material on equitable basis is a daunting task. Lagging behind
in terms of addressing the issues of equity and quality of education to all, educational disparities across geographical areas, urban and rural areas are the problems of most of the ASEAN countries. For example, Outer Islands of Indonesia and the southern islands of the Philippines have been neglected in past and even now there is a big problem of equity in educational resources. Consequently, considerable amount of national talent is being overlooked. Vietnam and the Philippines have made good progress in providing better textbooks.

In most of the ASEAN region educational disparities are common across geographical areas, urban and rural, between western and eastern parts of Indonesia and among groups of people with varying income and gender. “Reform in education (in developing countries) is like a big bowl of soup. The cook is stirring the soup but if the spoon is too short, you only mix the surface. The spoon must be long enough to reach the meat and potatoes that lie at the bottom” McKinsey, 2006, p.199). In Indonesia there is not a shortage of teachers. Jalal and Herdarman (2009, p. 27) argue that in 81% of the schools in Indonesia have an oversupply of teachers and 13% have shortage of teachers. Thus, it is a problem of unequal distribution of teachers in schools. Another problem for Indonesia is that except for madrasah teachers, the recruitment of civil servant teachers is transferred to the authority of local governments. There is little evidence to suggest if these local governments are having uniform standard to recruit teachers and pay them similar salaries. Lack of adequate school buildings and classrooms, shortage of quality teachers (particularly in remote areas), uneven spread of population, lack of adequate textbooks and other learning material, geographical isolation, socio-economic status of the family are the main factors which contribute to inequality of education and learning opportunities. There are some positive and encouraging developments. Mr. Sampoerna, one of Indonesia's wealthiest men aims to create a first-class university with a high achieving student body recruited from the country's lowest SES classes. The new university enrolls students from the disadvantaged backgrounds and from isolated areas to train them for teaching and entrepreneurship.

(d) Standard tests
There is a global shortage of standardized assessment procedures. In Indonesia, not many studies have examined the sources of student achievements. One suggested approach is that
nationally standardized tests should be devised and all students should qualify these tests. It will provide objective measure of quality education. In order to establish how much value is added by the school, data are required on student performance prior to entering a particular school or grade. There are some disadvantages, however, of this approach. Teachers may be tempted to teach the test and ignore subjects that are not tested (World Bank, 2003). Teachers and administrators may try to manipulate the results.

(e) School Autonomy.
To change the mind set of teachers is a real challenge for a country moving an education environment from centralized to decentralized system. For instance, Indonesia gives autonomy to the school to improve quality of education by assuring the implementation of school-based management program. Since schools in Indonesia have been given more autonomy to manage their schools some local governments at district levels are trying to develop their own educational policies which sometimes are not congruent with the national system. Schools can have autonomy (e.g., some schools in Australia and Singapore) but the core curriculum should reflect a coherent approach. In this regard school principals and supervisors must lead from the front. To affect innovation, school leadership in ASEAN must have the following attributes:

- Lead the implementation of strategies (of New Curriculum) for improving student performance.
- Encourage teachers to focus on higher academic standards and higher order thinking skills;
- Observe, supervise, coach and evaluate all staff (especially newly recruited and newly certified) using a variety of techniques.
- Demonstrate their understanding of the context in which innovative pedagogy is introduced. Equipped with the knowledge of the context (e.g., some disadvantaged location) for change, leaders are able to reflect on and analyse what they know.

There is a shortage of quality teachers, particularly in the developing countries. As is the case with the other developing countries in a number of the countries of ASEAN teaching
profession does not attract quality graduates because of its low status and low financial rewards. Rural and remote areas attract very few quality teachers. In search for improving the quality of their education at all levels the most pressing requirement is not only to train quality teachers but the mindset of the existing teaching force to adopt transformative teaching pedagogy. Ignoring this aspect simply means denying the opportunity to acquire skills of the 21st century to a large section of the younger generation. However, overall there is an acute awareness among the educational policy makers in most of the ASEAN region to improve the quality of teaching force and attracting more able graduates in teaching by salary increase and a number of the universities have improved their teacher training courses.

CONCLUSIONS

In this Knowledge Age quality education holds the key for the success of a nation. Quality of human resources will determine will determine the strength of a nation which makes it imperative for the institutions of higher education to produce quality graduates to face national and international challenges. Developing countries like Indonesia need to improve the quality of education system as many graduates lack the skills required of a modern workforce. This shortage of skilled workforce in the Asia-Pacific region is a major hurdle these nations have to overcome. Perhaps following Singapore’s lead in quality education sector, ASEAN countries as a regional fast developing community can come out with their own recipe combining “Asian values and Western technology”. Teaching and maintaining standards are under greater pressure now than ever before. Teaching environment is changing. Many universities in the ASEAN region are investing heavily on staff development in order to improve the quality of teaching. However, more needs to be done to improve teacher training programs. Indonesia uses the ‘administrator-supervisor-teacher support system as a mentoring system approach. In many developed countries there are no supervisors any more. Instead, school leaders and teachers are being trained as professionals governed by professional standards. Schools and tertiary institutions must adopt a reflective attitude about their practices to impart the quality of education to their students. Under-funded education system and poor quality of teaching practices lead to the poor quality of
graduates and poor quality of human resource development. Prosperity of Japan, South Korea and Singapore is attributed to their well developed secondary and tertiary education sectors. International networking education is highly desirable for sharing knowledge, inter-culture understanding and to develop cosmopolitan outlook but quality education should be within the reach of all citizens. This can only happen if the social status of teaching profession is enhanced by attracting more able graduates to be teachers and creating more conducive research culture to provide quality education at tertiary level.

Big challenge for universities in the developing countries is, while making an efficient use of limited resources, to offer calibrated curricula to produce quality graduates not only to fit in the job market but also to give further direction for the community they serve. Higher education system in Indonesia is in a bit of crisis and lagging far behind a number of ASEAN countries, let alone comparing it with some best performing global tertiary institutions. To bring fundamental changes in the current practice of education and in the thinking of the practitioners, action is needed at several fronts. Role of our institutions of higher education should be to continually review the pedagogical practices to produce calibrated graduates. “Knowledge society belongs to everyone. All our children should have an opportunity to reach the highest and most creative levels of it. We cannot afford to risk for a future in which teachers have neither prepared pupils for the knowledge economy nor for social and moral challenges that lay beyond it” (Hargreaves, 1998, p. 161).

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THE CHALLENGE FACED BY PHYSICAL EDUCATION IN INDONESIA
REVITALIZATION OF EDUCATIONAL INSTITUTION
AND EDUCATION STAKE HOLDER TOWARD ASIAN ECONOMIC
COMMUNITY

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ABSTRACT

Today there are at least two major issues in physical education praxis in Indonesia. The first, the education system - from upstream to downstream- less friendly to the existence of physical education. The system only accommodate this material as a compulsory subject. Secondly, the mind set of society as well as educational stakeholders, consider the end result of the process of physical education is sports achievements, so very difficult to avoid the process of physical education from sport training approach.

What physical education in Indonesia is facing today, it is actually a systemic problem that is very classically, the legacy of a time when the affairs of physical education and sports in Indonesia were controlled by those whom graduates from Sports College (1963-1979), educational institution which hope to produce athletes as a result of the PE educational process. The effects of those periods have continued until today and ELT (Experiential Learning Theory) finds its shape significantly in this context, the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience (Kolb, 1999:2).

It would be required great and hard effort and “to cut down” the cycle of ELT effect, and it could be initiated through a radical change, from the curriculum construction to the teaching-learning process in Physical Education Teacher Education institutions throughout Indonesia. Massive research is also needed to provide evidence that "something has going wrong" in the process that has been carried out, with the hope this evidence can change the mind set that is not quite right about what and how the physical education should be.
ABSTRACT

Beginning in 2016, the ASEAN Economic Community (AEC) was formally enacted. Its implementation in Indonesia is still weighing the pros and cons, because most people are not ready MEA. The quality of human resources in Indonesia is still relatively lower than Singapore, Malaysia, and Thailand. Moreover, the habit of corruption for the people of Indonesia are very detrimental to the state and have a negative impact on the welfare of the people. From the description above, all parties will succeed mengadapi pessimistic Indonesia MEA. Corruption must be prevented early especially budding generation learners as a nation, so as not to become a habit in daily life. It is very important to note, since 2015 the number of investigations of corruption increased and the highest ie 87 cases since 2014 (KPK, 2016). In the sector of education, guidance and counseling teacher or counselor very active role in achieving the ideal personality, especially personality without corruption of learners in accordance with the Regulation of the Minister of Education and Culture(Permendikbud) Number 111 in 2014. Thus, it is necessary corruption without education in the process of guidance and counseling. Guidance groups through symbolic modeling techniques (social learning theory) is one of the innovation concept insightful guidance and counseling education without corruption. Which is expected to form the personality without corruption on the learner. This writing method literature study by collecting data from various sources that are relevant, then the author describes the synthesis and problem solving through draw conclusions. The results show that the concept of writing
guidance and counseling minded education without corruption through symbolic modeling technique is an innovative solution to prepare generations without corruption in the face of the MEA.

**Keywords:** Guidance, Counseling, Corruption, MEA

**INTRODUCTION**

Indonesia and ten other Southeast Asian countries have entered the ASEAN Economic Community (AEC) in early January 2016. There are several pillars as the basic foundation of the formation of the agreement ASEAN Economic Community (AEC), the first pillar of Southeast Asia will serve as the single market in various economic fields. The second pillar aims to establish a highly competitive economic region. That is done by fostering a culture of fair competition, consumer protection, stimulate and promote innovation, and providing a good public infrastructure. The third pillar, the AEC inclusive and equitable means to support also small and medium businesses as well as ASEAN member countries experiencing economic maslaah (ASEAN, 2015).

Enforcement of the ASEAN Economic Community (AEC) will boost trade in the ASEAN competition is getting tighter. Indonesia will be overrun with free flow of goods, the free flow of services, the free flow of investment, the free flow of capital and the free flow of skilled labor. Thus, as people all over Indonesia was not ready to face the MEA. Ika Rahutami an economist at the Universitas Katolik (Unika) Soegijapranata Semarang, said that Indonesia had benefited in the abundance of natural resources and bonus demographics or the number of people a lot, but less supported by human resources that would hinder the success of Indonesia in facing the MEA (Antara, 2016).

This is consistent with data from the Institute of Management Development (IMD) which is the leading business schools in Switzerland to report the results of the research entitled IMD World Talent Report 2015. The purpose of holding the ranking by IMD is to assess the extent to which the country attractive and able to retain talented personnel and skillful available in the country to participate in the economy of a country. In the report it is stated that Indonesia ranked 16 ratings dropped from rank 25 in 2014 to rank 41 in 2015. The
position of Indonesia is far below the position of neighboring countries such as Singapore, Malaysia, and even Thailand. Indonesia's position is also only slightly better than the Philippines. This ranking is calculated by a certain weight by considering three factors: factors of development and investment, attractiveness factors of a country, and the readiness factors of human resources. Each factor is divided into a number of other details (IMD, 2015).

In addition, the majority of Indonesian people do not have good mental in facing the MEA. Corruption is one of the mental form that could damage the nation. Corruption in Indonesia is growing systematically. For most public corruption is not a violation of law, but merely a habit. Habits of corruption in Indonesia happened a very long time before independence, the era royal background interests of power and wealth, then the colonial era that began by the bankruptcy of the VOC, and the last days of the post-independence from the old order, the new order, so the reform era (Suherna, 2016).

For the ASEAN Economic Community, Indonesia should begin to change the mindset and corruption that are part of life in Indonesian society. One way is through education that is focused on the learner as the next generation. In this study will discuss the new concept in the field of education in innovative solutions to prepare students as the generation without corruption for the ASEAN Economic Community.

**RESEARCH METHODS**

This paper is book study on innovative solutions in the effort to prepare students as the generation without corruption for the ASEAN Economic Community through counseling with symbolic modeling techniques minded education without corruption. Data collection techniques is done through literature study by collecting data from various sources related to the issues discussed. In literature, the sources used are derived from various literature such as books, journals, internet and other sources of relevant and accountable source. A literature study was conducted to explore the info on the issues discussed. After the authors found that the relevant literature, then analyzing the data according to the issues raised. After the data is
analyzed, the authors describe the synthesis and problem solving through draw conclusions and provide recommendations for the implementation of the ideas in this paper.

RESULTS AND DISCUSSION

A. Corruption
In Latin, corruption is "corruption" or "corruptus" which means the damage or decay. Then, the literal meaning of corruption is decay, ugliness, depravity corruption is bad deeds such as embezzlement, receiving money and so forth. In UU NO.31/1999 jo UU No.20/2001 stipulates that the definition of corruption include acts: Unlawfully, enriching people or other harmful entities finance or economy of the country (Article 2). The meaning of corruption can be:
- The act of bad (such as embezzlement, receiving kickbacks, and so on).
- Fraud or abuse of state funds (companies, etc.) for personal gain or others.

Type of corruption there are 7 (seven), namely:
1) Corruption related to financial losses State
2) Corruption relating to bribery
3) Corruption related to the embezzlement in office
4) Acts of corruption related to extortion
5) Corruption relating to cheating
6) Corruption relating to conflict of interest in procurement
7) The corruption associated with the gratification

Survey of corruption cases in Indonesia continues to increase, the data from the Komisi Pemberantasan Korupsi atau KPK (Corruption Eradication Commission) states that in 2012 there were 77 cases, in 2013 there are 81 cases, in 2014 there were 80 cases, in 2015 had risen to 87 cases, and up per June 30, 2016 reached 51 cases and will continue to grow. In Indonesia, the crime of corruption has been regarded as "extraordinary crime" exceptional. Because the crime of corruption will have a negative impact in many fields, among others.
1) Political life and the national economy;
2) Leakage budget on the organization or administration;
3) Terkoporasi of weak supervision of national development;
4) Lower the mentality of the people for a better life;
5) Bilateral cooperation between countries (Priscyllia, 2014).

**B. Corruption In Psychology Perspective**

Corruption seemed to be a custom made by the most Indonesian society. Simply put, corruption has the objective to meet the needs of self and group by taking the rights of others are forced or not. Here is a chart of the process of corruption in the theory of behavior.

![Flowchart of behavior](chart)

Flowchart of behavior, a person does corruption due to certain stimuli which can be interpreted as "opportunities for corruption" that supervision is lacking, the rules do not expressly, social support, and so forth. Stimulus, then responded in self. In response to the stimulus, influenced by internal and external factors. Internal factors include the inner and external factors include social environment. Stimulus entering into oneself through the perception conducted by human sensory organs are then processed by the cognitive, affective and motifs (Ordmrod, 2008).

To form a good behavior or graft rejection these elements should be complementary. It is known that most of the corrupt are the ones who have the intellectual good enough, but when viewed from the side of social cognition or a person's ability to see and respond to the social environment are considered unfavorable. Second, the affection that is touching the side of someone's feelings or emotions. In this case the development of feelings of self (self-concept as an assessment of the character, strength, and weakness; self-esteem as an assessment of a person's dignity). Besides the affective, moral and prosocial development of a corrupt person is not working properly. Third is the motive, the various boost in self and the outer self made person to engage in corruption.
C. Conduct Innovative Solutions Prevent Corruption

Corruption has been rampant in Indonesian society and had a negative impact, so it must be prevented, especially for the younger generation as the future generation. The young generation should be prepared mentally and character without corruption in the face of a globalized world such as the ASEAN Economic Community which is in force today. Corruption becomes a habit for most of the behavior shown in the community daily life contains elements of corruption which was then regarded as a common behavior. For example, students cheating during the exam, participants menitip absent students to his friend, the students tell others to do the homework, students take his food or belongings without permission, students play truant when lessons, and much more. One cause of this phenomenon is the lack of anti-corruption education and moral education or ethics for the public, especially learners (Priscyllia, 2014).

Therefore, should the holding of education without corruption revitalization as efforts to form characters on the learner. It is clear that the purpose of education in Indonesia is not only to teach but also in the sphere of intellectual and moral personality, following Undang-Undang No. 20/2003 about Sistem Pendidikan Nasional (National Education System) Article 1, paragraph 1, which reads: "Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, character noble and necessary skills themselves, society, nation and country ".

Actually, the government has tried to incorporate the "doctrine" character without corruption at the school since 2004, through Keputusan Presiden (Presidential Instruction) Number 5/2004 on the Acceleration of Corruption in the dictum of the 11th (Special Instructions) points to 7, the government has instructed the Ministry of Education to conduct education which berasaskan spirit and character without corruption. Curriculum implementation in 2006 and 2013 has been directing students into the anti-corruption education (KPK, 2015).

Dharma (2003) general education without corruption goals are: (1) the formation of knowledge and understanding of the forms of corruption and its aspects; (2) changing perceptions and attitudes towards corruption; and (3) the formation of skills and new skills
aimed at fighting corruption. With all three objectives it can be seen that education without corruption despite having the primary target as the value of education but still covers a third area of education as proposed by Bloom namely the development of cognitive, affective and psychomotor learners.

Teacher of Guidance and Counseling or Counselor has a strategic role to provide guidance character without corruption at the counselee or learners, it is stipulated in the Regulation of the Minister of Education and Culture Number 111 of 2014, that the counselors have a responsibility to guide learners covering the areas of career, social, personal, and learn. But in reality, the counselor's role in providing education without corruption through guidance and counseling services to the students is still considered less because of the lack of synchronization with the techniques of counseling.

For the purpose in writing this time will be elaborated on a new concept of guidance and counseling minded education without corruption. Counselors can use the service group guidance to guide the learners in character without corruption. Group guidance is the guidance given service in an atmosphere of group. Gazda (1978) suggested that the group counseling at school is an activity information to a group of students to help them make plans and decisions. Gazda also mentioned that the guidance of the group organized to provide information that is personal, vocational, and social.

In the process of group counseling can use Symbolic Modeling techniques are very suitable to be applied to the anti-corruption education for learners. Modeling is the process of how individuals learn and observe others. Modeling is one component of social learning theory by Albert Bandura (Bandura, 2006). While the Symbolic Modelling involves behavioral targets through specific video or audio recordings. Modeling can produce three different kinds of responses (Bandura, 2006), ie learners or counselees may get new patterns of behavior by observing others or observation is often called learning effect (Effect learn observation). Modeling can be strengthened or weakened the barriers for behavior that is learned counselee, called inhibitory effects (if barriers reinforced) or disinhibitory effects (if barriers attenuated). Exemplary behavior serves as a social cues to kosneki to do so or so-called facilitation response effect (effect response facilities).
According Erfors (2015) and Sri (2014), there are five steps in a symbolic modeling, namely:

1) Rational
At this stage the counselor provides an explanation or a brief description of the purpose, procedures and components of the strategy to be used in the process of group counseling.

2) Example
At this stage the counselor provides an example to the counselee form of the model presented in the form of video or other media, where the behavior of the model that will be disclosed has been set to be imitated by the counselee.

3) Practice / Exercises
At this stage, the counselee will be required to practice after understanding the behavior of the model that has been witnessed. This exercise is usually the practice or follow a sequence that has been prepared. In this case, the counselor can use three criteria proposed by Lazarus to determine the success of the exercise, namely:
a. The counselee is able to perform without feeling anxious response.
b. attitude / behavior counselee to generally support his words.
c. words or actions counselees seemed reasonable and plausible.

4) Homework
At this stage the counselor gives homework to the counselee, which contains about six components, namely: what is to be done by counselees behavior when it should be done, where such behavior is done, how to record the behavior and bring the work home to pertemuaan next.

5) Evaluation
At this stage the counselor together with the counselee evaluate what has been done, and the progress of what has been perceived counselee during the counseling process. In addition, counselors must also provide the motivation to continue to practice what learned counselee. In the process of group guidance through modeling techniques symbolic, the counselor can use the formula determined by the Corruption Eradication Commission (KPK), there are nine basic values that need to be inculcated and reinforced through the implementation of education without corruption in schools, which is the value of honesty, fair, courageous, simple life, responsibility, discipline, hard work, thrift and self-contained.
These values actually exist in society since time immemorial, and clearly contained in the basic state philosophy of Pancasila, but began to be undermined by the culture of consumerism brought about by modernization and globalization.

CONCLUSIONS AND SUGGESTION

The results of this paper explains that corruption is an extraordinary crime that must be eradicated, especially the form of prevention responsive to the younger generation as the successor to the nation that is facing the ASEAN Economic Community. Innovative solutions that are recommended in this paper is the strategic role of counseling teachers in schools through group counseling services with symbolic modeling techniques minded education without corruption.

See the above phenomenon, the author gives advice to: (1) Indonesia Government, to reinforce the punishment for the corrupt denagn fairest, (2) Educational Institutions, Educational Institutions such as universities and schools are required to participate teach all the components in it to study education without corruption, (3) society, to participate actively in the campaign of education without corruption in the family and society.

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ANALYSIS OF CONDITIONS ATHLETE PRA PON SULSEL
Andi. Ihsan dan Fatoni*

ABSTRACT

This study aims to determine the physical condition of athletes who qualify Sulsel Pra PON XVIII in Riau Pekanbaru. In particular, the physical component that is strength, endurance, reaction speed, explosive power, flexibility togok, agility and cardiovascular endurance. The method used descriptive research sample of 100 people from 10 different sports. The percentage of categorical data analysis with individual sport athletes. The results of data analysis is concluded (1) component arm strength less category, the strength of the legless category, grip strength (grip) both categories, and the strength of the back of the poor category. (2) The components of the arm muscle endurance less category, abdominal muscular endurance both categories, and leg muscle endurance both categories. (3) the feet reaction speed component categories less, the perfect body reaction rate categories, and running speed of 50 meters for either category. (4) components of the explosive power of less category arm and leg explosive power less category. (5) Forward togok flexibility component perfect category. (6) agility components, perfect category. (7) Components of cardiovascular endurance, less category.

The results of this study be used as guidelines, parameters, indicators, as a measure, to monitoring and evaluation of development and improvement of the physical condition of athletes, especially the physical components that are still poor category for urgent development and training through various forms of exercise in order to support the movement skills, techniques, and athlete appearances at each branch of the sport in order to achieve maximum performance.

Keywords: Physical condition, Athletes, Pra PON

The development of sporting achievement homeland still very far behind the developed countries in the field of sports achievements, such as Japan, Korea, China, and even neighboring Thailand, Malaysia, Vietnam has shown spectacular achievements in sports. Indonesia in the field of sports achievements at the level of the Asian Games or SEA Games has been increasingly difficult to compete, not because sporting achievements we declined, but the acceleration of sporting achievement neighboring countries are increasingly showing a graph improvement in all the sports contested, both sporting individuals, teams that are single event and multi-event. South Sulawesi contributed substantially to the Indonesian team who fell in Asean Games as athletes karate, rowing, sepak takraw that contributes
medal, either gold, silver or bronze. South Sulawesi sporting achievements in the championship to the XVIII National Sports Week 2012 in Pekanbaru Riau ago quite encouraging with the best VII ranked outside Java. Sports achievements indeed take a long time, due to give birth to outstanding athletes required a tiered formation, regular, systematic and continuous, necessary cooperation from all stakeholders involved no exception support and community participation. Development of sports in South Sulawesi was encouraging it is characterized by community participation in various kinds of sports, not only is it among students are increasingly encouraging their involvement in various sports that develop.

Sporting achievement to be one of national pride as it can be the name of nation and state, therefore coaching sports achievements

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*A.Ihsan, Fahrisal dan Fatoni. Dosen dan Asisten Dosen FIK Universitas Negeri Makassar* need to get the attention of the entire community involved, especially the support of the government, sponsorship, and communities to produce outstanding athletes to be proud. To give birth and create athletes elite, then coaching the sport should enhanced through various efforts involving all components of its resources, train, nurture and develop physical potential possessed athletes with different forms or methods of exercise that is appropriate to the characteristics of the sport with involving science and technology sport. For that KONI South Sulawesi with responsibilities improve sports performance is always working and determined to improve sports performance in every game, especially at the National Sports Week multi-event as one measure of the progress of sports activities conducted by each province. For that reason, KONI has always sought to involve all the potential of available resources to achieve the best achievements of South Sulawesi.

This study aims to determine the extent of the physical condition of athletes who have already qualified South Sulawesi PRA PON and be prepared to follow the National Sports Week XIIIV in Pekanbaru in Riau in 2012. The result is expected to contribute ideas to the coaches, athletes, KONI, Pengprov Branch Sports, Pembina Sports to hold onto, as a comparative analysis to conduct training and exercises branches athletic achievement. The physical condition is referred to in this research is the strength, speed, agility, endurance, flexibility, accuracy, coordination, reaction, and cardiovascular endurance. When the
physical condition is trained with both of regular, systematic and continuous through the forms and models of practice by the sports branch, it is expected to improve the performance of athletes in any sports contested.

**Strength**

Strength is a physical component that is crucial to improve the overall physical condition, because muscle strength is the driving force of any physical activity, protect against injury. With the power of a person will be able to run fast, throw farther, hit harder and can help stabilize the joints. According to Ariep Hafidznik (2011) Muscle strength is the ability of a muscle or muscle group produces a voltage and power during maximum effort either dynamically or statically. The strength of these muscles will increase when a person is doing weight training with specific doses or specific exercise program. Power is the ability to use maximum power, it usually indicates strength in the muscles primarily to control the movement of the body (Knutgen, 1994). Strength is the most important component in determining the quality of life, without adequate strength, the activities which are essential prove difficult or impossible to do something without the help of the power (Adam., & O'Shea, 1999). According to Thompson (1991) that muscle strength is the ability of the body to use energy, a significant force for each match both men and women. Another definition says that muscle strength as a power or force a muscle or group of muscles that can be used against resistance - resistance within a maximum effort. Muscle strength is the determining factor in sports performance, both men and women, because of the power that a person will avoid the possibility of a muscle injury. Strength is a crucial component to improve the overall physical condition, even with strength training, the other elements will also train to exercise such power.

**Speed (speed)**

Speed is the ability to travel a distance in the shortest possible time. Harsono (1988) says that the speed is capacity to perform movements similar sequence in the earliest possible date. Speed is often needed, especially to anticipate every contingency to defend themselves, so that the speed requires the ability of muscles to support the reaction. Speed can be a deciding factor in some sports such as branch running, jumping and other sports that require speed. According to Bompa (1992) speeds can be affected by several factors as follows;
Heredity, reaction time, the ability to overcome external resistance, technique, interaction and will power, and muscle elasticity. Most of the sport desperately needs reaction speed and reaction foot hand to support the appearance and the athlete's performance, especially in the branches of sports games. Furthermore it is said that the speed was much influenced by the ability of sportsmen, special power, to endurance strength and technique (http://www.1/25/01). Speed depends on several factors that influence such as strength, reaction time, flexibility and speed of reaction and not merely practicing speed only. The speed of reaction in question in this research is the ability to answer or respond to stimuli received a sensory organ within a certain period, starting from when the sensory organs receive stimulus until the occurrence of a performance or the beginning of the emergence of the movement. Thus, in the context of the use of time, the reaction rate is the time it takes to find a stimulus, to select and initiate appropriate responses when the stimulus is raised suddenly or abruptly.

**Agility (agility)**
Agility is the ability to change the position in a particular area (Sajoto, 1988). The agility of an athlete can be assessed by rating the test, in accordance with their respective branches by the coach or spectator sports are quite experienced. Someone who is able to transform a different position in high speed with good coordination, agility means good enough. Agility or agility is the ability to be able to change direction quickly and precisely when to move without losing his balance. Agility associated with the level of flexibility. Without a good flexibility one can not move swiftly, in addition to the balance factor affects the person's ability and agility are very important physical components of the various sports.

**Flexibility (flexibility)**
Flexibility is the maximum bandwidth of motion in the joints, without being influenced by a force or pressure, influenced by the flexibility of joints, bone structure, tissue around the joints, muscles, tendons and ligaments. The highlight of flexibility one can occur at the end of puberty, this flexibility is important because it can improve the efficiency of work of the muscles, and can reduce injuries. Lutan (1992) states that flexibility is the ability to perform the movements with the space for the widest in the joints. Someone who has the flexibility to be able to perform the movement efficiency, resulting in energy savings. Flexibility is the breadth of motion of your joints found in the human body such as joints arms, legs, waist,
togok and so forth. Gabbarel (in Saifuddin, 2001) states that flexibility is the degree of breadth joints to perform a normal movement to the extent possible.

**Explosive Muscle Power Limbs**

Explosive power leg muscles or leg power is indispensable in any sport. At the bottom of leg muscle explosive power is one component of the physical condition in which the muscle strength and speed combined in a single motion patterns. To get a good leap in athletics leg muscle explosive power is needed, especially at the time of repulsion. Fox L Bower (1992), leg muscle explosive power is the ability to display the maximum work per unit time, hence the explosive power is expressed as the work done per unit of time, it is functionally no relationship between energy and labor.

Power is especially important for those sports where athletes must exert explosive power. Harsono (1988) says that power is the ability of muscles to exert maximum force in a very fast time. While Sajoto (1988) says that power is an element of the multiplication of the maximum strength with speed. Explosive power or power is always oriented to the physical condition of the element that is the power and speed. The capacity of the physical condition of the basis is the power and then the speed is given that can form explosive power optimally.

**Coordination (coordination)**

Almost all sports, especially sports game requires coordination, because of the complexity of the movements that must be mastered by the athletes in conducting sporting events, thus demanding high coordination to combine the movement with other movements. Coordination is the ability to perform movements in a variety of difficulty levels very quickly, efficiently and accurately (Wong, 2006). Coordination is not only the ability to perform a skill, but also can complete a task quickly exercise (Thompson, 1991).

Coordination is defined as a relationship of mutual influence of the muscle group during an appearance of motion indicated the same skills. While agility is the ability to change the direction of the body or parts of the body quickly to become agile, it also should be able to do a good coordination. Coordination is the ability to use the five senses together with certain body parts in the motor activity smoothly (harmony) and precision (Suhantoro,
Coordination is defined as the ability to display the skills of movement patterns, this characteristic is very important in a wide range of displacement and displacement will be combined as an important coordination when intensified. Coordination is the ability to incorporate activities that include two or more of the ability of observation and movement forms. Furthermore it is said that the eye-hand coordination refers to the ability to learn to select the object and its surroundings as well as to coordinate with the view object manipulation movement.

Coordination is essentially a form of cooperation that involves the nervous system and muscles into a movement that is synergistic and coordinated muscle movement joints that produce a harmonious, gentle and accurate at the time of motor tasks. While the coordination exercise is a form of exercise that is intended to improve the ability of the muscles and nervous system resulting in coordinated movements in harmony that make ligaments more perfect motion. The series of coordinated motion required if an athlete perform specific movements sustained either quickly or slowly.

**Durability of Pulmonary Heart (cardiovascular)**

Muscle endurance is the ability of muscles to perform contractions repeatedly or continuously in a specified time. Durability according to Muhajir (2004) is the ability to work or train for a long time without experiencing fatigue. Term durability often used is cardiovascular respiratory endurance is the durability associated with respiratory, cardiac and circulatory. Therefore, this form of exercise to improve endurance respiratory and circulatory heart is called secondary ergosystem trained through increased primary ergosystem (the nervous system and skeletal muscle). Exercises can be done to improve this include a 2400-meter run, long distance running, cross-country running, fartlek and interval training, Harvard step test. A person's ability to do work, long physical activity of high intensity depends on the ability of the heart and lung endurance, or often referred to as the ability of VO2 max. Thus, especially in sports that require a long time with a dominant aerobic energy needs, then this component is very important to note for athletes and coaches. Cardiorespiratory endurance is the ability of the heart, lungs and blood vessels to function optimally at work in taking the maximal oxygen (VO2 max) and distribute it throughout the body, especially the active network that can be used for the body's metabolic processes. In
general, the sport is in need of heart and lung endurance, because it is expected to coach in order to take notice of these components to be upgraded in the form of training provided.

**Sports Development Strategy**

Indonesia's participation in the Sea Games and the Asian Games as a national sporting achievement benchmarks, although until now this at Sea Games level sporting achievements we are still below Thailand, Malaysia and even Vietnam, as well as at the level of the Asian Games. Mallarangen said that "if you want to succeed in the SEA Games and Asian Games coaching should be doubled even had tripled compared to the previous achievement if we do not want sag" (Menegpora 17 April 2010). To achieve these targets sports coaching Indonesia has started a few years ago by the name of PRIMA (Indonesia Achievement Gold) which is a forum coaching elite athletes from all over Indonesia based on the achievement of various games. South Sulawesi's best athletes are entered in the program Prima is approximately 35 people who follow the national selection of various sports. Our hope these athletes can represent Indonesia in the SEA Games in 2011. South Sulawesi sporting achievement in PON XVII in East Kalimantan in 2008, quite encouraging when compared with the previous PON. Ranked VI National is a mirror that sports coaching in South Sulawesi has been going well, thanks to the support of the entire community, provincial government, local government, KONI Sulawesi, Konida, Pengprov, Pengda, sponsorship.

Guidance has been done could create an outstanding athletes, both nationally and internationally, which is great again that Sulawesi has never bought an athlete to represent the area, but quite the contrary athlete Sulsel many emigrants and strengthen other provinces in the event grand. This fact opens our eyes all that coaching the sport we run well and increased terrific. This fact becomes a barometer of the size to be the cornerstone of South Sulawesi sports achievements towards the next PON.

The harsh reality facing South Sulawesi, that so many outstanding athletes who have been born and created, but when the time is expected to strengthen the area, they moved the other regions with a variety of reasons, among others: work problems, the future, not even a little bit because the lure - lure high bonuses. These factors also should be a serious concern of the government of South Sulawesi outstanding athletes that we have the support and the
guarantee of old age, because being an athlete does little sacrifices that have been made and they want to live, have a job, the old age guarantee of the profession.

**Human Resources**

South Sulawesi area when viewed from the human resources that support and participate in thinking, foster and develop adequate sporting achievements, both in the maintenance of KONI, Pengprov, Konida and universities as the basis of science, especially the field of sports.

a. **Coach**

Coach held in South Sulawesi is sufficient, both internationally qualified, qualified national and regional qualifications that spread throughout the region and foster the sport in Pengda and in Pengprov also in sports clubs, in school or in the community. These components contribute and make greater contributions to the athletes, since the preparations, training center, up to the match. The involvement of coaches in dealing with athletes is very important because 40% of the athlete's performance was born and created by the creativity and professionalism of trainers. Therefore, this coach always gets serious attention in improving and developing their professionalism in dealing with athletes who are prepared at each event. KONI South Sulawesi continues to provide opportunities, encourage and give full support to the coaches to develop their competencies, either through seminars, workshops, training and other competence development.

b. **Referee**

Referees available resources and participate in every game that has become an asset of South Sulawesi has been quite a lot of good that have internationally qualified, qualified national and regional qualified. This component also contribute to and support for the athlete contingent in South Sulawesi in following every event, be it a national, regional and international levels. Therefore, improving the qualifications and competence of the referees has also received high attention from KONI South Sulawesi in improving their professionalism, whether through seminars, workshops, and educational upgrading arbitration.
c. **Athlete**

Outstanding athlete who owned South Sulawesi recorded start of the program in South Sulawesi rose as much as 538 people and then developed in the preparation stage are recruited from various matches are held, be it The games area, student sports week, national championship and other championship, then formed a team of shadow PON Sulsel at that time as many as 300 people. Potential is then we have developed through long-term development to get to every game, involving all components supporting owned. Athletes in South Sulawesi has a lot of reinforce the Indonesian contingent at the national championships and world championships and even international, call our karate athletes who have the name of nation and region of South Sulawesi. This fact provides evidence that the coaching is done by KONI South Sulawesi successful, and can boast of birth and achievements create a brilliant athlete. Therefore KONI South Sulawesi continue to support and encourage every athlete who has the potential to follow the championships, training camp, both nationally and internationally to improve their potential so that later become "elite athletes".

d. **Infrastructure and funding**

Facilities and infrastructure, funding as a major supporter in sports coaching South Sulawesi, is still very far from what is expected, and I think this is a factor that almost all regions experienced the same thing, except for certain areas. Almost all sports are included in the coaching KONI feel that the facilities and infrastructure, the funding has been a major obstacle in preparing athletes. With the limitations do not make the coaching is done to decrease, but on the contrary be a great motivation in preparing athletes to the proud achievement. Therefore, the support of all parties, public, government, sponsorship is expected to assist and improve sports performance in South Sulawesi to the National Sports Week.
RESEARCH METHODS

This research is a quantitative approach descriptive method for collecting data of the latest analysis of the physical condition of athletes Pra PON South Sulawesi who have been declared qualified for the PON to perform tests and measurements of the physical components all the athletes from various sports who have escaped PON XVIII in Riau 2012. Samples were 100 athletes who have passed through the selection Pra PON after PON until November 2011. The study was conducted in KONI Nikken Sulawesi and Makassar State University campus. This research data using test and measurement consisting of: (1) for measuring the power of using the test hand dynamometer, back dynamometer and grip strength (2) for speed measurement using a side step test, wall body reaction (3) to measure agility to test shuttle run (4) for measurement flexibility by using test flexometer (5) for measurement of explosive power to test vertical jump and medicine ball (6) for the measurement of resistance with a test push-ups, sit ups, and squat jump (7) and (8) for heart and lung endurance with Australian bleep test.

RESULTS AND DISCUSSION

Based on analysis of the categories described above, may be given an explanation to answer the problem of this study as follows: (1). Components south Sulawesi arm strength athletes who qualify in the category Pra PON perfect 1.35%, both categories did not exist, either category 1:35%, enough categories 31.08%, and 66.22% less category. Components leg strength category 1:09% perfect, very good category 1:09%, both categories 23:08 29.67% and enough categories, and 45.04% less,. Components of the power grip (grip) perfect category 16.67%, 33.33% very good category, the category of either 41.67%, enough category does not exist, and the category of less 8:33%. While the components of the spine perfect category 25.32%, once both categories 11:39%, 17.72% good category, the category of pretty 15:19%, and 30.38% less category. (2). Components of arm muscle endurance athletes in South Sulawesi who qualify in the category Pra PON perfect 26.20%, both categories once 25%, both categories 15:48%, 5.95% enough category, and the category of less than 27.38%. Components of the abdominal muscle endurance perfect category 4%,
10% very good category, the category of either 37%, 23% enough category and the category of less 26%.

While the components of limb muscle endurance perfect category 3:33%, 6.67% once both categories, either the category of 31.11%, 31.11% enough category and category less 27.78%. (3). Components of the reaction speed of athletes foot in South Sulawesi who qualify in the category Pra PON perfect 31.58%, 28.95% excellent category, both categories do not exist, not enough categories exist, and 39.47% less category. Components of the reaction speed of the body perfect category 57.98%, 21.74% very good category, the category of either 5.80%, 2.90% enough category and category lacking 11:59%. While the components of the running speed of 50 meters a perfect category does not exist, either category once 10%, 80% good category, the category of just 10% and no less category. (4) The components of the explosive power of arms south Sulawesi athletes who qualify in the category Pra PON perfect does not exist, either once a category is 1.96%, 1.96% both categories, the category of pretty 21:57%, and 74.51% less category. Explosive leg power components perfect category 1%, 8% very good category, the category of either 24%, 25% enough category and the category of less 42%. (5) Components flexibility togok south Sulawesi athletes who qualify in the category Pre PON perfect 74.72%, both categories did not exist, either category does not exist, enough category does not exist, and 25.27% less category. (6) Components south Sulawesi agility athletes who qualify in the category Pre PON perfect 31.82%, 13.64% very good category, the category of either 27.27%, enough category 9:09% and 18:18% less category. (7) The components of cardiovascular endurance, South Sulawesi who passed the Pra PON are categorized perfectly 8:08%, 27.27% excellent category, both categories 21:21%, enough categories 14:14%, and 29.29% less category.

DISCUSSION

Overall component arm strength, leg strength, grip strength (grip), the strength of the athletes backs South Sulawesi is still in the poor category. Therefore, the component arm muscle strength, leg muscles and back muscles should receive greater attention from the trainer for further enhanced through various forms of training to be able to support the overall component strength. As we know that the strength component plays an important
role in sporting events, both individual sports and team sports. Strength is the basis of the physical components as a whole. Arm muscular endurance, muscular endurance abdominal and leg muscle endurance, the overall is still to be improved because this component is still in enough categories so that a concern for the coach in order to further enhance this component. Muscle endurance in any sports game is especially important on those sports which require a long time game. Components of the reaction speed legs, the reaction rate body and run speed sprint athletes in South Sulawesi have been in the category of excellent, this means that the coach of the sport should maintain and even further enhance these components so that the game can achieve a good performance, especially on branches sports that require rapid movement reaction.

Components explosive power of arms south Sulawesi athletes who qualify in the category Pra PON perfect does not exist, either once a category is 1.96%, 1.96% both categories, the category of pretty 21.57%, and 74.51% less category. Explosive leg power components perfect category 1%, 8% very good category, the category of either 24%, 25% enough category and the category of less 42%. Components flexibility togok south Sulawesi athletes who qualify in the category Pra PON perfect 74.72%, both categories did not exist, either category does not exist, enough category does not exist, and 25.27% less category. Components agility south Sulawesi athletes who qualify in the category Pra PON perfect 31.82%, 13.64% very good category, the category of either 27.27%, enough category 9:09% and 18:18% less category. Components cardiovascular endurance South Sulawesi who qualify in the category Pra PON perfect 8.08%, 27.27% once both categories, either the category of 21.21%, 14.14% enough category, and the category of less than 29.29%.

CONCLUSIONS AND SUGGESTION

CONCLUSIONS

The Power Components category sleeve less, limb strength less category, grip strength (grip) both categories, and the strength of the back of the poor category. Component Durability arm muscles less category, abdominal muscular endurance both categories, and
leg muscle endurance both categories. Components of the reaction speed is less foot category, the reaction speed categories bodies perfectly, and running speed of 50 meters either category. Components category less explosive power arm and leg explosive power less category. Components flexibility togok fore perfect category. Components agility perfect category. Component endurance athletes cardivascular South Sulawesi less category.

SUGGESTION

The results of this study that provides an overview of concrete about the physical conditions which owned the athletes in South Sulawesi who have passed the PON XVIII in Riau, it is advisable to be used as guidelines, monitoring and evaluation of development and improvement of the physical condition of athletes overall, especially 10 sports with 100 athletes has been declared qualified for the PON. As a measuring instrument, parameters and indicators in monitoring and evaluation of the surrogate athletes, especially in sports that fostered through its Pengprov respectively. Basis, guidelines, indicators for guidance and training, especially in developing the physical components of each athlete through various forms of exercise, especially with weight training will be given at the time of exercise.

BIBLIOGRAPHY


THE EVALUATION OF TEACHER CERTIFICATION PROGRAM
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ABSTRACT

The program teacher certification demand professionalism. Would be more dignified if the recruitment of its member conducted in strict, objective, transparent and accountable by the competent institution to prioritize the demands of professionalism. Performance appraisals should be done as a form of quality assurance of teacher professionalism. Teacher certification programs have a comprehensive evaluation of program effectiveness and impact. As a public policy, teacher certification program has cost so much public funding, and the need to study more deeply, especially on the cost and benefit of this program. Competencies of this program should appear on the improvement of education as a whole. In order to develop the professionalism of teachers in the future should be designed and established a frame work with range of reference agree with nationally in order to avoid overlap orgaps so as to generate a quality of national education.

PRELIMINARY

The quality of education in Indonesia has long been in the spotlight from a variety of perspectives. In the spotlight for the low quality of education, in part attributed to the professionalism of teachers. This is reasonable because studies that have been done show that the teacher is one of the dominant factors that affect student learning. Therefore, the government has always strived to improve the quality of teachers through programs of improvement and professional development.

Regulation number 14 Year 2005 on Teachers and Lecturers and Government Regulation number 19 of 2005 mandated that a professional teacher should have the requisite academic qualification of at least S1 / D-IV and has four competence main namely: pedagogical competence, professional competence, personal competence and social competence. Fourth competence were then described in detail in the sub-competencies through regulation number 14 of 2007 on standards of academic qualifications and competence of teachers.
Since the launching of the work of the teacher as a professional job, followed by the availability of legal instruments and operational policies, efforts to increase the professionalism of teachers is getting serious encouraged. Start of improvement of qualification of teachers to the standardization of the professionalism of teachers through teacher certification program.

Certification of teachers as one of the efforts to improve the professionalism of teachers have received tremendous attention, however, number all parties are properly understand this concept even errors in the understanding of the concept of certification has resulted in the implementation of the disability.

**ITSELF TEACHER CERTIFICATION PROGRAM**

Certification is the process of granting certificates to a particular object indicating that the object is feasible according to the criteria, or a certain standard. Certification is a form of quality assurance (quality assurance) to users of the object, so that users do number feel disadvantaged.

Teacher certification is recognition to teachers as professionals, which is expected to act autonymously in their duties. According Surakhmad, certification is number just legalizing authority but teacher also have implications on aspects number technical such as: (1) the certification must be accompanied by the repositioning of the teaching profession, which previously only marginalized becomes increasingly autonymous, (2) certification must be accompanied by changes in the role of a teacher than a mere object of policy became the subject and autonymous actors, (3) Certification must have an impact on improving the welfare of teachers and improving the facility to work in a professional manner.

Teacher certification program aims to (1) determine the eligibility of teachers in performing the duties of a learning agent in order to achieve national education goals, (2) Improving the quality of processes and outcomes, 3) Improve the dignity of teachers, 4) improve the professionalism of teachers. In addition to teacher certification purposes also has benefits: (1) Protecting the teaching profession of practices that incompetent that could damage the
image of teachers, (2) Protecting the public from educational practices that are number qualified and numbered professional, and (3) Improving the welfare of teachers.

Through the certification will be selected against worthy teachers to teach and educate. In this context as a mechanism for the selection of superior teachers who are expected to discharge their duty as professional teachers to achieve national education goals. Certification is valid for life, so the certification and recertification may be one of the mechanisms to ensure that teachers with certificates still remain professional and competent reliable.

Through the teacher certification program, will be created: (1) Increasing the intrinsic motivation of teachers in working and growing, (2) The system of procurement, placement, empowerment and training of teachers will be cleaner than the practice of opportunistic and a compromise, (3) Institute for the preparation of teachers will be more responsible to produce graduates who excel, (4) People will understand, appreciate and support the position and the role of teachers as educational strength of the nation (5) the Government will be more open and entrust the education of the nation to the teacher.

**FORMULATION POLICY TEACHER CERTIFICATION PROGRAM**

The policies teacher certification in Indonesia born of the mandate of Act Number. 20 of 2003 on the national education system and Law Number. 14 Year 2005 on Teachers and Lecturers. In Law Number. 20 Year 2003 on National Education System, article 42 paragraph 1 states that educators (teachers) must have a minimum qualification and certification in accordance with the level of authority to teach, physically and mentally healthy and have the ability to achieve national education goals.

The commission was then reinforced through regulation number 14 Year 2005 on Teachers and Lecturers. Article 8 states that teachers are required to have academic qualifications, competence, teaching certificate, physically and mentally healthy and have the ability to realize the goal of national education.
The second mandate of teacher certification is not yet available immediately executed because the governing regulation. Because the minister of Education asked for a fatwa to the Minister of Justice and Human Rights and exit number. 02-253 dated March 23, 2007 on regulation. Based on the legal fatwa, Minister of National Education stipulates Candy Number. 18/2007 on teacher certification. Since then they begin to be implemented certification of teachers.

Regulation according to the certification of teachers is implemented through a competency test to obtain a teaching certificate. Competency test is carried out in the portfolio assessment (article 2, paragraph 1 and 2). For teachers in a position to pass the portfolio then immediately got a teaching certificate, while teachers who have number passed the required education and training of the teaching profession (PLPG) carried out by the certification of teachers colleges.

Since the release of Government Regulation 74 of 2008 on the teachers and certified teachers are more focused on pre-service teacher certification office implemented through professional education (article 4 ff). However in the transitional provisions, there are several articles that regulate the certification of teachers. For example, teachers in positions that have number qualified S-1 / D-IV can follow competency test to obtain a teaching certificate if: 1) It has been 50 years and has a teaching experience of 20 years as a teacher or who meet the credit number of cumulative equivalent to IV / a (section 66).

IMPLEMENTATION OF TEACHER CERTIFICATION PROGRAM

Teacher certification policies in the context of recognition of the professional status of teachers has been going for approximately 4 years. It is assumed that the certification will have a positive impact on teachers such as increased knowledge and insight about the duties and functions of teachers as professionals, increasing mastery of the curriculum and learning and changing the mindset of teachers as a professional job.

Indeed, the certification is applied to candidates who wish to enter into a professional specific job. This is caused by the demands of work and the lack of standardization of new
workers before entering the work field. The main issue faced is that the idea is relatively new and newly introduced since the National Education Act Number. 20 of 2003. Thus the recruitment of teachers had number previously done through a certification process.

Implementation of the initial certification of teachers controversy because it is contrary to the mandate of the law, and even number specifically regulated in government regulations and other regulations under it. According to the Law on Teachers and Lecturers said that article 11 provides further guidance on the certification of educators regulated by government regulation. Two years after the stipulated that number has the government issued regulations to regulate regarding teacher certification. On the other hand, the government is also faced with the fact that many teachers already teach 2.6 million from elementary/ junior high through high school/ vocational qualifications must be improved.

Inservice teachers who will participate in the certification documents are required to gather a portfolio that includes attainment, achievement, work experience, education or training that they have previously. Elements of the portfolio has been such that it can be a measuring tool for the four professional competence of teachers: the pedagogical competence, professional competence, personal competence and social competence.

Teachers who have number passed the portfolio, in the sense of number achieving the required minimum choir, there are two possibilities: (1) Complete document portfolio which can influence the improvement of passing scores on the portfolio, or (2) It is necessary to follow the education and training of the teaching profession (PLPG). Implementation began with a pre-test in writing (1 hour lesson) for measuring the competence and professional pedagogical initial participants. Followed by learning that includes the delivery of material theoretically (30 hour lesson) and the implementation of theory into practice (60 hour lesson). At the end of the activities competency test that includes a written test and a practical test.

Further terms of pre-service teacher certification has been selected through a process of education in teacher education institutions (LPTK) and has obtained a certain teacher diploma. Even in practice they have been prepared specifically for the task specific teachers. Thus, since the beginning there is a debate about the validity and relevance of the type
certification of this kind. However, arguments in favor of this model take the analogy model of certification in professions such as doctors, lawyers, psychologists, etc. Certification for this model is applied in a special education program called professional education.

**PERFORMANCE TEACHER CERTIFICATION PROGRAM**

Complaints about teacher certification has been emerging. Nationally seen a significant improvement in learning outcomes and improve the quality of education in general. The findings of the research conducted Director General PMPTK facilitated by the World Bank (2010) gives an interesting picture:

1) Allowance professions only be used to meet the needs of households and number for professional development,
2) Some teachers who have passed the certification often do not go teach, because feel already have a certificate and will receive benefits automatically,
3) Among fellow teachers are harmonious social relations because there are teachers who feel unfairly treated and discriminatory in the improvement of their welfare,
4) Ratings portfolio discredited. Some teachers actually did act improperly by falsifying documents the portfolio.

It is common knowledge that the bulk program that is almost certainly less expensive quality or quality. Something to do with quantitative targets in the timeframe that has been set, it can lead to the selection of an screening less careful and objective. If this happens then a major project called the teacher certification program that contains only an empty false. Already signaled that maybe the bulk certification is only a form of remuneration for certain veiled political targets.

From these figures it is clear that improving the quality of teachers through teacher certification program, has had positive results as expected. Even greater impact on the gambling concern is the overall quality of education and increasing financial burden for the country as a result of the allocation of substantial funds for teachers' professional allowance.
EVALUATION AND SOLUTION

Teacher certification program is currently in a world that is characterized by three critical issues are interrelated and influence each other, namely: change, uncertainty, and complexity of the problems. In anticipation of the latter. 1) That the professionalism of teachers should encourage their independence to act according to the rules of professional in order to provide services to the public, 2) the professionalism of teachers should encourage their openness to constantly develop themselves, to develop new innumbervations in a creative and dare to make breakthroughs that are beneficial to the parties serves, 3) the professionalism of teachers must be government support in the form of sustainable development initiatives in the form of an annual program through productive activities, creative and inspiring. All of it is necessary to have a device that supports the law so that the teacher certification program can run as expected.

Certification policies that have been implemented so far number been matched with the demands of professionalism, such as the availability of a set of rules that support, for example, monitoring of teachers who have been on welfare, only limited demands of teaching hours at least 24 hours per week, while the performance assessment has yet been made systematically.

In order to realize the ideal model of certification, the role of the school is very important to be empowered. Schools number only as an object complement but also determine in the certification process. For their engagement partner schools as LPTK as equally be the medium of learning and formation of teacher professionalism. Schools need to be empowered in the program an ongoing teacher professional development activities on a regular basis either through in-service training as well as through functional training.

Given the demands and professional needs are always changing, there should be a program of self-development that is sustainable. Future professional teachers are teachers who are number stagnant in the work, but teachers continue to innumbervate, be creative, dare to make breakthroughs, sincerely serve and become lifelong learners.
In the competence development of teachers, Joyce and Showers (Payong, 2010) offers five models to develop the teaching skills of teachers, among others: (1) exploration of the theory through lectures, discussions and readings, (2) demonstration of skills and training, (3) practice in simulated conditions, (4) feedback is given in groups under the guidance, (5) guidance when the transition from training to actual classroom teaching.

Model teacher certification should reconsider the rules of scientific and number rmative boundaries of propriety. Certification of the applied current is carried in bulk should be reconsidered and to save costs, certification can be made directly by the agency supervisor of teachers (LPTK). The involvement of the bureaucracy also be restricted as much as possible, so that needs to be reconsidered to amend a number of articles regulating bureaucracy famine in teacher certification. Governments should be placed as one of the stakeholders who have the same rights and authority with all the other stakeholders.

CONCLUSIONS

Teacher certification program is number just a question of the demands of the laws or regulations but rather a demand professionalism. Will become increasingly more dignified if the recruitment process against its members carried out strictly, objective, transparent and accountable by the competent institutions with the advanced demands of professionalism.

The performance assessment needs to be done as a form of quality assurance in the professionalism of teachers. The performance assessment is also made for the implementation of Regulation number 16/2009 on Teachers functional positions and credit number, as a basis for improvement of the career ladder and teachers.

One of the models offered in the development of teacher performance is a model of democratic professionalism. This model emphasizes the cooperative and collaborative activities among teachers and other education stakeholders. This model emphasizes that teachers have a broader responsibility than responsibility in the classroom. Teachers have a role and an important contribution number only for students but also for the school and wider community.
Teacher certification program needs to their overall program evaluation of the effectiveness and impact. As a public policy, teacher certification program has cost so much public funds, and the need to study more deeply, especially on the cost and benefit of this program. Competence of the program should be visible in the overall improvement of education.

In order to develop the professionalism of teachers to the future needs to be designed and strengthened framework (frame work) with coverage as a common reference agreed nationally so as to avoid overlaps or gaps between regions and between universities as well as educators and organizers of prospective teachers.

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Implementation Of Islamic Teachings Against Education Physical and Health at Healthy Heart Club Mosque Al-Markaz Al-Islami Makassar.
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ABSTRACT

The purpose of this study was to determine the implementation of Islamic teachings on physical education and health. This is a qualitative research approach to normative theological, sociological and psychological. This research was conducted in the Healthy Heart Club al-Markaz al-Islami Makassar city. The respondents is Chairman of KJS, coach and 30 participants. Data analysis techniques used in this study descriptive approach. This study describes the physical education and health then dokombain against the teachings of Islam through his teachings. In addition, explain the arguments related to the research material derived from the texts of the Qur'an and the Hadith of the Prophet. Then make observations in the field with a direct view of healthy heart gymnastics practice carried out by the participants. The results showed that participants were very understanding KJS implementation of Islamic teachings on physical education and health. As for the implementation of Islamic teachings is meant is that Islam has given the concept of physical education and health then the implementation is done through individuals, institutions or organizations who take shelter in the heart of the Healthy Club.

BACKGROUND

Physical education is an education efforts using bibs large-muscle activity to educational process taking place is not hampered by the disruption of the health and growth of the body. As an integral part of the overall education, physical education is an effort that aims to develop organic region, neoromuskuler, intellectual and social.

Physical education is socially pedagoik in the world of motion and appreciation jasamani. Also dikatan that physical education teachers try to reach their goals by teaching and promoting physical activity. Physical education shows itself out as an instruction in teaching physical exercise or as a motion. The contents of this aspect of education is determined by the institutions of pedagogical or educational purposes are used as a handle by physical education.
Rosdiani, (2013: 140) conceptually physical education has an important role in improving the quality of life of learners. This was stated by Rosdiana that physical education is an integral part of the educational process. That is, education is one of the media to help achieve the overall educational goals of physical education process is expected to contribute positively to the human development index. Games, reaction agility, sports competence, and other activities, the material contained in physical education because it contains values recognized educational essentials. (Physical education is defined as the process of education through physical activity or sport. Core understanding is educating children. Which distinguishes it from other subjects is the tool used is a human motion, moving consciously human. The movement was designed consciously by the teacher and given the right circumstances, in order to growth and development of students.

Harun Nasution, (1996: 33). As a universal religion, Islam contains the basic doctrines that apply to all places and for all times. The basic doctrines that are universal, absolute, absolutely true, eternal, not beruba and should not be changed, in number according to the scholars approximately 500 verses or approximately 14% of the Koran verses. Details about the purpose and implementation of the basic doctrines contained the Qur'an was tailored to the circumstances of place and a particular time. One characteristic of Islam is the belief that Islam is a system that regulates the way human life is complete and thorough. This fact is reflected in the development of Islamic law that completely covers both dimensional and muamalahubudiyah. Therefore, the teaching of Islam understood by most Muslims as a normative system, in which religion integrally related to all areas of life of Muslims, such as political, economic, social, legal, educational, and family.

(QuraisShihab, 1994: 282). The human body must be able to function as well as possible. Religious guidance in this respect quite a lot and clear, especially with regard to health maintenance and disease prevention. Religion emphasizes that human beings instead of a life without meaning, but it was created to serve him and in order implementation, he has obligations, either against themselves or family small or large and even to the whole universe. Human life is affected by many factors. His task is to control and direct these factors so that the expected meaning of life can be achieved. One such factor is the health. Healthy in view of religion is not only free from disease or disability, but also spiritual. Islam
introduced the term afiat which is essentially functioning whole physical and spiritual human potential so as to achieve the purpose of his presence dipenas this earth. With health, quality of life and devotion is increasing.

In relation to health physical education and recreation, Islam emphasizes the importance of health maintenance. This is in line what dikatan by the Prophet, namely العقل السليم فى الجسم السليم (a healthy mind is in a healthy physical). When the Qur'an speaks about the long and the short of age, the use of the plural (we) to refer to God, for example: And whoever he was, then let it to its original condition was (weak or imperfect minds) (Qur'an 36:68). The usefulness of the plural form, indicating the character folds apart from God (human), in matters that age.

From the above description, it appears that the maintenance of health and life expectancy increase, the efforts are not only justified by religion but rather to advocate. In all the problems mentioned above, found many obstacles to achieve the desired goals in. One of them is the lack of public knowledge regarding such questions, even the many things they anggapa as truth contradicts the realities of scientific or religious directives. By sebeb, the role of education to achieve the aspiredvery decisive.

MEANING OF PHYSICAL EDUCATION

There are some experts who provide definitions of physical education, which are as follows:

1. Williams, (1960: 1). "Physical education is the sum of man's physical selected asto kind of education activities, and conducted", means that physical education is a human activity been kind, tailored to the results to be achieved.

2. "physical education should be definined as that phase of the whole-process of Educations the which is concerned with vigourous muscular activities and related responses, and with the modifications in the individual resultant from Reviews These responses" (Nixon & Cozens, 1959: 50) That is, education physical is the phase of the whole process of education related to the activity of large muscles and recreation-reaction accompanied by changes in the individual as a result of reaction-recreational earlier.
3. Republic Act No. 4 of 1950, CHAPTER VI Article 9 provides that, physical education towards harmony between body growth and mental development is an attempt to make the Indonesian nation to be a nation of healthy physically and mentally, is given to all types of scientific school.

4. Muhammadiyah, 2005: 2) in Oen Bing Tian, Irsan and Abu Bakr Saleh (1959: 46) says: "Physical education is (synonyms) education. Said body in physical education is simply showing the method in the educational process, not a destination and not a restriction ". (Muhammadiyah, 2005: 2).

Rosdiani, (2013: 140) Physical education is an integral part of the educational process. That is, education is one of the media to help achieve the overall educational goals of physical education process is expected to contribute positively to the human development index (human development index). Games, reaction agility, sports competence, and other activities, the material contained in physical education because it contains values recognized educational essentials.

According Husdarta (2009) that utilizes physical education physical tools to develop integrity manusia berkaitan with it, mean that through physical, mental and emotional aspects also helped to grow, even with sufficient emphasis in. in contrast to other fields, such as moral education the emphasis is really on moral development, but the physical aspect is not helped develop, either directly nor Mr indirectly, because the results of the teaching of physical education and sport are not just limited to the benefits of the improvement of the physical or body alone, understanding menjukkan physical education not only in the traditional sense of physical activity. we should see the term physical education and sport on the field more and more abstract, as the process of establishing the quality of mind and body.

GYMNASTICS HEALTHY HEART

Sudarno (1992: 74-81). Gymnastics healthy heart there is some movement. Namely: first, stretch all the muscles of the neck and move the joints of the neck, so that the rigidity eliminated. and Second, moving the muscles of the shoulder, the shoulder and the front of
the chest, as well as moving the shoulder joint so as not stiff anymore. Third, the middle finger flexing muscles, arm muscles, shoulder muscles. Fourth, stretching all the muscles from the waist up (muscles of the arm, shoulder, shoulder, chest, interrupted three, back, spine and neck), and moving the joints of the spine that are not stiff anymore. Fifth, stretch the shoulder muscles, chest muscles, upper abdominal muscles and muscles of fingers. Sixth, stretch the muscles of the arms and the right and left sides of the body, respiratory muscle / chest and flex the spine / back. Seventh, stretch the muscles of the abdomen, back, waist and arm muscles and thighs, while moving the hip joints and spine, stand up straight, feet straddle (wide enough). Eight, stretch the back muscles of the back, abdomen, thighs, legs, arms and joints moving again on the waist. Nine, the thigh muscles stretch, kai and heel, as well as stretch the back muscles, thighs and arms, as well as moving the heel and knee joints. Tenth, stretch the muscles of the abdomen, back, thigh, leg, and stretch back muscles in your arms and hands, as well as moving the hip, knees, and ankles. Eleventh, stretch the muscles heels, legs, arms and shoulders, stand up straight, feet together, arms at your sides.

RESULTS AND DISCUSSION

This research was conducted in the Healthy Heart Club al-Markaz al-Islami Makassar, which is located in the northern part of Makassar, precisely in the way Sunu located in the area of the mosque al-Markaz al-Islami Ex. Layang district. Bontoala Makassar. KJS is chaired by H. AbdKarimLawe and consists of three coaches namely 1. Drs. Makmur 2. Zaenab 3.Marni.and has been established since 25 years ago.

Healthy Heart club al-Markaz al-Islami of Makassar held for three days, Wednesday, Saturday and ahad and its permanent participants consisted of 300 people. However, on Sunday at the Healthy Heart Club participants follow along with the general public. So that the participants are very much on that day. Gymnastics conducted in KJS al-Markaz al-Islami of Makassar preceded by heating and then enter the core motion is aerobic and closed with a cooling normally done by gymnastics poco-poco because they wore the movement in 2012 and every six years the change movement. KJS very berpariasi participants, ranging
from children, teenagers, adults and the elderly participants even some that have been aged in their 70s.

Basically gymnastics performed on KJS al-Markaz al-Islami is mubah (skill). Because these activities undertaken to achieve the benefits of freshness and health. In Islam it is also life purpose is to make the healthy human. Gymnastics is not over just one uslub (technical) between umpteen ways to implement the orders Syara in order to have a strong body. Although Islam does not denounce adherents who was weak, but Islam recommends that a believer has a strong body

Islam is very pay attention physical education and health issues. Hence the Prophet once said علموا أولادكم بالسباحة والرماية وثبتوا على الخيل وثبا (teach it to your children swimming, archery and horse riding and remains above the saddle when the horse spur). In another Hadith the Prophet revealed من السباحة في البحر والسهام (the best of toys a believer in God's eyes is swimming in the sea and on horseback). These traditions show the importance of physical education taught to children even physical education as bernang and horse riding is a model of physical education is most preferred by Allah. The importance of physical education has always revealed by the Prophet in prayer اللهم أنا نسألك سلامة في الدين و عافية في الجسم ..... أ (Yaa Allah I beseech you survive in the running of religion and of sound mind ....). Of course prayer is not just a prophet spoken but has a very broad meaning in the life of the Prophet that even this prayer to be repeated when the Prophet finished the prayer.

Islam is also very concerned about the health of way, among others invited and encouraged to maintain and sustain the health of every person. Let people use ill health before coming period, due to the healthy future of all life functions and tasks can be carried out as well as possible. Recommendation maintain health with preventive (prevention) and repressive (penyelapan disease or treatment). In preventiv, Islamic attention to the health of this can be seen from the recommended earnestly towards the maintenance of cleanliness. Cleanliness is certainly not tersangkalkan he bahea health resources. Instead dirty and unclean a source of disease.
CONCLUSION

Physical education and health is a matter that can be run through two studies: theory and practice. And this also underlies a teacher or lecturer to want to carry out their duties as educators. However, it does not mean physical education and health is not linked to other aspects, including the teachings of Islam, so that it can be found values of universality possessed by the material physical education. In the implementation, physical education and health have adopted the teachings of Islam. Because Islam upholds the name of healthy physically and spiritually healthy. Even further, physical education and health is not limited to one element but intertwined with other elements. Healthy heart gymnastics held in KJS al-Markaz al-Islami is part of the physical education to create a healthy society. In Islamic studies, gymnastics law categorized as permissible (allowed). Skill there because of the impact of such actions is to realize health. Islam upholds health values. Gymnastics activities performed on KJS al-Markaz al-Islami is only uslub (technique), so that the technique could be reached in an Islamic way.

BIBLIOGRAPHY

Al-Qur’an al-Karim


EDUCATION SECTOR GROWTH ANALYSIS OF ACHIEVEMENTS AVERAGE LENGTH OF SCHOOL IN SOUTH SULAWESI

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ABSTRACT

The purpose of this study is to analyze the problems: 1) How do Overview Performance Indicators Education in South Sulawesi?; 2) Is the education sector spending growth affect the improvement of performance indicators Education in South Sulawesi?

The method used in this research is quantitative analysis using the equation of panel data. Source of data used in the study using secondary data analysis unit as many as 23 districts / municipalities in South Sulawesi with the last 10 years (2003-2014).

The results showed that: 1) Growth of spending the education sector during the last 10 years experienced a significant increase or an average growth of 4% -5% per year; 2) Growth Capaindiprodksi education performance by average Old School (RLS) in South Sulawesi during the last 10 years is constantly increasing. However, growth reached only 2% -3% in each district / city in South Sulawesi. The gains of education in Average Length of School (RLS) has only reached 7.6 years, or at the level of grade 2 junior; 3) Increasing the portion of the education sector expenditure has a significant influence on the performance enhancement proxy for education performance Average Length of School (RLS).

Keywords: Education spending, Average Length of School, simultaneous equations
INTRODUCTION

a. Background

Several studies or studies have found a significant linkage between government spending achievements education sector with education level. One of the results of empirical studies raised by Gupta, et al (2002), that the increase in government spending in education is directly proportional to the increase in access to education as well as learners.

In this regard, the Indonesian government has issued a policy with published Law on National Education System No. 20 of 2003. The law was essentially the government stressed that all Indonesian citizens are entitled to education; the government is obliged to finance basic education without charge; and the government is mandated to allocate at least 20% of the expenditure on education.

Concrete manifestation of these regulations is the government's commitment to ensure the implementation of compulsory primary education free of charge. Not only that, the various regulations on the implementation of education was also developed starting with standardization in the content of education at all levels and types of education, standardize the management of education, the learning process and the means of financing, education and education personnel, and even to the assessment standards.

Since the 1990s until now the Indonesian education sector budget has fluctuated despite the growth trend has increased. Education spending at the national level peaked in 2003, when spending on education reached about 16 percent of all spending at the national level. In 2004, total national expenditure increased by about 4 percent. However, the proportion of education spending dropped to about 14 percent. Spending on education as a proportion of GDP also decreased in 2004 when compared to spending in 2003, from about 3.2 percent to about 2.8 percent, as the proportion of overall spending at the national level of GDP has fallen from 19.8 percent to 19.6 percent (Public Expenditure Review, World Bank 2013).

South Sulawesi province is one area in Indonesia which has the proportion of expenditure on education each year has increased significantly. Increased spending in the education sector
of South Sulawesi in the past 10 years has increased very rapidly. Local government policies and economic growth that every year has increased to one contributing factor to realize the increase in the budget of the education sector. In real terms, the proportion of education sector expenditure to total expenditure areas in South Sulawesi has reached above 20 percent with the trend increasing from year to year. In 2010, the proportion of education expenditure to total expenditure areas has reached 31 percent, whereas in 2005 only reached 21 percent. The education sector spending is increasing faster than the total regional spending caused the proportion of education sector expenditure to total regional spending continues to grow. In 2005, total real spending Rp education sector. 1.7 trillion and increased to Rp. 5.0 trillion in 2011. Education spending districts / cities contribute greatly to the increase in total education spending in South Sulawesi. In real terms, spending on education Regency / City increased by an average 34 percent per year, while the provincial education spending increased by only 5 per cent per year.

Increased spending in the education sector of South Sulawesi has managed to push the output outcome especially teacher-student ratio, but has not managed to push education outcomes. The educational outcomes such as enrollment rates, average length of school and the literacy rate. The low number average length of the school contributes to the low level of education of workers who still reached 46.76% with the level of education ≤ Junior High School (SMP). This is a serious concern and the focus of study in this research.

Given the importance of human development in the education sector that will have an impact on other socio-economic development, this study will focus on reviewing the issue of government policy in relation to the education sector funding increase in the average length of the school district / city in South Sulawesi.

b. issues

Based on the description on the background of the above problems, the key problem of research can be formulated as follows:
1. How Overview Performance Indicators Education in South Sulawesi?

2. Is the education sector spending growth affect the improvement of performance indicators Education in South Sulawesi?

LITERATURE REVIEW

2.1 Previous Research

The latest research results as found by Fattah (2005) using a sample of all districts / cities in Indonesia in 1987-2003, found that education affects inversely to the level of inequality of income distribution among regions, meaning that the higher the education level, the more equitable distribution of income among regions in Indonesia. This is consistent with the results of research and ZoegaGylfason (2001) which examined three measures of education, namely (1) the number of graduates of secondary education, (2) the amount of public spending on education relative to national income, and (3) estimates the number of years of schooling for women. Using data from 17 countries WDI 2000, the results of research found that a third the size of the education directly affects income distribution between countries.

Likewise Zhang (2002) examine the distribution of income and expenditure of education, using the data in 78 countries the period of the early 1970s until the late 1990s, the taste of UNESCO (2001) found that: 1) the economy distribusi people's income is not equally, the rich tend to dominate the political power so that the allocation of public expenditure (public expenditure on education) will be uneven, consequently distribusi revenue for the next generation is not evenly distributed, as well sebaliknya.2) public spending (for education) have long-term effects on income distribution ,

The link between government spending sectors of education, employment and income distribution by Sulistiowaty et al (2010) in his research in Central Java found that government spending education 20% of regional spending can increase output while decreasing income inequality, even further stated that the local government policy Central Java in the form of an increase in the education budget could generate equitable economic growth, the economic growth is also accompanied by the equitable distribution of income.
Research on the relationship of government spending in delivering outcomes in the field of education has been carried out by Jean-Paul Faguet and Fabio Sánchez (2006) which resulted in the finding that there is influence between the amount of government spending on education outcomes in education where the enrollment rate of school. The results of this study indicate that the larger shopping areas are issued by the government in the field of education, the greater will also enrollment in the area.

2.2 Assessment Theory

Theory of Public Expenditure (Spending Expenditure) Government spending is one element of aggregate demand. the concept of national income calculation by expenditure approach states that:

\[ Y = C + I + G + X - M \] ......................................................... (2.1)

This formula is known as national income identity, and reflects the aggregate supply. While the variables in the right side is called the aggregate demand. Variable G stated government expenditure (Government expenditures), I = investment and X-M = is net exports. By comparing the value of G to Y and see them from time to time can be known how great the contribution of government spending on aggregate demand or the formation of national income. With this, it can be analyzed just how important the role of government in the national economy.

The role of government in economic activities such expenditures to finance the activities, not only in government but also to finance economic activity. Musgrave & Musgrave (1989), Ananda (2002) and Reksohadiprodjo (2009) in Archam (2012: 30) mentions in the modern economy, there are a few roles of government, namely: Allocative role, the role of government in allocating economic resources that exist in order to optimize and support its use production efficiency.

Distributive role, namely the role of government in distributing resources, opportunities and economic outcomes secar fair and reasonable. Stabilitatif role, namely the role of government in maintaining economic stability and restore it if it is in a state of disequilibrium.
Dinamisatifrole, namely the role of government in motion a process of economic development in order to more quickly grow, develop and thrive. In connection with that, the government has an important role either directly or indirectly in creating economic growth, or at least government policy can affect long-term growth through three fiscal stimulus instrument, namely: 1) taxes, 2) government spending (G), and 3) balance the budget or aggregate demand (AD). Third fiscal instruments that influence the level of resource use efficiency (efficiency of resources), the accumulation of factors producing plant (production factor accumulation) and technological developments (technology progress).

Under conditions of the sluggish economy, government spending can stimulate the economy to grow through fiscal policy expansionary through increased government spending (G) or lower taxes (T) to increase aggregate demand (AD) in the economy caused revenues rose to be decrease unemployment that is to reach the level of full employment income (full employment level of income). By contrast in conditions overhating due to too high aggregate demand, fiscal policy can play a role through contractionary policy through a reduction in government spending (G) or an increase in tax revenue (T) to balance demand and supply conditions of economic resources.

Government spending (government spending) that is expansive and contractive describe government efforts to boost the economy through fiscal policy. Fiscal policy is the government's economic policy used to manage or direct the economy into better shape or cooled by means of varying the receipts (revenue) and expenses (expenditure) government. Archam (2012: 31) argues in modern economic management of fiscal policy contains three main objectives: First, influence the allocation of economic resources for the public sector and the opportunity cost of the transfer of economic resources from the private sector employers. The second is to make the process of redistribution of wealth and income among economic classes of society. In this regard fiscal policy aims to strike a balance between individuals in the net income or welfare. The third is to determine the direction of national economic growth and stability. Therefore, the fiscal policy should be able to manipulate the actions that will be launched in an optimal utilization of resources such as natural resources, human resources and financial resources.
Fiscal policy conducted by the government is not only about spending, but also to think about the budget constraints, which means associated with financing. Government budget constraint that expenditures for goods and services must be less than or equal to the initial wealth. If it is greater than the risk that it will cause the budget deficit. This is in line with Romer (2006), that the fiscal policy is not only related to the allocation and setting the proportion of expenditure, but also to the government bagimana finance these expenditures. There are at least four sources of financing government expenditure, namely: a) taxes, b) loan or selling bonds, c). Printing money (seignorage) and d). The sale of government assets (privatization).

According to Todaro (2000: 76) one of the potential revenues available to the government to finance all development efforts is the promotion of tax. The role of taxes in fiscal policy so large that the main source of revenue, or commonly called budgetair function. Besides the tax is also used as a regular function (set). Budgetair function (reception) that incorporate as much money into the state treasury. Regular function (set), in addition to the tax charge to the treasury function Negar, also serves to set the government's attempt to intervene in all areas through February achievement of the objectives of the government. Sekaitan with it, Rosen (2008: 335), suggests that the tax (tax) is the main source of financing government spending to improve social welfare. The imposition of certain kinds of taxes would have a different effect on economic growth. If the government imposes a lump-sum tax to masyaraat the effect on investment and growth are positive, but if the tax is charged to income tax will be reduced investment and economic growth.

Meanwhile, government expenditure financing through loans or the sale of government bonds will add to the wealth and income of the community in the future (long run), but the public also has a responsibility for the future in the form of tax obligations. Financing through debt is equal to the expenditure financed through taxes because of debt "equvalen" with taxes in the future.

As with the financing of government spending by printing money (seignorage) tend to be avoided, because the growth of money as a result of seignorage would lead to inflation. Although it is understood that there are many potential sources of inflation, but the
understanding of inflation on long-term horizon is generally concluded that money growth plays an important role in determining inflation, not because of money affect prices directly, but rather because em [iris vary more than the terminan (Romer, 2006: 497). The link between inflation and money growth may be formulated in the form of the following equation:

\[
\frac{M}{P} = L(IY) \quad \text{........} \quad \text{..................} \quad \text{........} \quad \text{(2.2)}
\]

\[
P = \frac{M}{(L(i, Y))L(IY)} \quad \text{..........................} \quad \text{........} \quad \text{(2.3)}
\]

The first equation shows the balance of money market conditions, where M is the money stock and P is the price level, resulting in the form of the second equation. The second equation shows that there is much potential for inflation, P can be increased as increasing money supply, interest rates, the decline in output or decrease in the demand for money for a particular i and Y.

Meanwhile, with regard to the privatization carried out by various considerations, one of which reduce the burden on government finances, while helping the government funding sources (divestment). But the source of financing government spending of privatization relatively rarely used, with the exception of fiscal crisis. Therefore privatization undertaken in many countries, ideally for the purpose of increasing the efficiency of the management of the company, as well as increase the professionalism.

Government spending itself consists of two forms, namely routine expenditure (current expenditure) and expenditure on goods and capital expenditure (capex). Routine expenditures for regular activities are permanent and ongoing, in order to finance the operations of government activities in the provision of public services. Regular government spending is meeting the needs of internal activities of government so that the negative effect on growth. Capital expenditure is expenditure made in the context of capital formation that are adding fixed asset / inventory that provides benefits. Todaro (2000), the goal of capital expenditure to finance the construction of facilities and physical infrastructure. Spending on "overhead" social and economic will open up employment opportunities, increase national income and in turn will increase the capacity of the economy.
In line with the above explanation, the flow shows that Keynesian government spending to spur economic growth. This view boost demand range of goods and services produced in the aggregate economy, thereby encouraging economic growth. Thus, government spending is seen as exogenous force that change in aggregate output. In other words, in this case economic growth is a function of government spending.

Rosen (2008) perform measurements on the role of government through government spending volume approach in the form of: i) the purchase of goods and services, ii) transfer of income to the population, enterprises and Government, iii) interest payment. This approach suggests that the role of government spending is very important to the economy for the provision of public goods. Not only that, government spending is also very closely related to economic growth. A description of the relationship between government spending and economic growth preceded by Keynes in the era of the 1930s, then expanded rapidly after the emergence of endogenous growth models. In connection with the government's policy endogenous growth model states that the fiscal policy to boost economic growth if the policy is intended to affect the quantity and quality of capital stock, such as increased government investment in infrastructure, investment in human resource development and investment in Research and Development (Romer: 2006).

Although in certain cases government spending on public goods provision is often debatable. But in general government spending has an impact on economic growth as described above, despite the fact that their relationship is no consistent, positive and negative. For the case of Indonesia is one done by Sodik (2007) to analyze the relationship between government spending and economic growth by using panel data. The results show that government spending (both routine expenditure and development expenditure) effect on regional economic growth.

This confirms that the government's involvement in resource allocation is meant to ensure the achievement of the use of economic resources efficiently, because in public procurement can not be achieved through the mechanism of Market. Weber and Niskanen (in Jan-Erik Lane, 2000) in Archam (2012) state utilities function of government is related to the size of the budget, therefore the government should maximize budget is government policy.
2. Government Expenditure Variables Education Sector

In macroeconomic theory (Boediono: 1999) government expenditure consists of three main headings that can be classified as follows:

a. Government expenditures for purchases of goods and services. Spending on goods and services used to finance government operations for the procurement of goods and services, and the cost of maintenance of state assets. Likewise, the opposite is often classified as development expenditure.

b. Government expenditures for employee salaries. Changes in employee salaries have influence on macroeconomic processes, in which the employee salary changes will affect the level of demand indirectly.

c. Government expenditures for transfer payments.

Transfer payment instead of purchasing goods or services by the government in the market of goods but register the payment or direct transfers to citizens which include for example the payment of subsidies or direct assistance to various segments of society, pension payments, interest payments on government loans to the public. Economically transfer payment has the same status and influence with the postal administration staff salaries although they are different.

Government spending in real terms can be used as an indicator of the size of government activities financed by government spending. The bigger and more activities, the greater the government's public expenditure is concerned. (Suparmoko, 1987).

Some basic understanding of the critical components in these expenditures, among others (Suminto, 2004):

1. Personnel expenditure accommodate all state expenditures are used to pay employee salaries, including allowances they are entitled, and pay honoraria, overtime, special compensation and employee expenses, as well as paying pension and health insurance (social contributions). In the classification of expenditure also includes the salary / wage for a project that is classified as development expenditure. With this format, you will see a post that overlap between personnel expenditures, which are classified as routine and development. This is where the future efficiency will be achieved.
2. Likewise, spending on goods that should be used to finance government operations for the procurement of goods and services, and the cost of maintenance of state assets. Likewise, the opposite is often classified as development expenditure.

3. Capital expenditures accommodate all public expenditure allocated for the purchase of investment goods (in the form of fixed assets and other assets). Capital expenditure broken down into (i) capital expenditure fixed assets / physical, and (ii) capital expenditure other assets / non-physical. In practice during this other expenditure nonphysical is majority consisted of personnel expenditure, interest and trips that are not directly related to investment for development.

4. Subsidies accommodate all public expenditure allocated to pay the subsidy burden on certain strategically vital commodity that dominate the lives of many people, in order to maintain price stability in order to be affordable by most segments of society. Such subsidies allocated through state enterprises and private companies.

5. In the meantime, there has been a kind of subsidy that actually there is no element of subsidy, then the expenditure will be classified as social assistance. Social assistance accommodate all public expenditure allocated to the transfer of money / goods given to the population, in order to protect against the risk of social services, such transfers for the payment of social compensation fund.

6. Meanwhile, spending for the area to accommodate all the central government expenditure allocated to the regions, which utilization is left entirely to the area.

RESEARCH METHODOLOGY

3.1 Approach and Design Design Research

The method used in this research is a form of econometric modeling using simultaneous equations. Simultaneous equation model is used as a variable relationship is not merely one direction but mutually influence (both directions). In the modeling used secondary data to form a data panel (pooled data) which is a combination of time series data (time series) and data cross point (cross section). To estimate the empirical data of each
variable were processed using Microsoft Excel and estimates the relationship between variables processed with SPSS version 20.

3.2 Location Research

The unit analysis in this research is all districts / cities in South Sulawesi as many as 23 districts out of 24 districts / cities, with time for 10 years (2006-2015). Decision of 10 years (2006-2015) with consideration for the vulnerable period is the implementation of the regional autonomy policy and policy on school operational expenditure (BOS) in the education sector. Therefore, this study sample as many as 23 districts with over 10 years of observation time.

3.3 Analysis Methods

The analytical method used is quantitative analysis approaches estimate the model of government spending, the model outcomes educational services, and a model of labor absorption as well as models of socio-economic variables using panel data (pooled data), which combines data across time (time-series data) and across space (cross-sectional data) 23 District / City in the province of South Sulawesi period 2006-2015. To test the hypothesis we used SPSS version 20.

1. Analysis Model

a). panel Data

Panel regression model is a combination of time series data (time series) and data cross (cross-section). Time series data covering a single object, but includes some time, and data cross consists of some object or many objects (Winarno, 2009: 91). Panel Data has an advantage: it can provide information that is more variability, multikoleniaritas far between variables, more degrees of freedom, as well as more efficient. Analysis of panel data in the study using the approach Coefficient Fixed between Time and Individual (Common Effect) According Widarjono (2013: 355), in which the approach using the technique estimating panel data is only by combining data time series and cross section regardless of time differences and individual and using OLS (Ordinary Least Square).
b). Simultaneous equations

In addition to estimating the model using a single equation, by comparing the model estimation approach is viewed from different angles, then there are other alternative is the simultaneous approach. Simultaneous equation model in which there is more than one regression equation and regression equations respectively, and each has a variable equations are interdependent.

Equation I:

\[ RLS_{it} = \beta_0 + \beta_2 + \beta_1B.Gajiit_{it} + \beta_3B.MODAL_{it} + \beta_4B.OPS_{it} + \epsilon_{1it} \]

III.1

Information:

RLS = average Length of School

BGJ = Spending Salary

BBJ & M = Spending Of goods, services and capital

Bops = Operational Expenditure

it = year and region

e1 = error term 1

RESULTS AND DISCUSSION

1. Education Expenditure Growth

Since the enactment of regional autonomy and fiscal decentralization policy, the local management responsibilities delegated to each provincial and district / city. Transferred authority delegated authority, especially among financial management in public sector spending on education. Public sector spending education at the district / city in South Sulawesi source of the central government in the form of general allocation funds (DAK), Special Allocation Fund (DAK), deconcentration funds and fund School Operational
Assistance (BOS), partly sourced from the provincial government in the form of funds free education that has been freely distributable to the respective district / city with an allocation of 40% is borne by the province and 60% is paid by the district / city. The development of the education sector overall government spending district / city in South Sulawesi during the last 10 years can be seen in the following table:

Table 4.1

Government Education Expenditure 23 districts in South SulawesiYears 2004-2013 (10 years)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SELAYAR</td>
<td></td>
<td>31,725</td>
<td>37,098</td>
<td>43,394</td>
<td>50,773</td>
<td>63,901</td>
<td>84,984</td>
<td>82,829</td>
<td>134,809</td>
<td>135,390</td>
<td>139,707</td>
<td>9%</td>
</tr>
<tr>
<td>2</td>
<td>BULUKUMBA</td>
<td></td>
<td>90,980</td>
<td>100,775</td>
<td>111,642</td>
<td>123,700</td>
<td>137,181</td>
<td>198,666</td>
<td>238,144</td>
<td>226,847</td>
<td>161,503</td>
<td>194,708</td>
<td>6%</td>
</tr>
<tr>
<td>3</td>
<td>BANTAENG</td>
<td></td>
<td>38,878</td>
<td>46,577</td>
<td>55,920</td>
<td>67,276</td>
<td>82,255</td>
<td>158,537</td>
<td>200,355</td>
<td>250,332</td>
<td>281,267</td>
<td>297,450</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>JENEPONTO</td>
<td></td>
<td>76,781</td>
<td>88,555</td>
<td>102,165</td>
<td>117,900</td>
<td>143,609</td>
<td>159,553</td>
<td>210,380</td>
<td>238,314</td>
<td>256,161</td>
<td>308,419</td>
<td>8%</td>
</tr>
<tr>
<td>5</td>
<td>TAKALAR</td>
<td></td>
<td>72,116</td>
<td>85,042</td>
<td>102,328</td>
<td>118,410</td>
<td>150,367</td>
<td>168,058</td>
<td>191,813</td>
<td>266,691</td>
<td>307,098</td>
<td>302,454</td>
<td>8%</td>
</tr>
<tr>
<td>6</td>
<td>GOWA</td>
<td></td>
<td>110,878</td>
<td>130,445</td>
<td>153,465</td>
<td>180,547</td>
<td>228,894</td>
<td>277,006</td>
<td>317,351</td>
<td>443,792</td>
<td>380,500</td>
<td>467,038</td>
<td>8%</td>
</tr>
<tr>
<td>7</td>
<td>SINJAI</td>
<td></td>
<td>38,878</td>
<td>46,577</td>
<td>55,920</td>
<td>67,276</td>
<td>82,255</td>
<td>158,537</td>
<td>200,355</td>
<td>250,332</td>
<td>281,267</td>
<td>297,450</td>
<td>10%</td>
</tr>
<tr>
<td>8</td>
<td>MAROS</td>
<td></td>
<td>84,888</td>
<td>91,278</td>
<td>98,148</td>
<td>105,536</td>
<td>137,534</td>
<td>172,004</td>
<td>168,192</td>
<td>255,062</td>
<td>303,567</td>
<td>245,614</td>
<td>7%</td>
</tr>
<tr>
<td>9</td>
<td>PANGKEP</td>
<td></td>
<td>75,721</td>
<td>89,823</td>
<td>106,575</td>
<td>126,478</td>
<td>184,092</td>
<td>206,134</td>
<td>254,049</td>
<td>324,801</td>
<td>337,849</td>
<td>383,480</td>
<td>9%</td>
</tr>
<tr>
<td>10</td>
<td>BANROM</td>
<td></td>
<td>52,425</td>
<td>60,959</td>
<td>70,883</td>
<td>82,422</td>
<td>108,165</td>
<td>164,869</td>
<td>154,212</td>
<td>198,916</td>
<td>162,436</td>
<td>189,186</td>
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</tr>
<tr>
<td>11</td>
<td>BONE</td>
<td></td>
<td>87,120</td>
<td>99,000</td>
<td>112,500</td>
<td>127,841</td>
<td>77,086</td>
<td>197,110</td>
<td>213,409</td>
<td>492,808</td>
<td>359,799</td>
<td>342,922</td>
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</tr>
<tr>
<td>12</td>
<td>SOPPENG</td>
<td></td>
<td>36,941</td>
<td>46,328</td>
<td>58,120</td>
<td>72,940</td>
<td>97,092</td>
<td>134,646</td>
<td>156,651</td>
<td>248,846</td>
<td>266,114</td>
<td>315,279</td>
<td>10%</td>
</tr>
<tr>
<td>13</td>
<td>WAJO</td>
<td></td>
<td>53,461</td>
<td>62,540</td>
<td>73,180</td>
<td>85,655</td>
<td>112,093</td>
<td>176,512</td>
<td>176,548</td>
<td>236,043</td>
<td>302,473</td>
<td>231,601</td>
<td>9%</td>
</tr>
<tr>
<td>14</td>
<td>SIDRAP</td>
<td></td>
<td>72,537</td>
<td>83,376</td>
<td>95,834</td>
<td>110,154</td>
<td>141,602</td>
<td>187,090</td>
<td>181,845</td>
<td>238,392</td>
<td>283,003</td>
<td>273,931</td>
<td>8%</td>
</tr>
<tr>
<td>15</td>
<td>PINANG</td>
<td></td>
<td>75,137</td>
<td>91,405</td>
<td>111,375</td>
<td>135,916</td>
<td>165,205</td>
<td>193,028</td>
<td>231,218</td>
<td>336,146</td>
<td>297,101</td>
<td>373,716</td>
<td>9%</td>
</tr>
<tr>
<td>16</td>
<td>ENREKANG</td>
<td></td>
<td>56,897</td>
<td>72,838</td>
<td>93,325</td>
<td>119,671</td>
<td>121,192</td>
<td>150,395</td>
<td>169,506</td>
<td>237,640</td>
<td>262,700</td>
<td>215,963</td>
<td>8%</td>
</tr>
<tr>
<td>17</td>
<td>LUNUWU</td>
<td></td>
<td>58,562</td>
<td>70,556</td>
<td>85,008</td>
<td>102,419</td>
<td>103,173</td>
<td>172,505</td>
<td>201,523</td>
<td>307,690</td>
<td>256,682</td>
<td>303,732</td>
<td>9%</td>
</tr>
<tr>
<td>18</td>
<td>TATOR</td>
<td></td>
<td>75,847</td>
<td>81,556</td>
<td>87,695</td>
<td>94,296</td>
<td>142,218</td>
<td>111,979</td>
<td>100,615</td>
<td>185,136</td>
<td>194,125</td>
<td>203,159</td>
<td>7%</td>
</tr>
<tr>
<td>19</td>
<td>LUNUWU UTARA</td>
<td></td>
<td>77,834</td>
<td>88,447</td>
<td>100,508</td>
<td>114,214</td>
<td>140,175</td>
<td>138,058</td>
<td>159,777</td>
<td>267,370</td>
<td>257,861</td>
<td>243,920</td>
<td>8%</td>
</tr>
<tr>
<td>20</td>
<td>LUNUWU TIMUR</td>
<td></td>
<td>48,581</td>
<td>58,315</td>
<td>70,056</td>
<td>84,229</td>
<td>150,158</td>
<td>156,318</td>
<td>135,928</td>
<td>190,590</td>
<td>195,322</td>
<td>208,890</td>
<td>9%</td>
</tr>
<tr>
<td>21</td>
<td>MAKASSAR</td>
<td></td>
<td>258,695</td>
<td>272,310</td>
<td>286,642</td>
<td>301,729</td>
<td>388,432</td>
<td>456,198</td>
<td>541,849</td>
<td>855,684</td>
<td>598,090</td>
<td>607,492</td>
<td>6%</td>
</tr>
<tr>
<td>22</td>
<td>PARE-PARE</td>
<td></td>
<td>66,210</td>
<td>78,440</td>
<td>93,025</td>
<td>110,438</td>
<td>99,126</td>
<td>127,975</td>
<td>135,298</td>
<td>283,423</td>
<td>206,639</td>
<td>231,551</td>
<td>8%</td>
</tr>
<tr>
<td>23</td>
<td>PALOPO</td>
<td></td>
<td>43,955</td>
<td>51,771</td>
<td>61,097</td>
<td>72,235</td>
<td>101,820</td>
<td>107,210</td>
<td>131,680</td>
<td>178,569</td>
<td>169,843</td>
<td>208,122</td>
<td>9%</td>
</tr>
</tbody>
</table>

Sumber : APBD Kabupaten/Kota Sulawesi Selatan, diolah 2015

Table 4.1 above illustrates the development of the total expenditure of the education sector at 23 kabupaten / city in South Sulawesi, where 23 districts / cities in average spending growth of the education sector during the last 10 years (2004-2013) by 8% -10%. There are 3 districts / cities that experienced an increase in the education sector spending an average of 10%, ie Bantaeng district, Sinjai and Soppeng district.

The amount of the percentage of expenditure are not always encouraging the education sector in improving the quality of education. If we examine further, it turns out that the big
education spending more time is spent on personnel expenditure. And to improve the quality of education, should the proportion between personnel expenditure and operating expenditure and capital is not too lame. Based on table 4.1 proportion of spending on personnel (salaries of teachers and education personnel) in 23 districts / cities in South Sulwesi average reached 80% - 85% of the total expenditure. This illustrates that the education sector budget is spent over the last 10 years (2003-2013) the proportion is mostly spent to pay salaries.

2. Achievement Education Performance

On average dimensions of the Average Length of school that has been achieved in the population aged 15 years and over in the district / city in South Sulawesi during the last 10 years has not changed much. As the following table:

Table 4.2

Achievement Average Length of Population School District / Town in South Sulawesi during the last 10 years

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>BULUKUMBA</td>
<td>6.09</td>
<td>6.21</td>
<td>6.28</td>
<td>6.45</td>
<td>6.45</td>
<td>6.69</td>
<td>6.97</td>
<td>7.11</td>
<td>7.11</td>
<td>7.37</td>
</tr>
<tr>
<td>3</td>
<td>BANTAENG</td>
<td>5.6</td>
<td>5.77</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
<td>5.9</td>
<td>6.1</td>
<td>6.4</td>
<td>6.4</td>
</tr>
<tr>
<td>4</td>
<td>RENEPONTO</td>
<td>5.1</td>
<td>5.3</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
<td>6.2</td>
<td>6.2</td>
<td>6.2</td>
<td>6.2</td>
</tr>
<tr>
<td>5</td>
<td>TAKALAR</td>
<td>5.2</td>
<td>5.2</td>
<td>6.2</td>
<td>6.2</td>
<td>6.2</td>
<td>6.4</td>
<td>6.4</td>
<td>6.4</td>
<td>6.9</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>GOWA</td>
<td>6.1</td>
<td>6.2</td>
<td>6.3</td>
<td>6.3</td>
<td>6.3</td>
<td>6.5</td>
<td>6.4</td>
<td>7.2</td>
<td>7.2</td>
<td>7.3</td>
</tr>
<tr>
<td>7</td>
<td>SINJAI</td>
<td>6.4</td>
<td>6.5</td>
<td>6.6</td>
<td>6.6</td>
<td>6.6</td>
<td>6.7</td>
<td>6.7</td>
<td>7</td>
<td>7</td>
<td>7.1</td>
</tr>
<tr>
<td>8</td>
<td>MAROS</td>
<td>5.7</td>
<td>6</td>
<td>6.2</td>
<td>6.4</td>
<td>6.5</td>
<td>6.5</td>
<td>6.6</td>
<td>6.9</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>PANGKEP</td>
<td>6</td>
<td>6.2</td>
<td>6.2</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
<td>6.6</td>
<td>6.7</td>
<td>7</td>
<td>7.2</td>
</tr>
<tr>
<td>10</td>
<td>BARRU</td>
<td>6.7</td>
<td>6.8</td>
<td>7.1</td>
<td>7.1</td>
<td>7.1</td>
<td>7.1</td>
<td>7.3</td>
<td>7.6</td>
<td>7.6</td>
<td>7.8</td>
</tr>
<tr>
<td>11</td>
<td>BONE</td>
<td>5.6</td>
<td>5.6</td>
<td>6.2</td>
<td>6.2</td>
<td>6.2</td>
<td>6.3</td>
<td>6.7</td>
<td>6.7</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>12</td>
<td>SOPPENG</td>
<td>6.2</td>
<td>6.4</td>
<td>6.5</td>
<td>6.8</td>
<td>6.9</td>
<td>7</td>
<td>7</td>
<td>7.2</td>
<td>7.2</td>
<td>7.3</td>
</tr>
<tr>
<td>13</td>
<td>WAJO</td>
<td>5.6</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
<td>6</td>
<td>6.2</td>
<td>6.5</td>
<td>6.6</td>
</tr>
<tr>
<td>14</td>
<td>SIDRAP</td>
<td>7</td>
<td>7.2</td>
<td>7.2</td>
<td>7.2</td>
<td>7.2</td>
<td>7.2</td>
<td>7.2</td>
<td>7.2</td>
<td>7.2</td>
<td>7.2</td>
</tr>
<tr>
<td>15</td>
<td>PINRANG</td>
<td>6.7</td>
<td>6.9</td>
<td>6.8</td>
<td>6.8</td>
<td>6.8</td>
<td>7.2</td>
<td>7.6</td>
<td>7.6</td>
<td>7.8</td>
<td>7.8</td>
</tr>
<tr>
<td>16</td>
<td>ENREKANG</td>
<td>7</td>
<td>7.2</td>
<td>7.4</td>
<td>8.1</td>
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<tr>
<td>17</td>
<td>LUWU</td>
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<td>18</td>
<td>TAYOR</td>
<td>7.5</td>
<td>7.1</td>
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<tr>
<td>19</td>
<td>LUWU UTARA</td>
<td>6.9</td>
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<tr>
<td>20</td>
<td>LUWU TIMUR</td>
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<td>6.9</td>
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<td>8.1</td>
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<tr>
<td>21</td>
<td>MAKASSAR</td>
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<td>10.4</td>
<td>10.5</td>
<td>10.5</td>
<td>10.6</td>
<td>10.8</td>
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<tr>
<td>22</td>
<td>PARE-PARE</td>
<td>7.8</td>
<td>7.8</td>
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<td>23</td>
<td>PALOPO</td>
<td>8.9</td>
<td>9.1</td>
<td>9.1</td>
<td>9.1</td>
<td>9.6</td>
<td>9.6</td>
<td>9.7</td>
<td>10</td>
<td>10.1</td>
<td>10.1</td>
</tr>
</tbody>
</table>

Sumber: BPS Sulawesi Selatan, diolah 2015
Table 4.2 above shows that over the last 10 years (2004-2013) district / city in South Sulawesi was little changed or increased only an average of 1% -2% only for 10 years. Area population reaches an average length of most high school the city of Makassar who have reached 10 years or -rata average educational level of the population up to the high school grade 1 or has reached the 9-year basic education program which has been launched by the central government based education to the Strategic Plan 2014. Similarly, in the city and town of Pare-Pare average Palopo old school that has reached 9.9 years or at the high school until grade 1. But other districts are still largely under 9 years or the average still 5-7 year. This indicates that over the last 10 years changes in the level of education as measured by the average length of school in 23 districts / cities in South Sulawesi has not reached the national target of basic education completed 9 years which followed on basic education completed 12 years of age or level of school (SMA)

3. Effect of the Education Sector Spending Growth Achievement Against Average Length of School

To determine the effect of government spending on the education sector gains of education level between the district / city in South Sulawesi, where the performance of education in proxy by using the average of the old school model will be used as follows:

Equation I:

$$RLSit = \beta_0 + \beta_1 B.Gajiit \ BBJ & CAPITAL + \beta_3 B.OPS + e1it$$

Based on estimates that model the approach Fixed Effect Model method SUR, it appears that government spending education sector is proxied by three (3) variables, namely the Shopping Salary (BGJ), Shopping Goods, services and capital (BBJM) and Expenditure Operations (Bops) and significant positive effect on the Average Length of school (RLS). Comparison coefficient model estimate of government spending in the education sector 23 districts / cities in South Sulawesi can be seen in the following table:
<table>
<thead>
<tr>
<th>Variabel Independen</th>
<th>TH</th>
<th>Koefisien (□)</th>
<th>t-Test</th>
<th>Sig.</th>
<th>VIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary Expenditure</td>
<td>+</td>
<td>0.532*</td>
<td>3.658</td>
<td>0.000</td>
<td>1.734</td>
</tr>
<tr>
<td>Goods and Capital Expenditure</td>
<td>+</td>
<td>-0.350**</td>
<td>-2.47</td>
<td>0.014</td>
<td>1.350</td>
</tr>
<tr>
<td>Operational Expenditure</td>
<td>+</td>
<td>0.344**</td>
<td>2.576</td>
<td>0.011</td>
<td>1.909</td>
</tr>
<tr>
<td>Constant</td>
<td></td>
<td>-5.927</td>
<td>-1.744</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(R^2)</td>
<td></td>
<td></td>
<td></td>
<td>0.406</td>
<td></td>
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<tr>
<td>Adjusted (R^2)</td>
<td></td>
<td></td>
<td></td>
<td>0.157</td>
<td></td>
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<tr>
<td>F Test</td>
<td></td>
<td></td>
<td></td>
<td>14.879</td>
<td></td>
</tr>
<tr>
<td>DW</td>
<td></td>
<td></td>
<td></td>
<td>2.242</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td>230</td>
<td></td>
</tr>
</tbody>
</table>

Information:

*) Significant at the 0.01 significance level, or 99%
**) Significant at the level of significance of 0.05 or 95%
****) Significant at the significance level of 0.10 or 90%

Of the value of the data processing based on the table next 4:11 that value is inserted into the equation Model Equation I as follows:

\[
RLS = 5.927 + BGJ \times 0.532 - 0350 \times BBJM + 0.344 \times BOps
\]

\[Tstat = (3.6558) \times (-2.470) \times (2.576)\]

\[R2 = 0406 \text{ Adj } R2 = 0154 \text{ SE } = 3.398 \text{ DW-Stat } = 2242\]
CONCLUSION

Based on the results of research and discussion, it can be summed up as follows:

1. The increase in total expenditures education sector during the last 10 years has increased significantly, or an average growth of 4-5% per year.

2. Growth Access educational performance on average Old School (RLS) in South Sulawesi during the last 10 years is constantly increasing. However, growth reached only 2% -3% in each district / city in South Sulawesi. The gains of education in Average Length of School (RLS) has only reached 7.6 years, or at the level of grade 2 junior.

3. Increasing the share of spending the education sector has a significant influence on the performance enhancement proxy for education performance Average Length of School (RLS).

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INTERDICIPLINARY COLLABORATION OF SPECIAL NEED EDUCATION TEACHERS AND REGULAR TEACHERS AT INCLUSION SCHOOL
Bastiana
State University of Makassar

ABSTRACT

Collaboration between special need education teachers and regular teacher at inclusion school is very important to give maximum service to special need children in inclusion school. As long as this, collaboration between special need education teacher and regular teacher in inclusion school still not run effectively, special need education teacher as well as regular teacher run singly, as a result of the process education, special need children in inclusion school is not handled properly. Availability effective device models of collaboration, and efficient as well as based research between special need education teacher and regular teacher highly recommended to give educational services for special need children at inclusion school

Key words: An Interdisciplinary Collaboration, Teachers, Inclusion Education

BACKGROUND

Inclusion school are regular schools that receive special need children to follow education along with normal children. Special need children is children that have special need both in terms of phisic, psychic, intellectual, emotional, social, or a mix of individual specificity. Because of his speciality, the children is need of special education service to developed their potential to be able to live out his life in the come to go. Before the educational inclusion, special need children follow segregation education that is separated with normal children. The form of education is special need education school.

Handling of special need children in inclusion school needs resources, facilities and infrastructure in contrast to regular schools in General. For a teacher, every school which hosts educational inclusion should be have one special need education teacher, in order to deal with special need children to follow the teaching and learning process with regard to the special needs of each child. For schools that do not have special need education teacher, must be get a teacher that derives from the extraordinary school nearby. Similarly, with the means of facilities and infrastructure, the school must provide the infrastructure
required by children in accordance with their specificity. Children who have disorders of impaired vision have different facilities with impaired speech children.

To be able to deal with children in special need inclusion school, teacher, although special need education teacher as well as regular teachers should collaborate in the different role. special need education teacher deal with special need children and regular teachers to handle the exceptional child related to his education in common. Effective and efficient collaboration will improve education services to special need children so they can also act as a citizen.

However, during this days special need education teacher or regular teacher work in singly even occasionally throw each other the responsibility of a special need children be handled together do not has progress in his education. If something like this happens, it is certain that educational of special need children service not running.

Special need education teacher and regular teacher coming from different institutions, from having educational background and different disciplines, as well as differences in institutional work system background of origin must collaborate to handle special need children and normal children in the class. This difference can be a barrier to the implementation of the educational inclusion automatically, handling against special need children also hampered.

**INCLUSIVE EDUCATION**

Inclusive education is education for public school students with special needs. Students with special needs learn together and interact with teachers and students in the classroom normal. Interaction between students who awakened normal with normal students is different between normal students with special needs students. Specificity of the students clearly will affect the shape of these interactions, such interactions normal children with children with impaired speech, to be able to interact with both normal children should be able to understand the spoken word is slow and it is not clear, even sometimes just a gesture. Likewise, children with special needs will try to follow every conversation. Not to mention if there are two or three students with special needs with different specificities in the
classroom. They interact with each way and influenced by differences due to its specificity. They did have the diversity and multiplicity, but that's not what makes them have become a minority in its class. According Skørten (Johnsen and Skørten, 2004 39) we are not talking about a minority of children with special needs, but we are talking about a large number of children, including those with special needs, we are talking about children who go to school. Children come to school will be challenged with tasks given by teachers to participate in complex social situations in the classroom. Whatever form the task given to both individuals and groups perandalam situation requires that students take classes. As part of a class organization, children with special needs must also follow its role together with normal children. With teachers, have a mutual relationship as a consequence of a dynamic learning process. The role of the teacher is no longer the dominator talks as the one-way communication, but students are also entitled to present something, whether it be in the form of questions and responses regardless of its specificity. Important of all is that the student has become part of the class as well as the characteristics of the school or inclusive classroom.

The right to education in the general education system and are not discriminated against has been highlighted in the instruments more detailed like Jomtien Declaration and the UN Convention on the Rights of the Child. World Declaration on Education for All (World Declaration on Education For All) in Jomtien Thailand 1990 tried to address some of these challenges. The Jomtien Declaration went further than the Universal Declaration in Article III of the ‘universalization Access and Promoting Equity’. It stated that the educational gap and that certain groups of various ranges to discrimination and exclusion. This includes girls, the poor, street children and working children, residents of rural and remote areas, ethnic minorities and other groups, and specifically referred to the disabled.

A special needs child is considered as a member of society. They should be able to participate in various activities in the community and culture, such as religious activities, activities surrounding environment, and groups. In other words, inclusion creates a space in which children with special needs received by members of other communities in the same way with children without disabilities receive. families, teachers, and staff members at the school should provide a foundation for the development optimal.
children are involved in activities that occur naturally, they typically interact with peers and adults thrive in the community, and learn the appropriate skills and adaptive social behavior.

**AN INTERDICIPLINARY COLLABORATION IN INCLUSIVE EDUCATION**

Special need education teacher and regular teacher have outstanding differences but should cooperate in managing learning for special need children in regular classes. Collaboration in inclusive education involving special need education teacher and regular teacher in the classroom. However, in the inclusive education, both must work together in order to give service to the special need children maximally. Together devised a plan of learning, manage the shared learning, and do an assessment. Some differences can be seen among others:

1. **Background of education, or Academic background**
   To be a special need education teacher should be taking courses in the Department of Special need Education for at least four years or by qualifying S1 with competence as a special need education teacher. Regular teachers in regular schools also have educational backgrounds in accordance with the field, for example, teachers in primary classes should Alumni PGSD equivalent to S1.

2. **Subject learners**
   Special need education teacher will teach children with special needs with a variety of specialists while the regular teachers to teach normal children.

3. **The level of intervention**
   Special need education teacher accustomed to handling forms individually. All individually tailored learning in the form of Individual Teaching Program (PPI) have to deal with more than one student, usually no more than the number of students 5 or with only two types of specificity in one class. While regular teachers to design learning in the classical style.

Background and work systems are different but special need education teachers and regular teachers should work together in inclusive education. They must collaborate across discipline. The main reason underlying interdisciplinary collaboration in inclusive education
is the lack of knowledge of each teacher to the complexity of the symptoms seen in children with special needs. Children with special needs and regular children differ in the learning process. Not only that reason, some of the reasons as stated by Siagian (2007 176) as the division of duties, powers and responsibilities, structure and type of organization used, specialization members making each subsystem has a certain territory restrictions. This restriction that requires every sub system out of its environment to conduct cooperation with other parties. However Siagian (2007 176-177) warned that to achieve collective goals, the parties must make a contribution to the achievement of common goals, while not trying to assert themselves and the group

Collaboration is the relationship between individuals, groups, and organizations in they are working together towards a common goal. The purpose of an interdisciplinary collaboration is now to provide maximum educational services to the children of special needs, so the children in special need can develop its potential. Regular teacher could not ignore if in his class there are children in special need, should not discriminate in providing education services needed by all children in the class. High and low charge instructional materials may look different, but the opportunity to follow that course should be the same. On the other hand, special need education teachers also must not overlook that in the classroom not only needs children alone but there are other children. These differences must have same intersection through vision of inclusive education. Kagan (1991 3) distinguishes collaboration from cooperation and coordination by emphasizing the collaboration that requires the organizational structure and inter-organization is more complex where 'resources, power, and authority is shared and where people are brought together to achieve a common goal. The collaboration not only means working together but rather to work together to attain full common goals that cannot be achieved by one individual or independent organisation' (Kagan, 1991).

Collaboration is an intellectual dynamics of a joint effort and the theme of connection, fusion, transformation, conflict, and separation energizing shared connection (John-Steiner, 2000). When examined carefully, in collaboration there is cooperation to achieve the goal. But there is a difference between collaboration and cooperation. Cooperation is more focused on the joint venture but with a different purpose. Both parties involved in the
partnership have different interests, while collaboration is not the case. Therefore, Jackman (2006, 61) emphasizes that the collaboration involves attempts to work with others to find solutions that satisfy the interests of both parties.

According to Walker (Walker, Craig, Stohl, 1998) Collaboration involves two or more autonomous stakeholders they are joined by combining resources, knowledge, and expertise in what limited and ultimately to achieve a change. Two or more people involved should have knowledge of what to do, or expertise to solve problems so that the results achieved in accordance with a common goal. In order for special need education teachers and regular teachers have the same vision, then they should meet regularly to discuss any problems faced by both classroom teachers and teacher of special need education. Special need children handling in the inclusive classroom requires expertise and solved the problem of the classroom teacher and the teacher's Companion. Moreover, the collaboration is generally limited by time goals.

D'amour and Oandasan (2005) also developed a model about the effectiveness of an interdisciplinary collaboration and interprofesion that have been tested to his success in collaboration between doctors and nurses. D'amour and Oandasan (2005) defined interprofesion as the development of cohesive practices among professionals from different disciplines. This is a process that reflects the professional and develop ways to practice that provides an integrated and integrated answer to the needs of client/ family/community. This development aims to give answers similar in all professions involved in collaboration

The model developed by D'Amour and Oandasan (2005) taking into account the input of the calculations related to the task, the composition of the groups, cultural context and the context of the organization. These models also incorporate variables which influence the effectiveness in the process of collaboration, namely leadership, communication and decision-making. As the output from this collaboration, will find the performance, innovation, wellbeing, and viability. This model can also be developed in an inclusive situation between special need education teacher and the regular teacher's, but of course it requires research to get the right models.
CONCLUSIONS AND SUGGESTIONS

An interdisciplinary collaboration between special need education teacher and regular teacher is very important to provide educational services to the maximum for the children in special need and normal children in the inclusive class. An interdisciplinary collaboration is a form of cooperation that complement the corresponding functional disciplines each teacher without any that stand out because of the science, there is no overlap in giving servicesiven the importance of this collaboration, it should be compiled a handbook berisirambu signs in doing collaborations. This book should be the result of the research to be more tested and can be so guidelines by teachers at the inclusive school. The availability of an effective collaboration model device, and efficient as well as research-based of special need education teacher and regular teachers to provide educational services for the special need children in inclusive school.

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THE IMPLEMENTATION OF PUBLIC SERVICE AT POSTGRADUATE PROGRAM OF STATE UNIVERSITY OF MAKASSAR

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ABSTRACT
This study aimed at determining how the implementation of public services at Postgraduate Program of State University of Makassar which included: accuracy, effectiveness, Efficiency, and sustainability. The study applied quantitative method using the survey design. The population of study is all students, lecturers and administrative employees who are in the scope of the Postgraduate Program, State University of Makassar amount of 700 students, 100 lecturers and 27 administrators. The research sampling technique was stratified sampling which includes 70 students, 20 employees and 10 lecturers. The research instrument is a questionnaire using Likert scale model. The technique of data analysis used descriptive statistical analysis and inferential statistical analysis using SPSS version 17. The researcher found that the general description of implementing the principles of Good Governance at the Postgraduate Program, State University of Makassar, spread in three groups of respondents; employees, lecturers and students indicated that the implementation of public service was categorized as in good classification.

Keywords: Public Service, Good Governance

INTRODUCTION
The role of the bureaucracy has a significant position and function in governance implementation. Therefore, the change of bureaucracy’s role in society continues to be most vital. The direction of change has already begun in Indonesia since the reformation era up to now. The internal drive caused to the emergence of some of the policy including; 1) MPR Decree No. XI/MPR/1999 on the clean of state administration, and safe from corruption, collusion and nepotism, 2) the law No. 31/1999 on fighting against corruption, 3) the Government Regulation No. 1/1999 on Audit Commission of State Assets, and 4) the Law No. 32/2002 on Corruption Eradication Commission (Buchari, 1995).

Several policies show the government's seriousness and determination in earnest towards clean of governance. However, the practices of corruption that flourished since the New Order of Indonesian government tends to increase when the government was intensively to
reform the government apparatus. Apparatus resources currently connoted by human resources (HR) and low professionalism as seen from the service indicator is not optimal, the use of non-productive time, not optimal of the role of innovation in the line of duty. In the context of good governance, to actualize a good public service, rather than being based on criteria or elements of good governance, government policy is required in the form of various regulations and operational policies. Therefore, the law and regulations aspects must be the basic approach in discussing public services.

The Postgraduate program of State University of Makassar is part of the local government system under the auspices of the Ministry of National Education of Indonesia that has the functions and duties as educational institutions and educators took a role in realizing the human resource efficient, professional and responsible in accordance with the vision and mission of science in Makassar.

There are several reasons underlying this research to be conducted, among others: (1) not maximal system of administration of public services to the postgraduate students in State University of Makassar and the general public with respect to the application of Good Governance, (2) the skills and abilities possessed by the officers were still not maximum, continues to display some services were slow and less precise as expected by students, (3) lack of updating the data base of the entire administration of the postgraduate Program, State University of Makassar which can be accessed by all parties.

Based on these phenomena, the increase of human resources management and staff employees as well as models of good governance and the implementation of the strategy becomes the frame of concept to realize the vision and mission of the Postgraduate Program appropriately, efficiently and effectively and continuously with the principles of good governance. So that the researcher interested in studying about how the implementation of the public service in Postgraduate Program of State University of Makassar which include: accuracy, effectiveness, Efficiency, and sustainability of the public service.
1.1 Good Governance

The concept of good governance is a continuation of the welfare state in the context of community empowerment. In the centralized welfare state has been in doubt on its success, in empowering the community, and it is doubtful to be able to do justice in welfare. On the concept of welfare state, the country became the focus of power that regulates many things which are dominant (Sunarto, 2003).

Good governance is clean and dignified good governance. It means that the government is clean and exempted of corruption. Bureaucratic reform is a significant change in the elements of the bureaucracy, among others, institutional, human resources, management, personnel accountability, oversight, and public services. Some examples of reform, bureaucracy, such as institutional reform and employment, finance, treasury, planning and budgeting, immigration, customs, taxation, land, and capital investment. The important thing is the change in the bureaucratic reform mind-set and culture-sets as well as development work culture. Bureaucratic reforms directed at efforts to prevent and eliminate corruption, in a sustainable manner, in creating good governance, clean, and authoritative (good governance), the government is clean, and excepted from corruption. At the opening of PAN-RAKORNAS in 2005 at the State Palace, November 15, 2005, the President gives directives, (1) carry out bureaucratic reforms, (2) enforce and apply the principles of good governance, (3) improve the quality of public services towards excellent public services, and (4) eradicate corruption start from yourself and avoid acts of corruption (King, 1989).

Good governance is a work mechanism, in which the government activities oriented towards the realization of social justice in which the government is expected to optimally carry out three basic functions namely service, development, and empowerment. As a consequence of the implementation of good governance, at least it can be seen from the following three things: first, the government took a position as a facilitator and advocator of public interest, second, the real protection against "space and discourse" of public, as well as the third, recognize and respect the political pluralism in order to encourage participation and realizing decentralization.

Although many reform agenda has been introduced, in practice, the changes are quite difficult. Some of the data have proved that the public bureaucracy in Indonesia in the
reform era is not yet fully prepared for change. First, the report of the World competitiveness book in 1999 which states that the Indonesian bureaucracy is in the group of countries that have the lowest competitiveness index among 100 countries studied (Cullen & Cushman, 2000). Second, the results PSKK UGM in 2000 in the three provinces, which concluded that the performance of the bureaucracy in the public service is still very poor due to the strong influence of paternalism (Dwiyanto, 2003). Third, the results of the study of political and economic risk consultancy in 14 countries in 2001, declared an indication of the performance of the bureaucracy in Indonesia is getting worse and corrupt (Kompas, 2001). Meanwhile, the locus of developing countries, studies Dwight King (1989) revealed some characteristics of the opaque bureaucracy in developing countries such as: inefficient, excessive number of employees, not modern or outdated, often abuse of authority, no attention or ignore poorer areas and unresponsive on the diversity of needs and local conditions.

1.2 Public Service
Public services according to the Institute of Public Administration (1998) defined: "As all forms of public service activities undertaken by government agencies at the central and regional, and in the state / local enterprises in the form of goods and services, both in meeting the needs of society as well as in the framework of the implementation of the provisions of legislation".

The Department of the Interior (Institutional Development One Stop Services, 2004) states that; "Public Service is a general service for the citizen", and defines "Public service is a process of assistance to others in certain ways that require sensitivity and interpersonal relationships created by the satisfaction and success in each of service products, either in the form of goods and services ".

Black (1979) defines public service as follows:"Something in which the public, the community at large, has some pecuniary interest, or some interest by roommates Reviews their legal rights or liabilities are affected. It does not mean anything so narrow as mere, or as the interest of particular Localities ".

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Meanwhile, Davit Mc Kevitt in his book of Managing Core Public Services (1998), discuss the specifics of the core public service that the task of the local government, stating that: "Core Public Services Reviews those my services be defined as the which are important for the protection and promotion of citizen well-being, but are in areas where the market is incapable of reaching or even approaching a socially optimal state; health, education, welfare and security provide the most obvious example".

Referring to some sense of service and the public service described, in the context of local government, public services can be summarized as the provision of services or serve the purposes of people or society or other organization that has an interest in the organization, in accordance with the basic rules and procedures set and is intended to give satisfaction to the recipient of the service.

**METHOD**

The method used in this research is quantitative by applying a survey design. This is a survey research conducted to obtain the facts and phenomena that exist and to seek factual information of public service at Postgraduate program of State University of Makassar. This study is also intended to investigate the position (status) of phenomena or factors and see the relationship between the factors with other factors (Nazir, 1999: 65). Based on the type of data to be examined in this study included a quantitative study because researcher tried to obtain the objective data, valid, and reliable by using the data in the form of numbers or qualitative data (Sugiyono, 2001: 7). The research was conducted at the Postgraduate Program of State University of Makassar which has two levels i.e. master program (S-2) and doctoral program (S-3). S-2 program has twelve departments while doctoral program (S-3) has five departments, bringing the total number of departments as much as seventeen.

The population of the research is all students, lecturers and administrative employees who are in the scope of the Postgraduate Program, State University of Makassar amount of 700 students, 100 lecturers and 27 employees. The total of population was 877 respondents. The sample was taken by stratified sampling that includes students, staffs and lecturers with large sampling size that is 10 percent of the total population. According to the data obtained from
the personnel section of the Postgraduate Program, State University of Makassar that the administrative personnel working in the field of Public Administration and Academic Administration are as many as 20 people. Given the relatively small number of population, the sampling technique is done the total sample, so the samples of employees were 20. For lecturers respondents used a random sample of 20 percent of the number of lecturers who teach, so the sample of lecturers as many as 10 lecturers. While to gain the sample of students, the researcher used random sampling on each level of department that is 10 percent of the amount of each level, in order to obtain a sample of students as many as 70 people. Thus, the total numbers of samples in the study were 100 respondents.

The research instrument applied in this research was a questionnaire with Likert scale model. That is the alternative choices given to respondents were: Always (A), often (O), sometimes (S), Rare (R) and Never (N). Positive statements were scored respectively for: A = 5, O = 4, S = 3, R = 2 and N = 1. The negative statements were scored respectively for: A = 1, O = 2, S = 3 R = 4 and N = 5.

Data analysis technique used is descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis used to determine the description of the public service that includes (answer of alternative hypothesis) which includes the satisfaction of students and professors as well as supporting infrastructure. Similarly, an overview of the application of the principles of good governance in Postgraduate program of State University of Makassar which include: accuracy, effective, Efficiency, and sustainability. For this purpose, the researcher used the mean, median, standard deviation, percentage and frequency distribution.

RESULTS

For a fundamental and comprehensive discussion of the results of this study, the necessary overview of the characteristics of the application of the principles of good governance, this includes: (1) Accuracy, (2) efficiency, (3) Effective, and (4) Continuity.

The level of accuracy of the application of the principles of good governance in the Postgraduate Program, State University of Makassar, which can be measured in this study, is
the appropriateness of the application of the principles of good governance in each respondent of employees, lecturers and students. Based on scoring system conducted in the preparation of the instrument, which is always = 5, often = 4, sometimes = 3, rarely = 2 and never = 1, whereas a negative statement, the value is always = 1, often = 2, sometimes = 3, rarely = 4 and never = 5, the obtained data that varies in three groups of respondents, namely employees, lecturers and students. A description of each indicator of the accuracy of each group of respondents can be described below.

3.1 Respondents of Students

3.1.1 Indicators of Accuracy

Theoretically, the maximal if the students answered all the instruments that statement correct answer is 5 items x 5 weight of each question x 70 students. Thus the total score is 1750, while the minimum score is 5 items x 1 weight of each question x 70 students, the total score is 350. Based on the result of data item in no. 1, 2, 3, 4, and 5 were obtained from 70 respondents of students the implementation of public service at the Postgraduate Program, State University of Makassar, namely: 1578/1750 x 100 = 90.17%.

The presentation of data from 70 respondents' answers to the indicator of accuracy values gained 90.17%, this can be interpreted as very good.

3.1.2 Indicators of Efficiency

Based on data for the calculation of efficiency indicators consisting of (item question no. 6, 7, 8, 9, and 10) were obtained from 70 students found the total score 1231, namely: 1231/1750 x 100 = 70.34%. This shows that the implementation of public service at the Postgraduate Program, State University of Makassar in the classification of good.

Based on the presentation of data from 70 respondents' answers to students with efficiency indicator values obtained 70.34%, this can be interpreted relatively good.
3.1.3 Indicators of Effectiveness

Based on the presentation of data from 70 respondents' answers with indicator values obtained 83.71% of the effectiveness, it can be interpreted as very good.

From the acquisition of data from 70 respondents that students who answered questions item no. 11, 12, 13, 14, and 15 as much as 56% answered always, 18% answered frequently, 16.9% answered sometimes, 6.9% said rarely, and 2.3% said never.

3.1.4 Indicators of Sustainability

Based on data for the calculation of the sustainability indicators consisting of (item question no. 16, 17, 18, 19 and 20) were obtained from 70 respondents of students obtained a total score of 1223, namely: 1223/1750 x 100 = 69.71%. This shows that the implementation of public service at the Postgraduate Program, State University of Makassar in the classification of good.

Based on the presentation of data from 70 respondents' answers to students with sustainability indicator values obtained 69.71%. This can be interpreted relatively well.

3.2 Respondents of Employees

3.2.1 Indicators of Accuracy

Based on data for the indicator calculation of accuracy consisting of (item about the no. 1, 2, 3, 4 and 5) were obtained from 20 respondents of employee gained a total score of 417, namely: 417/500 x 100 = 83.4%. This shows that the implementation of public service at the Postgraduate Program, State University of Makassar in the classification of very good.
Based on the presentation of data from 20 respondents' answers to indicator values of accuracy obtained 83.4%. This can be interpreted as very good.

3.2.2 Indicators of Efficiency

Based on the presentation of data from 20 respondents' answers of employees with indicator values obtained 76.6% of efficiency, this can be interpreted relatively good.

From the acquisition of data from 20 respondents that employees who answer questions (item no. 6, 7, 8, 9 and 10) as much as 40% answered always, 23% said often, 21% answered sometimes, 12% said rarely, and 4 % answered never.

3.2.3 Indicator of Effectiveness

Referring to the results of data processing (item no. 11, 12, 13, 14 and 15) were obtained from 20 respondents of employees show that the implementation of public service at the Postgraduate Program, State University of Makassar, namely: $425/500 \times 100 = 85\%$.

Based on the presentation of data from 20 respondents; answer to the effectiveness indicator values obtained with 85%, this can be interpreted as very good.
3.2.4 Indicators of Sustainability

Referring to the results of data processing (item no. 16, 17, 18, 19 and 20) were obtained from 20 respondents, the implementation of public service at the Postgraduate Program, State University of Makassar, namely: \( \frac{296}{500} \times 100 = 59.2\% \).

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Based on the presentation of data from respondents' answers to 20 employees with sustainability indicator values obtained 59.2\%. This can be interpreted as average.

3.3 Respondents of Lecturers

3.3.1 Indicators of Accuracy

Referring to the results of data processing (item no. 1, 2, 3, 4 and 5) were obtained from 10 respondents, the implementation of public service at the Postgraduate Program, State University of Makassar, namely: \( \frac{214}{250} \times 100 = 85.6\% \).

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Based on the presentation of data from 10 respondents' answers with indicator of accuracy values obtained 85.6\%. This can be interpreted as very good.

3.3.2 Indicators of Efficiency

Referring to the data (item no. 6, 7, 8, 9 and 10) were obtained from 10 respondents, the implementation of public service at the Postgraduate Program, State University of Makassar, namely: \( \frac{225}{250} \times 100 = 90\% \).

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Based on the presentation of data from 10 respondents' answers in indicators of efficiency value obtained 90%. This data can be interpreted as very good.

3.3.3 Indicators of Effectiveness

Referring to the data (item no. 11, 12, 13, 14, and 15) were obtained from 10 respondents, the implementation of public service at the Postgraduate Program, State University of Makassar, namely: 227/250 x 100 = 90.8%.

Based on the presentation of data from 10 respondents' answers in indicators of effectiveness has obtained value 90.8%. This can be interpreted as very good.

3.3.4 Indicators of Sustainability

Referring to the results of data processing (item no. 16, 17, 18, 19 and 20) were obtained from 10 respondents, the implementation of public service at the Postgraduate Program, State University of Makassar, namely: 243/250 x 100 = 97.2%.

Based on the presentation of data from 10 respondents' answer in sustainability indicator values obtained 97.2%. This can be interpreted as very good. A general description of the four research variables can be seen in the figure below:
FIGURE 1; Application of public service in Postgraduate Program, State University of Makassar in terms of Accuracy, Efficiency, Effectiveness, and Sustainability.

DISCUSSION

The finding show that the presentation of data from respondents' answers of 20 employees in sustainability indicator values obtained 59.2%. This can be interpreted as average. According to the paradigm of public policy in the era of regional autonomy that is oriented to customer satisfaction, provide directions for doing a change in the mindset of government officials in addressing the changes or paradigm shift governance of service-oriented. Governance policy which was originally based on the paradigm that puts the government rule procedures, changed or shifted into a paradigm of good governance that emphasizes togetherness, transparency, accountability, fairness, equality, and the rule of law.

The public service, according to the paradigm of good governance, in the process not only made by the government based on the rule approach government (legality), or just for the sake of government. The paradigm of Good Governance prioritize on the processes and procedures, which in the process of preparation, planning, formulation and drafting of a policy always prioritize togetherness and done by involving all stakeholders. The involvement of stakeholders in the environmental elements of the bureaucracy is very important, because it is they who have the competence to support the success of the implementation of the policy. Public participation should also be involved, and should not be held as a formality, public aspirations towards stakeholders conducted optimally through various techniques and activities, including in the formulation and development of policies.

The implementation of public service that is in classification of good implementation basically requires the involvement of all the stakeholders, both within the bureaucracy and in society. Good governance is a government close to the people and in providing services must be in accordance with the needs of the community. The essence of good governance (good governance) is characterized by the implementation of good public service, this is in line with the essence of the policy of decentralization and regional autonomy that is intended
to provide flexibility to organize and manage the areas of local communities, and improving public services.

The paradigm of public service, today pervasive in the minds of most stakeholders at central and local government, and foster the spirit of local governments to improve and enhance the performance of local government management, in order to improve the quality of public services. Many local governments have taken positive steps in setting policy to improve the quality of public services based on the principles of Good Governance.

The Postgraduate Program of State University of Makassar in the running of public services, as the regulator (rule government) have to change the mindset and performance organizers, adapted to the purpose of the organizers of the Masters itself, namely to provide and improve the satisfactory service to students and the community. For the realization of good governance, in the running of public services, courses must also provide opportunities to the students and the community, in access to public services, based on the principles of equality, transparency, accountability, fairness and legal certainty (Ministry of Home Affairs, 2004).

The Postgraduate Program is public institution which requires the sustainability of the service program that relies on the application of good governance, principle of public services, which include: Simplicity, clarity, certainty of time, security, responsibility, completeness and quality of infrastructure, equipment and support, ease of access; discipline, courtesy and hospitality, comfort. On the other hand, is the standard of public services, namely: (a) procedures, (b) the time of completion, (c) the cost of the service, (d) service product, (e) the facilities and infrastructure, and (f) the competence of personnel services, Conditions affecting the application of good governance in the Graduate Program, State University of Makassar.

The strategy implementation of public service at the Postgraduate Program of State University of Makassar, namely: (a) Improving the quality of human resources, (b) Awards (Reward) c. Sanctions (Punishment) and (4) external factors, work environment and existing policies. That is, the effectiveness of the strategy of good governance are applied to the Graduate Program, State University of Makassar, greatly depends on the availability of facilities and infrastructure owned by the organization, as well as the quality of personnel resources existing employees within the scope of the Postgraduate University of Makassar.
CONCLUSION

Based on the results and discussion that has been described above, it is concluded that the general description of the implementation of the public service at the Postgraduate Program, State University of Makassar, spread in three groups of respondents; employees, lecturers and students indicated that these activities are included in good categories.

Based on the conclusions outlined above, it is recommended that the implementation of the public service in the field of precision and continuity of the program, in improving public services to students and lecturers must be increased. For the leadership of the State University of Makassar, particularly in Postgraduate Program, so that the procurement of supporting infrastructure in the academic process further enhanced, especially in the information in the library reference.

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IMPLEMENTATION AND EVALUATION STRATEGIES OF IMPROVING THE QUALITY OF SCHOOL BASED MANAGEMENT
Ermi Sola 1*

ABSTRACT
School based quality improvement management (MPMBS) is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools. Principals, teachers, students, and parents have greater responsibility to control the process of education at school. The strategy for implementing the program should be focused on school profile, self evaluation, need assessment, work planned, monitoring and evaluation. The evaluation of MPMBS program includes the quality improvement on planning, organizing, actuating, and controlling.

Key words: MPMBS, strategy, evaluation

INTRODUCTION
The effort of improving the quality of education is always done continuously through various ways, conventional or even doing something innovative. These efforts are closely related to the objective of National education; that is to improve the quality of education in each level and kind of education. On May, 2 2002, the Minister of National Education has stated ”The Action Toward Improving the Quality of Education”. There have been many efforts carried out in order to improve the quality of education, such as the training dealing with improving the teachers competency, books and media availabilities for teaching and learning, improving the infrastructure of education, and improving the quality of school management. However, the indicators of the quality of education do not meet the required and significant improvement. Some schools showed a good improvement, but the others were not. This condition raised a big question, ”How come?”, ”What’s wrong with the education?”.

Teachers and their performances are the first and key persons who are responsible for the sake of education because they are claimed to have well competencies in order to reach the goal of national education (UU no. 20, 2003, pasal 42 ayat 1)
DISCUSSION

We have to admit that teachers are the key persons who will implement all programs of education. Then, dealing with high or low achievement, even the quality of education doesn’t from the teachers only especially when the education is viewed as a system. There are many aspects influences the quality of education in each level when it is seen and analysed as a system as follows:

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<th>INPUT</th>
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<tr>
<td>Raw input</td>
<td>Educational Processes</td>
<td>Intermediate Outcome</td>
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<td>Instrument input</td>
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<td>Environment input</td>
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EVALUATION

Remarks:
1. *Raw input* is the students within the system of education at school.
2. *Instrument input* consists of goal of education, references and media of curriculum, infra structures and media, administration system, teachers, evaluation system, and councelling.
3. *Environment input* is a ecology environment, public/community.
4. *Educational processes* is the interaction between raw input and other input in order to reach the goal of education.
5. *Intermediate outcome* is a change of the students’ attitude after the process of education.
6. *Ultimate outcome* is the students’ attitude after they come into a community.


There have been many policies made by government after the era of reformation that brought various basic changes, included in the field of education. The implementation of "Undang-Undang No. 22, 1999 about the autonomy of each government in each district/area brought the consequences to the changing of Center Based Management of Education to School Based Management of Education (MPMBS).
MPMBS is one of educational management model based on the autonomy of school and stakeholders in each district to determine the goal, the policy and the implementation of education at school. The achievement of the implementation of MPMBS is determined by the autonomy educational management in each district/town. It is logic for the principal of school is the person who knows well about the input, process, output, and outcome of his school. The idea of MPMBS is a guidance to answer the question of the need to change toward district autonomy where all elements of education system (students, teachers, community, stakeholders) support the effort of improving the quality of education.

There are many assumptions why MPMBS is one of solution of improving the educational management. First, schools are viewed as a customer service where the principal is the manager of education. The principal is responsible to all components of school. He has to make a hard effort to improve the quality of service and the quality of result of the students’ achievement as users (students themselves, community, government, and institution/work/industry market. Second, MPMBS can be effective when its management is supported by power sharing system between central/state and province/district government. Third, school—principal knows well the strength, weakness, opportunity and threat of his school that he will use any sources that school has to reach the goal of education at his school. Principal knows exactly what his institution needs especially educational input to be explored in the process of education according to the students’ needs and psychological development. Centralized system and birocratic climate are two of many other causes of bad quality in education. School is blocked by the power of birocracy and policy system from the lowest level of education to the highest one, from the state to the district. In this situation, principal and teachers donot have any power because they are controlled. While decision making made by principal is more suitable to what his school needs.

After having been planned and socialized, almost all at every level of formal education received and understood the concept of MPMBS in order to improve the quality of education. However, this concept is not fully implemented that it needs the strategy of implementation and continuous evaluation.
THE STRATEGY OF THE IMPLEMENTATION OF MPMBS

School-based management basically is giving a flexible action to school to manage all things dealing with the activities carried out at school in order to reach the goal of education effectively and efficiently. Office of Educational Research and Improvement (OERI) from the US Department of Education, (Sutjipto, 2000) defined school based management as a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools. ... provides principals, teachers, students, and parents greater control over the education process by giving them responsibility for decisions about the budget, personnel, and the curriculum. That’s why, school based management is assumed as returning the function of managing education dominated by central based management to school based management where the principal is the manager of school.

UU no. 22, 1999 about the district autonomy (Otoda) brings the consequences to the management of education especially on each place/district/town. Some of them are influencing the development of school; various sources of each place include the quality of management of the principal will cause various result of education. In case of those consequences, there must be an action to get rid of the problem through an approach where there is a flexibility for the principals to develop the programs his school by maximizing the sources they have suitable to their needs. Learning from the previous centralized policy, it was assumed that there were several effects of top-down system. Those were: 1) the principal had limited function to manage educational sources the school has, 2) managerial competency of the principal, especially in developing educational programs was still low, 3) limited budget given to the professional teachers, 4) limited role of the community.

Slamet (2000) says that the objective of school based management is to empower the school, that is principal, teacher, students, staff, parents, and community where the school exists. It can be done by giving them the flexibility to solve any problem at school. School based management is an alternative in the reform of education for: 1) the old centralized educational management had many weaknesses such as decision making did not meet the school needs, and difficult bureaucracy, 2) dominated of the central/state bureaucracy made the teachers lose their creativity and soul of education. On the other hand, school based
management is a model and or an approach where school has the autonomy and flexibilities and responsibilities to the actor of education by giving the chance to all school community to take part in decision making according to the standard pattern of the government (state, province, district). Thus these two keys—decentralized and participative decision making—are main concept of school based management.

Decentralized must be implemented nowadays because it makes: 1) the flexibility of decision making at school will develop well in order to meet the school needs, 2) accountability and or responsibility to the community will increase, 3) school performance (effectiveness, quality of work and affectiveness, efficiency, productivity, innovation, and profit sharing) will increase. While Participative decision making is characterized by the presence of all school community (students, teachers, staff, parents, stakeholders where the school is there) in the process of decision making. This way will contribute to reach the goal of school (David, 1989) because all the people involved in the decision will be responsible and dedicate themselves in order to reach the goal has been made. *The greater degrees of participation, the greater senses of belonging; the greater senses of belonging, the greater senses of responsibility; the greater senses of responsibility, the greater senses of dedication.*

There are several reasons changing paradigm of educational management, i.e: 1) educational resource will more effective and efficient when it is controlled by the community, 2) the involvement of all school community in the decision making will create a healthy democracy and transparency, 3) school will does the best because of its responsibility to the government, parents, and community toward the quality of it, 4) school can compete with the other schools to improve their quality supported by school community, 5) school can respond immediately toward any changing dealing with education—programs.

There are 9 strategy/steps of the implementation of school based management suitable to each school;

1) Socialisation of the concept of school based management to all school community and others through seminars, discussions, science forum, media, journalism, etc.
2) Analyze school *in and out* situation to get the clear information about problems should be faced dealing with the changing paradigm from state/central based management to school based management.

3) State situational goal (as the criteria to measure the readiness of functions and factors involved) based on the problems.

4) Identify the readiness of no. 3

5) Determine no 3 and 4 using SWOT (Strength, Weakness, Opportunity, and Threat) to know the readiness of each function out of all functions to reach the situational goal.

6) Choose steps of solving the problems—action need to change unreadiness function to be readiness one (from weakness/threat to strength/opportunity).

7) Based on 1-6 school and its community arrange short term to long term planning complete its programs.

8) Do the action with the readiness of input needed for the process of school based management.

9) Controlling of the process and evaluation is useful as a feedback whether situational goal is reached or not. It must be done continuously that the process and result of school management can be optimized.

Direktorat Jenderal Pendidikan Dasar dan Menengah (2000) suggests 7 operational steps to implement MPMBS:

**Arrange data and profile of school completely**

1) Do self evaluation—analyse all strengths and weaknesses
2) Identify and classify school needs
3) Arrange work program—short to long term
4) Monitor and evaluate work program
5) Arrange next work program

Bafadal (2003) emphasizes 4 pillars to implement MPMBS:
1) Quality—curriculum, students, infra structure, staff, budget, involvement of community
2) Self-esteem of all personnel at school to go ahead
3) Participation of all elements toward the quality of education
4) Transparency especially budget

**EVALUATION OF IMPLEMENTING MPMBS**

MPMBS defined as a whole process of educational components aimed at improving the quality of education. MPMBS is carried out by principal and all elements connected to education. The implementation of MPMBS takes part gradually starting from the development of vision, self evaluation, identification evaluation, etc.

Evaluation is a measure and evaluation program of MPMBS done at school. Evaluation consists of 2 managerial dimensions. Those are: 1) improving managerial quality (teaching and learning, budgetting, human affair) and 2) management (planning, organizing, actuating, controlling). It is illustrated as indicators of the instrument in the diagram below:
When controlling and monitoring is gradually taking part in each step of activity within a year for instance, the result of each cell can be identified. Such as how much greater the improvement of POAC in the process of teaching and learning; how much greater the improvement of POAC in human affair. Thus, SWOT analysis is a must in each step of improving the quality of MPMBS and or to identify factors that influences outcome of an organization. SWOT model is based on an internal environment of an organization (strength and weakness) and external organization (opportunity and threat). BANPT illustrates as follows:
BAN-PT (2004) said the diagram above as “Strategy of problem solving, repairing and developing”. S/O is an activity chosen using the strength to make use of available opportunity, it is a development strategy for external environment. In MPMBS, it is important to see any opportunity and count the strength it has. S/T is a form of development seeing the opportunity to reduce the weakness. W/O sees the opportunity to reduce weakness. W/T is used to reduce weakness and threat. These S/T, W/O and W/T are used for internal environment. Both internal and external environment must be used to develop and improve the quality of MPMBS.

## CONCLUSION AND SUGGESTION

Basically, the changing of centered based management to school based management is not a one-shot and quick-fix, but is a continuously process that includes all elements responsible to education at school. It is known that there is not any implementation strategy success in all conditions, place and time. Nevertheless, patterns and steps can be the same. The role of the decision maker is an important part to choose the best strategy to be implemented at school. Oward the process

Controlling toward the process and evaluation of the result of MPMBS can be used as a feedback and measures the degree of achievement the situational goal has been stated. These activites must be carried out continuously that the process of management (planning, organizing, actuating, and controlling) and the result of MPMBS (input, process, output) would be optimal.
REFERENCES


IMPROVED LEARNING OUTCOMES AT SUBJECTS SOCIAL STUDIES CLASS V SDN 14 BONEGUNU BY USING MODEL COOPERATIVE LEARNING THINK PAIR SHARE (TPS)

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ABSTRACT

This study aims to determine how the learning process IPS through cooperative learning model Think Pair Share and whether the application of Think Pair Share cooperative model can improve student learning outcomes in social studies class IV SDN 14 Bonegunu. This study used a qualitative approach to the type of research is classroom action research. The study population was all students of class V SDN 14 Bonegunu. Data collected by observation, testing and documentation. Data analysis techniques used in this research is descriptive data analysis.

Based on the results of formative tests given at the end of the study in the first cycle, seen a very significant improvement compared to the preliminary data of student learning outcomes in the pre-study. Where the value of the average student only 60.75 with mastery learning students 35%, whereas in the first cycle, the value of the average students achieve mastery learning 72 to reach 60% of the 20 students. In the second cycle, the average grade has increased, reaching 81, with classical learning completeness of 90%.

It shows that the implementation of cooperative learning model Think Pair Share (TPS) can improve student learning outcomes in social studies class V SDN 14 Bonegunu North Buton.

Keywords: Model Cooperative Learning Think Pair Share and learning outcomes

PRELIMINARY

Learning social studies in elementary school is a set of events, facts, concepts and generalizations relating to social issues. Through this course students are directed to become Indonesian citizens of a democratic and responsible and be citizens of the world who love peace. In an effort to realize the educational potential for the student must have a spiritual awareness of religious, self-control, good personality, intelligence in terms of cognitive,
affective and psychomotor, has a noble character noble, as well as skills that can be useful for him, society, nation and state, thus improving the quality of education can be achieved to the fullest.

Sanjaya (2007: 226) says that in reality IPS learning is more focused on equipping children towards mastery of concepts that are memorizing. How not, most of them teachers argue that IPS is essentially rote learning that is not challenging to think. IPS is a lesson that is loaded with concepts, notions, data, or facts to be memorized and needs to be proven. Based on the facts on the ground show that student learning outcomes in social studies class V SDN 14 Bonegunu still relatively low. In social studies lesson students were passive because just listening to the teacher in the learning process is still individual. It is then an impact on student learning outcomes is low in social studies is due to several factors: (1) the teacher is not to develop learning materials, (2) teacher was not giving an opportunity to the students in presenting their opinions, (3) classroom management is still lacking, (4) students were passive in the following study, and (4) teachers not using varied approaches generally still provides lessons that are monotonous.

Given this reality, it is necessary to think about a solution to overcome the problems tersebut. Salah the right solution is to use cooperative learning model Think Pair Share. Think pair share is a cooperative learning method that gives students time to think and respond and help each other mutually. This method introduced the idea of "thinking time or waiting time" which became a powerful factor in improving students' ability to respond to questions. Cooperative learning model Think Pair Share is relatively simple because it does not take a long time to arrange seating or group students. This learning trains students to dare to believe and respect the opinion of friends (Sa'dijah, (2006: 12). Therefore, do research in the form of classroom action research (PTK) entitled "Application of Model Cooperative Learning Think Pair Share (TPS) to Improve Learning Outcomes At Subjects IPS Classroom at SDN 14 Bonegunu North Buton". 
FORMULATION OF THE PROBLEM

Based on the data that has been obtained, the problem in this research are:

1. How does the learning process IPS through cooperative learning model Think Pair Share in class V SDN 14 Bonegunu North Buton?
2. Is the cooperative learning model Think Pair Share can improve student learning outcomes in social studies lesson in class V SDN 14 Bonegunu North Buton?

LITERATURE REVIEW

a. Model Cooperative Learning Think-Pairs-Share (TPS)

The learning model Think Pair Share (TPS) developed by Frank Lyman et al from the University of Maryland in 1985. The learning model Think Pair Share (TPS) is one of the simplest model of cooperative learning. This technique gives an opportunity to students to work independently and in collaboration with others. Cooperative learning model Think Pairs Share (TPS) classified the type cooperative with the syntax, the teacher presents the material classical, give problems to students and students work in groups by means of paired bench-bench (think-pairs), group presentations (share), quiz individual, make scor progress of each student, announced the results of the quiz and give rewards.

Jones, (2002) states that the cooperative learning model Think Pair Share helps students to develop an understanding of concepts and subject matter, develop the ability to share information and draw conclusions, and develop the ability to consider other values of a subject matter.

b. Learning IPS

The essence of Social Sciences is the study of human and dunianya. Manusia as social beings always live together with each other (Herimanto and Winarno, 2012: 49) .With human life must face the challenges that come from the environment and people as live bersama. Ilmu knowledge view people from various viewpoints. Social Sciences see how humans live together with each other, with neighbors from the neighborhood close to the jauh. Bagaimana harmony with the environment well with fellow humans and human alamnya. Bagaimana linggkungan conducting activities to make ends meet (Herimanto and
Winarno, 2012: 45-49). In other words, learning study Social Sciences is a human being and the environment.

c. Learning Outcomes

Each learning activity will end with learning outcomes. In the process of learning, teachers expect all students can obtain maximum learning results. Indriani (2013: 35) states that learning outcomes can be defined as understanding and mastery of knowledge, skills, attitudes and values of students after undergoing a process pembelajaran. The results of this study is measured by the value obtained by the students. In the formulation of the national education system of educational goals, both curricular and instructional objectives purpose, we use the classification of learning outcomes of Benjamin Bloom that the outline divides into three domains, namely cognitive, affective, psychomotor domains.

RESEARCH METHODS

This study used a qualitative approach, with this type of research is classroom action research. Classroom action research consisted of 4 steps, namely the preparation, execution, observation, evaluation and reflection. The focus of this research is the process of teachers and students in learning social studies in class V SDN 14 Bonegunu North Buton. In addition, more focus is to student learning outcomes in social studies learning using cooperative learning model Think Pair Share. This research was conducted at SDN 14 Bonegunu North Buton. The subjects were teachers and students of class V SDN 14 Bonegunu North Buton with the number of students 20 students, consisting of 11 males and 9 females.

The data collection is done by observation, testing, and dokumentasi. Data obtained and dianalisis. Analisis data used in this research is descriptive data analysis. Data analysis according to Milles (Hafid, 2007: 9) is accurately summarized the data is correct premises. The data analyzed was the aspect of students consists of activities and results. Indicators of success in this study can be viewed from three aspects, namely as follows:

- Learning is successful if keterlaksanaan kooparetif model learning Think Pair Share (TPS) reached category either upward (80\(\geq\)NR\(\geq\)100).
Students are said to achieve mastery learning when the student reaches the value obtained or more than the value specified as the KKM in social studies is \( \geq 74 \), with classical completeness.

**RESULTS AND DISCUSSION**

In the learning process in the first cycle of success is enough, but it still needs to be maximized. This is because of deficiencies that occur at each stage of learning activities that occur both on aspects of teachers in this case the researchers and also from the aspect of students. Disadvantages arising from aspects of teacher or researcher can be seen in the observation sheet, the following data from the observation of the deficiencies that occur on the teachers, lack of clarity of the explanations given by the teacher to the student. While the lack of which occurred in the aspect of students seen from the observation in the form of students are less active in the discussions in the group, students were less a response to the process question and answer, still there is a predominance of students who are good, and there are still students who play during the discussions in pairs.

Based on the results of formative tests given at the end of the study in the first cycle is seen a very significant increase when compared to the preliminary data of student learning outcomes in pre researchers. Where the value of the average student only with mastery learning siswa35 60.75%. While in this first cycle, the average value of around 72 students with learning completeness reached 60% of the 20 students. From the observation of students at all three meetings this, it can be concluded that the activity of students in the learning process has increased very meaningful and can be categorized either as almost all students carry out all indicators well as planned.

Although it has improved student learning, but this has not achieved the desired results, the researchers progressed to the second cycle with the assumption that students have a lot to understand the teaching materials but improved are the deficiencies that occur in the learning process carried out by the researcher. On learning this second cycle, researchers still use the cooperative model Think Pair Share with material that is different from the cycle of learning I. In this model, the teacher started to give perception, member motivation,
explains the purpose and action learning activities by using the cooperative model Think Pair Share. Further on core activities, students conducting Think, Pair, and 3 meeting Share. In second cycle, conducted the evaluation using formative tests to determine student learning outcomes in social studies.

In this second cycle of researchers, have done many improvements based on the shortcomings found in the first cycle and held many improvements, both in terms of teaching and learning outcomes and assessment instrument siswa. Berikut activity results of observations of teachers and students in the form of teachers had organized a class with arrange seating students in groups, researchers clearly explain the steps of learning and students are not looked confused again in the work, students has been seen active in the group, and students are active in the process of debriefing.

On student learning outcomes showed an increase in this second cycle, students who scored 85-100 with excellent category increased by 6 students, or 30%, of students who scored 70-84 with sebanyak12 both categories of students or 60%. Students who obtained a value ≤ 70 categories quite as much as 2 students or 10%. In this second cycle, the average grade has increased, reaching 81, with classical learning completeness of 90%. Seeing the success indicators are defined, this research has succeeded, by her research in this second cycle. Thus, it can be concluded that the application of cooperative learning model Think Pair Share (TPS) can improve student learning outcomes in eyes pelejaran IPS class V SDN 14 Bonegunu North Buton.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusion

Based on the data gained from the first cycle and the second cycle, it can be concluded that the application of cooperative learning model Think Pair Share (TPS) can improve student learning outcomes in eyes pelejaran IPS class V SDN 14 Bonegunu North Buton.

2. Suggestions

Based on the research that has been carried out, delivered the following suggestions.
• In this study, the implementation of cooperative learning model Think Pair Sharedapat improve cognitive achievement, so that teachers are expected to carry out further research to measure affective learning outcomes and psikomorik.

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TECHNOLOGY AND PEDAGOGY: AUGMENTED REALITY IN GEOMETRY LEARNING

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ABSTRACT

Information technology has changed both how to learn and how to teach. This paper is a part of our research regarding the use of information technology to improve the quality of learning. In the study of Mathematics Geometry, one require the spatial ability to be able to solve its problems. Teachers usually use props to help students to understand and digest the concept of geometry. Surely this is not practical because there is usually only available one or two props, and can only be studies at schools. In this research, we developed a media that utilize Information Technology called the Augmented Reality (AR). Basically AR present a new reality to enable students to observe real 3D view of the object. We use flash cards and AR Geometry Application to generate simulations of various forms of 3D geometry. Participants of this study were fifth grader students, they were divided into a control group and an experimental group. We did pre-test and post-test on the 7 (seven) geometric shapes. In addition to measuring the learning outcomes, we also observed and interviewed students and teachers regarding their motivation. Results showed that the experiment group got better learning outcomes than the control group. From observations and interviews it is apparent that students are more active in their learning and are also more motivated by the AR Geometry Application.

Keywords: Augmented Reality, Geometry, Instructional Media, Flash Card

INTRODUCTION

Mathematics is a universal science that has an important role in developing the power of human mind. But in general, most students does not like math. This is certainly a challenge for teachers. One of the subjects of math is geometry. In order to understand the concept of geometry required high spatial ability. Unfortunately, not all students have this ability. To solve this problem, researchers have developed an interesting learning instructional media which also can improve spatial skills of students, so as to understand the concept of Geometry. Considering the students are elementary school students, who belong to generation Z, one would need to find the appropriate learning media, such as smart phone or
tablet which are their familiar with. The developed learning media is a medium of learning in the form of flashcard as a marker that can be visualized into a 3D view using Augmented Reality technology.

According to Azuma (1997) Augmented Reality (AR) is a variation of VR (Virtual Reality). VR is a technology that totally immerse users in an synthetic environment, and while immerse users cannot see the real world around him. In contrast, AR allows users to view the real world, with virtual objects superimposed upon or composite with the real world. AR basically presenting a new reality (augmented reality) that afflicts witnessed through the sense of sight or heard through auditory.

Geometry is the branch of mathematics concerned with the properties and relations of point, lines, surfaces, solids and higher dimensional analogs. In this study the scope of geometry discussed are: cube, block, ball, pyramid, cone, tube and prism.

Flashcard is a small card that contains the images, text, or symbols that remind or directing students to everything related to the image. The size of the flashcard varies depending on the age of the students. Flashcard introduced by Glenn Doman (1919-2013), a physical therapist and pioneer in the field of child brain development from the University of Pennsylvania. The characteristics of the flashcard are: (1) has two sides to the front and back, (2) The front side contains an image or symbol, (3) the other side contains the definition, description, answers, and/or explanation for the front side, (3) simple and easy to make. This study used a flashcard because of those properties apart they also used as a marker.

**LITERATURE REVIEW**

One obstacle in teaching young children is because children only can be bound or focus on something in a short time. It's hard to keep the children's attention for a long time. Teachers should introduce the fun and interactive to grab the attention of young children. Rambli et.al (2013) utilize flashcard and AR to teach alphabet to children aged 5-6 years. Additional books features includes pattern markers for children to view a 3D animation of the letters. Rambli conducted an informal study among 15 preschool children aged between 5–6 years
old, and the preliminary results show that children reacted positively and read the book repeatedly. Furthermore, the brief interview with teacher also suggested that the system seem to grab attention of children.

Kaufmann (2000) developed a system for improvement of spatial abilities, Construct3D. It basedon the mobile collaborative augmented reality system "Studierstube". Construct 3D is a three dimensional geometry construction tool specially designed for mathematics and geometry learning. Weng et al (2014) implements AR application to help students to learn the concepts of geometry. There are three features that were developed: (1) students can use the tablet to scan a net which helped students to visualize the process of folding a cubic net into a cube, (2) the students can see the three-dimensional shape of the object, and (3) students can see the cross-sectional shape of the three-dimensional object. Experiments were carried out on two groups of students with the result that students feel this application can help students learn concepts in geometry. Yingprayoon (2015) discuss the potential and challenges in learning Maths using AR. In its paper he described how to develop a simple AR system to enhance the learning of mathematics. Furthermore, also discussed about the various sample materials used in the AR utuk mathematical learning for both students and college students.

**AUGMENTED REALITY GEOMETRY APPLICATION**

In this study, we developed the Augmented Reality Geometry application, that henceforth we call AR Geometry App. We used Marker-Based Tracking. Marker Based A R trend began in 2010 and implemented in a variety of media. Softwares that supports the development of AR Geometry App are Unity, Vuforia, 3D Max, Visual Studio 2010 version, and Android as Operating System. AR Geometry App consists of 7 pieces Flashcards, and ARToolKit.apk. Features provided: (1) Introduction, (2) Properties, (3) Diagonal (4) Net, (5) Example, (6) Exercise, (7) Calculated Surface Area and Volume, (8) Zoom in, Zoom out and Rotation. Figure 1 is an example of a flashcard. The geometric shapes that can be observed are: cube, block, ball, pyramid, cone, tube and prism.
In this study we use quasi-experiment method, conducted between December 2015 – January 2016 at a K-12 school in Surabaya. Participants were 64 (sixty four) 5th grade students who were divided into two groups, control group and experimental group. In the control group teacher used props made of plastic which is already available in schools.
Furthermore, the experimental group teacher used flashcard and AR Geometry App accessed via tablet or smartphone. Before we conducted the study we did pre-test in the topic of geometry. During the study we got help from the teachers to observe the behavior of students during class. At the end of the study we carried out post-test, distributing questionnaire to determine the motivations and perceptions of students about AR Geometry App.

**RESULTS AND DISCUSSION**

Table 1 showed the result of pre-test and post-test also the average of students’ motivation. From the table it appears there was a significant increase from pre-test to post-test score from the experimental group.

Furthermore, based on interviews with the teacher: "Every time I teach I always use props that are already available in schools. It was not easy to keep the students to remain active and able to imagine the concept of geometry. But after using this AR Geometry App, students are more active because the students do not feel to learn but to play so that learning becomes "fun" and the classroom atmosphere becomes conducive and students eager to learn because the medium is very pleasant” One student stated: "Since using AR Geometry App, class atmosphere becomes more fun and I became keener to learn".

<table>
<thead>
<tr>
<th>GROUP</th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
<th>MOTIVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Control</td>
<td>72.97</td>
<td>76.25</td>
<td>48.187</td>
</tr>
<tr>
<td>2 Experimental</td>
<td>73.13</td>
<td>92.66</td>
<td>58.250</td>
</tr>
</tbody>
</table>

However, the situation does not immediately become smooth and conducive because the application did not directly work well, there are some changes and improvements to the application during the study. In the beginning there were many problems concerning with App, tablets and phones. In this matter the role of teachers in this study is very important, because the technology is only a tool. Various improvements made based on the fact the field, and the advice from students and teachers.
CONCLUSION

AR Geometry App provide a positive influence on learning outcomes and motivation to learn the concept of Geometry, however teachers still play a major role in the success of learning.

REFERENCE


PROFILE OF LEARNING GAMES IN EDUCATION EARLY CHILDHOOD IN MAKASSAR
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ABSTRACT

The long term goal of this research is to develop cognitive abilities, motor skills (fine/coarse) language skills, emotional and social abilities of children. Outcomes of this research is the application generates multimedia education-based games to the local culture in developing the potentials and abilities of children as an alternative learning system that is effective, and easily understood by children with the concept of playing while learning. It is also to examine the effectiveness of software based on the local culture by observing the development of cognitive abilities, motor skills (fine/coarse) language skills, emotional and social abilities of children in the learning process. This study will be conducted in the city of Makassar, which is one of the early childhood development center in South Sulawesi. In order to achieve the objectives and targets set, this study was designed for two years (2016-2017).

The first phase of research is to analyze the needs (needs assessment) and field observations to obtain a picture of early education model applied in developing the cognitive abilities, motor skills (fine/coarse) language skills, emotional and social abilities of children in school. Moreover, in the same year will be developed based software locally. The second phase action research conducted to determine the effectiveness of the development of cognitive abilities, motor skills (fine/coarse) language skills, emotional and social abilities in the learning process.

Observations and interviews with teachers of kindergarten shows that the learning model of education games in the kindergarten / early childhood education is currently using the app games that are general and do not reflect the local culture of South Sulawesi. The results of the first study year is used as the basis for preparing and developing applications based education games culture and local wisdom that will be implemented in the second year of study.

Keywords: Education Games, Local Culture, Childhood.
PRELIMINARY

The purpose of education in Indonesia, as listed in the National education law, No. 20 of 2003 on National Education System, set a goal of developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable.

Achieving the objectives of the national education actually contains a thorough implications in fostering humanitarian aspects. Education personnel not only in charge and be required to develop an expert in cognition and physical aspects but also experts in carrying out the mandate and hone aspects of flavor. Thus, to achieve this it since early childhood stimulation should be given in the form of nutrition, parenting and educational stimulation. Because in fact early childhood education organized with the aim to facilitate the growth and development of children as a whole or emphasis on the development of all aspects of the child's personality. Early childhood education provides opportunities for children to develop a personality. Therefore, early childhood education for kindergarten particular need to provide a range of activities to develop various aspects of development which includes cognitive, language, social, emotional, physical, and motor. By studying the science of the present developments to develop especially ICT-based science is important in learning to increase intelligence compound.

Today the application of information and communication technologies (ICTs) are increasingly widespread. Inevitably, all sectors are faced with the challenge, especially as the transformation of science education. The existence of information technology, Internet network, and accelerate the flow of information is the basis of a paradigm shift, especially in the realm of education and knowledge in the information age. The need for knowledge becomes so great that education and knowledge is becoming one of the superior commodity that is in demand by many people. One part of ICT tools most widely used is the Computer. The computer is a set of electronic data processing tools that work in a coordinated and integrated. resulting in output of information. The information generated by the computer device is the result of a partnership of mutual support between parts one with the other parts
in accordance with their respective functions. With the development of today's computers, computers are widely used in all areas of life.

Rapid technological developments, especially computers, have an impact in the world of education in the use of computers. Computers can be used as a medium for interactive learning. To facilitate the delivery of learning material to children then that material attractively packaged in the form of multimedia that are educational and entertaining for them. The purpose of this research is to make the application Education Games for early childhood as an alternative medium of learning is easily learned and understood by children with the concept of edutainment ".Early childhood is a very important age for the development of so-called golden age children. Childhood is in the growth stage and its most rapid development, both physically and mentally. Early Childhood learning in its own way because of their personalities could not be set to maximum. So patience that should be prioritized. To learn quickly that usually the child feels saturated. Preferring to play and things that are fun. By changing the mindset of learning by using the results of Communication and Information Technology Education as the use of animated pictures expected that children can enjoy it as well to demonstrate what. Children usually love to see moving images rather than still images, often imitating the style and voice, just Upin-Ipin example, sponge bob, and others.

Of the many media that can be used in early childhood institutions, the animated film is one of the results of IT teaching media that can be used to help increase interest in children's learning. Animated film is a medium that presents messages audiovisual and motion. Therefore, the film gives the impression that impressive for the audience. Media film is generally liked by the children because of the character image interesting animation. Hamalik (Arsyad. A: 2003: 15) argues that excess use of animated films in the learning process can supplement the basic experiences of children when conversing, frequently asked questions and Iain other, precisely describes a process that can be watched over and over repeated if necessary. And to encourage and increase children's motivation in instilling attitudes and other affective aspects.
The pictures and sounds that appear in the film featuring impressions the story in the form of animated cartoons also make a child do not get bored quickly, so that it can stimulate children to know more, and children are encouraged to get to know and understand the benefits of technology, while stimulating interest in learning and enthusiastic about the story that aired on animated films in particular on supporting the learning process of education.

Children with mental readiness of learners in receiving the development of ICT-based learning that will facilitate understanding. Use of Information and Communication Technology (ICT) should be in accordance with the capacity of age learners in accordance with the development of psychological. Based on the fact that basically the influence of technology on learners is very easy to develop the necessary character education in order to help the learning process according to the age of learners.

As for relating to ICT based learning model is role in the viability of the future. Intellectual acumen was not the cause fundamental in building a civilization, because civilization greatly affect the utilization of the development of ICT-based learning to maximize and build civilizations, then the only rational reason and universal character is a factor. To provide ICT in early childhood eligible children need to consider the health and safety of children. ICTs are used pay attention to a child's development. Besides that ICT in early childhood noticed a short time (10-20 min (3y), 40 min (8thn)), as well as equipment and space suitable for children.

To provide adequate ICT in early childhood children, must meet the eight principles to determine the suitability of ICT applications that will be used. Eight principles referred to are: (1) Ensure that the purpose of education; (2) Promote collaboration; (3) Integrate with other aspects of the curriculum; (4) The child must be in control; (5) Select the application of transparent and intuitive; (6) Avoid applications that contain violence; (7) Be aware of health and safety issues; and last (8) Education encourage discipline parents. The advantage to be gained by ICT-based learning, namely: (1) Provide opportunities for students to solve problems individually, (2) provide an interesting presentation with animation, (3) Provide options learning content that are many and varied, (4) Being able to raise the motivation of the students in learning, (5) capable of activating and stimulating methods of teaching well,
(6) Promote the development of students' understanding of the material presented, (7) stimulate students to learn with passion, the material presented easily understood by children, (8) Kids had an experience that is concrete, retention of children increases, (9) Give feedback directly, (10) Kids can determine their own pace of learning, (11) Kids can do a self-evaluation.

Additionally, Wankat & Oreonovicz (Wena, 2011: 205) says that ICT-based learning has several advantages, among others: a) Can accommodate students who are slow because it can create an effective learning climate with a much more personal way. B). Can stimulate students to do the exercise because of the availability of animated graphics, color and music. c) The handle is on the student so that the learning speed can be adjusted to the level of ability.

Referring to some of the advantages derived from it, then use ICT in believed to improve the learning outcomes and learning motivation of the students. Improved learning outcomes and learning motivation of the students is a direct indicator of the effectiveness and efficiency of learning. Therefore, the development of ICT-based learning in learning is very important and should be done by the teacher.

Based on the explanation above, the question that will be answered in this study were 1) How is the profile picture of learning in developing cognitive abilities, motor skills, language skills, social and emotional abilities of children in Makassar? 2) How to shape the development of the application model of education-based games to the local culture in early childhood in Makassar?

**RESEARCH METHODS**

This research is the development of (research and development (R & D)) by adopting design research model of development of Gagne. This study will be conducted in kindergarten city of Makassar, which is one of early childhood development center in South Sulawesi were taken at random.
The components of instructional models (Gagne in Aryani, 2008) are: (1) identify the purpose of teaching, (2) analysis of teaching, (3) identify entry behavior, (4) to formulate the purpose of performance, (5) develop test items benchmarks, (6) develop teaching strategies, (7) develop and establish a module or guide teaching, (8) design and conduct formative assessment, (9) revising teaching (model application of education-based games to local culture) and (10) develop and conduct summative evaluation.

Development procedures done through the following stages: 1) Pre Development; conduct a needs assessment to determine the learning model in developing cognitive abilities, motor skills, language skills, and social skills emotional that has been applied in kindergarten, in addition do conceptual analysis aimed at the assessment of the principles, concepts, and rules concerning the application model education games through the study of literature, journals, research reports, internet, as well as discussions with teachers, experts and peers, 2) development; in the development of these activities being carried out is compiled Instruments Research, develop materials Training models Training Materials application model of education-based games to the local culture, develop training pattern application model of education-based games to the local culture in developing cognitive abilities, motor skills, language skills, and social skills emotional in early childhood, 3) Post-Development; Activity after application model development education games (draft), are focused on the evaluation of the application in kindergarten. The evaluation consists of three stages, namely to test the quality of products is theoretically (expert testing), test a small group (kindergarten teacher), and testing of large groups (child TK). Methods and means of collecting data used in this study were interviews, questionnaires, and observations. The analysis of research data using qualitative descriptive analysis.

**RESULTS AND DISCUSSION**

Based on the analysis of data collected through interviews and observations at a kindergarten / early childhood goals, profile picture learning model of educational games that are applied by teachers in learning to develop cognitive abilities, motor skills, language skills, and social skills of emotional child in school is still general and yet based on local
Some games developed by the school, for example a game called "environment", "Koran Children", "magazine" and "fairy tales" and others purchased or in cooperation with the computer company for example "BMkids", "Puzzel ", "sum games ", "coloring " and other games. Even in the computer there are some games that do not fit with the learning in kindergarten, for example games "Turtle Bay", "Air Strike 30".

Education games that exist in the target schools in general have not been up especially education games are developed in this case do not meet the requirementsmedium of learning in early childhood, for example in terms of shape, size and color, this will certainly affect the interest and motivation to learn.

Based on the overall learning activities in developing language skills, cognitive, motor, social emotional and yet none of the schools with a local culture-based educational games whereas local cultural values should be introduced to children from an early age so that it becomes a habituation in everyday life. Local cultural values need to stay awake and be value remains to strengthen the resilience of the local culture. Local culture possessed an invaluable potential for building resilient individuals who insist for the progress of the Indonesian nation based on Pancasila. The local culture of high value because it contains the values of ethics and morals, and norms that is promoting the preservation of the values embodied in the life of society.

The low quality of the educational product is the picture quality of the implementation process of the education system where many related elements, but the learning process is the heart education be reckoned as the learning activity is the transformation of concepts, values and educational materials are integrated. Associated with future demands not only be competitive but also highly associated with advances in technology and information, the quality of the learning system developed to be able to quickly improve the various weaknesses. One way that can be developed is changing the conventional learning system with a learning system that is more effective and efficient with the support means and adequate infrastructure. Learning by utilizing information technology tools through utilization computer with an established software development education-based games to the local culture is one alternative that is appropriate and can overcome the various problems of
learning, although the education system in Indonesia existence is heterogeneous due to hit the geographical position of enormous influence on technological progress information.

CONCLUSION

Based on the description in the preceding discussion, it can be concluded that the profile of educational learning games that are applied by the teachers of kindergarten / early childhood in Makassar is still a general nature and is not yet fully implemented educational games based on local culture to strengthen national culture.

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BIBLIOGRAPHY


NOVELTY AND GIMMICKRY INNOVATION IN ATMOSPHERE BUILDING METHODOLOGY IN NIRMANA TRIMATRA AND DESIGN METHODOLOGY LEARNING DESIGN OF COURSE

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ABSTRACT

Scientific curriculum in design fields require students to be able to build creative ideas in an attempt to solve various problems of design. The end result of a work is that containing values novelty and gimmickry kind of idea concepts and techniques used in the design process. The purpose of writing this article is to provide a reference or patterns in the learning course design methodology and shows that every design planning is required to generate the values of novelty into the design and the ability to apply the techniques of gimmickry that works even more attractive and more valuable. The method used is descriptive qualitative-quantitative method is simple supported to help analyze assessment. The results obtained are satisfactory with reference to the work of assessment and feedback quotation course participants.

Keywords: Innovation, Model, Novelty, gimmickry

INTRODUCTION

“‘Serious creativity’ will seem a contradiction in terms for many people. Everyone now knows that creativity has to be fun, lively and crazy – so how can me have serious creativity?” (Bono, Sep 1995)

In the academic world what the statement of de Bono is a paradigm that is contrary to the very serious academic climate. But the climate is ideal for science education in the field of design is very demanding activities explorative in evocative creative ideas in making reference to the idea of designing sebuat including the end result of a creative act.

The purpose of writing this article is to provide a reference or patterns in the learning course design methodology and shows that every design planning is required to generate the values of novelty into the design and the ability to apply the techniques of gimmickry that works even more attractive and more valuable. Which is expected to support new innovative methods of teaching that aims to produce works of innovative students.
Design as a scientific field is fundamentally a scientific field that is very demanding various efforts to solve the problems being debated in the neighborhood. Scientific curriculum design field menggariskannya into course design methodology, in which one material is the exploration of new ideas and activities in one of the phases and the first phase of which is known as upload ideas or fail rembug (brainstorming). Brainstorming is a method evocative basic ideas into a box that was collected in the wild but controlled through the establishment of basic patterns of keywords. Introduced by Alex Osborne which he used for the benefit of the industry engaged in the advertising industry is very detailing the results very values novelty and gimmickry.

Students of Visual Communication Design (DKV) Faculty of Arts and Design (FSD) Makassar State University (UNM) since formally established has introduced the method of brainstorming (BS) as one stage part of the research methods of design the stage design analysis (DA) in the design process (DP) to define the various terms and ingredients to be grouped and then created the elements basic ideas, ideas and design concepts that will be built in the exploration activities of DP.

Novelty and gimmickry could not attract the attention and is not directly related to the value of advertising. But in almost every other field of novelty but that alone is not considered quite so creative ideas must be reasonable and must be productive so that it can be said that every idea must necessarily madness in a scalable and productive.

"I would also like to point out that creativity does not have to be a group activity. Creative techniques can be used in a powerful way by individuals working entirely on their own " (Bono E. d., Sep 1995), this statement illustrates that creativity does not always wake of group activities. Creative techniques can be used in a powerful way by individuals who work entirely on their own.

Novelty in a sense which is synonymous with freshness understanding that means freshness or comfort (KBBI). So that novelty can be defined as something that values novelty. Something that is second to none and not part of a mainstream, sometimes by most people as something strange. Potential to cause polemics caused not part of the ordinary.
Gimmickry is derived from the basic word "Gimmicks" which has several definitions. This term was first recognized in the early 20th century. Refer to the product features that make it more interesting though is not to be important and have a functional to a product but is thought to enhance the sale value. (http://iklaninstan.web.id)

Gimmickry in the world of advertising (advertising) is like a blade that can attract attention so that it can increase sales of the objectives of the ads were created. Gimmicks in a product packaging or the product itself has a vital role because the placement of the image of Mickey Mouse or Minnie Mouse on any products toddler gives appeal to consumers even acts as a marker of gender designation for baby boys and girls, including its role in the provision of identical color blue for boys and pink for baby girl.

Based on core of content instruction in subjects of course design methodology covers the basic theory of the stages in the design process through research studies of design consist are; 1) Assessment Analysis (AA), 2) Assessment Synthesis (AS), and 3) Assessment evaluation (AE)

The course of design methodology describes the various theories on the implementation of the design process certainly requires a high concentration in following the lecture in the classroom. Although the success rate of the conduct of the course design methodology belong to the moderate condition but was deemed necessary to improve. This is due to the role of design methodology courses including vital because it is a subject which drive a student to other subjects in the scope of science of visual communication design.

Based on these circumstances, it may take a few tips (gimmickry) and novelty in its implementation. So it takes a refresher teaching methods in the classroom to build an atmosphere that supports learning atmosphere.

IDEO a design consulting firm in the United States since its founding have implemented creative methods in building a working atmosphere which is then followed by many giant companies such as Google Inc. example which is now a giant in the world. Tim Brown, CEO of IDEO defines creativity that creativity is a matter of leadership that can empower teamwork in executing the idea of herding and well built. (Brown, http://www.ideou.com), a
concept of leadership that is inspiring, flexible, expressive, assertive and visionary becomes the foundation in building a climate.

Introducing the students to think of creative ways of comparing it with the lateral and vertical thinking, is also a way of thinking collateral, then ask students to practice and make records of the results of their exploration in the classroom.

**METHODOLOGY**

This article uses a qualitative approach, a study that was taken from the opinion of the people and behavior that produces descriptive data in the form of words written or spoken. (Moleong, 2007) With the data collection methods used were interviews and observation. By it, this study used a qualitative descriptive type. Collect testimony-testimony derived from the course participants as the primary data related; delivery of materials engineering, climate and atmosphere of the class, level of acceptance and expectations of students related methods [1], engineering [2] and the atmosphere [3] which is used as a measure related to the test methods class novelty and gimmickry that emphasize the atmosphere..

**RESULT**

[1] **Methods**

The teaching methods are carried out in an attempt how to present an atmosphere or an atmosphere that can help students gain experience so that the materials can be well presented, made in several programs as follows:

a) **Problem Based Introduction**

The purpose of this model is to develop the ability to think and problem solving skills, developing self-reliance and the ability to access a role in a team or individual cooperation. (Glaser) (Barrel, 2007) Assignment (see; STAD)

b) **Student Teams-Achievement Division (STAD)**

STAD models (Slavin, 1983) see also (Slavin R., 1985) Formed groups that have a common vision, based on case studies provided (Instructional Form). Each member of the group was
given the task and role. Assignment is based on case studies provided each group consisting of 5-6 persons and the group sum of number 10 person for two classes:

1. Group I dan VI: Identification of the problems in the market ‘Pa'baeng-Baeng’ accordance with scientific expertise competence fields of design.

<table>
<thead>
<tr>
<th>No</th>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Although there are zoning based on the types of goods are difficult to access zones based on the type of merchandise.</td>
<td>Information systems need to be made</td>
</tr>
<tr>
<td>2</td>
<td>Lods or stalls and shanties design performances are look seedy</td>
<td>Need to be designed design the appearance and design of shanties</td>
</tr>
<tr>
<td>3</td>
<td>Parking zone was minimal</td>
<td>It needs to make the design of the parking area</td>
</tr>
<tr>
<td>4</td>
<td>Public facilities such as toilets are not maintained even used as a place merchandise</td>
<td>Mobile toilets need to be designed because the location of markets, where cramped and difficult to access</td>
</tr>
<tr>
<td>5</td>
<td>Wet zone is very muddy and dirty</td>
<td>Need to draft a model lods wet and exhaust duct systems are ideal.</td>
</tr>
</tbody>
</table>

Group I decided to choose no.1 and group 2 choosed no. 3 to their group project.

2. Group II and VII: Identification of the problems in the highway in the city of Makassar in accordance with scientific expertise competence field of design. (Select spot or point based on the possibility of the complexity of the problem)

<table>
<thead>
<tr>
<th>No</th>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Many offenders waiting for a sign green light in front of zebra-cross and on it.</td>
<td>Needs to be made of information boards and warning</td>
</tr>
<tr>
<td>2</td>
<td>Lots going offenders counter-flow</td>
<td>Need to be designed, traffic engineering design</td>
</tr>
<tr>
<td>3</td>
<td>The bus stop so that the objects of</td>
<td>It needs to make a comfortable stop</td>
</tr>
<tr>
<td>Destruction and vandalism, broken and uncomfortable</td>
<td>Shelter design</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The placement of outdoor advertising and round tagging disorganized and chaotic</td>
<td>Studies need to be made and intended placement of outdoor advertising space and the proposed regulations.</td>
</tr>
<tr>
<td>5</td>
<td>Offenders on traffic signs and road markings</td>
<td>Need props design and simulation for road users</td>
</tr>
</tbody>
</table>

3. Group III and VIII: Identification of the various problems in the slums in the city of Makassar in accordance with scientific expertise competence field of design. (Select spot or residential location that has a high complexity of the problem). (Eg assignment)

4. Grup IV dan IX: Identification of the various problems in inter-provincial terminal according to the Southwestern area of design competence of scientific expertise. (Eg assignment)

5. Grup V dan X: Identification of the problems common facility centers Losari accordance with scientific expertise competence field of design. (Eg assignment)

c) Brain Storming and Mind Mapping

The model Brain-storming and Mind Mapping (Buzan, 2010) provide experience in identifying and mapping problems so mahasiswa have the ability taxonomic thinking. Assignment. (see;STAD)

d) Think Pair and Share (TPS)

This model (Lyman, 1987) given the power to inspire students to think logic so that the students are expected to have the ability to think creatively out of the box de Bono. Students are given a variety of quiz questions in the form of verbal, visual (graphics), puzzles, matrix. Students are assigned to provide analysis results and the answer in the form of graphic explanation.

d) Role Playing Games in combination with Inquiry
This model was given the power to inspire creative thinking (lateral thinking), built the atmosphere is cheerful, joy, joy. One of scenario constructed as follows:
e) Project Assignment

This model requires students; 1) Build a program and framework (preparation), 2) Implement programs and frameworks built, 3) Able to evaluate and execute, 4) Generate the final product. As can be seen from some of the work of the course nirmana trimatra below:

Tabel 1. Matrix assessment novelty and gimmick value content of student works.

<table>
<thead>
<tr>
<th>Product</th>
<th>Materials</th>
<th>Novelty Level (1–4)</th>
<th>Gimmicks Level (1–4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>White cardboard paper</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Tugas II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>White cardboard paper</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>White straw</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Tugas III</td>
<td>White straw</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Color cardboard paper</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Color cardboard paper</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Tugas IV</td>
<td>Color cardboard paper</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Matchstick</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Matchstick</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Matchstick</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Matchstick</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Matchstick</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Batang korek api</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Matchstick</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Matchstick</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
[2] Technique

Mechanical delivery of content is done by making an outline of teaching methods based on class activities procedural;

a) Logical procedures, aims to arouse or stimulate the thinking of students in receiving and processing the material with its phases.

Students are given input materials theory of creative thinking method comprising;

1) Vertical thinking methods, to teach students to think is the traditional way of thinking or logical. Think vertical view through the eyes of a reasonable solution of the problem or situation and working through it, generally in the path chosen most ordinary (common), then confronted with comparisons to the way of thinking laterally and collateral.

2) Lateral thinking methods, to teach students to be able to find the key to think laterally. Lateral thinking is a way of thinking through methods that are not public in solving a problem and tends to be ignored by logical thinking or an imaginative way of thinking 'out of the box'. (Bono E. d., 1970) So students capable of enriching materials case-studies case studies provided by the results of various concrete solutions. To teach
students to think alternative with non-sequential fashion. So that students can build the originality of thought.

b) Data collection procedures, aims to train students to be able to make the structure and data collection techniques metodetatif corresponding stages are built.

c) Taxonomic procedures, aimed at helping students to be able to outline the relationship and intersection of data based on the data according to the stages.

d) The evaluation procedures, aimed to help the students to be able to evaluate and build a the basic hypothesis based on the data that has been collected.

Results obtained are that students are able to follow the outline of teaching wellby involving interview On as many as quotations as a result of the interview table below (based on data record lectures in 2012):

Tabel 2. Matriks Kuotasi Balik

<table>
<thead>
<tr>
<th>No.</th>
<th>Student</th>
<th>Logic</th>
<th>Data Collect</th>
<th>Taxonomi</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inam Muslimin</td>
<td>I just to comprehend and understand as to what lateral thinking that and I'm interested in the question in Quiz &quot;The Chinese and Japanese, both like to eat rice&quot;. The question is who is at most ate rice? &quot;I said the Chinese because the Chinese population more than the Japanese</td>
<td>Based on the quiz questions about the Chinese and the Japanese rice eaters. I replied that the Chinese eat more rice because based on the data I have is the Chinese population is far greater than the Japanese</td>
<td>I developed a taxonomy based on census data from the largest number of people to the smallest. Then I narrow down and focus only on the two countries.</td>
<td>Finally, I conclude that the Chinese people who ate more rice.</td>
</tr>
<tr>
<td></td>
<td>Ronald Edy Tai</td>
<td>I already understand how to think out the box</td>
<td>Initially I was quandary answer the questions and</td>
<td>I make develop alternative naming objects</td>
<td>Why did I choose the answer because if the inn</td>
</tr>
</tbody>
</table>


with vertical thinking and I was interested by the case study "A man rode into town on Monday. He stayed for three nights and then left on Monday. How come? and my answer is that could have happened because Monday is meant is the name of the inn.

then I then think about the possible answers. then my focus and underline the word "Monday that" I finally concluded on the keywords "name of day" so the answer could have been naming other objects.

that have naming opportunities are virtually and almost has in common with the keyword naming the objects that exist in a city. Then I created a line of other objects so I came to the possibility of the person's name or the home of the person or name of the destination of the man.

name of refers to name of the homeowner then the answer I should pack the house this week and the possibility of an answer other than my answer that the hotel name.

| Reza Abdillah | Initially I found it difficult to answer the question that was given to me. Arriving home I thought. I finally have an answer to the question "There are six cups. Three fully charged, three empty. What one action all visible glass filled?" | In my minds: I have to pinch three empty glass and led him to the back three glasses a fully or I should take a glass and pour evenly over the three empty glasses so that all six glasses filled. But I realized with the word In accordance with of my delivery based on my data with two alternative answers that I woke up. Then I connect with the keywords I realized then I managed to find the answer. | Based on my keywords easily specify the actions that should I do so that my answer is to shift three empty glass to the rear glass is fully charged so that all six glasses looks full. |
"look" that is indicative of a keyword danmenjadi about it. I finally took the first action that shifts the empty glass to the rear three full glasses. So, six glasses filled.


Building an a delightful classroom atmosphere is a proviso that must be met for the academic climate. On the other side of moderately upscale atmosphere idel is run uninterrupted process which may interfere with other words, the atmosphere is quiet and has parameters. Creative classroom atmosphere that is formed from a creativity can help create a classroom environment that is more motivating, engaging, and educational for students and faculty certainly has no parameters in terms of dynamic and controlled. Atmosphere question in this case is the atmosphere of the learning process.

Referring to the points [1], teaching methods, the obtained quotations as follows based on the impression of students:

<table>
<thead>
<tr>
<th>No.</th>
<th>Student</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inam Muslimin</td>
<td>Refering to the experience during the lectures. I like the outer class (direct observation method) room that when we go to the market Pa'baeng-Baeng and given the task to find a variety of permaslahan that exist in the market. Because we can interact directly with the problems and learn to think of a solution of permaslahan we meet. As the case placemark problems with spatial chaotic market. In that case of my think about how so that visitors can directly access the market needs so no need twiddling twirling. So I along with my team initiated the project sign-Baeng Pa'Baeng market system. I was also impressed with the nuances of a class like we work at the office design</td>
</tr>
<tr>
<td></td>
<td>Ronald Edy Tai</td>
<td>I like the class of games. Because the materials submitted are many and varied. Perhaps the experience I have gained will be different from those obtained for my younger siblings later because the professor is very rich material. The main thing is the more I can understand the problem easily with a classroom atmosphere festive, free, full of laughter, joyous and most importantly not depressed. One of my criticism, if bias made or prepared the book text. I was most impressed with the madness-madness in almost all the programs in each meeting. I wonder, what kind of classroom atmosphere for my younger siblings later. Because after of my asked wondering seniors, he says they are different experiences obtained.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3</td>
<td>Ranald Indra</td>
<td>I was pleased with cause we were taught a class of grouping can exchange opinions and learn to build a teamwork. The main classroom atmosphere were like an a class of kindergarten, we made many patch, notes and post-it as we learn how the build an procedure of taxonomic thinking, learning in brainstorming and learning how to piguring out the conclusions and learning to making a decisions. It's like if we actually already working. I was impressed with the rules students must wear a shirt, pants banned &quot;Jeans&quot;, wearing a tie according to taste, wear perfume. (Laughs) The impression we felt really at the office of design bureaus.</td>
</tr>
</tbody>
</table>

**DISCUSSION**

1. **Associated of Learning Methods and Results of Assignment**

   During the implementation of the course in one semester of the current year is programmed to apply the 7 models of learning, where in three program synchronizing learning model implemented in the project assignment with 2 big task with the division of one project as part of a pre-requisite for the follow midterms (UTS ) and 1 project as part of the pre-requisites to take the exam end of semester (UAS). Development of a model by doing combinations learning model shows the value of success.

   Based on the results achieved by applying a touch of novelty and gimmickry in any learning application as the goal. Retrieved works of student tasks that still have the power
novelty and gimmickry seen from the works of a good assignment of (MK). Nirmana Trimatra or from the course of design methodology. (see results point (Tabel 1, 2)

2. Assessment of Work Assignment

Students' ability to produce the works that have a value of novelty and gimmicks. Measured from the level of level of exploration by way of students to explore the shape of the considerable and do a search similar works as meotde control over the authenticity of the value of their works, After confirmation and exploration references on the internet, students then conduct exploration activities to make corrections form. Further measures to do with the exhibition asks the visitor to give an assessment of the scale of the reference number 1 to number 4 (1 – 4).

3. Techniques and Difficulty Master Moderators

a. Task I: the exploration of material (paper/cardboard) with the treatment of scissors, slices, constraints infolding and locks. The level of difficulty of this task lies in the ability to the use of imagination coherence between treatment techniques. mostly students having difficulties in formulating the techniques locks and folding technique. Another capability that measured students' ability to organize the modules into a pattern so that ability can be measured gimmicks.

b. Task II: exploration the plastic straw with scissors treatment, slices, folding and locks. The level of difficulty of the task II lies in the ability of imagination to create a module, and the ability to organize modules imaginative forms. Another capability that measured students' ability to organize the modules into a pattern so that the gimmicks ability can be measured.

c. Tugas II: material exploration of the color cardboard with a treatment technique scissors, slices, folding and locks. The level of difficulty of this task is evocative gimmicks ability of students to produce alloys that immodular. Another capability that measured students' ability to organize the modules into a pattern so that the novelty ability can be measured.

d. Tugas III: exploration of techniques matchstick pieces. The level of difficulty of this task is to keep the rhythm and motion in the form of compositions. This task includes the hardest because it measures the ability of novelty, the ability of gimmicks, ability
to sense motion and ability level of patience and the ability to detail that demands foresight and very demanding sensitivity of taste.

4. Atmosphere

Based on the responses of students during the lecturing outline expressed contentment and curiosity high. this happens due to the implementation of courses that demand high levels of difficulty each year programmed to increase the level of ability with the model and the type of task that is regularly updated and lecturing regularly evaluated results. The achievement of the expected is the increase the ability of students who continue to be measured based on the assessor's work and the comfort level of students in the learning process. Surely that intended results have a direct impact to the students to follow the next lecturing materials that will be felt more easily. For the presentation of the curriculum do retrofitting strategies at the basic level. This has an impact as well when the level in the subject of subsequent practice is raised so that the achievements of competence as superficial learning outcomes can be achieved.

CONCLUSION

Based on the discussion in the results and discussion suggests that the evocative the power creative thinking of students in the subject of design methodology as a subject theory with the advanced elements of novelty and gimmickry in organizing material-amteri lecture programs are applied in building construction program lecturing a profound impact on students' ability to following the practice course that requires high creativity, by reference to the work values novelty and attractive.

There are three things that needed to be focused in supporting efforts to achieve are: [1] Selection of appropriate learning methods and appropriate and are considered to have provoked the creative power which novelty through engineering methodology gimmickry, [2] Results are measured and measurable either can be the basis of assessment of the level of success with innovations as a form of refreshment in the program the lesson plan is considered very successful and have a good impact for students, especially in terms of ability to follow all the courses in order to achieve the level of achievement of graduates that
competence in the field of DKV, [3] Responses well and enjoyable for students to become an measure to the lecturers to quantify level of success in conducting the courses they teach

ACKNOWLEDGE
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REFERENCE


Glaser, R. The Maturing of The Relationship Between The Science of Learning and Cognition and Educational Practice. Learning and Instruction, 99 (I), 129-144.


ABSTRACT

This development research aims to describe the development of PJOK learning media based on basic motion in elementary school. This research is designed to follow the thought path of development research (research and development) proposed by Borg and Gall, focusing on describing the three (3) first stages, namely: 1) the need analysis (research and information collecting) stage, 2) designing the model design (planning) stage, and 3) the development of design (develop preliminary of product) stage. This research was conducted in the Elementary School in Buleleng regency, Bali province. Data were collected through observation sheets, questionnaires and sheets of expert validation check list. Data analysis were conducted by using descriptive qualitative and quantitative. Based on the research results and the discussion, the research conclusions are: 1) PJOK teachers of Elementary School in Buleleng regency, Bali require the establishment of learning media in card form on the material of PJOK basic motion, 2) PJOK learning media based on basic motion (M@Wi motion card) consist of 3 (three) variants based on the level of difficulty, where one box of motion card holds 36 motion cards, each consists of 12 locomotor, non locomotor and manipulative motion cards, 3) M@Wi motion card has fulfilled the theoretical and practical standards in the field of motion science, in accordance with the content of PJOK learning and learning media.

Keywords: PJOK, basic motion, motion card

Physical Education, Sports and Health (PESH/ PJOK) as one of the compulsory subjects of elementary and secondary education has a strategic position, that is to shape the character of students to be physically and mentally healthy as well as to foster a sense of sportsmanship (RI Government Regulation No. 32 Year 2013 on Standards of National Education). However, the strategic Position has not been able to achieve ideally as expected.

The survey results of national PESH condition in 2006 carried out by Pangkalan Data Pendidikan Jasmani dan Olahraga Asisten Deputi Olahraga Pendidikan Kemenegpora RI at 2,382 educational units in 13 districts/ cities data obtained is, the national average score
reached 520 out of a maximum score of 1,000. This result suggests that the capacity of national education unit viewed from three (3) PESH conditions namely infrastructure, teacher, and performance in the period of 1 last year, is still 52% of the optimum. Therefore, it is natural if the existence of national PESH subject in general has not been able to realize its intended results.

Ali Maksum research (2011: 1) with this main focus is to reveal the competence of PESH teachers level elementary school, junior high school, and senior high schools in Jakarta, Surabaya and Padang concluded that time for the development of teachers’ professionalism is still relatively low, between 24 - 42 minutes per day. Teachers with lower tenure tend to use the time for the fulfillment of basic needs, while the teachers with longer tenure tend to use the time for productive activities.

The exposure on PESH condition ranging from physical fitness of students and the people, infrastructure of learning, teachers and their performance in the period on 1 last year to the professionalism of teachers above provide a real fact that learning PESH requires real improvements in the efforts to realize the goals of national education related to the competence of students in the 21st century.

It is inevitable that PESH as an integral part of education is unique compared to the other subjects in school. The uniqueness lies in the use of movement/physical activity as a medium to achieve the goal of a comprehensive study regarding aspects of knowledge/cognition, attitudes/affective and skill/psychomotor. According to Harsuki (2014: 273-283), the education used to build the golden generation would not be complete without PESH. Further, PESH expert, Wuest and Bucher stated that, "Movement is the keystone of Physical Education and Sport." The statement confirms that the motion is the key of PESH and PESH teachers have duty and responsibility to provide task of motion in accordance to the rate of growth and development of the students so that learning objectives can be achieved optimally while maintaining safety and security factors as well as the pleasure of students in learning PESH.

Discussing about the pleasure of students in learning PESH, Jenna R. Lorusso, Stefanie M. Pavlovich and Chunlei Lu (2013: 79) mention that pleasure in learning PESH can enhance
students' active participation in learning and forming an active lifestyles, facilitate teacher in managing the classroom, developing students comprehensively, as well as improving the status and PESH acceptance at school.

According to Bart Crum (2009: 43-49), PESH in elementary school is focused on 'movement vocabulary’ and ‘movement grammar’. Movement vocabulary refers to the student to know, learn and master various types of motion by taking into account among other things the body consciousness and awareness of space. While the movement grammar is more directed to the method or technique to do the motion. Both of these will become specific identity of the student from other students. One of the PESH main learning subjects in elementary school is the fundamental movement with the principle of multilateral development. According to James Tangkudung and Wahyuningtyas Puspitorini (2012: 8-11), multilateral development is very important for the children to develop the various basic skills that can help children to become athletes in meeting specific sport training.

The development of fundamental movement is a process to obtain motion constantly evolving based on: a) the process of development of the nerves and muscles that are also influenced by heredity, b) as a result of the experience of the earlier motion, c) Current motion experience, and d) Motion described in relation to the certain motion patterns. According to Widiastuti (2014: 22), the category of fundamental basic movement consists of three (3) types: 1) locomotor motion, such as crawling, walking, running and jumping, 2) non-locomotor motion, for example bending the arm, bending the legs, bending and twisting torso, and 3) manipulative motion, for example dribbling ball, hitting ball and throwing the target.

Based on observations and interview results we did with PESH teachers of elementary school in Buleleng regency, among others Made Yasa, Made Yudana, Gede Surya, Cening Merta and Wayan Suara, obtained the information that fundamental problems in the management of PESH learning Buleleng regency elementary school namely: the use of interesting learning media so that students enthusiastically do the movement during PESH learning takes place.
Current learning paradigm that prioritizes active participation of the learner (student centered) spur elementary school PESH teachers in Buleleng regency trying to make it happens. In general, elementary school PESH teachers in Buleleng regency has just known, understood and implemented cooperative learning model, although there are still some teachers using a conventional model which tends to be centered on the teacher (teacher centered). Similarly, regarding the use of instructional media, PESH teachers generally provide 1 (one) learning media sized ± 1 meter with a suspended position. The media contains the concepts of writing and drawing on teaching materials discussed. The students access in interacting with the media is limited because they have to wait in line for a long time with other students. Teachers desperately need the learning media that can be used by students utilized with easy access, economical and in accordance with the purpose of learning.

Based on the above explanation, the problems to be solved are: 1) how is the profile of the identification and analysis of the needs of elementary school PJOK teachers in Buleleng on the model, learning media and students’ characteristics?, 2) how is the results of the design of designing stages of PJOK learning media based on fundamental movement in elementary school in Buleleng regency, Bali? And 3) how is the validation results of motion experts, PJOK learning content, learning media experts and PJOK practitioners on PJOK learning media based on fundamental movement in elementary school in Buleleng regency - Bali?

In accordance with the problems, the objectives of this study are: 1) to describe the profile of the identification and analysis of the needs of elementary school PJOK teachers in Buleleng on the model, learning media and students’ characteristics, 2) to formulate the results of the design of designing stages of PJOK learning media based on fundamental movement in elementary school in Buleleng regency, Bali, and 3) to describe the validation results of motion experts, PJOK learning content, learning media experts and PJOK practitioners on PJOK learning media based on fundamental movement in elementary school in Buleleng regency-Bali.
RESEARCH METHODOLOGY

This study focused on the development of a learning model, so the approach and methods used in this study are research and development (R & D). The selected development design is referring to the development proposed by Borg and Gall consisting of 10 (ten) stages, with the following chart:

![Borg and Gall Model of Development Phase](source)

Picture 01. Borg and Gall Model of Development Phase
(Source: Borg, W.R. & Gall, M.D., 2005: 590)

The development model draft according to Borg and Gall ideally takes place in ten stages, but in this article focusing on describing the three (3) first stages, namely: 1) the need analysis (*research and information collecting*) stage, 2) designing the model design (*planning*) stage, and 3) the development of design (*develop preliminary of product*) stage.

This research was conducted in the Elementary School in Buleleng regency, Bali province. Data were collected through observation sheets, questionnaires and sheets of expert validation check list. Data analysis were conducted by using descriptive qualitative and quantitative.

RESEARCH RESULTS AND DISCUSSION

The results of this research are generally in the form of 1) motion card with PESH fundamental movement series label, 2) guidance book on the implementation of the model, and 3) DVD on cooperative learning model based on fundamental movement with the aid tool of motion card in elementary school. The first step of this research is needs analysis.
Based on the results of needs analysis, the following data are obtained: 1) PESH teachers of elementary school in Buleleng most often implement cooperative learning model type STAD on the grounds that the learning model is easy to be implemented, provides the opportunity for students to learn in groups, to work together so that children become more creative and learning is centered to students, 2) PESH teachers have never made motion task with combination of media images in a card. Motion card is badly needed by elementary school PESH teachers in Buleleng, 3) the majority of elementary schools in Buleleng implement KTSP, but there are 2 elementary schools namely SD Laboratorium Undiksha and SD Nomor 3 Banjar Jawa which implement 2013 Curriculum, because both SD are SD Pilot project of 2013 Curriculum in Buleleng. The allocation of learning time is 4 hours of learning where one learning hour lasts for 35 minutes, and 4) in terms of the characteristics of the students, 55% (100 students) are male while 45% (82 students) are women, the mean height of students is 134.5 cm, while the mean weight of students reaches 37.54 kg.

The second stage of this research is designing the model design (planning) stage. The results is M@Wi motion card consists of 3 (three) variants / types based on the level of motion difficulty, namely: 1) The motion card with easy difficulty level (green color), 2) the motion card with moderate difficulty level (yellow color), and 3) the motion card with hard difficulty level (red color). One box of card consists of 36 pieces of motion card with the details 12 locomotor motion, 12 non locomotor motion and 12 manipulative motion. The card made of paper (art paper 260 grams) laminated so it is not easy to get dirty, wet or folded.

M@Wi motion card has 2 sides namely the front side and the primary side. The front side is the 'face skin / cover' as the first identity of motion card. The front side represents that students love PESH subject so that included writing I love PESH. While the primary side is a core part of this motion card which contains five components, namely: a) the task of students students motion, b) the image as visualization of student motion task, c) the serial number of motion task, d) motivation of the students in carrying out motion task, and e) the positive values of PESH. Here are the pictures 02 and 03 presented images of front side and the primary side of motion card of PESH fundamental movement series.
And, the third step in this research is validity of M@Wi motion card with 3 (three) experts validation namely: motion experts validation, content PESH experts, learning media experts and PESH practitioners. The validation results show that: 1) motion experts state that the motion card of PESH fundamental movement series which include visualization of the locomotor, non locomotor and manipulative movement along with the motion task that is varied and tiered (the category of easy, medium and hard) has met the rules of theoretical...
and practical in the field of motion science, such as the suitability of the movement and the rate of growth as well as the development of students, the motion contains a level of easy, medium and hard difficulty, movement provides learning experiences to students about consciousness of movement and space, as well as security and safety aspects of students, 2) PESH content experts state that the motion card of fundamental movement series basic motion is good / in accordance to the applicable curriculum content, it is reflected in the high score of the validation results that achieve a score of 81.33 out of a maximum of 90, and 3) learning media experts state that the motion card of fundamental movement series is good / in accordance to the principles of theoretical and practical in the field of learning media, it is reflected in the high score of the results of the validation that reaches 109, 33 out of a maximum score of 115.

How to use this motion card is as follows: (a) the student and his group sit in a circle, bringing 1 box of motion card and model book, (b) one of the students shuffle the cards and distribute one by one the motion card until all the motion cards are completely distributed, (c) students grouping motion card based on locomotor, non locomotor and manipulative motion, (d) student and his group choose and decide each three (3) locomotor, non locomotor and manipulative motion card as their motion task. The unpicked motion card are put back into the card box, (e) one of students writes options of task motion on the model book taken while the other students prepare equipments to carry out the task of locomotor motion, (f) group of students carry out the task of locomotor motion interchangeably remain under the supervision of teachers, (g) having completed one motion task, one student asks, and writes the success of the movement and the students feeling in their group when executing the motion task, (h) after completing implemented locomotor, non locomotor and manipulative motion tasks then the motion card is put back into the box and returned to the PESH teacher.

The equipment used in implementing the motion card of PESH fundamental movement series among others in the form of a plastic ball with a layer of foam, half-life newsprint, half-life packaging beverage cardboard, and motorcycle tires. Such equipments can be easily found in the neighborhood, inexpensive, safe and comfortable to use as well as the most important thing is to help students in acquiring the motion learning experience.
On PESH learning particularly in elementary schools, the material of fundamental movement skill is very urgent to be given to students. National Association of Sport and Physical Education's (NASPE) has identified 20 (twenty) traits / characteristics of students who are educated bodily (physically educated person) grouped into five (5) major aspects. Furthermore, according to March L. Krotee and Charles A. Bucher (2007: 32-36), of the 20 characteristics, there are 2 characteristics associated to fundamental movement skill namely: (1) students demonstrate the mastery of skills in various manipulative, locomotor and non-locomotor skills, and (2) students demonstrate skills in combination of manipulative, locomotor and non-locomotor done individually or with others.

According to Arma Abdullah (2003: 29), the students characteristics who are physical well-educated only can be found on the students when PESH program is designed and implemented in a professional manner and supported by sufficient equipments and facilities and adequate time allocation in the curriculum.

Cooperative learning model based on fundamental movement with aid tools of motion card develops and provides experience of cooperating to students through the implementation of cooperative learning model type numbered head together / NHT. Students in a heterogeneous group wear chest number 1-5 doing learning activities, moving and practicing together from identification motion cards to the implementation of motion in accordance to the chosen motion card and agreed by his group. In addition to motion tasks, aspects of the character that appears on the motion card is also indicated by students in learning. Once teachers ask questions and point one chest number, then the student who wear the chest number in accordance to the designated teacher becomes the representative of the group to answer questions from the teacher. Thus the cooperative learning process underways to provide meaningful learning experiences to students by using aid tools of motion card of fundamental movement series.

The implementation of cooperative learning model based on fundamental movement with aid tool of motion card oriented to student-centered learning (student centered), where students gain experience studying and moving pleasantly, interactive, inspiring, challenging and motivating students to participate actively. Through cooperative learning model based
on this fundamental movement, initiative, creativity, and independence in accordance to their talents, interests, and physical and psychological development of students have enough room in learning. PESH teacher acts as a facilitator, mentor, consultant and study companion during learning. The foregoing is in accordance to innovative learning paradigm that is being applied by current government.

The relevant research results associated to cooperative learning model can be described as follows. First, research conducted by Nyoman Kanca and Made Agus Wijaya (2010: 1) concluded that the innovative learning tools developed through the lesson study is able to improve the professionalism of PESH Basic Education teachers in the province of Bali. Secondly, according to Brent D. Bradford, Clive N. Hicson and Ashleigh K. Evaniew (2014; 12), cooperative learning model is one of the effective learning model used in learning. Through this learning model, students learn and work in groups to achieve learning objectives. Further, Bradford explained that introducing cooperative learning model on PESH subjects is the right step in helping elementary school students to acquire the knowledge, skills and attitudes in an effort to become productive individuals in society while engaged in physical activity. Third, according to Habib Bensikaddour, et al. research (2015: 292), states that cooperative learning model in schools gives students learning experience through student positive interaction, increases confidence and spurs the group to create conducive learning environment to achieve the learning objectives.

CONCLUSION

Based on the research results and the discussion, the research conclusions are: 1) PJOK teachers of Elementary School in Buleleng regency, Bali require the establishment of learning media in card form on the material of fundamental movement, 2) PJOK learning media based on fundamental movement (M@Wi motion card) consist of 3 (three) variants based on the level of difficulty, where one box of motion card holds 36 motion cards, each consists of 12 locomotor, non locomotor and manipulative motion cards, 3) M@Wi motion card has fulfilled the theoretical and practical standards in the field of motion science, in accordance with the content of PJOK learning and learning media.
IMPLICATIONS AND RECOMMENDATIONS

Based on the findings in this research, the results of this research may have implications for:
1) the creativity of elementary school PESH teachers in Buleleng regency, Bali Province in designing innovative learning media thereby increasing the involvement and enjoyment of students in learning PESH, 2) paedagogik competence and elementary school PESH professional teachers in Buleleng regency, Bali Province is expected to increase through the implementation of cooperative learning model based on fundamental movement with aid tool of motion card, 3) the learning activities of students, particularly in the selection and execution of motion tasks as well as the utilization of learning media, and 4) improving the quality of PESH learning particularly on elementary school students boils down to the quality of education improvement in general.

Based on the conclusions and implications, the researchers recommend the following things: 1) The cooperative learning model based on fundamental movement with aid tool of motion card will be carried out more optimally when elementary school PESH teachers have comprehensive understanding about the characteristics of motion card of fundamental movement series and the implementation of learning model as listed in the guidance book on the implementation of the model, 2) learning media of motion card of fundamental movement series can be developed by PESH teachers on other materials such as motion cards cards of athletic series, motion cards of gymnastics series or motion cards of development activities series, 3) If other researchers want to develop a similar learning model, it can be used in the scope of other PESH learning or in junior high school, senior high school and even in college education.
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Peraturan Pemerintah RI Nomor 32 Tahun 2013 tentang Standar Nasional Pendidikan, Penjelasan Pasal 77I Ayat 1 Huruf H


ABSTRACT

Integrated Language Skills (ILS) is one of the major subjects taught in the first semester by a team of lecturers at the English Education Program (EEP), Faculty of Languages and Literature, State University of Makassar, South Sulawesi Indonesia. The subject integrates the four major language skills – listening, speaking, reading and writing as well as the language elements - vocabulary, pronunciation, spelling and structure, which are packed in a syllabus. The subject was included in EEP curriculum in 2015. The inclusion of ILS in the EEP curriculum is meant to elevate the students’ proficiency to a relatively same level. This paper is an attempt to put more flesh on the ILS syllabus reflecting the layered syllabuses which give more room for flexibility in ILS material development.

Keywords: language skills, language elements, proficiency, layered syllabuses.

INTRODUCTION

Regardless of the approach adopted, method implemented, strategy and procedure chosen in a language course program of an institution, planning, organization and decision of what should be taught first, second, third, and so on must be made as the global order of presentation – syllabus – regarding the realized language needs and the learning outcomes prescribed in the implemented curriculum of the institution. Therefore, the language syllabus of any institution may appear different from the language syllabus of other institutions. The language syllabus of an institution may vary in such as the following types of syllabus:
This paper attempts to present the theoretical perspective on mixing lexical, topical and task-based syllabuses into layered syllabuses on teaching language skills to the 2016 English Education Freshmen.

**RATIONALE**

1. Lexical-based
Lexical-based syllabus is a type of syllabus which plans, organizes, and decides what vocabulary should be taught first, second, third and so on to prepare students to communicate both in the oral and written forms. No one can deny that vocabulary is second to nothing regarding the four major language skills - listening, speaking, reading and writing. A person can only understand what he hears from others and what he reads in the printed matters if the person has acquired the words that he hears and reads. Likewise, he can only express, for instance, his ideas, feelings and purposes to others manipulating the words they have acquired. For this reason, lexical approach in language teaching is the fundamental way of delivering messages in communication. Incorrect grammar but correct choice of words in communication will still be understandable to communication partner most of the time. Consider the following examples:

   a. Correct choice of words (Incorrect Grammar):
      The teacher is teach English the students yesterday.
      The students are not understand the sentences.

   b. Correct grammar (Incorrect choice of words)
The teacher ate English the students yesterday.
The students do not kill the sentences.

2. Topical (Thematic) Syllabus

Topical (Thematic) syllabus is a type of syllabus which plans, organizes and decides the selected topics or themes to include in the program, regarding the perceived importance of the topics or themes to the lives of the students. Consider the following examples:

   a. Students’ Accommodation
   b. Scholarship
   c. Reading Habits
   d. Marriage

   Topics that appeal students’ interest are of primary important because they will engage the students’ attention and motivate them to participate in the enabling activities.

3. Task-Based Syllabus

Task-Based Syllabus is a type of syllabus which plans, organizes and decides the types of tasks that the students will be required to perform in the language. A task is a piece of work or an assignment given to an individual student, pairs or groups of students to do, usually short in duration or with a deadline. The selection of the tasks is typically based on perceived usefulness to the students. Consider the following examples:

   a. Pair task: Completing a passage using information gap
   b. Writing notes and memos
   c. Writing personal letters
   d. Writing a resume
   e. Writing descriptions
   f. Writing to companies and officials
   g. Reading job ads, and
   h. Reporting experiences
THE ROAD MAP OF LAYERED SYLLABUSES

In this theoretical perspective, Lexical syllabus is layered with Topical and Task-based syllabuses. To develop teaching - learning materials, the following hypothetical procedures will be taken:

a. Preparing Open Topics of Interest Inventory (OTII) containing a list of topics that might interest the students:

The OTII will be prepared by the team of ILS lecturers who will also teach in team using the layered syllabuses. The topics that will be offered to the students deal with the students’ lives. It is open because the students may add topics that interest them but they are not offered in the OTII.

b. The students choose topics from OTII and rank them in order of importance to their lives, either or both academically and socially:

To avoid redundancy, the students work in groups to decide their choices. The additional topics should also be ranked in order of importance.

c. Selecting words that will most typically sprinkle throughout the topics of interest,

The word selections will consist of the words which are considered by ILS lecturers to be unfamiliar (new) with the students. Novelty is of primary important in lexical syllabus because the students will feel that they are getting new things in each learning session. Vocabulary –based activities will commence each teaching-learning session. The vocabulary activities include practicing spoken and written forms of the selected words, and putting them into real contexts.

d. Designing the Task-based activities in such a way that the activities will involve whole class to groups to pairs to individual students. The Task-based activities are challenging and within the students’ reach requiring collaborative work that will benefit to individual students.

The layered syllabuses, comprising lexical, topical (thematic) and task-based syllabuses with all their characteristics, appear to pave the way of perceiving, practicing and using language in a more communicative way. The layered syllabuses integrate the four major language
skills which are all empowered by the practiced selected words. The students will invest more interest and attention to the enabling activities because there are moments in which they are all required to be responsible in the learning tasks in due time. The following illustration will tell more.

1. **Lexical-Based Activities**

The lexical-based activities consist of pronunciation drills, spelling practice, checking meaning.

   a. *Pronunciation Drill*

   • A lecturer models the pronunciation of each word in column 1, 2 and 3; the students repeat each word chorally, and

   • The class is divided into three groups; each group is tutored by a lecturer to pronounce the words in column 1, 2 and 3.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambitious</td>
<td>fully responsible</td>
<td>prophet</td>
</tr>
<tr>
<td>Architect</td>
<td>groom</td>
<td>religious faith</td>
</tr>
<tr>
<td>Aristocratic</td>
<td>handsome</td>
<td>sacred</td>
</tr>
<tr>
<td>arrange, arranged, arrangement</td>
<td>have, having, has, had</td>
<td>say, says, said</td>
</tr>
<tr>
<td>Attractive</td>
<td>honest</td>
<td>sixteen years</td>
</tr>
<tr>
<td>beauty, beautiful</td>
<td>intelligent</td>
<td>slim</td>
</tr>
<tr>
<td>Bride</td>
<td>last, lasts, lasted</td>
<td>social contract</td>
</tr>
<tr>
<td>Cause</td>
<td>less</td>
<td>spouse</td>
</tr>
<tr>
<td>Centimeter</td>
<td>loyal</td>
<td>steadfast</td>
</tr>
<tr>
<td>Chaste</td>
<td>marriage, marry, married</td>
<td>stem, stems</td>
</tr>
<tr>
<td>Consideration</td>
<td>modest</td>
<td>strong</td>
</tr>
<tr>
<td>Decline</td>
<td>moral</td>
<td>tall</td>
</tr>
<tr>
<td>devotion</td>
<td>mutual</td>
<td>tolerant</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>disappointment</td>
<td>older than</td>
<td>twenty years</td>
</tr>
<tr>
<td>disobedience</td>
<td>one hundred sixty</td>
<td>wealthy</td>
</tr>
<tr>
<td>energetic</td>
<td>permanent job</td>
<td>well-built</td>
</tr>
<tr>
<td>for the sake</td>
<td>piety</td>
<td>well-educated</td>
</tr>
<tr>
<td>fair complexion</td>
<td>power</td>
<td>younger than</td>
</tr>
</tbody>
</table>

**b. Spelling Practice**

- Each group is tutored by a lecturer, and
- The students are asked to spell the words which are in column 1, 2 and 3

**c. Checking meaning**

- Each group is tutored by a lecturer, and
- Students check the meaning of the unfamiliar words in the dictionary

**2. Topical and Task-based Activities**

Topics and tasks as the layers of vocabulary activities involve pair, individual and group tasks

**a. Pair tasks**

- The class is divided into two groups: A Group and B Group,
- All students will be given a passage with the same topic – Marriage Custom - consisting of three paragraphs,
- Each student from A Group will receive the passage of Marriage Custom in which certain words of paragraph two of the passage have been omitted,
- Each student from B Group will receive the passage of Marriage Custom in which certain words of paragraph one have been omitted,
- Each student from A Group is to find a partner from B Group, and
- The students do Dictation Task following the given instructions, as follows
A Group Students:

Directions:
Dictate the first paragraph to your partner. Watch if your partner spells the dictated words incorrectly. Remind her/him if s/he makes mistakes. S/he will dictate you the second paragraph after you have dictated her/him the first paragraph.

MARRIAGE CUSTOM

• *Marriage* is a sacred social contract between a groom and a bride. According to the Islamic teachings, *piety* should come before all other considerations. Allah's prophet said," Do not marry for the sake of *beauty*; the *beauty* may become the cause of moral *decline*. Do not marry even for the sake of *wealth*; the *wealth* may become the reason for *disobedience*; marry rather on the ground of religious *devotion*.

• Nowadays, the young people may, however, ------ their own partner or ------. They can meet their ------ ------ in many different ways. Sometimes they are ------ by a mutual friend; sometimes they ---- each other at the campus, at a party, at *work* or in a (double decker) bus. Quite often, the -------- results in an ---------relation which gradually ------ ---- into falling in *love* each other. They then begin to -------- their *future*, -------- which stems from this often creates happy life instead of ---------.

• Many people in South Sulawesi got married with someone that they had never met before, yet they could live happily. Their marriage was arranged by their parents. Their love grew in their first night, and they began to create their happiness since then. Often their marriage lasted until one of them died. Many great people were born from such a marriage.

Group Students:

Directions:
Complete the first paragraph with the words dictated by your partner. If you are not sure of the words dictated to your, ask your partner to repeat or spell the words. When you have finished, dictate your partner the second paragraph. Watch if s/he spells the words incorrectly. Remind her/him if s/he makes mistakes.
MARRIAGE CUSTOM

• *Marriage* is a -------- social contract between a -------- and a ------. According to the Islamic teachings,--------should come before all other ----------. Allah's prophet said," Do not marry for the sake of ----------; the *beauty* may become the cause of moral ----------. Do not marry even for the sake ----------; the *wealth* may become the reason for ----------; marry rather on the -------- of religious ----------.

• Nowadays, the young people may, however, choose their own partner (spouse). They can meet their future mates in many different ways. Sometimes they are introduced by a mutual friend; sometimes they meet each other at the campus, at a party, at *work* or in a (double decker) bus. Quite often, the introduction results in an intimate relation which gradually develops into falling in *love* each other. They then begin to architect their *future*. *Marriage* which stems from this often creates happy life instead of *disappointment*.

• Many people in South Sulawesi got married with someone that they had never met before, yet they could live happily. Their marriage was arranged by their parents. Their love grew in their first night, and they began to create their happiness since then. Often their marriage lasted until one of them died. Many great people were born from such a marriage.

b. Individual Task

Directions:

Number the best five qualities that suit your choice for your ideal spouse (to-be), and give your reason(s) for each quality. If you have in mind a quality or qualities that best suit your choice for an ideal spouse, but are not listed below, write them down on the given spaces, and rank them as well.

----- ambitious
----- aristocratic
----- assertive
----- attractive
----- chaste
----- energetic
----- fully responsible
----- handsome
----- having a permanent job
----- having fair complexion
----- having power
----- having strong religious faith (of same religion)
----- honest
----- loyal
----- modest
----- not less than 160 cm tall
----- slim
----- steadfast (istiqamah)
----- tolerant
----- wealthy
----- well-built (for male only)
----- well-educated (intelligent)
----- 0-16 years older than you are.
----- 0-20 years younger than you are.
----- -----------------------------
----- -----------------------------
----- -----------------------------
----- --------------------------------

**c. Group Task Discussion**

*Directions:*

Form groups of five. Choose a topic to discuss in your group. Discuss the following points in your group. Write down your consensus.

1. The best five qualities for an ideal spouse
2. Marriage arranged by parents.
3. Marriage preceded by an engagement period, and the length of the engagement period.
4. The reasonable amount and the best form of a dowry, and the best age for marriage.
5. Elopement (kawin lari).
6. Polygamy.
7. Many women do not get married until the age of 30-40 years old.
8. Pregnancy before marriage.
9. A beautiful woman is not always a good wife.
10. The marriage column in magazines.
11. Marriage is like a besieged city where those inside it try to rush out and those outside try to rush in (George Bernard Shaw).

d. Group Task Report

*Directions:*
Each group is given an opportunity to report their group’s consensus,
Questions from the floor are welcome,
To conclude the session, the lecturers give some corrective feedback to the class.

**CONCLUDING REMARKS**

The theoretical perspective of layered syllabuses put more emphasis on the importance of providing students with lexical input, regarding the topics that interest them, which the students will practice and use the four major language skills integratedly in the task-based activities. The task-based activities should then be designed in such a way that the activities lead to the real life use of the language. Designing such activities will always call for the lecturers’ creativity, empowered by their spirit of teaching.

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GOVERNMENT POLICIES IN THE FIELD OF EDUCATION IN DEALING
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ABSTRACT
Purpose of establishing the ASEAN Economic Community (AEC) is to improve the economic stability in the ASEAN region, and is expected to overcome the problems in the economic field between ASEAN countries. Implementation of the ASEAN Economic Community (AEC) is, not only have an impact on any aspect of the economy that has been the concern of various parties, but will impact on various aspects of development, especially the development of the field of education.
Preparedness of the ASEAN Economic Community (AEC), the Indonesian government should prepare a comprehensive manner in the various sectors. To strengthen the education sector in order to improve the quality of human resources, necessary to have a strategic policy of the government to perform; 1) dissemination to local governments, communities, and businesses on the impact of the enactment of the MEA, in order for them to increase their competitiveness; 2) improve the quality and relevance of higher education; 3) to strengthen cooperation between universities and business and industry. 4) strengthening the research capacity of regional cooperation, such a strategy to increase national competitiveness, government, industry, and human resources. So that the readiness to face the impact of globalization and face the MEA without having to wait for services from the government that it is in fact not been realized optimally as expected by the public.

Keywords: government policy, education, the ASEAN economic community

INTRODUCTION
Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967 in Bangkok, Thailand, which was marked by the signing of the ASEAN Declaration (Bangkok Declaration) by the founders of ASEAN, namely Indonesia, Malaysia, Philippines, Singapore and Thailand. Brunei Darussalam joined on January 7, 1984, Vietnam on July 28, 1995, Laos and Myanmar on July 23, 1997, while Cambodia joined on December 16, 1998, at this time ASEAN member has ten countries.
The intent and purpose of ASEAN, namely: 1) to accelerate economic growth, social progress and cultural development in the region; 2) enhance regional peace and stability; 3) to enhance cooperation and mutual assistance for mutual benefit in the field of economic, social, engineering, science and administration; 4) maintain close cooperation in the middle - the middle of the global arena; 5) enhance cooperation to improve education, training and research in Southeast Asia (Directorate General of International Trade Cooperation, Ministry of Commerce of the Republic of Indonesia 2015).

Based on the 12th ASEAN Summit in 2007, ASEAN leaders again committed to accelerate the establishment of an ASEAN Community by 2015. The year 2016 is crucial to the Government of Indonesia in the face of the ASEAN Economic Community. Economic position of Indonesia in ASEAN based on the data presented by the World Economic Forum (WEF) in 2011, Indonesia's competitiveness in the world are in a position to 46. Indonesia is far behind compared to other ASEAN countries, Singapore is in second place, Malaysia ranked 21 and Thailand at number 39. Indonesia itself at the level of ASEAN rank 4th. Other data showed that the unemployment rate in Indonesia is still relatively high, the quality of Human Resources (HR) employees were minimal, and the competitiveness of domestic products are still unable to compete with other ASEAN countries.

The condition is a challenge most essential / fundamental for the Government and society in the face of the ASEAN Economic Community, if the Indonesian government does not transform itself through increased capacity as a member of ASEAN, it will only be the target market for other ASEAN countries. Indonesia's population into the workforce in other ASEAN countries was caused by unemployment and high poverty rates. According to statistics in 2014 showed that 10.96% of the total number of 27.73 million people. the number of unemployment in Indonesia reached 7.24 million people. While direct investment from ASEAN Countries in Indonesia based on Bank Indonesia was ranked the top are Singapore, Malaysia and Thailand. Source (BPS 2014).

The purpose of the AEC establishment are to improve the stability of the economy in the ASEAN region, and expected to overcome the problems in the economic field between ASEAN countries. ASEAN consists of five countries, which are Indonesia, Malaysia,
Philippines, Singapore, and Thailand. In 1967, the countries of Southeast Asia who are members of a different time, namely Brunei Darussalam (1984), Vietnam (1995), Laos and Myanmar (1997), and Cambodia (1999). The impact of the establishment of AEC is the creation of a free market in the areas of capital, goods and services, and labor. Indonesia also have an impact on investors to expand their investment space with no limit of space among ASEAN member countries.

In the ASEAN Leaders Forum formed an agreement to form a single market in Southeast Asia at the end of 2015. This policy is formulated as a joint program in the ASEAN region. The heads of ASEAN countries affirmed that ASEAN would (1) created the ASEAN economy that is stable, prosperous and highly competitive characterized by free flow of goods, services and investment, equitable economic development and reduce poverty and inequality sciall economy, (2) speed up the liberalization of trade in services, and (3) improve the movement of professionals and other services freely in ASEAN region.

Directorate General of International Trade Cooperation, Ministry of Commerce of the Republic of Indonesia in 2015 is described in the book with the title of Champion in 2015 that the AEC Era At the government level, for example, there are enough regulations issued to support these efforts, including through the issuance of Presidential Decree No. 5/2008 on Focus Economic Program, Presidential Decree No. 11/2011 on the Implementation of Commitments ASEAN Economic Community Blueprint, Presidential Decree No. 23/2012 concerning the composition of the National Secretariat of ASEAN membership, program development such as MP3EI, National Logistics System Program (In Indonesia is called Sislognas), Establishment of the National Committee of AEC 2015, Formation UKP4 to monitor government actions, Presidential Decree No. 6/2014 on Enhancing National Competitiveness in the Framework Facing the AEC.

Presidential Decree No. 6/2014 is even more specific mentions several priority areas of development in an effort to enhance national competitiveness, namely through the development of National Industrial, Agricultural Development, Development of Marine and Fisheries, Energy Development, Infrastructure Development, Development of the National Logistics System, Development Banking, Development SMEs, Workforce Development,
Health Development, Trade Development, Tourism Development and Entrepreneurship Development. But unfortunately, the results of implementation, can not said maximum. Indonesia is the largest country including in Southeast Asia with a population of 260 million, Indonesia is the largest market leader as well as the position is very favorable in terms of geographic, geopolitical, economic, demographic and other aspects. AEC includes an integrated region from various sectors that support economic turnaround in the ASEAN region with the concept of mobility of goods and services as well as the diverse economic activity aka. More than just a free trade zone, AEC is expected to provide opportunities and create harmony in economic activity that is more comprehensive and integral based on the spirit of unity through AEC community.

According to Pane (2014) essentially AEC positive aims, namely to integrate economic power in the region in order to be able to compete on a global level with other economic powers. In an agreement AEC, which is four (4) pillars on the blueprint; 1). Towards a single market and production based, which trade flows freely to the goods, services, investment, skilled labor, and capital, 2). Towards the creation of regional economies with high competitiveness (regional competition policy, IPRs action plan, infrastructure development, ICT, energy cooperation, taxation, and the development of SMEs), 3). Towards a region with equitable economic development (region of equitable economic development) through SME development and programs of the Initiative for ASEAN Integration (IAI), 4). Towards the full integration of the global economy (a coherent approach in external economic relations and to encourage participation in the global supply network).

In order to support the activities that have been programmed in the ASEAN economic community, would be the right moment to make improvements in the education sector Indonesia to be able to produce human resources that have high competitiveness. In the national education system has been adapted to the progress of science and technology and socio-cultural conditions in which loaded the principles of education that is based on unity and national integrity, upholding the personality of the nation's dignity and morality, creativity, skill, and so as a foundation in the face of economic arena in cross ASEAN.
Education in Indonesia is facing serious challenges in the era of the ASEAN Economic Community (AEC) in 2015, currently applicable provisions of the free market, including the businesses associated with the world of education. We can see the truth later on, whether Indonesia just be the culprit of the market with another country, or to remain competitive and become masters in their own house. We examine further how the state of education in Indonesia, if the Indonesian education globally is ready to face these challenges? How is the quality of basic and secondary education graduates? Whether they can be a resource that is able to compete regionally and globally? On the other hand, we also can see with the naked eye that the millions and even tens of millions of Indonesian children become street children live, without being able to enjoy a proper education.

Indonesia still calculated to be a force of its own despite the weaknesses and shortcomings they face, especially with big Natural Resources (SDA), it would not make sense if Indonesia can’t do anything with it. Preparation of Indonesia can be seen from the government's seriousness in tackling the various problems in the economy, it can be seen from the seriousness of the government to fix themselves in the country, by trying to reduce the economic gap, the gap between central and local government and then reduce the gap between big businesses with small businesses.

2. Theory in Education Policy

a. Understanding Public Policy

Policy terms in the English language policy as distinguished from wisdom word which means wisdom or discernment. In the opinion of Alphonsus (in Sirait, 1991) defines policies, as guidelines for decision making. Policy is something that is useful and also a simplification of the system that could help reduce problems and a series of measures to solve specific problems, therefore a policy is considered very important. While Dunn (2003). Mention the term public policy as a complex pattern dependency of collective choices are interdependent, including decisions not to act, made by agencies or governments.

Sharkansky (In Widodo, 2001: 190) suggests public policy is "What government say and do, or not to do, it is the goals or purpose of government programs. Opinion Sharkansky hint of
what was done or not done. This relates to the goals and objectives contained in the programs that have been created by the government. Budiardjo (2000: 56) argues understanding of the policy (policy) is a collection of decisions taken by a perpetrator or by political groups in an attempt to choose objectives and ways to achieve them. Laswell (In Syafie, 1992), explains that the policy decision-making is the intellectual tasks include clarification purposes, the decomposition tendency, analyzing the circumstances, projections of future development and research, assessment and research, as well as the assessment and selection possibilities.

In the opinion of Laswell, the policy is defined as intellectual task of making decisions which include a variety of things: a description of the objectives of a policy which has been made, the decomposition tendency to choose a number of purposes appropriate to the circumstances, the development impact and performance of the policy in the future, and conduct research and evaluation. This suggests that public policy requires comprehensive community observance. Nature is what distinguishes public policy with other policies. This understanding, in a general policy should be formalized in the form of law, in the form of government regulation. Therefore, a policy process without the legalization of the law would be very weak dimension of the operationalization of public policy. It should be noted that public policy is not the same with the law, although in practical field goals both difficult to separate.

Therefore, the policy of a government instrument to perform an act in specific fields such as public facilities, transportation, education, health, housing, welfare, and others that are considered to be a positive impact on the lives of its citizens. Another notion, public policy was limited to official documents such as legislation and government regulations. But some interpret as a reference guide public policy, strategy and framework of selected action or set as an outline of the government in development activities.

Based on the above understanding, it can be concluded that the policy is a collection decision. The decision was taken by an actor or by a political group, namely the government. The decision seeks to choose destination and how to achieve the goals to be achieved. Basically aspects of public policy is very complex. First, in its implementation concerning the structure. The structures that exist within the government system often conflicting policy
implementation due to the different interests of the respective levels of government. Second, that not all government policies implemented by government agencies themselves, often government policies implemented by private organizations and individuals. Third, that the policies taken by the government will always have an effect on the lives of citizens.

Various definitions of the concept of public policy can be concluded that there are two opinions that surfaced. First, the opinion which holds that public policy is identical to the actions taken by the government. This opinion tend to assume that all actions taken by the government can basically be referred to as public policy. Second, the opinion focused on the implementation of the policy (policy implementation). The views are the first to see that the public policy of the government decisions that have a specific purpose or goal, and the second view assumes that public policy has consequences or impacts can be predicted or anticipated.

b. Models of Public Policy.

The model is an important part of public policy that is represented in a simple form to aspects that are selected from a problem situation which is based on specific objectives. Policy model is a simplification of a problem with the system helps reduce the complexity which is managed by policy analysts. In broad outline that model in public policies that have the characteristics, properties and characteristics of its own. The characteristics were: the model of public policy that should be simple and clear (clear); Accuracy in identifying important aspects of the problem of the policy itself (precise); Helping to communicating (communicable); Direct attempt to understand the public policy better (manageable); and Provide an explanation and predict the consequences (consequences). Model Policy According to Dye (1981), namely: a) Institutional Model (Institutional), b) Elite Model, c) Group Model, d) Rational Model, e) Incremental Model, f) Game Theory Model g) Public options Model, h) System Model. Another opinion expressed by Dun (2003) on Public Policy Model, namely; a) Description Model, b) Normative Model.

c. Education Policy for Public Policy

An important issue that needs to be explained in this paper, that if the education policies of public policy or education policy as public policy. These problems become important because education is closely related to the context of the public sector managed by the government and private sector have the urgency for governments in setting priorities for
development programs. To not happen misunderstood, of course, in the formulation of education policy and public policy is important to be clear interpretation. The definition of public policy has been presented in the previous section, while the understanding of education policy and set of ideas Tilaar Nugroho (2008), which revealed that education policy can’t be released with the nature of education in the process of humanizing the son of man be a free man. Free man is a creative man who is embodied in its culture. Humans raised entrenched in their habitat, he lives in the culture and the culture he created or reconstruct itself. Construction thought above means that education is a process of empowerment so that learners become independent, creative and responsible for its existence.

Linking the study of public policy, especially education policy with education management will always talk about education management at the macro level. In principle, educational management is the application of management science into the sphere of education and part of the applied sciences, especially in the field of education both at school and outside of school. The principles that are owned by the management education is no different with the principles contained in the concept of management in general, as well as the functions of management education is also a series of concepts of management formula. Management practices in the field of education directed at efforts to support the achievement of educational goals, while for the functions and strategies of the managerial concept is basically the same as those applied within the scope of management.

The issue was whether education is a public good or private goods? Findlay (1991), Caporaso and Levine (1992) and Dunn (2003) in (Bakry; 2010) considers that education is a public good because it is non-exclusive and non-rivalry that every citizen should have access or opportunity equal to a proper education. Therefore education should not be left to the market mechanism to be used as a commodity material which causes the cost of education is expensive, so the opportunity and access to education is limited.

**d) Improving the quality and relevance of higher education**

Education policy in Indonesia tend to be more subject to change, which is a policy would change if they received sharp criticism from various circles or the occurrence of the change of leadership in the ministries, especially the ministry of education. And this becomes a
habit loyal regime change of national leadership with a concept based on the programs offered in the community when the presidential campaign.

In the field of education, particularly that prepared the ASEAN Economic Community that the implementation is not longer in 2016, have not seen in a transparent movement made by the parties who are competent in this field, including by the government itself. The last few years, there are some foreign investors who are trying to move in the field of education, which established several international schools in Indonesia. Teachers who teach not only come from within Indonesia, but there are also teachers who come from outside the country or countries such investor. Set teacher standards that mastery of the English language, subject matter and teaching capabilities. In the field of higher education, some private higher education institutions in Indonesia trying to cooperate with higher institutions abroad. There is even a foreign institution of higher education that will open branches in Indonesia, but a debate. Some people do not agree, partly agree because it is time, in accordance with the global trend emerging. Government policy in the field of higher education is not yet stable and professional systems. One side efforts to address global challenges, but on the other hand is considered lethal public and private higher education within Indonesia.

Indonesia in terms of the amount of labor shortage which annually scored scholars new variety of college graduates, the number of universities among the provinces is quite large, the qualifications are not less good with universities that rank high enough in Asia southeast. Some universities have been cooperating with several universities such as the universities in the United States, Britain and Australia, including universities in Southeast Asia that has a long experience in the management of the University. Judging from the various forms of cooperation by universities, we should be able to be targeted towards communities of Southeast Asia Indonesia.

Various advantages possessed by Indonesia as a member country of the ASEAN Economic Community as outlined above, would not be separated from the various fundamental problem faced by the Indonesian people. As explained by Wuryandani (2014) that the fundamental problems still faced by Indonesia in order to face the AEC, 2015. First, the high number of underemployment (disguised unemployment). Second, the low number of new
entrepreneurs to accelerate the expansion of employment opportunities. Thirdly, Indonesian workers are dominated by workers not educated so that their productivity is low. Fourth, the growing number of unemployed educated labor force, due to a mismatch between college graduates with labor market needs. Fifth, inequality of labor productivity between sectors of the economy. Sixth, the informal sector dominates employment. Seventh, unemployment in Indonesia is the highest unemployment of 10 ASEAN member countries, including the unpreparedness of skilled labor in the face of AEC 2015. Eighth, the workers' demands to the minimum wage, labor contracts, employment and social security. Ninth, the issue of Indonesian Workers (TKI) that are scattered abroad. This is certainly a challenge for us all to be able to improve the quality of Indonesian human resources in order to be ready to compete at the 2015 ASEAN Economic Community.

e) **Dissemination to the local government, communities and the business world**

Opportunities and challenges facing society ASEAN Economic among others like it or not, the ASEAN Economic Community will soon appear before us, as a country with the largest population among other Southeast Asian countries, it is necessary readiness of all parties including local government, some things need to be done by region in the face of the ASEAN economic community is; 1) Should further optimize the development of local industries to promote economic growth 2). Must create a business climate conducive to business and legal guarantee to work through the ease of licensing and non-permission to respond to the influx of business activities and investment in the region.

In an effort to strengthen the position of the AEC among the general public, local governments will continue to disseminate to all stakeholders (Magistrate, Police and Military, World Business, Banking, MSME, and the public at large), because until now AEC 2015 is only understood among the upper middle. Therefore we need a strategy for the dissemination of information with banners, banners and boards in various public facilities that inform the implementation of the AEC, print media, and television in order to actively spread the news about programs AEC, as was done by the Government of Thailand information the ASEAN taught at schools in Thailand. Almost every school and college Thailand has ASEAN Corner, general information about the Association, and information about the culture of ASEAN and the ASEAN countries flag. Various activities to promote
ASEAN is also done in every school and college and published books about ASEAN in Thai.

To that end, the Government and the entire Local Government needs to implement several strategic steps in dealing with the agenda of AEC, among others, to increase consumer protection, to provide capital assistance for micro, small and medium enterprises, improve the quality of domestic products and provide the labels listed for the product in country. Local governments and communities should jointly prepare themselves to face and to support the government's agenda for the success of the programs that have been implemented in the activities of the AEC through governance more accountable, transparent and effective, within the framework of good governance and clean to exercise rights and local autonomy. In this perspective, the Provincial Government and district / city is obliged to improve the quality of human resources, strengthening economic infrastructure, improve the quality of micro, small and medium enterprises (SMEs).

f) **Strengthen Cooperation between Universities and Business and Industry.**

The role of universities as the originator of the idea through various research, as well as the printer of human resources that have been tested academically, Outcome of a college for the industry is the innovation of technology and resource management. The tendency is to do in college only focus on theoretical study and micro research. Research in universities is only meant as a process of discovery through observation or research-based inquiry that aims to solve the problems or issues as a matter being investigated. Indeed, the theoretical study and research developed by various research methods it is possible obtain new innovations. The new innovation is needed in the industry to support the development of businesses and business people.

On the other hand, the real sector industries are still running their own lack of synergy with the results of university research. As a result, businesses are still many who do not use the results of research conducted by universities, so employers prefer results that directly benefit the business activities. Employers also looked at the results of university research is sometimes not in line with their business interests or relationships with the industries they manage, then the consequences industrialists will find their own way in accordance with the direction and purpose of business development Actual results of university research should
be encouraged to be implemented by employers in the field industry, so that the results of innovative research and creative not only as research reports and scientific publications are exclusive only enjoyed by academics, but rather the need for a cooperation holistic between universities and industry to conduct joint research in accordance with the expected demand by the industry to business interests.

One key to success is to be done by the nation to obtain greater profits than any cooperation process was to make a breakthrough in the form of innovation and information more modern. We can not deny that "Business has only two functions, called marketing and innovations". AEC 2015 is very giving space to anyone no exception ASEAN members whoever he's away from the comfort zone and innovating. Innovation is one of the main keys to stimulate sustainable growth and sustainable amid a highly competitive global market. Countries with high competitiveness is a country characterized by their innovation system and national information is strong, such as South Korea, Japan, Taiwan, Hongkong whose economy is driven by innovation and based on the information in the form of a database or Innovation Driven Economy, the economy is built top industries of high-value-added, high-tech, as well as based research and development (R & D) intensive.

g) Strengthen Research Capacity on Regional Cooperation

Some things need to be done by local governments in the ASEAN Economic Community is to facilitate and make it easier for entrepreneurs in business licensing in the area to encourage investors to invest in the area. Strengthening priority superior product value-added and competitiveness with standards on entrepreneurship, innovation and technological development, Improving the quality of partnerships productivity of micro and small enterprises, promote cooperation between regions, government, and business sectors, development of partnership through mutual assistance between SMEs and employers to avoid monopoly in the business and expand market share.

Higher Education as one's place to continue their education to a higher level. However, without the four functions of this college will not be able to create quality human resources. As expressed by Hanafi quoted news.okezone.com that there are four universities strategic role as a provider of superior human resources. First, socialization to local governments,
communities and businesses of the entry into force of the AEC, so they can improve their competitiveness, both to improve the quality and relevance in higher education. Third to be able to strengthen cooperation between universities, both with business and industry. And fourth, in order to strengthen capacity in research on regional cooperation, such as the improvement of national competitiveness, government, industry and human resources.

University leaders in implementing environmental policies in universities must be prepared and to respond the arrival of a community that based on equality development of ASEAN Economic Region (AEC). If the presence of the implementation of the ASEAN Economic Community are not addressed in a positive way, then it is not possible many Indonesian universities, including private university, the marginalized and be a guest in their own country. The manager of the college, and the entire academic community, it needs to accelerate its competitiveness facing the AEC, the role of universities in improving our readiness to face the AEC. As explained by the Chairman of the Association of Indonesian Private University (APTISI) Hamid (2015) at the National Seminar on the theme Readiness Universities in Indonesia in entering the ASEAN Economic Community in 2015, that the ASEAN Security Community (AEC) are:

1. Improving the quality and scope of research universities in order to provide policy advice and put to the government and the private sector about the pace and the opportunities that can be achieved by Indonesia in the ASEAN market; or strategies of other ASEAN countries must be aware of Indonesia.
2. Provide education to the community about the AEC in 2015, which can be inserted in the program of community service or community work.
3. Strengthening Institutional Capacity of Higher Education Facing the AEC, not only to the rules of the game there, but the organization as a whole. The Ministry of Education and Culture has long provided a boost to efforts to strengthen it, which is introduced through a variety of activities to drive on University Governance or Good Governance (Civil Procedure) Good Universities.
4. In addition some other step is to perform quality assurance and accreditation of appropriate national and international standards.
5. In developing the curriculum, in addition to incorporate soft skills and entrepreneurship education, and certification, as well as the orientation of the Indonesian National Qualifications Framework (KKNI) and Regional Qualifications Framework (KKR) is a must. Therefore socialization, especially about KKNI be further improved.

6. Cooperation—good cooperation with other universities in the country and with foreign universities, especially universities ASEAN is necessary in order to increase the capacity of our universities, either through joint research projects. Joint seminars, and a guest lecturer presenting international student exchange, mutual recognition arrangement (MRA) and so on.

The influence of economic globalization in entering the region labeled AEC 2015, has provided both opportunities and challenges for individuals, groups and educational institutions. Those who have the ability and creative in using freedom can easily turn a challenge into an opportunity to win the competition. By A Dirwan (2015) explains that it is not easy to initiate the process to the globalization of education, in addition to the preparation of the Institute's internal education, should also be supported by the willingness, commitment, and collective conception of all stakeholders. Therefore A Dirwan further explains that there are some things that need to be prepared in the globalization of education is as follows; a) Implementation of a policy institute focusing on research; b) To encourage cooperation between departments, between disciplines, and between universities worldwide and support the exchange of teachers and researchers from various countries and academic fields with the purpose of formation of human resources (HR) were able to build social, economic, political and focused on a critical analysis of globalization / internationalization based on the values and principles of humanity; c). Business college in contemporary conditions (internationalization of education) it was time to shift orientation from inward looking to outward looking oriented.

h. Conclusions and recommendations

1. The Government needs to socialize on the AEC to the public in all the layers in order to have a broad understanding of the AEC itself through a variety of activities both in the form of print and electronic media, seminars, or in the form of education and training. And the most important thing is to fix the world of higher education in
Indonesia, so that public and private universities can produce graduates who are equipped with international quality professional skills.

2. By improving the system of education in Indonesia towards a better, advanced and qualified people can make Indonesia ready to confront all forms of global competition, including challenges to the AEC. The world of education has a new challenge to be faced is competing in the ASEAN Economic Community (AEC). Indonesian Education world is not ready adamant ready to take part in the current global capitalization in the container AEC.

3. Education is a public goods (goods and services of the public), and the fundamental right of people to get an education and teaching. In this context, the government's obligation to carry it out, particularly the fundamental role of providing learning opportunities. Thus, the aspect of education as public goods in education policy dimension, related to the perspective of public policy should be reviewed by a multidisciplinary and comprehensive analytical standpoint, both quantitatively and qualitatively.

It is suggested that Indonesian society remains more optimistic and more eager to improve the work ethic and capabilities that make the personal is more advanced and superior, in anticipation of the impact of globalization and face the AEC without having to wait for services from the government that it is in fact not been realized optimally as expected by the public large.

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EARLY CHILDHOOD EDUCATION THROUGH VALUE EDUCATION METHODS
(CASE STUDY ON ECE MASAGENA MAKASSAR CITY)

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ABSTRACT

This study aimed to determine the value of education methods in Early Childhood Education Masagena Makassar. The research approach is conducted qualitatively by way of case studies. Data was collected through participant observation techniques and focused interviews. Determination of informants in this study is based on sampling aims. Data analysis was performed through an interactive model that is validated by means of triangulation techniques. The results showed that the value of early childhood education methods Masagena done through habituation program development and program development of basic capabilities. The obstacle in this regard is the communication between educators and students and patterns of behavior that is contrary socialized by parents to children.

Keyword: Early Childhood, Value education methods, case study

Education is an important asset for the advancement of a nation, therefore, every citizen should and must follow the level of education, good early childhood education, primary education, secondary education or higher. In the field of education a child from birth requires proper care in fulfilling the needs of education. This should be accompanied by an understanding of the characteristics of children according to their growth and development will be very helpful in tailoring the learning process for children with age, needs and circumstances of each, intellectually, emotionally and socially.

Early childhood education (ECD) is the level of education before primary education which is an approach to development that is intended for children from birth up to the age of six years are accomplished by providing stimulation of education to help the growth and development of the physical and spiritual so that children have the readiness to enter further education, which was held in formal, non-formal and informal (Entwisle, Doris, R. (1995)).

The need of value education in today’s context cannot be overemphasised. These days we are all surrounded by gross consumerism and an aggressive rush for self fulfilment.
Moreover, the social system worldwide is undergoing great transformation. Also, there is a high degree of stress, especially in the younger generation, owing to fast paced modern day lifestyle (Dalton, J. C., & Crosby, P. C., 2010).

Factors like religious fanaticism, stockpiling of nuclear weapons and terrorist activities are posing grave threats to global peace. There is a proliferation of vast amounts of information because of internet and media, and this may cause negative impacts, mainly in the more impressionable young minds, unless and until they have something robust to anchor upon Seshadri (2005). It is here that inculcation of values among the students can play a very important role by shielding them from all such influences.

Schwartz & Rubel (2005) believed that various global and national problems may be solved through the practical application of human values in every society. In order to this satisfaction, goal humanity is to be considered as the highest value in the global human society. For, the test for humanity is to achieve unity among the living and non-living creatures of the world with the preservation of historical, ethnic and cultural differences as well as the distinctiveness of nation states and communities.

Human values have been a central concept in the social sciences since their inception. Human values play a vital role in the society, for they are said to be the basis of human beings for leading a better life. It is believed that all holy books of all religions contain the values of good life (Feather, 1995). The importance of values is frequently cited in relation to the global and national problems, whether it be in debates in international assemblies, in studies criticizing "value-free" approaches to research, or in discussion of quality of life and individual. Thus, values are deemed especially important in questions of cultural development and are central to concern for the preservation of cultural heritage (Debbarma, 2004).

Teaching is a moral activity in which teachers have to consider the ethical complexity of teaching and the moral impact they have on their students (Carr, 2011). All kinds of activities in schools in which students learn or develop values and morality are often referred to as values education (Lovat, 2011). Distinction can be made between explicit and implicit values education. Whereas explicit values education refers to schools’ official curriculum of what and how to teach values and morality, including teachers’ explicit intentions and
practices of values education, implicit values education is associated with a hidden curriculum and implicit values, embedded in school and classroom practices (Thornberg, 2008).

Even though the concepts of values education and moral education sometimes are used interchangeably, we use values education in line with Taylor (1994) as an overarching concept including concepts such as moral education, character education, and citizenship education. Based on a comparative overview of a survey of 26 European countries, Taylor (2006) concluded that the scope of values education is often complex and includes a number of themes, many of which overlap, closely related to the historical and ideological evolution of each country. Examples of identified themes are moral, religious, civic, democratic, national, pastoral, personal, and social goals and issues.

Such human unity can be driven home only by recognizing human values such as truth, kindness, benevolence, peace, love, dignity, respect, forgiveness, etc. Of course, these values must be strictly determined and must not be treated as mere obligations. Hence, the most important task for philosophy students is to develop foundations and principles of a global human society and to formulate a global consciousness and a humanistic worldview that adequately reflects the realities of our epoch (Verplanken & Holland, 2002).

Our action must increasingly be based on an acknowledgment of global and universally accepted values. Because, it is the human values which are to be treated as the keys to solving the global problems. One very important thing in education is a matter of value investment. Values are referred to in this case is the science or knowledge of the diversity of behaviors that are important within the individual (Schwartz, 2004). Values as a separate subject of study – Some schools believe that values education can only be addressed implicitly through modeling and through the day-to-day policies, processes and practices that occur within and beyond the classroom (Caprara, 2005).

Solomon (2001) believed that others approach values education through values clarification processes and through cognitive development methods where students learn how to critically assess and evaluate value positions and then come to their own value positions. Still other
schools saw a need for the explicit teaching and learning of specific, prescribed values in the curriculum (Mira et. al, 2003).

Other schools adopted hybrid approaches that merged aspects of all approaches. The debate had different dimensions in the primary and secondary sectors and again in faith-based schools, multicultural and Indigenous school settings. As one school cogently observed, however, whether values are taught explicitly or implicitly and what the key values are, should be the focus for debate (Gollwitzer, 1996).

Values education itself also requires some definition. Some see it simply as the explicit, conscious attempt to teach about values. This excludes other more implicit, unconscious forms of inculcating values; and to teach about values underplays the action and behavior outcomes that many educators (and parents) would want to see flow from effective values education (Demirel, 2009).

Accordingly (Sanger & Osguthorpe, 2005), the definition underpinning this Report is that values education is broader and refers to any explicit and/or implicit school-based activity to promote student understanding and knowledge of values, and to inculcate the skills and dispositions of students so they can enact particular values as individuals and as members of the wider community.

Values education is known internationally by a number of names, including moral education and character education, among others. Each variant has a slightly different meaning, pointing to one or other distinctive emphasis. Each variant is nonetheless united in the common belief that entering into the world of personal and societal values is a legitimate and increasingly important role for teachers and schools to play. This is not an attempt to supplant the influences of the home but rather to supplement them and, where necessary, to compensate for them (Sanger & Osguthorpe, 2013).

Values are generally regarded as the moral standards of human behaviors in the society. It is a kind of quality of humans, which is applied to human activities. It is transmitted to a circumstantial factor which depends upon the judgment of the fact. The word ‘value’ is
derived from the Latin word ‘valeo’ which originally meant strength and also health, and then by natural transition, it came to mean being effective and adequate (Charon, 2007). Values can be defined as the principles that guide people’s lives, and have varying significance. Values are the essence of our personality, and affect us to make decisions, trust people, and arrange our time and energy in our social life. Values may be treated as keys to solving many world problems.

**METHODE**

A case study is expected to capture the complexity of a single case, and the methodology which enables this has developed within the social sciences. Such methodology is applied not only in the social sciences, such as psychology, sociology, anthropology, and economics, but also in practice-oriented fields such as environmental studies, social work, education, and business studies. As we can see from the papers presented at this conference, case studies are very well represented. At least a third of the papers discuss some aspect of case study methodology.

Observation entails the systematic noting and recording of events, behaviors, and artifacts (objects) in the social setting chosen for study. The observational record is frequently referred to as field notes—detailed, nonjudgmental, concrete descriptions of what has been observed. For studies relying exclusively on observation, the researcher makes no special effort to have a particular role in the setting; to be tolerated as an unobtrusive observer is enough.

Qualitative researchers rely quite extensively on in-depth interviewing, interviewing as “a conversation with a purpose”. It may be the overall strategy or only one of several methods employed. To distinguish the qualitative interview from, for example, a journalist’s or television talk-show interview, we might speak of its width instead of its depth (Wengraf, 2001). Interviewing varies in terms of a priori structure and in the latitude the interviewee has in responding to questions. Patton (2002) puts interviews into three general categories: the informal, conversational interview; the general interview guide approach; and the standardized, open-ended interview.
Data analysis using interactive model (Miles & Huberman, 1984). The process started of selecting, focusing, simplifying, abstracting, and transforming the ‘raw’ data that appear in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project. This is part of analysis.

The second major flow of analysis activity is data display. A ‘display’ is an organized assembly of information that permits conclusion drawing and action taking. The most frequent form of display for qualitative data has been narrative text.

The third stream of analysis activity is conclusion drawing and verification. From the beginning of data collection, the qualitative analyst is beginning to decide what things mean, is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusions may not appear until data collection is over.

Triangulation provides an important way of ensuring the validity of case study research. Normally, data collection methods are triangulated (many methods are combined), but in addition to this, data sources, theory, or investigators might also be triangulated (Denzin 1978). I have noticed that different concepts of validation in quantitative and qualitative research sometimes create confusion when they are combined, as they often are in case studies.

RESULT AND DISCUSSION

Based on research that has been conducted shows that the method Spoken in instilling moral values to students is as following: telling stories and role play and outbond. Of the various methods cultivation of moral values are most commonly used method is storytelling and habituation behavior.

In order for schools to improve the literacy learning of all students, different pedagogical strategies need to be employed. Using storytelling in the classroom is one way to address literacy development by improving oral language, reading comprehension, and writing.
Because of the interrelated nature of the processes involved in reading and writing, storytelling is an effective pedagogical strategy that can be woven into instruction to increase students’ competencies in all areas (Mello, 2001).

Storytelling finds its disciplinary inheritance in the humanities and aesthetic ways of knowing. Defines the humanities as, “those academic disciplines which study the human condition, using methods that are largely analytic, critical, or speculative, as distinguished from the mainly empirical approaches of the natural and social sciences Mottley & Telfer (1996). The fields historically incorporated into the humanities include the classics, history, languages and literature, law, performing arts, philosophy, religion, and visual arts. Drawing heavily on the area of the performing arts, storytellers learn to use their own body as the medium for their art. Within the performing arts, theatre is the branch that storytelling is most closely associated with as it specifically involves the use of speech, facial gestures, music, and dance.

Several studies have been conducted regarding the effectiveness of the use of storytelling as a pedagogical strategy. According to a study conducted by Isbell, Sobol, Lindauer and Lowrance (2004), researchers studied the impact of storytelling and reading stories on the development of language and comprehension of children ages three to five. The participants were divided into two groups but the same twenty-four stories were heard by all students. The first group had the stories told to them. The second group listened to the stories as they were read from a book. The results showed that both groups benefited from their instruction. The group who heard the stories told experienced greater comprehension as demonstrated in their retelling of the stories (Isbell et al, 2004).

Role-play is an effective learning strategy in which students act the part of another character, thereby gaining an appreciation for others point of view as well an understanding of the complexity of resolving issues and problems in the real world. In the context of social studies, this strategy may be used to learn about issues and decisions of the past (and how things might have been different) or about current issues in the local community or in a broader setting. Aside from knowledge acquisition, preparing and conducting a role-play activity strengthens students’ knowledge acquisition skills, their creativity, their value
clarification skills, and a variety of interpersonal skills identified in the curriculum outcomes.

Role play is a term which describes a range of activities characterized by involving participants in “as-if” actions (Yardley-Matwiejcuzk, 1997). This could be achieved by creating hypothetical situations and circumstances expressed practically in a classroom which facilitate the combination of theory and practice. Often, it is termed simulation which allows students to take on different and authentic roles (Knight, 2002).

It is also a planned learning activity where participants take on the role of individuals representing different perspectives to meet specific learning objectives, such as to promote empathy or to expose participants to a scenario in which they might participate in future (Fry et. al, 1999). The tutor provides explanations for the roles students perform, organizes space and time, set limits and ensures that the purpose is explicitly stated. The tutor might, occasionally, explore ethical issues such as confidentiality and privacy.

Involving students in role play scenarios enables them to prepare well for classrooms and to anticipate unfamiliar concerns and issues which evolve as the debate ensues. Role play assists students to sharpen their cognitions through interaction (Joyce et. al, 2009). It is also a mechanism which sensitive them to some of the sensitive and controversial aspects of school life which they could face later. Students use their imagination and incorporate technical vocabulary, which some were hesitant to apply at the beginning, to recreate roles and express experiences.

Through role play generic capabilities were also developed. They had opportunities to listen, develop skills in making reasoned arguments, and skills in advocacy and dispute resolution as well as developing abilities to work co-operatively (Hafford &Letchfield, 2010). Methods planting moral values upon many to augur positively to the moral development of children. The methods used by each school is not the same, meaning no protrusion or prioritization the use of certain methods in schools according to the needs and the ability of teachers to implement the method. In addition the use methods of cultivation of moral values are well adapted to the characteristics of each child in the school.
CONCLUSION

Based on the research that has been conducted shows that moral values growing methods used on some PAUD Masagena: storytelling, plays, field trips, singing, outbound, habituation, exemplary, poetry and discussion. From some of these methods are The most commonly used method is storytelling and habituation behavior.

Planting method applied moral values has an impact positively to the moral development of children. Through appreciation of the content of the story, slowly In time the child will change his behavior previously not correspond to the value there be better aligned with the character played in the story. Habituation-conditioning with well behaved children will gradually change unfavorable behavior that is sometimes taken from their home environment be of good behavior in accordance with moral values is expected.

The constraints faced by teachers of kindergarten on the ground when will apply the methods of cultivation of moral values are very diverse. No constraints which comes or come from teachers themselves (internal factors) and there is also constraints coming from the outside (external factors). To overcome constraints in applying the method of telling the teachers have been doing various 15 effort. For example, teachers who are less able or has not mastered the technique storytelling, they did not hesitate to continually learn both to teachers which is considered more capable or to institutions outside the school.

Another problem is when teachers use methods habituation to behave. Constraints in the form of inconsistencies attitudes of parents with what is taught in schools. Similarly, the behavior occurred in the home environment of the child. Sometimes parents' home less supports what has been done by the teachers in the school. Yet between the time children at home and at school far more children at home. As well as when at school and at home has been no consistency in the habit behaved, but the neighborhoods where children live less support or lacked consistency in behavior. Efforts are being made to overcoming it is to hold regular meetings with parents trustee in a certain period of time continuously.
REFERENCE


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DEVELOPMENT OF SENIOR HIGH SCHOOL CHEMISTRY INSTRUCTIONAL TOOL BASED ON INVESTIGATION AND THE INFLUENCE OF CRITICAL THINKING SKILLS, METACOGNITION, AND CONCEPT MASTERY OF STUDENTS

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ABSTRACT

The aim of this research is to produce senior high school chemistry instructional tools based on investigations which is valid, practical, and effective and can empower critical thinking skills, metacognition, and mastery of chemistry concepts for students. Specific targets to be achieved is 1) acquired the senior high school chemistry instructional tool based on investigative that are potential and effective to be implemented in the chemistry learning process to empower critical thinking skills, metacognition of students, and mastery of chemistry concepts in senior high school, 2) obtained the instructional tool in the form of: Lesson Plan based on Investigation (LPI), Student Worksheet Investigation (SWI), Investigation Model Books (IMB), and test instrument and non-test on the course of senior high school chemistry class XI, 3) because the result of this development will be the new findings, so the findings can be published and patented. The method used is 1) the initial observation, 2) arranging the draft of instructional tool, 3) the development and verification of instructional tools, try out and dissemination, and 4) implement product of instructional tools in senior high schools. The developmental phase in this research refers to the developmental model of 4-D (define, design, develop, and disseminate). Results of this research is the research in 1st year from planning of 3 years. Subject of the research in 1st year is students of SMA Negeri 1 Tompobulu regency Bantaeng. The results of the this research in 1st year obtained senior high school chemistry instructional tool based on investigations include: LPI, ISW, IMB, and test and non-test instruments which are valid, practical, and effective based on the results of limited trial. The research in 1st year also shows the critical thinking skills and metacognitive of students generally are in the medium and begin to develop category.

Keywords: chemistry instruction, investigation, critical thinking, metacognition.
INTRODUCTION

Among students of Senior High School (SMA), the subjects of Chemistry is not a favorite lesson, if not arguably less attractive as a lesson for students in general. Interview glance with some students in high school will be a place or school this research also reinforces the assumption above. They are generally quickly bored with a chemistry material by rote of concepts or laws of chemistry, formula and chemical structures, chemistry calculation and the similarities and the reaction mechanism. In addition, they generally have difficulty in integrating and applying chemical concepts into facts and everyday issues. For example in answering the questions: Explain the concept of chemistry, "why do the leaves of plants that have been plucked and stored in the open space or leaves that fall from the tree will be wither and dry?, And why the sugar dissolved in hot water more quickly dissolved compared with dissolve in cold water? and why there are some substances such as water can conduct electricity?

For educators/ teachers coaching the chemistry lesson, the fact the problems above are also a burden, as well as students are less enthusiastic and impressed only after the value in the learning process, as well as learning outcomes are generally less satisfactory. We suspects the above problems caused by learning models that are less effective and do not train and empower student thinking skills. Although the lecture method, the 'one-way' and used over the years, has been equipped with a debriefing, to enable students to ask about the teaching materials are not conquered, but the opportunity debriefing is provided generally underused by the students , This is presumably at least for three reasons. First, students are generally reluctant to ask, perhaps because of shame if considered stupid by friends or altogether not understand so it does not know what to ask, or indeed because it is not interested in learning. Second, time to ask is usually not for long, because only at the end of the discussion. Third, students is not trained to empower their thinking skills through the use of questioning skills, information processing or through some learning model application. Because untrained then the chance of asking-answering provided does not use well.

Efforts to address learning problems chemistry, presumably based learning model of investigation (such as discovery learning) will more effectively be able to overcome these
problems. The results of our research in college (Danial, M. et al., 2010, 2011, and 2014) showed that PBL and GI learning strategy are the two models that also investigative nuances can develop critical thinking skills, thinking metacognition, mastery of chemistry concepts, and received a positive response from students who've we taught with this model. Therefore, the research team will conduct research to further expand and deepen more, that is developing instructional tool based on investigative chemistry lesson of senior high school as an effort to foster critical thinking skills and mastery of chemistry concepts for students in senior high school. Syntax of discovery learning models is presented in Table 1.

Table 1. Syntax of discovery learning model

<table>
<thead>
<tr>
<th>Syntax of Instruction</th>
<th>Activities of Educator/Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stimulation</strong> (simulation/stimulation giving)</td>
<td>At this phase, students are given the motivation or incentive to focus attention on a topic of inquiry by presenting images of events related to everyday life. Demonstrating some of the things related to the topic of investigation</td>
</tr>
<tr>
<td><strong>Problem statement</strong> (question/problem identification)</td>
<td>Teachers provide opportunities for students to identify as many issues related to the topic of the investigation until the student determines the questions to be answered through learning activities, for example Why is there a solution that can deliver electricity? Why are the solution arises flame while the other solutions is no flame occurred? In addition to the flame arises, what symptoms you observe in the both electrodes? Why is occurred so?</td>
</tr>
<tr>
<td><strong>Data collection</strong></td>
<td>At this phase students gather relevant information to answer questions that have been identified through: Conducting experiments of electrical conductivity determination of the various electrolyte solution and non electrolytes to obtain data on the properties of the electrolyte solution is based on its electrical conductivity Noting the data in the observation of in columns that has been prepared by students</td>
</tr>
<tr>
<td><strong>Data processing</strong></td>
<td>At this phase students in group discussions to process the observed data by: Processing the observed data with the help of the questions on the worksheet, such as data processing symptoms that arise in testing various solutions tested</td>
</tr>
</tbody>
</table>
too late categorize solution based non electrolytes and electrolyte solution properties

| Verification | In the verification phases students discuss the results of data processing and verifying the results of the processing of the data or theory on the source book. For example by:
Check the data solution including electrolytes and non electrolytes
Verifying the group answers about the causes of electrolytes solution can deliver electricity |

| Generalization (draw conclusions) | At this phase, the students concluded the results of experiments and discussions, for example by:
Concluded that there is a solution of electrolytes and non-electrolytes
Summing symptoms that indicate the nature of the solution based on the electrical conductivity
Applying his/her discoveries about the properties of solution based on the electrical conductivity by practicing to identify solutions that includes electrolytes and non electrolytes |

Source: Ballew in Kemendikbud, 2013.

Operationally, the specific objectives of this research are: (1) Provided the senior high school chemistry instructional tool based on investigative which potential and effective to be implemented in the chemistry learning process to improve critical thinking skills, metacognition students, and mastery of senior high school chemistry concepts, (2) obtained instructional tool in form of Lesson Plan based on Investigation (LPI), Investigation Student Worksheet (ISW), and the Investigation Model Book (IMB) on the course from senior high school chemistry course class XI IPA.

Based on the explanation above it is very important (urgent) conducted a research development based on investigation by applying guided inquiry and discovery learning to be able to solve complex problems (lack of critical thinking skills, metacognition and mastery of chemistry concepts of students), the requirement is concepts in the senior high school chemistry course, and lack of enthusiastic students in researching and reading chemistry reference. The results of this research will also be able to be the basis for consideration to be used as a model of chemistry instruction in all senior high schools in Makassar city and surrounding areas to develop thinking skills and mastery of chemistry concepts for students.
Application of senior high school chemistry teaching model based on investigative is manifested in the form of instructional tool in the form of development of LPI, ISW, and IMB in the chemistry lesson class XI IPA. However, how this learning model can enhance the critical thinking skills of students and mastery of chemistry concepts still need to be investigated. Therefore, based on the description of the problem and the theoretical basis and empirical solutions, as well as the rationality of this model in terms of advantages and syntax, it will be a research software development learning high school chemistry-based investigative and their effects on critical thinking skills, metacognition, and mastery of concepts for senior high school students.

Based on the background above, the formulation of the problem of this research is how the process and results (include: validity, practicality, and effectiveness) development of senior high school chemistry instructional tool based on investigative potential to increase the critical thinking skills, metacognition, and mastery of chemistry concepts for senior high school students in Makassar city and surround it? This research is also expected to support and provide benefits for the development of science in the field of education and school within the scope of the Ministry of Primary and Secondary Education.

**RESEARCH METHODS**

The type of this research is the development; by developing senior high school chemistry instructional tools based on investigation explicitly to foster critical thinking skills, metacognition of students, and mastery of chemistry concepts in each phase or the syntax of the learning (discovery learning). This research oriented to the process and product of instructional tool development, where the development process is described as carefully as possible until obtained potential learning tool product (valid, effective, and practical) and explicitly can increase critical thinking skills and mastery of chemistry concepts for students.

Based on the needs of the development of this instructional tool, then which becomes the subject of instructional tool trial is students of SMA Negeri 1 Tompobulu Bantaeng academic year 2015/2016 in the amount of 29 people.
a. Design and Procedure of Development of Senior High School Chemistry Instructional Tool Based on Investigation

Design of this research is the development with reference to procedure of the learning model development which is arranged based on the pattern of Thiagarajan et al (1974) with 4-D model. This model consists of four phases of development those are the definition phase, design phase, develop phase, and disseminate phase.

Flowchart of development procedures is presented in Figure 4.1. In this paper recently reported on the research until in third phase that is develop phase. Disseminate phase will be conducted in the second year of the this research.
I. Introduction Study

II. Developmental Study of Instructional Tools:

1. Define Phase (1st year)

   Instructional Needs
   
   do:
   - Front-End of instruction analysis
   - Students' characteristics analysis
   - Concept/material analysis
   - Task analysis
   - Specifying instructional objectives

   Instructional Objectives

2. Design Phase (1st year)

   do:
   - Media selection/instructional sources
   - Tool format election
   - Design the tools: LPI, ISW, IMB, and test and non-test instrument

   Instructional Plan (prototype-1)

3. Develop Phase (1st year)

   Valid
   - small revision
   - Instructional Plan (prototype-2)
   - Try out
   - Analysis of trial result
   - Valid, YES
   - Potential Instructional Tool

   Not Valid
   - big revision
   - Instructional Plan (prototype-1)
   - Revision
   - NO
4. Disseminate phase (2\textsuperscript{nd} year) Obtained valid, effective, dan practical (prototype-3)

experiment (3\textsuperscript{rd} year): Implement instructional tool

Figure 4.1. Flowchart of Procedure of Senior High School Chemistry Instructional Tool Development Based on Investigation

b. Research Instruments and Data Collection Techniques

The research instrument is intended to measure the validity, effectiveness, practicality of instructional tools. The instrument used to measure the validity of the tool is review sheet or validation for expert/reviewer; to measure the practicality using managing learning observation sheet, observation sheet of instructional tools realization for chemistry teachers, and the response of teachers, and to measure the effectiveness of the tool using student response questionnaires, observation sheet of students learning activities, observation sheets of students critical thinking skills, metacognition, and mastery tests of chemistry concepts for students. The data collection is done by filling out the sheet review/validation (Jihad, 2008), the observation sheet of management and learning realization (Team Bio, 2008), gives a test to measure mastery of chemistry concepts (Anderson, 2001; Oxtoby, 1999; Petrucci, 19850), critical thinking skills sheet and metacognition (Schraw, 1994 and Ennis, 1996, and costa, 1985), realization of LPI (Susanto, 2008), the metacognition questionnaire (Livingston, 1997), and the response questionnaires of the students and teachers toward the instructional tool (Subandi 2005).

c. Processing and Data Analysis Techniques

This research data will be processed and analyzed descriptively (Arikunto 2006; Gazpersz, 1991) includes validation/review results data, the management of learning, activity of students, data analysis of test result of chemistry concepts mastery (Hart, 1994), the data of critical thinking skills, metacognition (questionnaire MAI), realization of instructional tool, and the response questionnaires of students and educators/teachers toward instructional tool. Data analysis and processing performed with SPSS 15.0 for Windows.

Criterion of tool validity refers to \textit{Gregory standard index} in Arikunto (2006), the practicality of the tool refers to Arikunto (2006) with the level of realization of to the tool
50% of at least 70% of aspects observed, and the effectiveness of the tool refers to koefeisien reliability by Boris in Trianto (2009),

**RESULTS AND DISCUSSION**

a. Process of instructional tool development
The process of senior high school chemistry instructional tool development based on investigation follow the pattern of which has been introduced by Thiagarajan (1974) that known as 4-D model. This model includes four phases namely the define, design, develop, and disseminate. In this research, three phases have been conducted and obtained the processing results of data as presented in Table 2 and Table 3.

1) Validation and Validity of Instructional Tool
The validator appraisal toward each indicator of instructional tools based on investigation by using the discovery learning strategies are presented in Table 2. Some of notes as suggestions of validator for improvement of the instructional tool have been followed up in the form of doing revision based on the input from the validator.

Table 2. Validation results of the instructional tools

<table>
<thead>
<tr>
<th>Tool</th>
<th>Indicator</th>
<th>Appraisal</th>
<th>Categories of validity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Plan-1</strong></td>
<td>1. Specifying of learning objectives</td>
<td>3.50</td>
<td>Very Valid</td>
</tr>
<tr>
<td></td>
<td>2. Learning material</td>
<td>3.80</td>
<td>Very Valid</td>
</tr>
<tr>
<td></td>
<td>3. Language and sentences</td>
<td>3.50</td>
<td>Very Valid</td>
</tr>
<tr>
<td></td>
<td>4. Facilitation and teaching aids</td>
<td>3.50</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>5. Methods and learning activities related to</td>
<td>3.37</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>KBK and metacognition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Alocation of time</td>
<td>3.50</td>
<td>Very Valid</td>
</tr>
<tr>
<td></td>
<td>7. Assessment/bill</td>
<td>4.00</td>
<td>Very Valid</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td>3.59</td>
<td>Very Valid</td>
</tr>
<tr>
<td><strong>Books Model Investigation (BMI)</strong></td>
<td>1. Translation of concept</td>
<td>3.50</td>
<td>Very Valid</td>
</tr>
<tr>
<td></td>
<td>2. Language and Writing</td>
<td>3.65</td>
<td>Very Valid</td>
</tr>
<tr>
<td></td>
<td>3. Construction</td>
<td>3.50</td>
<td>Very Valid</td>
</tr>
<tr>
<td></td>
<td>4. Characteristic of</td>
<td>3.50</td>
<td>Very Valid</td>
</tr>
<tr>
<td>subconcepts</td>
<td></td>
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<tr>
<td>-------------------</td>
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<td></td>
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<tr>
<td>Average</td>
<td>3.54</td>
<td>Very Valid</td>
<td></td>
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<tr>
<td>Investigation Student Worksheet (ISW)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Presentation of Problems</td>
<td>3.00</td>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>2. Language and writing</td>
<td>3.60</td>
<td>Very Valid</td>
<td></td>
</tr>
<tr>
<td>3. Scope of research</td>
<td>3.50</td>
<td>Very Valid</td>
<td></td>
</tr>
<tr>
<td>4. Presentation of activities</td>
<td>3.50</td>
<td>Very Valid</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>3.40</td>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking Skills Test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Objectives</td>
<td>3.50</td>
<td>Very Valid</td>
<td></td>
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<tr>
<td>2. Construction and problem instructions</td>
<td>3.12</td>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>3. Language</td>
<td>3.33</td>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>4. Time</td>
<td>3.00</td>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>5. Scope of research</td>
<td>3.50</td>
<td>Very Valid</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>3.29</td>
<td>Valid</td>
<td></td>
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<tr>
<td>Concept Mastery Test</td>
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<td></td>
</tr>
<tr>
<td>1. Objectives</td>
<td>3.50</td>
<td>Very Valid</td>
<td></td>
</tr>
<tr>
<td>2. Construction</td>
<td>3.00</td>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>3. Language</td>
<td>3.33</td>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>4. Time</td>
<td>3.00</td>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>5. Scope of research</td>
<td>3.50</td>
<td>Very Valid</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>3.27</td>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>Student Response Questionnaires</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Objectives</td>
<td>3.25</td>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>2. Construction of statement</td>
<td>3.00</td>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>3. Language</td>
<td>3.50</td>
<td>Very Valid</td>
<td></td>
</tr>
<tr>
<td>4. Scope of Components</td>
<td>3.50</td>
<td>Very Valid</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>3.31</td>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>Observation Sheet of Lesson Plan Realization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Objectives</td>
<td>3.50</td>
<td>Very Valid</td>
<td></td>
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<tr>
<td>2. Construction</td>
<td>3.50</td>
<td>Very Valid</td>
<td></td>
</tr>
<tr>
<td>3. Language</td>
<td>3.50</td>
<td>Very Valid</td>
<td></td>
</tr>
<tr>
<td>4. Time</td>
<td>3.50</td>
<td>Very Valid</td>
<td></td>
</tr>
<tr>
<td>5. Scope of Components</td>
<td>3.50</td>
<td>Very Valid</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>3.50</td>
<td>Very Valid</td>
<td></td>
</tr>
<tr>
<td>Observation Sheet of Learning Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Initial activity</td>
<td>4.00</td>
<td>Very Valid</td>
<td></td>
</tr>
<tr>
<td>2. Core activity</td>
<td>3.95</td>
<td>Very Valid</td>
<td></td>
</tr>
<tr>
<td>3. End activity</td>
<td>4.00</td>
<td>Very Valid</td>
<td></td>
</tr>
<tr>
<td>4. Time management</td>
<td>3.75</td>
<td>Very Valid</td>
<td></td>
</tr>
<tr>
<td>5. Asking technique</td>
<td>3.62</td>
<td>Very Valid</td>
<td></td>
</tr>
</tbody>
</table>
Based on the validation results of the instructional tools as shown in Table 2 it can be stated that the senior high school chemistry instructional tool that has been designed it classified as valid category with average of validity of the instructional tool is 3.47 with valid category. Some of the things that become input from validator for the improvement of this instructional tool are:

a. Systematics of concepts writing and sub concepts at IMB need to be reorganized and the review needs to be a link between the stages of discovery learning with aspects drilled, for example, critical thinking skills, metacognition, and mastery of concepts.

b. Needed to pay attention to the suitability of the amount of time set with the number of question items in the conceptsmasterytest.

c. The types of activities which will be observed on the realization sheet ofLPI even in the activities part of teachers or students need to be more operational so easily observed by the observer.

d. The type of observation component on the teacher and student response questionnairesis still limited. It should be added other components if still possible.

e. Needed to present conceptual issues (theoretical) and contextual (real in everyday life) in the ISW.

f. Learning resources and instruction listed on LPI need to be adjusted based on the material characteristics and learning strategies.

<table>
<thead>
<tr>
<th>6. Class condition</th>
<th>7. Use of Media</th>
<th>Average</th>
<th>Teacher Response Questionnaire</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4.00</td>
<td>1. Objectives</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.00</td>
<td>2. Construction</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Language</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Scope of Components</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.90</td>
<td></td>
<td>3.50</td>
</tr>
<tr>
<td>Very Valid</td>
<td>Very Valid</td>
<td></td>
<td>Very Valid</td>
<td>Very Valid</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>3.47</td>
<td></td>
<td>Very Valid</td>
</tr>
</tbody>
</table>

Description:  

\[
3.5 \leq \text{Validity} \leq 4 \quad \text{: Very Valid} \\
2.5 \leq \text{Validity} < 3.5 \quad \text{: Valid}
\]
2) Try Out of Instructional Tool Validation Results

The revised instructional tool was tried out to students of SMA Negeri 1 Tompobulu Regency of Bantaeng academic year 2015/2016. Limited try out of the tool included aspects of the use of the tool in the learning process, giving a test to measure the student critical thinking skills and concepts mastery, filling the realization observation sheet of LPI and management of learning by the observer, and giving the students and teachers response questionnaires. The data obtained in this trial was processed and analyzed to use in assessing the effectiveness and practicality of the trial result instructional tool. Results of limited trial of instructional tools are presented in Table 3.

Table 3. Results of the limited trial of instructional tool

<table>
<thead>
<tr>
<th>No.</th>
<th>Observation Object and Appraisal based on the learning tools and test and non-test instruments</th>
<th>Realization/Use, Acquisition Scores (on average), and the percentage of achievement</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Realization of LPI</td>
<td>Done entirely</td>
<td>Good and practical category</td>
</tr>
<tr>
<td>2</td>
<td>The use of IMB</td>
<td>Used well</td>
<td>Good and practical category</td>
</tr>
<tr>
<td>3</td>
<td>The use of ISW</td>
<td>Used well</td>
<td>Good and practical category</td>
</tr>
</tbody>
</table>
| 4   | Concept mastery                                                                                      | 1. 68.97% (analysis results of N-gain) high category  
2. 96.55% The students is declared completed (KKM 70) with average value of 86.72. | Effective and high category |
| 5   | Learning management                                                                                  | The average observation = 3.93  
(for 5 components and maximum score 4.00) | Very high and effective category |
| 6   | Critical Thinking Skills                                                                            | 93.10%                                                                              | Medium and effective category |
| 7   | Student responses                                                                                    | 82.76%                                                                              | Positive |
b. Developmental Product of Instructional Tool Based on Investigation

Based on data from the trial results of chemistry instructional tools based on investigations, it can be stated that the instructional tool has valid, effective, and practical criteria so that it can be implemented more widely (disseminate phase). Furthermore, based on the appreciation or the perception of senior high school chemistry teacher can be stated that the instructional tool classified as good or in another word the teachers responded positively to the instructional tool products of this development results. Nevertheless, some things that become inputs/suggestions to further enhance these instructional tools are:

1) Lesson Plan Based on Investigation (LPI)

Instructional activity sequences still need to be operationalized so that when the lecturers use this tool, every step of activities can be measured clearly.

2) Investigation Model Book (IMB)

The outer face book is good, but the inside or the contents of the book there are certain parts that still need to be improved, for example, the presentation of examples of the problems that exist around students related to the concept of the buffer solution is still very limited, so it should be added again.

3) Investigation Student Worksheet (ISW)

The types of investigation activities associated with the theme is still limited. It should be added so that the learning groups can be more freely choose the types of investigation activities interested.

4) Test and Non Test Instruments

The number of critical thinking skills and mastery of concept test items requires a rather long time to complete. Therefore, it needs to make the question/test items that take
completion time ideally but the items remains representative based on indicators of achievement or learning objectives expected to be achieved. Non-test instrument particularly questionnaire MAI where displayed statements item too much and sentences are resemble. Therefore, need to be simplified the statements so making it easier for respondents to make a choice.

Based on data from the validation and tool trial result can be stated that the senior high school chemistry instructional tools based on investigation have valid, effective, practical criteria, and well appreciated by chemistry teachers in limited so that the instructional tools can and fit to use in the broader level.

CONCLUSION AND SUGGESTION

The development phases of chemistry instructional tools refers to the 4-D patterns by Thiagarajan includes define, design, develop, and disseminate of instructional tools. From the results of this process have been obtained (1) instructional tool in the form of LPI, ISW, IMB, and test and non-test instruments are valid test, effective, and practical, and (2) the use of instructional tools based on investigation on the level of try out (limited to one class) was able to develop the critical thinking skills of students and improve the level of mastery of concepts in chemistry subjects (buffer solution concept).

These instructional tool products still need to be tried out and disseminate widely (research activities 2nd year) to obtain information and feedback that more and more powerful that will be obtained more perfect instructional tools than instructional tools exist today.

GRATEFUL UTTERANCE

This research activities carried out through cooperation of various parties. Therefore, we would like to thank highest to: (1) Directorate of Research and General Community Service Director of Kemenristek Dikti for the assistance of funds provided for the implementation of research activities, (2) Chairman of the Research Institute of UNM on the attempts and
efforts as well as the permission and support given to the implementation of this research activities, and (3) All parties participating in these activities who cannot mention one by one.

Finally, we hope that the results of this research give benefits to the development of the repertoire of knowledge and to the community and blessed by God, Amen.

**BIBLIOGRAPHY**


untuk Biologi Berbasis Group Investigation sebagai Upaya Menumbuhkan Metakognisi dan Penguasaan Konsep. Laporan Penelitian Hibah Bersaing Tahun 1 UNM.


INTERNALIZING THE SPIRIT OF ENTREPRENEURSHIP THROUGH TRADITIONAL GAMES

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ABSTRACT

This study aims to develop entrepreneurship games for early childhood education (ECE). The authors conducted a systematic process to develop a module using a number of systematic approaches. There were two major parts of the study; in the first part, the authors focused on developing the guideline for the traditional games. The games were collected from twelve districts in South and West Sulawesi, Indonesia. Then, the games were selected based on the entrepreneurship personal characteristics. The selected games, which consisted of those criteria, were structured into a guideline for teachers or other users. In the final draft, the authors selected eight different traditional games for children. Then, the authors examined the effectiveness of the games’ guideline and instruction. For the assessment purpose, the authors trained 40 raters from various fields such as Psychology, Early Childhood Education, and Entrepreneurship study. The results yielded that nearly all raters agreed ($k=.64$) that the games were effective for internalizing the spirit of entrepreneurship in ECE. In the second part of the study, the authors intended to develop a multimedia digital instruction and guideline for users like teachers and instructors. Likewise, this process of development required a systematic approach. The authors produced the multimedia digital instruction and constructed a set of assessment tools for teachers to test the effectiveness of the games.

Keywords: Entrepreneurship, Games, Early Childhood, Multimedia, Traditional
INTRODUCTION

In the current study of entrepreneurship education, Jufri and Pandang (2010, 2011) developed an entrepreneurship education model, which can be used to internalize the spirit of entrepreneurship during learning-teaching process. The model is a systematic instruction and it was intended to internalize the spirit of entrepreneurship based on pupils’ cognitive development. Jufri and Pandang also argue that the spirit of entrepreneurship develops along with education processes. In addition, Calman and Whealan (2005) argue that the quality of early childhood education will bring a positive impact to the development of social and economic in one country. Accordingly, the authors put more attention on the early childhood education as the role of education during this age is immensely important.

The process of internalizing the spirit of entrepreneurship requires particular strategies and systematic approach. In addition, the challenges also vary across education levels. It is necessary to consider students’ cognitive and emotional development in each phase of development. Gnyawali and Fogel (1994) postulated that the entrepreneurship realm is a set of combination of several factors. Those factors shape the traits of entrepreneurs and businesspersons. In terms of environment, the entrepreneurship environment covers two fundamental aspects. First, the influence of economics, social and culture and the existence of political factors that might influence people options in business and entrepreneurship. Second, the supports and assistances from others, which might provide services during the initial process.

The authors combined and integrated all necessary information to internalize spirit of entrepreneurship. It starts from the role of education, child development to the environmental factors. In last five years, the authors have focused on developing systematic approach to internalize the spirit of entrepreneurship. They have studied the construct of entrepreneurship personal characteristics and investigated a number of related theories. For instance, Jufri (2010) designed an entrepreneurship internalization program for students at Universitas Negeri Makassar. The study was conducted to develop a specific method based on cognitive development.
In the previous study, Jufri (2009) also conducted a systematic research and development for a package of instructions for early childhood education. Additionally, during the year of 2010 to 2011 Jufri and Pandang (2010, 2011) developed entrepreneurship program using Crosssectional Cognitive Programming. All these experiences and expertises in the area of psychology, entrepreneurship, and early childhood education have encouraged the authors and the team to develop an instruction and guideline for entrepreneurship games.

Another important point in this study is the early childhood education. The authors considered the importance of early childhood education and all related practices and theory. The internalization process in early childhood is distinct compared to other life span stages. It requires a specific and challenging approach to bring entrepreneurship spirit into early childhood. The goal is to internalize the spirit of entrepreneurship and not the practice of entrepreneurship. Earlier, this idea had been generated by Jufri and his colleagues (2014), they considered some unique implication of traditional games in South and West Sulawesi.

Having considered the importance of entrepreneurship and the strategies to internalize the spirit of entrepreneurship through education process, the authors conducted a study with two separate studies. The main goals are to internalize the spirit of entrepreneurship and to modify the traditional games as the tools. These traditional games require systematic selection prior to using them as the tools of entrepreneurship internalization for early childhood. The authors argue that some traditional games contain the spirit of entrepreneurship, which in this study can be developed into a systematic instruction and multimedia digital product.

**STUDY OBJECTIVES**

This study has both general and specific objectives. Generally, this study aims to develop a set of traditional games, which can be effectively used to internalize “the spirit of entrepreneurship” among early childhood. In terms of specific objectives, this study intends to identify some traditional games that potentially foster the spirit of entrepreneurship through developing entrepreneurship personal characteristics. Then, through systematic
procedure, the author intends to develop a multimedia digital instruction for the selected traditional games. The authors tempt to assist early childhood parents, teachers, and instructors by providing a multimedia digital instruction. At the end, the effectiveness of the multimedia digital instruction must meet minimum standard of an excellent product. Therefore, the well-developed assessment instruments must support the implementation of the product.

**LITERATURE REVIEW**

A. **Entrepreneurship Personal Characteristics**

*Understanding entrepreneurship*

A broad area of sciences and practices has used the term entrepreneurship across different fields, such as business, management, economic, and social sciences. For instance, Riyanti (2003) defined entrepreneurship as a great-man and brave-man in doing business or enterprises. This definition came from the origin of the word “entrepreneurship,” which means effort, act or run the process. The “entrepreneurship” is the way to put serious effort, act accordingly, and run the process of business. By doing so, it will foster the characteristics of a great-man, those characteristics enrich innovation, creativity, organization, value, uniqueness and profit (Ratnawati, 2005). Schine (2003) also explained the two types of entrepreneurship. First, entrepreneurship as a life-style and second entrepreneurship as traditional profit oriented. The first one bears based on one’s passion in entrepreneurial activities, which later evolved to be a business opportunity. The later focuses on business profits and it solely considers the returns of business.

*Personal Characteristics of Entrepreneur*

The personal characteristic of entrepreneur is a set of personal characters that positively supports people to struggle in pursuing the objective of business. This definition emerges from positive characters in many fields such as business, management and organization in general. Along with the learning process, people foster their entrepreneurship traits toward personal growth as entrepreneurs (Peabody, 2005). It is important to understand that
entrepreneurship personal characteristics is not merely for businessman but rather it also supports successful accomplishment of tasks in many fields.

Lessem (1992) suggested the entrepreneur characteristics as follows:

1. Innovator, the extent to which a person contributes significant product(s) or the ability to modify, change, and make something ordinary to produce a new product(s).
2. Designer, a person’s ability to design step-by-step action in order to pursue his/her own objectives.
3. Leader, influencing and inspiring people to move towards his/her visions and goals.
4. Entrepreneur, it is also a single characteristic. It is a mental set where people strive to pursue entrepreneurship life.
5. Agent of change, entrepreneurs emerge as agent of change since they bring some changes to their society. They promote a new mindset regarding the way of life, income, and vacancies.
6. Animator, they also have the ability to view other people as resources, which later can bring benefits to their own business and success.
7. Explorer, as an entrepreneur one should be able to explore numerous opportunity and attest themselves in various situations and environment.

Goffrey (Syam, 2007) added some characteristics related to entrepreneurship. Goffrey believe that people who commit to entrepreneurship foster some great personal characters such as self-confidence, task-results oriented, risk taking, leadership, future oriented, creativity, and innovation. Scorborough and Zimmerer (Syam, 2007) state that entrepreneurship characteristics include responsibility, risk taking, positive expectation, quick response, energetic, future oriented, organization skills, and respect achievements more than money. Although those characteristics were introduced by different experts, they still agreed upon some personal characteristics such as orientation towards future, results, and task.
Entrepreneurship research and training

In the last few decades, entrepreneurship research and training have mounted the field of psychology, education, economic and management. For example, Yarzebinski (1992) found that people who exposed with entrepreneurship training showed significant change in terms of their mindset towards entrepreneurship. In brief, this study supports the idea that entrepreneurship can be taught in trainings using certain practices and approaches. The purpose of the training is to form a “entrepreneurship characteristic.”

The authors also found that some researchers believe that entrepreneurship spirit emerges along with education process at schools (Durenberger, 1997). Schools potentially form certain realms, which support the growth of positive characteristics. These personal characteristics are essential and perhaps relevant to the entrepreneurship characteristics. In addition, Bender (1990) also argued that some entrepreneurship training also foster some positive mental attitudes. Albeit many trainings only focus on managing enterprises or business, along the way many trainees also experience the growth of positive mental attitudes. Unfortunately, Henry, Hill, and Leitch (2005) argued that only few entrepreneurship training and education have provided replicable training and evaluation.

Considering the above evidences, the authors attempted to bring the internalization process in the early childhood education. However, it needs further review on early childhood education and the strategy to deliver those characteristics to children. The next part of this body will briefly discuss the early childhood education and traditional plays or games. The purpose is to bring all previous and relevant literature to support the development of entrepreneurship internalization module in early childhood ages.

Early Childhood Education

The objectives of Early Childhood Education (ECE)

Currie (2001) stated three the most important objectives of early childhood education. First, early childhood education must facilitate and optimize children cognitive development. Second, preparing children for the next levels of education. Lastly, the children are well-
prepared for their social and emotional development. In this review, there are two main parts of ECE that should be well-comprehended by both scientists and practitioners – cognitive development and principles of ECE.

**Cognitive Development**

Cognitive development is a science and study of human cognitive process and development throughout life-span (Solso, 1995). Cognitive science and study emphasize on the role of brain structures and its effects on human development. There are two major focuses to understand cognitive development, the former comes from Piaget’s cognitive development and the later is Vygotsky’s cognitive development (Sternberg, 2008). They both bring different perspectives in understanding child’s cognitive process and development. For instance, Piaget’s theory stresses on the role of adaptation and organization while Vygotsky considers the role of sociocultural (Desmita, 2009). This cognitive process should be taken into account when constructing instructional design (Given, 2007). One must understand the nature of child’s cognitive processes prior to developing learning instruction and tools. This is also necessary in developing a module or guideline for entrepreneurship training and development.

**Principles of ECE**

Wortham (2008) postulated that assessment is a critical part in ECE. Practitioner should implement good ECE practices, and support those practices with valid and robust assessment. Based on a reliable and valid assessment, the implementation of ECE can be measured to generate a better practice in the future. Likewise, Demicran and Olgan (2011) also suggested that the practice of ECE should take education contexts and culture into account. For example, some children are raised in distinct cultures where ECE where practitioner should consider this important aspects. Traditional classroom barely provide basic needs for ECE, but taking other contexts and cultures into account might enrich teaching and teacher-students interactions. This leads the authors to study the local games in South and West Sulawesi.
B. Games for Entrepreneurship

As generally found, children in early age learn their roles in society through games (Desmita, 2009). Therefore, game is essential in ECE to deliver content of teaching, learning and mental set and attitudes. Salen and Zimmerman (2003) define games as a system to which the players commit to certain rules and interactions. Moreover, Maroney (2001) defines game as a structural interaction to which player(s) have particular purposes. In terms of ECE, a game should be well-defined including a clear objective, roles, structures and interactions.

Earlier, Caillois (1957) suggested that the following characteristics should be possessed by a game, including traditional games; fun, separated from other activities, the outcome(s) is uncertain, non-productive results (this seperates games from regular work), governed by rules, and fictitious. An activity is a game if it is played by children and fulfils all these characteristics. However, traditional games might have additional characteristics which is not listed in the Caillois’ lists. For instance, certain tribes pass their cultural and educational values to their children using traditional games.

METHOD

This study uses both quantitative and qualitative research approach to develop games instruction for entrepreneurship internalization in ECE. The Systematic Design of Instruction (SDI) (Dick, Carey, dan Carey, 2001) is used to guide the authors in developing the product. The authors run the study for two consecutive years in the South and West Sulawesi, Indonesia. There were two major steps in this study; first, the authors – using the theory of entrepreneurship characteristics and games – identified the traditional games in the South and West Sulawesi. Second, the authors developed multimedia digital instruction for the ready-to-use games. These two major steps needed two years to complete and it still needs further investigation.
Study 1

The main part of the study 1 is to identify the traditional games in the South and West Sulawesi, Indonesia. It was a challenging procedure for the authors and team as it needed in-depth inquiries to seek for traditional games in several remove district areas. On the other hand, most children in the city were already exposed by modern games (e.g., video games). The team rarely found children to play traditional games. The data were collected from various figures who understand the games and the cultures. In addition, the authors and team reviewed some comments from ECE teachers, researchers, and practitioners regarding the games. At least, there were twelve participants (i.e., local dwellers and head of ethnic groups) from six different areas in South and West Sulawesi participated in the data collection. The data collection techniques employed observation, interview, and Focused Group Discussion (FGD). To enrich data collection, the researchers and team also reviewed a number of sources such as articles on internet, books, and unpublished articles. The information from those sources served as initial guide to find the key informant or main source of particular data.

In addition, the research team also observed the way children play the games. Another main part of this study is to attest the “entrepreneurship characteristics” in each game. In doing so, the authors recruited 40 raters and trained them in one week training (two hours a day). The 40 raters consisted of experts and practitioners in the area of ECE, Counselling and Psychology. The researchers taught the raters about the entrepreneurship characteristics. Moreover, they also learned how to use the rating scale to measure potential entrepreneurship characteristics in each game and whether or not the game appropriate for ECE.

As discussed earlier, the raters used rating scale to rate each selected games. For that purpose, the authors constructed two valid and reliable measures – the entrepreneurship characteristics scale and game identification scale. The entrepreneurship characteristic scale was developed by the authors by using Lessem (1992) and Syam (2007) theory of entrepreneurship characteristics. The scale is a 22-item Likert scale with 5-point option starting with 1 (very much disagree) to 5 (very much agree).
to rate in which degree the games would internalize the spirit of entrepreneurship to children. Additionally, the raters also identified whether or not the activity fulfils minimum requirements as a game. To this extent, the authors used the game identification scale using Caillois (1957) indicators of game.

Study 2

In this study 2, the authors focused on developing product and instruments. The product is the Multimedia Digital Instruction for the traditional games and the instruments are the evaluation instruments. These instruments are necessary for ECE teachers and instructors in order to evaluate the implementation of the games and the digital instruction. Two schools participated in this study, both of them were kindergarten in South Sulawesi. In each school, two classes participated during the game simulation. In every class, the ages ranged from 4 to 6 years old. One trained instructor and teacher guided the children to perform each game. While performing the games, the researchers and team recorded (i.e., video-taping) the process. This video productions were used to produce Multimedia Digital Instruction. On the other hand, the researcher also constructed three separate instruments to measure the effectiveness of the games. There were three instruments; 1) child activity observation scale, 2) teacher effectiveness scale, and 3) entrepreneurship internalization scale. The child activity observation is intended to measure children activity while playing the games. Researchers or other experts can also use teacher/ instructor effectiveness scale to examine the role of teacher while delivering the game instruction to children. Entrepreneurship internalization scale is the most important piece of the effectiveness scale. It allows teachers/ instructors to measure the internalization of entrepreneurship among children. All these measures were constructed using the principle of scale construction.
RESULTS AND DISCUSSION

Results

Study 1

After a six-month exploration and review, the authors selected eight traditional games in the list. These traditional games have fulfilled the standard requirements for a game as well as stimulating the characteristics of entrepreneurship. The games are *Akbombo-bombo, Gallak-gallak, Ma’gasing, Aklobang, Ma’benteng, Boneka jari, Mallogo/allogo,* and *Manggalenceng.* The authors and team excluded other three games because they failed to satisfy one or more indicators of a game. The authors prepared the games in a module and also included additional information such as a) history, b) procedures, c) age and number of players, d) tools and environment, e) cultural values.

Table 1. Descriptive analysis

<table>
<thead>
<tr>
<th>No.</th>
<th>Games</th>
<th>Descriptive Statistic</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>SD</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Traditional Games</td>
<td></td>
<td>40</td>
<td>19</td>
<td>35</td>
<td>29</td>
<td>3.90</td>
<td>15.22</td>
</tr>
<tr>
<td>1</td>
<td>Akombo-bombo</td>
<td></td>
<td>5</td>
<td>26</td>
<td>35</td>
<td>31.40</td>
<td>3.78</td>
<td>14.30</td>
</tr>
<tr>
<td>2</td>
<td>Gallak-gallak</td>
<td></td>
<td>5</td>
<td>26</td>
<td>32</td>
<td>30.20</td>
<td>2.39</td>
<td>5.70</td>
</tr>
<tr>
<td>3</td>
<td>Ma’gasing</td>
<td></td>
<td>5</td>
<td>24</td>
<td>34</td>
<td>30.80</td>
<td>4.15</td>
<td>17.20</td>
</tr>
<tr>
<td>4</td>
<td>Aklobang</td>
<td></td>
<td>5</td>
<td>25</td>
<td>32</td>
<td>28.60</td>
<td>2.70</td>
<td>7.30</td>
</tr>
<tr>
<td>5</td>
<td>Ma’benteng</td>
<td></td>
<td>5</td>
<td>19</td>
<td>34</td>
<td>27</td>
<td>5.74</td>
<td>33</td>
</tr>
<tr>
<td>6</td>
<td>Boneka jari</td>
<td></td>
<td>5</td>
<td>20</td>
<td>32</td>
<td>27.40</td>
<td>5.27</td>
<td>27.80</td>
</tr>
<tr>
<td>7</td>
<td>Mallogo/allogo</td>
<td></td>
<td>5</td>
<td>26</td>
<td>35</td>
<td>29</td>
<td>3.74</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>Manggalenceng</td>
<td></td>
<td>5</td>
<td>25</td>
<td>33</td>
<td>29</td>
<td>2.83</td>
<td>8</td>
</tr>
</tbody>
</table>

The authors and team handed the module to the 40 raters. They rated each game by reviewing the game using the module and the video demonstrating how children play the game. Based on the analysis (see table 1), the authors found that generally most raters rated each game as adequate for internalizing spirit of entrepreneurship in ECE. However, it is
also important to understand the agreement between two group of raters (academic experts and practitioners). Therefore, the authors computed Cohen Kappa (Measure of Agreement) between two groups of raters. The raters agreement might range from -1 to +1 (Altman, 1999; Landis and Koch, 1977). The author found Kappa (κ) 0.64, which was in the high-level agreement. In other words, most raters agreed that the games potentially deliver entrepreneurship spirit for ECE.

<table>
<thead>
<tr>
<th>Table 2. Measure of Agreement of the instruction effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Kappa</td>
</tr>
</tbody>
</table>

*P<.01, N= 22

Study 2

There were two objectives in this part, first was to produce a multimedia digital instruction for the games. Second was to develop a set of instruments that can measure the effectiveness of the product. The multimedia digital production required subsequent process where one of the step was to validate the product. The product should be valid in terms of production quality and instruction. The product must serve an easy-to-understand instruction for both teachers and children. The quality of the media properly shows an adequate level of graphics, picture, color, and standard. The authors listed all these components and asked two independent raters to validate the product. On the other side, the instruments should also posses valid and realiable property. Thus, a pair of independent experts rated the instruments.

As can be seen in the table 3, the value of Kappa is in the moderate level showing that both raters made similar conclusion regarding the quality of video production. Both raters appeared to conclude that the level of the quality was four out of five or the video production was in a good quality.
Table 3. Measure of Agreement of video production

<table>
<thead>
<tr>
<th>Value</th>
<th>Asymp. Std. Error</th>
<th>Approx. T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kappa</td>
<td>.58</td>
<td>.25</td>
</tr>
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</table>

*p<.01, N= 10

Table 4 showed the level of agreement between two raters in the instrument effectiveness. Both raters were asked to assign level of instrument effectiveness (from 1 to 5) using a 30-item checklist. The level of their agreement was slightly moderate but the p value was significant. In general, both raters agreed that the level of instrument effectiveness was four out of five. This shows that the raters perceived the set of instruments as effective assessment tools.

Table 4. Measure of Agreement of the Instruments effectiveness

<table>
<thead>
<tr>
<th>Value</th>
<th>Asymp. Std. Error</th>
<th>Approx. T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kappa</td>
<td>.37</td>
<td>.18</td>
</tr>
</tbody>
</table>

*p<.01, N= 30

DISCUSSION

The main objective of this study is to develop effective games for internalizing the spirit of entrepreneurship among children. There were two main parts of the study; first was to identify the potential games and second was to develop a multimedia digital instruction and assessment tools. The authors completed both main parts of the study and yielded results that supported previous findings and studies.

During the investigation and review of potential games in the South and West Sulawesi, eight games were identified as entrepreneurship games for ECE. These games satisfied all indicators of game and potentially delivered spirit of entrepreneurship. The authors also found that two groups of experts argued that the use of these games enriched personal
characteristics that were relevant to the improvement of entrepreneurship characteristics among children.

In the similar vein, the authors also advanced the game instructions by developing a multimedia digital product for teachers and children. Producing this instruction required systematic endeavors, as two aspects of the product must be met. First, it possesses good quality multimedia and digital production, second it is easy and comprehensible for both teacher and children ages 3 to 7. The authors were able to produce the initial form of the product. However, a continuing refinement is still necessary to enhance the quality.

The assessment tools are also essential parts in the multimedia production. Teachers or other users should be able to use the multimedia as well as evaluating the results and outcomes. As previously stated, the instruments met minimum standard for a good measure. Two experts agreed that the assessment tools were valid to measure the effectiveness of the product. Teachers or other users should utilize these assessment tools to assist them in evaluating the implementation of the product.

Although the authors have successfully developed the games and the assessment tools, further investigation still needed. It is plausible that the game instructions still contain some form of errors, biases, and mistakes. Although, the authors completed the product with a set of assessment tool, the implementation of this package is also inevitable from biases and errors. Therefore, a robust evaluation design must be utilized to complete the whole assessment process.

**CONCLUSION AND LIMITATIONS**

To sum up, the authors found eight traditional games, which potentially foster internalization of entrepreneurship characteristics and spirit for ECE. In addition, the authors developed a multimedia digital instruction to assist teachers and other users. A set of assessment tools also completed the game instructions. Furthermore, this finding concludes that some traditional games from remote areas in Indonesia posses
characteristics that are relevant to positive personal growth for children. The unique combination of cultural values and stimulating activity can immensely support the development of entrepreneurship characteristics and spirit. A modern approach in the practice such as adapting the instruction into a multimedia digital is also necessary to ensure simultaneous use of the games at schools or other learning institutes.

Beyond a successful completion of this study, the authors also noted a number of limitations. First, there is only little evidence to conclude that the games have continuing effect to children positive personal growth. A crossectional investigation might tackle this issue. However, it would need a few decades to bring some evidences to support the arguments. Second, the nature of the traditional games is appropriate for Indonesia culture and realm. A further investigation is necessary to examine implication of this study in different country or culture. Third, in most cases, the authors used trained raters and validators to assess the effectiveness of the games, instructions, and product. This study is considered as an initial step to develop valid and reliable learning tools in ECE. Future study should scrutinize the simultaneous effects of this product.

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ANALYSIS OF IMPLEMENTATION PLANNING ASSESSMENT STANDARDS OF EDUCATION BY EDUCATORS IN LEARNING PHYSICS AT HIGH SCHOOL OF THE GOWA DISTRICT
Muqtakdir Nurfalaq Syarif

ABSTRACT

This study is a survey research that aims to determine the extent of implementation planning assessment standards of education by educators in teaching physics at high school in Gowa. The population in this study are all teachers of subjects in physics at high school in Gowa with sample 12 educators from 12 high schools in Gowa. The instrument used in this study was further validated by two people validator skilled in the art. Data collection techniques in this study were questionnaires, interviews, and documentation. The data were analyzed using descriptive analysis using quantitative and qualitative approaches. Approach to quantitative research methods used to answer the problem formulation which data are obtained from high school physics teachers using a questionnaire as a data collection tool will be described qualitatively. Meanwhile approach qualitative research methods are used to describe data plan implementation and assessment standards obtained into supporting data sourced from physics educators and high school students who have followed the teaching of physics.

The results of this study indicate that: implementation assessment standards of education by educators subject is physics in high school in Gowa result: planning dimensions of 76.8% votes or at the high category, so that the implementation of standards planning educational assessment by educators in teaching physics in high school in Gowa is quite in accordance with the standard of educational assessment, but there are still some assessment indicators are still not implemented by educators in teaching physics.

INTRODUCTION

National education standards as defined in Government Regulation No. 19 of 2005 is basically the minimum criteria regarding the educational system in the entire territory of the Unitary Republic of Indonesia. This regulation was born in order to implement the provisions mandated in Law No. 20 Year 2003 on National Education System. In several articles of Law on National Education System (National Education) mandated the need for national education standards, as in Article 35 described on national education standards consisting of: (1) content standards, (2) a standard process, (3) competency standards , (4)
the standard of teachers and, (5) the standard of facilities and infrastructure, (6) management standards, (7) the standard of financing, and (8) the assessment standards must be improved in a planned and periodic.

In Article 35 also explained that national standards are used as a reference for curriculum development, staff, facilities and infrastructure, management, and financing, further confirmed that the development of national standards and monitoring and reporting achievement nationally implemented by a standardization body, underwriting, and education quality control.

National Education Minister Regulation No. 20 Year 2007 and per mendikbud number 23 in 2016 on Standards for Educational Assessment provides a benchmark in the assessment of learning in schools. Based on the assessment of regulatory policy and its school educators have the authority to create and develop learning assessment. Educators are professionals as mandated in Article 39, paragraph 2, of Law No. 20 Year 2003 BSNP (2006: 16) stated that professional educators are able to develop learning activities in the field including assessment capabilities in the Learning Process.

Assessment is a procedure used to obtain information about the performance or the performance of learners, assessment results are used to evaluate that decision to the completeness of learners and the effectiveness of the learning process. Information on the achievements and performance of learners is a process of processing the data obtained through the assessment both by measurement and non measurement. According Suharsimi Arikunto (2001: 3) the judge is making a decision on something, good or bad that is done in a planned, organized and continuous to give consideration or the price or value of the process and the learning outcomes of students based on certain criteria to obtain a decision. The formula means, namely: (1) for learners, can determine how far have managed to follow the lessons given educators; (2) for educators, can assess the success of their students learn, the accuracy of the material being taught, and the accuracy of the method used; (3) for schools, can know the learning outcomes of students, which means it can be seen learning conditions that created the school, the appropriateness of the curriculum used, and it can be seen whether the school meets the standard or not.
Ministry of National Education (2007: 230) gives the sense assessment is a systematic process involves the collection of information (number, verbal descriptions), analysis, interpretation of information to make a decision. He added that characterize class assessments are (1) complete learning, (2) is authentic, (3) continuous, (4) by reference to criteria / standards, (5) use various methods and assessment tools. The assessment of learning outcomes as set out in the Regulation of the Minister of National Education (game) Number 20 of 2007 that the assessment of learning outcomes of students in primary and secondary education is implemented based education assessment standards that apply nationally. According to the regulations the minister explained that the educators in this regard is the educators carry out an assessment appropriate national standards relating to the planning, execution, processing and reporting of results as well as the utilization of the results of the assessment.

Gowa is one of regencies in South Sulawesi who have tried implementing curriculum policy in 2013 and the assessment process in accordance Permendiknas No. 20 of 2007 against the existing schools in the area. Some educators argue that, because of difficulties with the implementation of various techniques / methods for valuing regulated nationally for educators including teachers of different subjects physics with their usual assessment. In addition, the direction in the assessment of the principles, techniques, mechanisms, and the assessment process by educators through the process is relatively long. Assessment standards set by the Ministerial Regulation No. 20 Year 2007 should ideally be performed by each unit of education and educators subjects, but the provisions contained in the assessment standards such as processes, procedures, and techniques for the assessment of the school felt was difficult to implement. According to some educators physics encountered, a habit that is held assessment is done by a written test either formative or summative without any validation problems and diverse assessment techniques. Therefore, the implementation of Ministerial Regulation No. 20 of 2007 requires time and transition, changing from the subjectivity of educators is the reality of the ability of learners. While other educators said that scientific assessment system in the regulation better to measure the state of learners because according to scientific procedures, but in practice will experience
problems in their implementation. In addition, most schools have not done the analysis of assessment standards, even though the device setup and implementation of the assessment have been referring to various defined terms.

Relating the phenomenon the authors are interested to conduct a survey on implementation planning by educators Education Assessment Standards in accordance with the Ministerial Regulation No. 20 Year 2007 on National Education Assessment Standards. Broadly speaking, this study wanted to know the extent to which the implementation of standards planning educational assessment by educators in teaching physics in high school in Gowa district in accordance with the Permendiknas.

**CONTENT/DISCUSSION**

The data from this study is data on the implementation of a standard assessment by educators in teaching physics in high school in Gowa was obtained through a questionnaire of educators physics and interview the students high school who have been taught by teachers of physics at each school in Gowa following:

**Analysis Planning Assessment**

Measurement planning assessment, carried out by using a questionnaire and interview guides FGD which contains 35 items statement with alternative 5 answer choices and respondents were required to choose one among the answers and explained in an interview FGD. The frequency distribution of categories can be seen in the following table:

Based on the frequency distribution table above, the dimension of the marking plan illustrates that 11.4% of respondents who chose never, 7.4% chose rarely, 14.1% chose occasionally, 31.0% chose often, and 36, 1% choose always.

Measurement planning assessment, carried out by using a questionnaire and interview guide contains 35 items statement with alternative 5 answer choices and respondents were required to obtain a score of one among the responses and briefed on the interview. Thus the theoretical score is 35 as the lowest score and 175 as the highest score that might be obtained by the respondent. Dimensions of the marking plan illustrates that 11.4% of
respondents who obtained a score of 1, 7.4% obtained a score of 2, 14.1% obtained a score of 3, 31.0% obtained a score of 4, and 36.1% obtained a score of 5.

At the presentation on the above results have been portrayed on the implementation of standards planning assessment by educators in teaching physics in high school in Gowa based indicators exist, then the following discussion will be described in descriptive research which is an answer to the problem in this study.

Planning assessment based on the assessment standards as defined in National Education Minister Regulation No. 20 Year 2007 on assessment standards provide a benchmark in the assessment of learning in schools. In this study, the planning assessment that has been described in the research based on five indicators that consists of 36 items that are indicators of planning assessment used by educators at the high school in Gowa, namely SMA script Bajeng, SMA Negeri 1 Bajeng, SMA Negeri 1 Bontonompo, AL Fityan SMA, SMA Negeri 1 Pallangga, SMA Negeri 1 Tinggimoncong, SMAN 2 Tinggimoncong, SMA PGRI Sungguminasa, SMA Negeri 3 Sungguminasa, SMAN 2 Sungguminasa, SMA Muhammadiyah Malino, and SMA Negeri 1 Sungguminasa.

Data collection for planning votes obtained by using questionnaire, interview, and documentation to educators subjects Physics in high school in Gowa. Based on the results of questionnaires, interviews, and documentation of the results are as follows:

- The planning of integrated assessment to the syllabus

The planning of integrated assessment with the syllabus is a very important part in perencaanan votes votes votes for the plan should be drawn up later integrated with the syllabus so that it can measure the ability of learners to follow each lesson.

Based on analysis of the percentage of indicators planning integrated assessment with the syllabus shows that educators physics at the high school in Gowa majority of 40.7% of respondents who plan integrated assessment with the syllabus. The planning of integrated assessment to the syllabus by educators physics at the high school in Gowa district were selected as sample has been accomplished 83% or practice, including the very high scores. This is evident from the items which the reference is met, namely educators determine the
purpose of the assessment as a first step, create an assessment plan before conducting the assessment, using previous data as a reference, draw up assessment under planning for learning, create an assessment plan in accordance with the syllabus, develop indicators achievement based on the syllabus used, prepare the valuation technique used by the syllabus used, further learning plan based on the results of the previous assessment, and arranged the instruments used by the syllabus already performing well. In general it can be concluded that the application of planning integrated assessment with the syllabus has been performing well and are at a very high score.

• Suitability indicators of achievement KD with assessment instruments and techniques

Suitability indicators of achievement KD techniques and instruments based on the data obtained, the overall educators in teaching physics in high school in Gowa 48.8% majority earn score 5 and 40.5% obtained a score of 4 to adjust the indicators of achievement KD with assessment instruments and techniques in planning the assessment, which is located on the items educators adjust the valuation techniques on the syllabus with indicators of achievement KD, adjust the instrument ratings on the syllabus with indicators of achievement, customize assessment instruments with forms and assessment techniques, developed more than one indicator of achievement for every KD, formulate indicators of achievement uses the word operational work, to develop indicators of achievement have beneficial aspects or related to everyday life, and make more than one item instrument for each indicator. Suitability indicators of achievement KD with assessment instruments and techniques by educators physics at the high school in Gowa district were selected as sample has been accomplished 87%. It can be concluded that the indicators of achievement KD conformity with assessment instruments and techniques by educators implementation including very high scores and have been performing well.

• Their information to students about aspects assessed and criteria for achieving the beginning of the semester

Their information to students about aspects assessed and criteria for achieving the beginning of the semester is essential implemented by educators, so that learners know the
aspects and criteria of assessment to be carried out. In addition learners have a reference in obtaining good value later.

The results of the analysis of indicators of information to students about aspects assessed and criteria for achieving the beginning of the semester has reached 46% and to 54% who have not done their information to students about aspects assessed and criteria for achieving the beginning of the term lies in item educators expressed about aspects assessed and criteria for achieving the beginning of the semester, submit an assessment technique to be used at the beginning of the semester, submit a syllabus containing an assessment plan in the beginning of the semester, and convey how to obtain good grades so that students passed. The result of the interview for the items on this indicator also showed that in the beginning of the meeting or the first meeting at the beginning of the semester educators 2 and even the majority of educators do not discuss the assessment plan will be implemented over a semester later. The majority of educators only discuss about what material will be carried out later. Educators do not describe clearly about aspects, criteria, assessment techniques, and how to make good grades so that students passed. Likewise with conveying syllabus planning the assessment at the beginning of the semester, teachers simply give an idea of the standard of competence, basic competence, indicators and material that will be implemented later, but not implied planning assessment in the syllabus in terms of aspects, techniques and instruments assessment will be used. But overall implementation of their information to students about aspects assessed and criteria for achieving the beginning of the semester is at a high enough score.

• Their assessment of all components into the lattice ratings

Their assessment of all components into the lattice assessment based on the data obtained, the overall educators in teaching physics in high school in Gowa 46.9% majority earn score 5 and 33.3% obtained a score of 4 to include all components of the assessment into kisi-lattice assessment is based on data obtained in the planning assessment, which is located on the items Educators preparing grating ratings are fused with the syllabus and lesson plans, links between indicators of achievement with the valuation technique used, the link between indicators of achievement with the shape of the instrument used, include the
allocation of time assessment grid in the assessment, including the source of learning is a matter of assessment tests in lattice assessment, to include valuation techniques in lattice assessment, and include the shape of instruments used in lattice ratings presence of all components of assessments into the lattice assessment is based on data obtained by educators physics at the high school in Gowa district were selected as sample has been accomplished 82%. It concluded that the assessment of all components into the lattice assessment based on data obtained by educators implementation including very high scores and have been performing well.

• Conformity assessment technique used with instruments made based grilles and fitted with scoring guidelines.

Conformity assessment technique used with instruments made based grille and is equipped with the guidelines, educators in teaching physics in high school in Gowa district has a varied selection, 22.9% obtained a score of 5 is located on the items educators develop instruments with reference to indicators of achievement, determine the scale model is used, the rating scale (scale of assessment) or check list (list), arrange assignments (homework/project) which refers to the type of task to be done, making the answer key or guidelines for scoring on the written test, and 17.7% gain score 1 menyesuaian the valuation technique used with instruments made based grille and is equipped with a guidance scoring in planning assessment, which is located on the items educators develop instruments to observe the requirement of the preparation of written tests, both from the material/content/concepts, construction, as well as the language, obtaining a score form the test items according to the indicator, made rubric/guidelines for the observation and scoring on assignment, and identify behaviors or operational measures to be observed. Overall educators in teaching physics in high school in Gowa district in which the research samples have been fulfilled 61% indicator of the suitability of the valuation technique used by the instruments are made based on the grille and is equipped with the guidelines. For the 39% who have not been implemented on this indicator needed more attention by educators in terms of preparing instruments by taking into account the requirements of the preparation of written tests, both from the material/content/concepts, construction, and the language.
is still not implemented by educators, obtaining scores grain structure tests which according

to the indicators for the selection of the test form / technique / instrument should be strictly

in accordance with the indicators, making rubric / guideline scoring on the observation and

the assignment which looks educators still have not made rubric / guideline scoring before

conducting the assessment, and identify behaviors or step activity observed. But the

percentage of implementation of conformity assessment technique used with instruments

made based grille and is equipped with all the components guidelines for their assessments

into the lattice assessment based on data obtained by educators implementation including

high scores.

**IMPLEMENTATION PLANNING ASSESSMENT STANDARDS OF EDUCATION**

**BY EDUCATORS IN TEACHING PHYSICS**

Assessment by educators, according to the standard educational assessment covers planning

assessment, implementation assessment, processing and reporting of assessment results, as

well as the utilization of assessment results. Based on the analysis for each of these

dimensions obtained by percentage of different implementations.

On the dimension of planning implementation percentage of votes obtained 76.8%, which

is in the category of high implementation, as seen in the implementation of the following

indicators:

- The planning of integrated assessment with the syllabus.
- Achievement of KD with engineering and instrument ratings
- Their assessment of all components into the lattice ratings
- Conformity assessment technique used with instruments made beradasar grilles and

fitted with scoring guidelines.

Fourth this indicator, already performing well, except on indicators of information to

students about aspects assessed and criteria for achieving the beginning of the semester that

has not been implemented properly by educators. Where we know that the information on

the aspects and criteria for the achievement of such an assessment is important dikatahui by
learners at the beginning of the semester so that students will become a reference in the learning process and obtain a good value and can pass on these subjects.

The overall implementation of the standards of evaluation, planning standards assessment, implementation of the assessment, processing and reporting of assessment results, as well as the utilization of the results of the assessment by educators in teaching physics in high school in Gowa is at scores high enough up high and have been implemented, although there are some things that need to be taken into consideration and improvements for educators in conducting assessment standards will be.

Law Number 20 Year 2003 on National Education System and National Education Minister Regulation No. 20 Year 2007 on the Standard assessment is expected to be a reference for the assessment in each school, particularly in learning physics, so the goal held assessment that measures the level of ability and knowledge of learners in physics learning can be done well.

Based on these results, some educators argue that, found difficulties of implementation due to various technical / assessment methods are regulated nationally for educators including teachers physics differ with the assessment that they have always done, for example, is expected educators to use multiple valuation techniques, but in reality educators just use some valuation techniques alone. In addition, the direction in the assessment of the principles, techniques, process assessment by educators through the process is relatively long. Assessment standards set by the Ministerial Regulation No. 20 Year 2007 should ideally be performed by each unit of education and educators subjects, but the provisions contained in the assessment standards such as processes, procedures, and techniques for the assessment of the school felt was difficult to implement. According to some educators physics encountered, a habit that is held assessment is done by a written test either formative or summative without any validation problems and diverse assessment techniques. Therefore, the implementation of Ministerial Regulation No. 20 of 2007 requires time and transition, changing from the subjectivity of educators is the reality of the ability of learners. While other educators said that scientific assessment system in the regulation better to measure the state of learners because according to scientific procedures,
but in practice will experience problems in their implementation. In addition, most schools have not done the analysis of assessment standards, even though the device setup and implementation of the assessment have been referring to various defined terms.

From the above explanation of the ratings by educators in teaching physics in high school in Gowa emerged a hope that with the implementation of these assessment standards could improve the competence of educators in order to carry out the assessment of learning in schools better and improve the effectiveness of the learning process. In addition students can determine the level of development and results of the learning process by looking at the value obtained in the evaluation in order to be a reference and input for the learners themselves.

**CONCLUSIONS AND RECOMMENDATIONS**

**CONCLUSION**

The conclusion that can be drawn from this research is the implementation of the assessment standards of education by educators subject is physics in high school in Gowa result: planning dimensions of 76.8% votes or at the high category, so that the implementation of standards planning educational assessment by educators in teaching physics at the high school in Gowa is quite in accordance with the standard of educational assessment, but there are still some assessment indicators are still not implemented by educators in learning physics.

**SUGGESTION**

Based on the results of the discussion and conclusions derived from this study, the authors propose some suggestions as follows:

- educators physics at the high school in Gowa further enrich another way of assessment at the school based assessment standards of education so that further improve how to evaluate and measure the ability of learners to better again.
- Preferably educators, plan carefully to assessments will be conducted at the school by observing indicators planning educator assessment standards.
• Educators should always coordinate on the assessment results with parents of learners, so that parents are better motivate learners in the learning process at home and school later.

• To the students, the community and the government to make the results of this study as a reference or reference in conducting research relevant to this topic.

BIBLIOGRAPHY


ROLE OF NOBLESSE IN DEVELOPMENT OF EDUCATION OF SOCIAL SUB-PROVINCE OF JENEPONTO
Nasir, S.Sos., M.Si.

ABSTRACT

This Research aim to know cause of role of clan of nob in life of development of education of social, and nob economics, in Sub-Province of Jeneponto. this Type Research use descriptive method qualitative. Noblesse sub-province informan of Jeneponto

Result of this research indicate that picture education of noblesse social in Sub-Province of jeneponto which is nob society still lower, to be compared to ordinary society and farm predominated by farmer society, ownership of farm also have do not predominate again by nob society, and on course bureaucracy, political, institute area, nob society have do not predominate caused by ordinary society have higher education which changing pattern life of social in it so that society see not merely someone title but there is assessed by matter is its society. This matter is caused by storey; level education of nob a lot pendidikan him/ still lower to be compared to ordinary society which is education of high him. Cause of friction of life of nob society social that is education, work, properties, marriage and domicile where preeminent ordinary society is in it compared to itself nob. Positive impact of friction of life of itself nob society social that noble title shall no longer becoming highest social status base in society but becoming high social status which is education owning., work, properties, and many matter becoming consideration of society which can take role, negative impact of itself there no in it because is esteeming each other it society in Sub-Provence of Jeneponto so that clan of bangsawa with ordinary society is esteeming each other and respecting in life of social.
ANTECEDENT

Area Sub-Province of Jeneponto its resident of tribe of makassar. This area since some last decade, recognized with feudal society with its culture pattern complexity.

System stratify tribe society of makassar divided to the three level. First: karaeng, occupying highest caste in social status of social and have two name of that is name of ordinary name and karaeng. This level consist of kings consanquinity mastering governance and economics. Kedua:Daeng, [both/ second] caste in system social of tribe of Makassar. One who have two title of]is name of ordinary name and daeng, Tribe society of mangkasara Sulawesi South majority have caste status [to] both. Ketiga:Masyarakat owning one name, as caste of terendah in status of social tribe of makassar. Third level consist of slave / serve which can is it[him] governed by Two level above him. Generally third tingkatan become slave because unable to pay [for] debt, impinge custom abstention and of lain-lain(Myrtha Soeroto, 2003: 22

Along with journey of time when monarchic system collapse and replaced by governance ofcolonial, social stratification of tribe society of Makassar start gradually discolour. After Indonesia independence, 2 highest caste, that is and karaeng of Daeng also gradually start to lose in life of society. Usage of title of karaeng, like Karaeng, and Daeng still weared, but its meaning do not sesakral first again. Usage of the nobility title very less is again viewed as by owner of highest social status. More weared because reason of mores and clan.

In this time perform nobility (it) is true still stick but condition of this faction have far differed where society which before now reside in at third level sometime more well established from compared to economic facet of nob. No more of pemaknaan of status limiting association among faction and nob of ata at the (time) of now. faction of Ata also have refused to be conceived of by ata even really coming of third level. Growth of life of tribe society of Mangkasara which quickly follow old value menggerus which embraced [it], that is caste is such as those which mentioned by above. This stand-out matter
especially in urban region. Caste title [shall] no longer be considered to be high
determinant lower social status him of someone in society eye

Have happened friction in the case of social status three level but in this time more
influenced by economic status which more having an effect on. In this time there is
tendency where one would more is esteeming of faction of ata which is rich to be
compared to nob but is impecunious. A little a few/little region of pelosok which still jell
with feodalist element. Where two highest caste still occupy high position.

Have to confess with that change of demand and epoch of is condition of in this time more
or less him have influenced life of tribe nob society group social of Makassar in Sulawesi
South. This Matter push to become the basis for strength [do/conduct] research with title "
Discount Role of Faction Nob tribe in Life of Social in Area Sub-Province of Jeneponto".
This Research aim to to know the condition of life of tribe noblesse social of Makassar
exist in Sub-Province area of Jeneponto,. To focussed problem to check in this research,
hence assumed to need to compile a research focus in formula format of is problem of
following 1. How picture of social economic of Tribe nob of makassar in Area sub-
province of Jeneponto 2. Factors what causing role of noblesse shifted by dalm
development of education of social in Jeneponto

**METHOD RESEARCH**

This Method Research is including type research of fenomenologi which relate at
paradigm or approach of research qualitative with aim to to elaborate a[n fact or situation
carefully and factual. Research of fenomenologi aim to to look for or find meaning of
elementary things of life experience. According to (this Melong,2004:31) Research aim to
to give more picture of detail. Research type is ekplamasi and have the character of
descriptively of Research Kualitatif. Jenis is case study specially at role of noblesse in
development of education of social in sub-province of jeneponto. Bogdan and of Taylor
define method qualitative as research procedure yielding descriptive in the form of words
written and is oral the than behavior and people able to perceive. Relate to that thing is,
hence research method which is used in this research is research method qualitative. That
thing is because of in this research, wishing to be expressed to have the character of circumstantial [regarding/ hit] any kind of becoming meaning and motivation in Researcher action use qualitative

the BASIS FOR THEORY

A. 1. Social Coat

Veneering of social stratification or social in its meaning sociology of differentiation of society or resident into classs by high rise which realized in flake, middle coat and substratum. According To Pitirin A. Sorokin in introductory book of sociology, veneering of social is differentiation of society or resident into classs by high rise or former epoch hierarkis. Sejak, society confess system veneering of social having to domicile high rise to to the

Equally, social startifikasi there is if ketidaksetaraan of social entangle arrangement to member of masayarakat into high rise structured class or strata so that cause the happening of beneficial by group of disadvantaged dankelompok ( Fulcher & Scott, 2007: 22

Social Startifikasi can comprehend as difference of people group according to structure of rangking certain pursuant to kepemilikian of economic resource, power, achievement, trust etcetera marking the existence of ketidaksetaraan in masyarakat(Meinarno, 2011: 188

Veneering of social having to domicile which is bertigkat from under to of. Veneering of this social happened either in countryside and also in town. According to Aristoteles in Soekanto that in each:every State there are three social coat consisting of miserable and rich them ( Soekanto, 1990: 227). In general veneering of social in society divided to become two process 1. Social process that happened with growth of masyrakat, while society which do not realize to create the condition 2. Veneering of social which intend to be formed for the sake of with, what intend to be formed to relate to power ( economic), power and honour ( Sunarto, 2004:112-126
Picture boldness

I. social Coat of
II. Middle Coat
III. Substratum

[common/public] Criterion used in society to classify someone status relate at view of Max Weber which see veneering of social pursuant to properties dimension

III. Substratum

Karl Marx as variant figure of Marxian specify class as central aspect of analysis about society theory and changes of social among both that class ever there are irreconcilable conflict on interest except natural one of the parties of ruination (Yudiono. K.S, 1960: 47-64

Max Weber as variant figure of weberian look into importance of economics only as one of [the] among a set categorize value including matters, which in everyday life is including into congeniality of importance of economics. Importance of such economics here is all people aktiftas and society related to production, distribution, and scarce goods consumption (Damsar, 2009: 21

According to Soedjatmoko, easy do not it[him] someone [do/conduct] transfer of status determined by inertia and is supple of social structure where people of life. Society owning high education and live in society environment esteeming professionalism, big of possibility will be more easy to penetrate social coat boundarys and climb to domicile superordinate as according to owned membership [it] can be seen is clear, where education cannot avoid have caused society member master modern life (Elly, 2011:73). Education at social stratification system can become cause of social mobility or transfer of someone status 2. Social Status in idea of laymen, both of this interconnected word one another. But [all] sosiolog use status differently, namely to refer position occupied by someone. The position can contain high prestige, like judge or contain low prestige like hamburger worker or salesgirl in an restaurant quickly saji. Status earn is also placed in the background, like public road men, former convict, a thief
All of us occupy various status when which at the same time. We earn concurrently become a boy (or daughter), a worker, and a student. [All] sosiolog use term peripheral of status (status set) to refer all position or status which we occupy. By itself peripheral of status can change typical status manakala of us change. If us graduate from college, getting work of is full (of) time, menikah, buying a house, having child and so on, for example, peripheral of our status change to cover worker position status, life couple, pawnbroker, and old fellow.

Wafting status and Performance A[N wafting status (status ascribed) having the character of is not voluntary. We do not ask [him/it], and Kitapun cannot chosen [him/it]. We inherit some wafting status when delivering birth, like ras-etnisitas, gender, and class of social Our old fellow, like also Our status as men or woman, men or daughter, or kemenakan of men or woman. Other Status, like adolescent status or old age citizen, related to journey of life and we Will have later on day in life We

Performance status (status achieved), on the contrary, having the character of is voluntary. This is status which We reach for or reach. As result of from effort alone, becoming a student, a friend, a life couple, a imam, or because no effort (or unappreciated effort by others), You become a breaking school, a former friend, a former life couple, or a abstracted by imam is its status. Equally, performance status can have the character of positive or negative, good of college president and also bank robber, both representing performance status.

Each;Every status provide guidance how we have to act or have feeling. As also to other aspect in structure of social, status place boundary at what earning or we cannot [do/conduct]. Because status of social represent part of real in structure of social, hence status of social found in all human being group.

3. Theory Change of Social
Tendency the happening of changes of social represent fair symptom of arising out of association of society life in society. Changes of social will continue to take place as long as still happened interaction of antar masyarakat and of antar masyarakat. Change of social
happened caused by change in elements keeping balance society, like change in geographical elements biologis, economic, and culture. The changes done to correspond to growth of dynamic epoch

This theory basically tread on at change needing process which enough length. In course of, there are some step which must pass by to reach wanted change. Society which before now only employing at agricultural sector, in this time have engaged in at other sector (off-farm). Off-Farm can be defined as all done work outside farming alone the including working in neighbour farming and plantation (Saeni, 2005:56)

Marginally, change of social influenced by factor coming from within and outside from itself masyrakat. Among factor coming from within society like change at condition of economics, social, and growth of technology and science. As for coming from outside society usually is that happened outside planning of society like natural disaster

[All] sosiolog is differing each other opinion about definition change of social. To limiting [him/it] will be cited by definition from [all] sosiolog among others 1. William Ogburn express scope definition change of social, including culture elements both for having the character of material and also having the character of is not material by emphasizing big influence of elements culture of materil to elements of immaterial 2. Kingsley Davis interpret change of social as changes that happened in society function and structure. For example incidence of new organization in kapitalis masyrakat, causing perubahan-prerubahan in [relation/link] among employer and labour which later;then cause the change in political organization 3. Gillin and of Gillin interpret change of social as a(n) variation of of way of livings which have been accepted, caused by change of geographical condition, culture of materil, resident composition, idiologi and also caused by new inventions and also diffusion in society

Cello of Soemardjan express change of social is, all change at social institutes in masyarkat, influencing [his/its] social system, including in values, attitude, and pattern nymph of deportment among groups in society 5. Hans Garth and C. Wirght Mills mendefenisikan change of social is whatever happened in certain range of time of role
terhdap, institute, or tatanan covering social structure 6. Samel Koening show at modifications that happened in patterns life of society

RESULT OF STUDY of its PROBLEM OF

Social Status represent part of socialization process where socialization process will have an effect on and influenced by status olehperandan of social. Epoch create emulation which so tighten. Ability becoming base in quite the thing this. Education level represent one of [the] indicator size measure that used to see. For the man who have higher education of course have bigger opportunity in giving share. Opening of opportunity and opportunity for every people to go through open to education progressively, clear of ability of economics of mumpuni, each;every society have equal right without seeing social status. Opportunity lead even also do not oblige from highest social strata circle

This present moment have change tatanan life of tribe of mangkasara. Social status which base on migratory clan at ability of individual. Whom even also him owning ability, hence is entitled to take role in society. No more of determination of power base on lineage, no more of high location view lower someone. Life of social need objects because passing acquisition, usage and transfer of objects, individual later;then have life of social. Equally life of individual social is not quit of [relation/link] with given by objects is value of pemaknaan

Its form of life of someone economics is not quit of effort society itself in fulfilling its requirement is and also influenced by some impeller factor for example existence of motivation to defend x'self in life from various natural influence, and also motivation to develop society group and x'self. Its form of life of someone economics is not quit of effort society itself in fulfilling its requirement is and also influenced by some impeller factor for example existence of motivation to defend x'self in life from various natural influence, and also motivation to develop society group and x'self

To fulfill requirement of [his/its] life of society require to work. This matter represent one of [the] economic phenomenon form. Economic phenomenon represent symptom from way
of how society or people fulfill requirement of their life to scarce goods and service. Way of such here is all people aktifitas and society related to production, distribution, and scarce goods consumption.

Economic activity socially defined as economic activity which influenced by social interaction conversely. This Prespektif is used by Ibn Khaldun in analysing value worker of society, in living meaning and economic stratification of social. One of [the] aspect life of economic social is economic aspect which cover opportunity of [job/activity], mount ownership of goods and earnings a. Earnings

This Research indicate that acquirement of earnings of society counted pursuant to amount of result of which is obtained at the (time) of crop. Crop done 1 kali in one year. Each;Every once harvest farmer get 54 up to 100 karung (of the size certain karung) broadly rice field 1 hectare. Division of its result, if yeoman account all expense until a period of/to crop, hence earnings 3:1. In this group sociology term is recognized referred [as] with penyakap

Society with consanquinity orientation marked with high appreciation of social harmony, exceeding appreciation of status or properties. Orient consanquinity sometime contrast with economic orientation which is mengangungkan properties of items, pushing stratification, conflict and competition. at society orient consanquinity, member of masayrakat active to exactly take care of equivalence among society. Society can possible prevent [so that/to be] [all] its member remain to egaliter variously.

Social status represent a group of rights and obligations had by someone in its society. One who have high social status will be placed higher in society structure compared to one who is [his/its] social status lower.

There are some factor influencing noblesse ter-reduksinya in sub-province of Jeneponto that is education, work of Properties. Education have been intended very important matter in life in society able to be seen is clear, where education cannot avoid by which have caused many change of that goodness in family alone, around life of society social, and follow modern life which have there is in this time, with education of society can
[do/conduct] mobility of social. Excelsior education of excelsior someone possibility of status of social and [his/its] role in society

Have proven that ordinary society have felt what [his] words that non noble title of lah moving forward life of someone social but with gone through by education is someone so that can give opportunity of someone to move forward status of social that good of their/his self going through education and also him big family which feeling proud and in seeing by vinicity society that someone can go forward without noble title but can improve [his/its] social status with effort go through education Important of him education of superordinate in society can be seen is clear, where education cannot avoid by have caused society member master modern life. (Elly, 2011: 23). There are high kolerasi among dimiciling social one with gone through education level it. Though mount education of someone social cannot is fully forecasted to pass to domicile its social, but education of high social in line with dimiciling high social also. Can be concluded that nob faction have do not guarantee that we remain to have status of social high but with education of someone lah without realizing that to domicile its social have is high

Factor which influence noblesse ter-reduksinya in sub-province of Jeneponto that is work. Work type can be utilized to differentiate coats of social in society. Now society have most owning by xself rice field to work of own without working in noblesse rice field farm again, because blessing of is effort by xself pass livestock effort or saving and effort of jualan have bought by xself rice field farm for ordinary society. Society also far previously have thought of that change will happened when out for someone go forward. In course of, there are some step which must pass by to reach change which is diingankan. Society which before now only employing at agriculture sector, in this time have engaged in at other sector (off-farm). Off-Farm earn didefenisikan as all done work outside farming alone intended to work in neighbour farming and plantation (Saeni, 2005: 56). Becoming, nob of ter-reduksi because have many ordinary society which have work which is is nicer to be compared to nob.

Social stratification still lionized in expection of tired by society of balance in division of rights and obligations and also responsibility in division of social values and its influence is
among society member. Nothing that can discontinue change, as nob informan as positive impact that is ordinary society also can go forward without existence of coherent nob faction in name of ordinary society of itself.

In general society of opinion that a period of/to to come differ froming a period of/to now. So that out for masayarakat live with, both for after her fancy and also wretchedness even if. For that changes must be done [so that/ to be] can accept other future than a period of/to now. This matter designate that countryside society do not only have directive [to] at just nobility status but there is assessed something else so that the society still is esteeming each other. Negative impact of itself nob ter-reduksinya there no caused by feeling is esteeming each other one another in tribe society of mangkasara.

CONCLUSION

1. Social Character of tribe nobility economics of mangkasara Sub-Province sub-province of Jeneponto.

   Most society have profession [to] as farmer because in general society economic activity center in rural area which still provide farm which enough wide of for the economic activity of. Farmer which do not have rice field farm will work as yeoman of rice field property of others.

   Farmer coming either from nob circle and also ordinary society which have wide of farm usually give their farm to society which do not have farm to in till with rule of sharing holder. in countryside of Sanrego resident of]is non nob not all narrow;tight farm memilki there are some among they someone have owned wide of farm.

   Ownership of farm have do not predominate again by nob circle though there is also among them staying in nob position but do not wide of farm memilki because some factor like amount of in family which many its amount so that they have to shar farm. Pursuant to ownership of this farm of earnings of society counted pursuant to amount of result of which is obtained at the (time) of crop, where crop done by each;every three months once with amount of earnings 54 up to 100 karung each time harvest, and owning narrow;tight.
farm is amount of earnings also a few/little for example only getting 30 until 50 just karung per once harvest.

Besides ownership of farm, nobility status can be measured from ownership of house. Form and someone house size measure deputize economic status. As for Society of bagsawan in general do not have permanent house very is differing from of ordinary society which have permanent house form. Education status also have important role, where in this time education have come to important factor to obtain;get to to domicile in society. Pursuant to assessment of countryside society of Sanrego that role of education in everyday life of vital importance so that they impel to send to school their child till to education which is high labih as a mean to improve;repair life of them in the future.

In this Jeneponto both for coming from nob circle and also non their nob send to school their child. Make-Up of quality of education to nob circle assume that education of is necessary for whosoever not because of on the basis of social status background of someone is and or assessed from dimiciling someone 2. Position nobility dynamics to bureaucracy position, political and other institute area in Sub-Province of Jeneponto

Inseparable Society of system veneering of social. Veneering of social can comprehend as difference of people group according to or structure of rangking certain pursuant to kepemilikian of economic resourcess, power, presstige, trust etcetera marking the existence of ketidaksetaraan in society.

Domination and level trust of society at nob circle have started to lose caused by education giving more compared to knowledge is society which do not go to school is much higher compared to society of ordinary circle. So that, on course birokasi, political and other institute area have do not see from nob faction or from ordinary faction but society see openly that whosoever which can occupy bureaucracy position, political and other institute area, if he/she can in the case of economics, education etcetera
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THE IMPACT AUDIO VISUAL MEDIA IN TEACHING WRITTEN ENGLISH OF THE STUDENTS
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The aim of the research to improve written skill in English learning through audio visual media, this research conducted in Elementary Education program, this study use action research approach there consists of four stages: planning, action, observation, and reflection. Research conducted in two cycles. The data used in the comparative descriptive analysis of observation compare research results and first cycle and the second cycle. The results showed that the student activities and student skills in writing. Results of overall skills of teachers and students have been a good activity. The student's skills in writing and the results of the first cycle of tests to get an average in the middle categories with classical completeness and second cycle to get an average of very good to high score. The conclusions in this study that learning English in writing skills through Media Audio Visual (VCD) it could improve the skills of teachers, student activities and student writing skills.

Keywords: Audio Visual improving writing.

BACKGROUND
Why should I learn a language? Learning a foreign language takes time and dedication. Some reasons are practical, some aspirational, some intellectual and others sentimental, but whatever the reasons, having a clear idea of why you're learning a language can help to motivate Student in their studies. Emigration, when you move to a different country or region, learning the local language will help to communicate and integrate with the local community. Doing so will demonstrate student interest in and commitment to the new country.

Family and friends, If our partner, in-laws, relatives or friends speak a different language, learning that language will help us to communicate with them. It can also give you a better understanding of their culture and way of thinking.
Work, if our work involves regular contact with speakers of foreign languages, being able to talk to them in their own languages will help us to communicate with them. It may also help us to make sales and to negotiate and secure contracts. Knowledge of foreign languages may also increase your chances of finding a new job, getting a promotion or a transfer overseas, or of going on foreign business trips.

Many English-speaking business people don't bother to learn other languages because they believe that most of the people they do business with in foreign countries can speak English, and if they don't speak English, interpreters can be used. The lack of foreign language knowledge puts the English speakers at a disadvantage. In meetings, for example, the people on the other side can discuss things amongst themselves in their own language without the English speakers understanding, and using interpreters slows everything down. In any socializing after the meetings the locals will probably feel more comfortable using their own language rather than English.

Study or research. Learning other languages gives us access to a greater range of information about our subject and enables to communicate with students and researchers from other countries. If much of the information and research about a subject that interests us are in other languages, learning those languages will be very useful.

The English language is one of the most popular languages to learn, perhaps the most spoken language around the world is English, and many people choose to learn the language simply to place them in a better position to secure work, or communicate more effectively with more people from around the globe. English might be a popular language to learn, but this doesn't necessarily mean it is a simple language to master, there are many challenges people face when learning English and if you are aware of these beforehand you stand a much greater chance of mastering the language.

Students can have various difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, and orthography, vocabulary usage. There is a connection between the native language of a learner and the particular difficulties in learning and using English, and the kind of mistakes a learner typically makes in English
pronunciation, grammar and vocabulary as there is native language interference in learning and using English.

Listening comprehension and speaking in English are the skills generally more frequently used than reading and writing in daily living in an English speaking country. Listening comprehension and speaking in English are more difficult and more important for learners to master than reading and writing. When reading and writing a text a learner has more time for thinking and pauses than when listening and speaking in English in daily living.

Vocabulary is one of the most comprehensive and difficult aspects of English for foreign learners to master thoroughly. They should first concentrate on learning the most frequently used and therefore most important English vocabulary for their practical real life needs.

Multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners. Other difficulties in learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar.

English usage can also be formal and informal. Formal English is the language of the mass media, education, business, economy, commerce, technology, science, etc. Informal English includes colloquial, slang and dialect usage. It is harder for foreign learners to master informal than formal English vocabulary.

English synonym dictionaries combined with general English dictionaries are an excellent tool for intensively, comprehensively and logically mastering vocabulary for the needs of the learner in real life situations. Extensive reading on a variety of topics is another effective method for expanding English vocabulary knowledge by learners of English.

The learner can also look up unknown vocabulary in English dictionaries and use other English reference books when reading and writing a text in English, which is impossible when listening and speaking in English. Therefore, listening comprehension and speaking in English are more difficult than reading and writing. English vocabulary for daily living
requires more time and is more difficult to master by foreign learners than English grammar. (Michael Shelby: 2016)

Writing skill will be serious problem for the students’ university of since they do not have enough opportunities to write and apply suitable material. Therefore the teacher should motive and give chance to the students to write even very simple sentences or short story. Some problems in writing in English as second language, the student find some problem in their writing, such as article and noun problems, verb problems, word form, word order and sentence structure, word choice, wordiness, punctuation and mechanics, sentence and paragraph coherence, organization and stylistic approach, documentation and use of source language. One of the more common problems seen in ESL writing is unnecessary switching between past, present and future tenses. Changing between verb tenses within a sentence can make it difficult for the reader to follow a piece of writing and should be avoided. An exception to this is when a time change must be shown.

To ensure that avoid this problem, keep the following in mind: 1) In general, establish a primary tense and remain consistent with it at the sentence, paragraph and overall work level, 2) Only change tenses when it is appropriate, e.g. when there is a time shift that must be shown, and 3) Reread your writing and consider what overall timeframe it is in - past, present or future.

The student have mistaken incorrect write an article. The improper use of definite (the) and indefinite (a/an) articles is a common problem for ESL writers. The best method for avoiding this issue in a sentence is to first consider whether it contains a countable or uncountable noun. Countable nouns have both a singular and plural form and may be preceded by an article, e.g. "a pencil". Uncountable nouns have only a singular form and should not have an indefinite article, e.g. "a/an book".

Writing in the first-person in academic contexts example writing in the first-person in an academic context can make a piece of writing read as informal, subjective and biased; it is a major no-no in the context of academic writing. It is an established convention that academic writing should be done in the third-person, and breaking this rule will cost you precious marks.
Generally, "a" precedes words starting with a consonant, while "an" should appear before words that begin with a vowel. There are exceptions to this, however. Words that begin with a silent "h" should be preceded by "an", e.g. "it would be an honour". The definite article "the" should be used in front of singular and plural nouns and adjectives when referring to something that both the author and reader are familiar with. "A dog" is in reference to a single unspecified dog, while "the dog" refers to a particular dog.

Incorrect capitalization,

The rules of capitalization in English may seem confusing, especially to non-native speakers. Issues with incorrect or missing capitals in ESL writing are regularly seen. Stick to these basic rules: Always capitalize "I" Capitalize proper nouns, which include names of people, places and organizations. Do not capitalize common nouns (for example: car, pen, school), Always capitalize the first letter of a new sentence. Capitalize weekdays, holidays and months of the year.

Mistake in Excessively long paragraphs. While there is no set rule for the number of sentences a paragraph should contain, it is possible to have paragraphs that are too long. Excessively long paragraphs are one of the more common problems seen in ESL writing. The problem can easily be avoided if you adopt a conscious attitude towards it.

Writing skill will be serious problem for the students’ university of since they do not have enough opportunities to write and apply suitable material. Therefore the teacher should motive and give chance to the students to write even very simple sentences or short story. One of the best way to improve the students writing is to give them practice by utilizing audio visual (VCD). Writing is crucial means of human communication. It is used to communicate with other people in society and to express our felling. Writing is one of language skill besides speaking, reading and listening, which is important for human. Since language teaching is face audio visual, the activity we usually that do is writing while watching and listening, mastering writing and listening are not easy, so the students need extras effort to master the skills. English teacher are demanded to be more creative in presenting their material since it is considered a difficult skill to master. They should be
thought in various ways so that the students can be more interested and should have strong motivation in learning writing, and they can practice their writing by using VCD every time

**PROBLEM STATEMENT**

Based on the problem, the writer formulates the research question as follow:

“Does the use of Audio Visual (VCD) in learning English effective to improve the students’ writing skill of Elementary Education Program (PGSD) Makassar State University?

**OBJECTIVES OF THE RESEARCH**

Find effectiveness of the use of Audio Visual (VCD) in learning English effective to improve the students’ writing skill of Elementary Education Program Makassar State University

**SCOPE OF THE RESEARCH**

The scope of the research is restricted to utilizing Audiovisual Media (VCD) in teaching English to improve the students writing skill of Elementary Education Program Makassar State University. In this research on writing in daily activity and Short story,

**REVIEW OF RELATED LITERATURE**

According to Robert Todd Caroll (1990), many students were never required to learn proper spelling or grammar. These poor students come to think that “English” and “writing” are nothing but spelling and grammar. To them, writing means inevitable failure. Good writing is sometimes they believe they will never be able to achieve, because they not only identify good writing with proper spelling and grammar etc. They are even not aware of the importance of writing skill in their learning. They often get low marks when doing the tests on writing skill and it affect their earning’s result. In fact, students often have many basic mistakes in written works about spelling, grammar, punctuation and organization.
Besides that, learning writing, the students have many problems at the present such as lack of experienced writing skill teacher and lack of time to study. The time for teaching writing skill is not enough for students to improve their ability. In addition, students do not know principles of writing. The problems that students usually have to face are the motivations for my research.

I choose this topic because I want to investigate the difficulties in writing skill among students at high school and find out the problems they commonly make so that I can suggest solutions to improve their writing skill.

**WRITING**

Writing seems to have taken on different definitions for different groups of people in order to suit their different needs and purposes for writing.

Writing is a complex metacognitive activity that draws on an individual’s knowledge, basic skill, strategies, and ability to coordinate multiple processes. Graham (1997) in Nguyen (2015:1) identified the following four vital areas in the writing process: (1) knowledge of writing and writing topics, (2) skill for producing and crafting text, (3) processes for energizing and motivating participants to write with enthusiasm, and (4) directing thought and actions through strategies to archive writing goals.

Grape and Kaplain (1996), in their book “Theory and practice of writing”, explore the meaning of writing in terms of the rhetorical triangle in writing. Such triangle consists of the reader, the recipient of the final product of the writing process, the writer, the originator of the message; and the subject matter and the text itself. Both the writer and the reader have to consider all these aspects when writing and reading, respectively for each one plays a significant role in the journey towards meaning.

There is another definition for writing, Writing is the creative process because it is a process of reaching out for one’s thoughts and discovering them. Writing, as such is a process of meaning making.
Here are 5 of the biggest challenges people must face when learning to speak and write English:

1. Grammar

   English Grammar is complex, making it difficult to remember, master and use logically. Ensuring you use the correct grammar can be tricky, especially when you are in conversation with someone and they are speaking at an alarmingly fast pace. Learning grammar is like learning to drive, you can learn all of the theory, rules and regulations, but you won't be good at it unless you practice it and it starts to become second nature to you. Grammar is extremely important, incorrect use of grammar can confuse the person you are speaking to and even change the meaning of what you are communicating, what's more is native English speakers are hyper aware of grammar and will notice almost immediately if a grammatical error is made, even if this is the smallest of errors, English speakers are incredibly proud of the language and look negatively on it being used incorrectly.

   Some native speakers of English might be very aware of grammar and will notice even the smallest mistakes. They are known as pedants, and are best avoided by English learners. If you are taking an exam or using English in another formal situation, try to avoid mistakes, if possible, but in informal situations this is not so important.

2. Vocabulary

   Is often a challenge, particularly when it comes to verb variations and understanding which tense should be used in various situations? English has one of the biggest vocabularies of all languages, and it can be very confusing for non-English speakers to master. Using vocabulary inaccurately is incredibly noticeable to anyone who's first language is English, though it doesn't often change the meaning of your text, it does weaken it.

3. Slang and colloquialism

   With the English language having such an extensive vocabulary and complicated grammar, there is enough to teach students wanting to learn English, rarely are students exposed to the slang words used by English speakers in every day conversation. Sentences can be predominantly filled with slang words, so maintaining a conversation can be difficult for anyone who doesn't understand what they mean.
4. Pronunciation
Knowing how to pronounce words in English can be very difficult as it isn't always obvious. English speakers have been taught these from an early age, which is how they know not to pronounce the ‘k’ on ‘knight’, they are taught the subtleties in how to pronounce something to communicate the right message. Furthermore, depending on the first language of the English student, it can often be difficult to pronounce certain words properly, having not ever had to create that phonetic sound before.

5. Variations in English.
The variations in the different forms of English can often be difficult to understand. For example, the difference between using formal and informal language or the differences between spoken and written language. This leads to students writing words phonetically, i.e. how they would say it rather than how its actually spelt, and using informal language, maybe even slang that they have picked up, in formal situations which may perhaps be viewed negatively.

Some Pertinent Ideas

1) Writing Reproduction
River (1967) stated that” to be able to write in foreign language, the students must be trained systematically through five general stages development: copying, reproduction, guide writing, recombination, and composition. The Brief explanation

a) Copying
This stages is applied in which the students ideas exactly the same as certain passage given, stressed in punctuation and spelling copying which is some times called transcription. Requires to the students writing down as exactly the same as the original printed. This aims at familiarizing students to write in foreign language confidently.

b) Reproduction
Reproduction is an artificial and useful in writing through composing ideas latter listening or reading text. Having the student to preconceive the ideas from the text through listening, reading on occasion either rewriting it from memory of the students.
c) Guided Writing
The fundamental of principle of guided the students in various ways. Toward a mastery of writing skill, and controlling what they write and trying to eliminate mistakes.

d) Recombination
A certain passage presented to students, they try to recombine it into a favorable ideas. Closely related sentences may be combined to form component sentences and that closely related sentences.

e) Composition
The students are given a topic or the theme and are expected to express themselves at the some length on it in order to demonstrate their ability to write.

2) What Is Writing?
When we write, we use graphic symbols; that is, letters or combinations of letters which related to the sounds we make when speak. Writing is the act of forming these symbols; making marks on the flats surface of some kind. But writing is clearly much more than production of sounds. the symbol have to be arranged, according to certain convention, to form words, and words have to be arrange to form sentences, although again we can be said to be ‘writing ‘ if we merely making lists of words, as in inventories of items such as shopping lists.

As a rule we produce a sequence of sentences arranged in particular order and linked together in certain ways. They form a coherent whole. They form text. Writing is involved the encoding of message of some kinds; that is, we translated our thought into language; reading involved the decoding or interpretation of this message. But , except on those occasions when we are writing for ourselves.

Byrne (1984) Rohana (2004:9) expressed that:
writing is clearly much more than the sound, the symbols have been arranged according to certain convention, to form word, and words have be arranged to forms sentences. As a rule, production of graphic symbols just speech more than; the production of however, we do not write just one sentence or a number of sentences arrange in particular order and
linked together in certain ways. Writing involves the coding of message of the some kind; that is to translate through into language.

From definition above, we conclude that writing is away of expressing the thought or ideas, and writing involves the coding of message of the some kind that is to translate through into language.

The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing. On the other hand, the writer needs also to pay some attention to formal aspects; neat handwriting, correct spelling, and punctuation, as well as acceptable grammar and careful selection of vocabulary. This is because much higher standards of language are normally demanded in writing than I speech; more careful constructions, more precise and varied vocabulary, more correctness of expression in general. Also, slow and reflective nature of the process of writing in itself enables the writer to devote time and attention to formal aspects during the process of production.

3) What Do We Write?
Most of us use writing to make a note of something, and to keep records of things we want remember. We send message and write letter to friends, and a few of us keep diaries. Most of us have to fill in forms from time to time, for example, for insurance. Rewrite production some materials from VCD after the students watching and listening.

A comparison between speech and writing should help us to understand some of difficulties we experience when we write. In writing we have the task of organizing our sentences carefully so as to make our meaning as explicit as possible without the help of feedback from the rewrite and revise our sentences until we are satisfied that we have expressed our meaning.

4) Why Writing Is Difficult
Why writing is difficult activity for most circumstances and accustoms us both in mother tongue and in the foreign language. We shall look at the problems which are caused by writing under three headings; psychological, linguistic and cognitive.
Speech is the natural and normal medium of communication for us in most circumstances and accustoms us both to having someone physically present when we use language and to getting feed back of some kind. Writing, on the other hand, is essentially solitary activity and the fact that we are required to write on our own. Without the possibility of interaction or the benefit of feedback, in self makes the act of writing difficult.

Oral communication is sustained through a process of interaction expect in special circumstances, such as a lecture, the participants, help too keep it going. Because speech is normally spontaneous, we have little time to pay attention either to organizing our sentences structure or to connecting our sentences; to some extent the letter is maintain thought to process of interaction. We repeat, backtrack, depending on how people reach to what we say. Incomplete and even ungrammatical utterances usually pass unnoticed.

Most of the students learn to write in their mother tongue at school, their experience of the written language is still very limited.

Donn Byrne (1990: 27) Stated that presented in form guidelines for writing programmed.

1) Teach the learner t o how write 2) provide adequate and relevant experience of the written langue, 3) show the leaner how the written language functions as system of communication, .4) Teach the learner t o how write text 5) Teach the learner t o how write different kind of the texts, 5) making writing tasks realistic and relevant, 6) integrated writing with other skill, 6) use variety of technique and practice formats, 7) provide appropriate support, 8) be Sympathetic

Based one the statement above we make conclusion we have considered at length the many problems involved in writing and these are freely acknowledged to prevail when write in our mother tongue, not only foreign language except in specialized programmers.

5) The Necessity of Writing

Writing is crucial means of communication. Usually writing becomes more appropriate when someone cannot express his or her ideas or feelings orally. Therefore, Rubin (1981: v) states that writing is essential to many aspects of social, practical and professional
communication and those who have difficulties in expressing themselves in writing are handicapped in our society. Rimes (1983) define that writing helps students learn because it can: a. Reinforce the grammatical structure, vocabulary. b. Students write have a chance to be adventures with language, to go beyond what they have just learned, to say take a risk.

In School or college writing is needed, without the ability to express yourself in writing, it will be difficult to pass as writing is an essential skill which must be mastered.

6) The Component of writing


1) Content

The content of the writing should be clear. This means the point of the information should connect with the topic, so that the reader can understand the messages or gain information easily. As Lado (1962) says, there are at least three things that can be measured in connection with the content. The point of the information to be brought about the sequence in which the point are presented and the formal signals given to the reader to guide them understand the topic Billy Lannon (1992) states that the first requirement of worthwhile content is unity. The mains ideas are stated clearly in the sentence with each supporting the sentences/paragraph.

a. Unity

The writing is regarded to have a good unity if it has some main idea and the sentence contained in it develops that idea. It stated in the topic sentence and each or every supporting sentence develop it and related to that idea. If a writer wants his writing unified, he/she should not include the sentence that does not support the main idea in the topic sentence.

b. Completeness

In writing is said to have completeness if the main idea has been explained and develop fully. Completeness as Baker (1986) comments that the controlling idea which is developed
thoroughly by the use of particular information. It is relative to how complex or general the
topic sentence. By having a complete writing will be clear and understandable to readers.

2) Organization

In organizing a piece of writing learner should have coherence and a chronological
order. The coherence of the paragraph means that ideas are put, in the right order, so the
raider can easily understand he writer’s thoughts. When writing paragraph, the learner
should arrange they writing chronologically. They should present their ideas based in the
order of what happened from beginning to the end.

3) Grammar

Grammar plays important roles in the writing. It governs utterances that. We produce to
be right and orderly. Therefore, it also has great influence on the quality of a piece of
writing (Puasa, 1994). Having no mastery of grammar, students can not create a good piece
of writing. In order to have a good grammar in the writing, writers should pay attention to
the use of grammatical rules concerning tenses, preposition, conjunction, clause, adjective
or adverb clause, articles, etc. the lack of good grammar will make the content of the
writing vague and can make misunderstanding.

Every sentence in the writing is automatically related to the tenses. The description of
narration, for example, will likely to be vague and ambiguous if the tense choices are in
appropriate and inconsistent. These will function to clarify the time and the situation in it.

4) Vocabulary

Vocabulary is one of the most important components of writing. To express ideas we
always deal with vocabulary. The lack vocabulary makes it difficult to express ideas. The
writer must choose the right or the appropriate words so that they can present their ideas in
a way that the reader can understand the ideas.
5) Language use

Language use is also important in composing a piece of writing. The learner should have to skill the use language. They should avoid errors in writing word function and know to use modifier or connective words or phrases.

6) Mechanics

The mechanics of writing deals with capitalization, punctuation and spelling. All these things are important to lead the reader to understand to writer ideas.

The factor affecting the students’ success in learning

1) Motivation

Hamer (1991) and Rohana (2004) stated motivation is kind of internal drive that encourages somebody to pursue a course of action. Maehr and Midgley (1991) noted motivation can help the students to understand the purpose of learning and divide the motivation in two categories they are intrinsic and extrinsic motivation: the desire of students themselves to learn, without the need for external inducements. (Example, the students want to be successful in his/her school, he must be study hard). Extrinsic motivation: those rewards and inducement external to students. (Example, Mr. Ahmad advice his son must be study hard).

2) Interest

Good (1982) stated interest as subject-attitude, concern of condition involving a perception or idea in attention of intellectual and feeling curiously condition by experience. Aiken (1982) defines and interest is as feeling of preference connection of one’s own activities. Interest can from the students’ personal discipline in attending the English lesson. From this point of view, it can be said that the students’ attitude may be formed because they have interest to word a certain lesson. There are three ways to measure the students’ interest in writing reproduction using language laboratory as follows: 1. Students behavior, 2. the materials, 3. Teacher’s performance.
Audio-Visual in Teaching of Writing

Teaching writing is the last skill taught in English language learning. Penny (1991) states that the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader, so that the ideas themselves should arguably be seen as the most important aspect of the writing. The writer also considered the aspect of writing process such as neat handwriting, correct spelling and punctuation, as well as acceptable grammar and vocabulary. Over the past few decades of research on teaching writing to second language learners, a number of issues have appeared, some of which are composing the new product of writing, process of writing, contrastive rhetoric, etc. In process of writing, the students is demanded not only to put some words on a piece of paper, but also to create writing more communicatively and meaningful by using good word, phrase, and structures. They should also use their thought, mind, and idea to build the good sentences. In this case, the aspect of psychology also plays a role in creating writing, because writing is a mental process to advance the students’ skill in creating some new knowledge. In order to make students become aware and easy to write some sentences, the role of teacher is also considered to help them in learning writing process. Teacher can teach writing communicatively in nature. The writing’s activities must be interesting and enjoyable. Teacher can decide the new approach and strategy when they want to teach writing easily. One of used strategies is by using instructional media. Since many English methodologies in language teaching and learning become controversy in practice, media can solve it. Teacher can combine audio and visual to be one part in teaching. In teaching writing with audio visual aids, the role of the teacher is just as a facilitator and guidance in learning.

The use of visual art is beneficial because it serve mainly as a motivational entry-point to reading and writing activities. These activities engage students in text and reinforce positive behavior (Burger and Winner, 2000; Ernst, 1994; 1995 in Nancy et all, 2005: 2). This is supported by the work of Gambrell (1993), (Gambrell & Bales, 1986), and Sadoski (1985) hypothesizing that the use of imagery goes beyond mere engagement. The picture or visual becomes the useful technique for helping students select and focus in developing a description which is non-chronological, for example of place, people, or scenes. Here,
students can describe something from what they see on pictures and write it down on a piece of paper (Hedge, 2005: 70)

By media we mean all aids which may be used by teachers and learners to attain certain education objectives. We shall restrict ourselves in some respects in our treatment of the media which be used in teaching English. Only same media which have a direct contribution to make to the teaching /learning process, we also restrict ourselves to have media in the classroom.

Edmenger (1979:24) Teo Vans (1983: 280) list a number of point of view from which media can be considered:(1) the nature of the information conveyed by the media i.e. linguistic and non linguistic information), (2) the cannel of information, (3) the phrases in the process of teaching and testing (4) the didactic functions to motivated the learners(5) the degree of accessibility and adaptability(6) the possibilities for supporting, or replacing the teacher (7) the use of media by individual or in group

1) Visual And Audiovisual Media

There is no strict separation between visual and audiovisual media with the respect to use in the teaching English. Nevertheless, television, video and film, are usually regarded as audiovisual media proper, because of the combination of the sound and image in this media. All visual media, however, can in principle be combined with all auditory media.

2) Visual Media

The visual element has long played an important role in teaching English (schildern1997:14) has shown that as long as century ago a uprising number of visual media.. Such print, drawings, and maps of cities and countries were used in teaching the foreign teaching. In fact long before such auditory media.

‘The visual component is an increasingly important dimension of communication ‘

There is considerable agreement in positive effect which the use of visual media has on teaching foreign language.
3) Audiovisual Media

The combination of sound and image and the use of rather expensive equipment characterize audiovisual media in narrow sense of the word, namely, films, TV, and video. The presentation of moving pictures is one of the most important differences between these and other media. This makes it possible to achieve a considerable degree of contextualization. One of the main disadvantages of this type of material is, however, that it dates very quickly as a result of the technical, political, and cultural developments.

In teaching English by multi media systems a great number of media are employed. Characteristic of multi media packages is the functional division of the various media over the various part of the course and the different phrases of the teaching/learning process.

Some general aspect of the use of visual and audiovisual media in the Classroom

Utilizing audiovisual media is very usefully, flexibility and adaptability of audiovisual media in order to make it clear that the use of such media can only be efficient if they are in all respect ‘just- friendly ‘ if they are not , media use is bound to meet with irritation on the part of both learners and teachers.

Media are generally said to have two main functions: they serve o make Foreign teaching learning more lively and they are integral part o the teaching/ leaning process. The two functions may be reflected in a large number of practical measures, for instant, furnishing providing visual or audiovisual support for part of teaching programmed.

The use of audiovisual is generally considered useful and important for all types of foreign languages teaching. a specific use of media is both possible and desirable. If media are intended to support, supplement, or replace the teacher with respect to number tasks, then one should first off all ask the question whether and how far media should be used, for which task, and which particular stage in the teaching/learning process
RESEARCH METHOD

The part contain research design, subject of the research, procedure of classroom action research involved 4 steps: 1) planning, 2) action, 3) observation and evaluation, 4) reflection, data collection, and data analysis.

1. Research Design

This research was a of classroom action research, and applied audiovisual in learning English to improve the students writing skill.

2. Subject of the Research

The subjects of this research were B.8 grade students of Elementary Education Program (PGSD) Makassar State University in the 2012/2013 academic year. It is considered of 40 students.

3. Procedure

The procedure of the action research in the teaching implementation of this classroom action research consisted of two cycles. Every cycle was conducted in three meetings and applied the same treatment, and same changes on the second cycles based on the reflection and result of the first cycle.

The procedure of classroom action research, they are: (1) Planning, (2) Action (3) Observation and evaluation (4) reflection

a. The First Meeting:

Planning

1. Make lesson plan
2. Arrange instrument of the data
3. Prepare VCD (lesson materials)
**Action**

1. Telling to the what they should done
2. Teacher ask the students writing daily activity
3. Teacher arrange of the research instrument of collect of data
4. Teacher prepare some instrument (VCD)
5. collected the students the writing
6. analyzed the students writing

**Observation/ evolution**

1. analyzed the students writing
2. Analyzed the students activity
3. Analyzed the students interest

**Reflection**

1. Team of the research discussions develop of the students in writing ability, and the interest also motivation the students during learning process.
2. Make the planning for the next meeting

**b. The second Meeting:**

**Planning**

1. Make lesson plan
2. Prepared research material
3. Prepared topics of the lesson

**Action**

1) Telling to the students what the lesson today
2) Telling to the students what will they do?

3) Telling to the students to prepare of the peace of paper

4) Ask the students about watching Audiovisual (VCD)

5) Ask the students to rewrite the lesson from preparing in VCD

6) Collect the student’s work sheets

7) Giving the students chance to give comment and discuss about the topics

8) Observers the students activity

9) if the students don’t understand playing the VCD again

10). Ask they rewrite the topic of the lesson by VCD

Observation/ evolution

1. analyzed the students writing

2. Analyzed the students activity

3. Analyzed the students interest

REFLECTION

1. Team of the research discussions develop of the students in writing ability, and the interest also motivation the students during learning process.

2. Make the planning for the next meeting and cycles.

The activity in the cycle 2 the same activity on the cycle 1, but the action in the cycle 2 making solution of the students have problem in the writing

Technique Of The Data Collection

In collection data, observation, field notes, test and documentation.
Finding And Discussion

1. Finding

Based on the table the acquisition value achieved by students, where the acquisition value of 70 -100 with complete group 23 students who scored in that range with a percentage of 82.14% while obtaining grades 0-69 with an incomplete group, amounting to 5 students with a percentage of 17.86%. According to the data on these results, it concluded that the success achieved by students in the classical have shown the level of achievement of the indicators of success that established researchers that 70% scored according standard determined by the school at 70, the research ability of students' writing skill through application media audio visual English language study is successful.

Earning the second cycle focuses on increasing teacher and student activity which expected student learning outcomes can also be increased. The results of the analysis and reflection of implementation the action on the second cycle, namely:

1) Researchers have improved learning implementation accordance the lesson plan that made, although there are still steps in the lesson plan is not maximized its implementation.

2) Researchers have delivered the material very well, that is by delivering learning materials in a clear voice, and provoke students with questions

3) Students directed when division the group even though there are still some groups that lack order to sit down with the group in accordance shared by teachers.

4) When the teacher explained about the things that considered when reading the students' attention well although they found there were some students who are not listening to the teacher, so it reprimanded and guidance of teachers to refocus listening to the teacher's explanation.

The pre-cycle students who care by 30%, the first cycle to 50%, in the second cycle to 90% of students who pay attention and focus on the current learning; In pre-cycle students who have Interest to learn in about the task hard, diligent, and conscientious by 23% in the first cycle to 51 % in the second cycle to 87%. In pre-cycle active students by 32%, in the first
cycle to 62%, in the second cycle to 92%. The motivation in pre-cycle only 41% of students who motivated to follow later learning to 67% in the first cycle and the second cycle increased to 98%. The achievement the students from Pre Cycle to Cycle 1 about 26 point, and from cycle 1 to cycle 2 has increase 34, 25 point.

Application of the Audio visual can improve students' skills of writing. The test results in the first cycle is the first data after the implementation the act of learning. The results of these tests based on five aspects considered in writing. It characterized by an increase in the results (grades) students learning to write. The students who has reached the limit of completeness (in the first cycle the average value 56, 2 and then on the second cycle increased to 88, 4

2. Discussion

It discussed in this section is the implementation Audio visual media to improve writing in English language lessons are held on Makassar. Classroom action research conducted in the Makassar conducted in two cycles. Results of research consisted of activities of students, teachers and the results of the evaluation aspect writing in the first cycle and the second cycle increased.

Based on the results of the implementation of the first cycle, it is known that application Audio visual media in the first meeting of teachers at the middle category. As for the activities of students in the middle category and the second meeting, the activities of teachers over the greatest that is now on either category. In addition, student activities also increased from the previous meeting that are in either category.

The second meeting of the evaluation results obtained by students' about 12 students scored is poor or lower the standard while 16 students scored according standard categories. It concluded that the action in the first cycle is not successful, and on this basis the authors continued action to the next cycle is the second cycle.

Based on the results of the implementation of the second cycle, it is known to improve the quality learning, both of indicators of success, results and indicators of success of the process. from the indicators of success, the result is known that the end of the second cycle
test results have reached the target of students who scored below standard categories as many as five students while receiving proper value standard with 23 students. From the indicators of success of the process, at a meeting of one activity carried out to the fullest and are in either category. In addition, student activities also are in both categories. As for the second meeting, the activities of teachers as well as the first meeting was in the good category and the teacher's activities good categories.

In addition, student activities also are in both categories, on implementation this second cycle has been an increase of success achieved by students, in classical have shown the level of achievement of the indicators of success that improve that 70% of researchers are getting right standard value determined by the school that is $\geq 70$. The increase occurred because of this success in the smart teachers deliver learning materials so that students interested and to better understand the explanation the teacher. So that the administration evaluate reading poem, students showed better results than before.

Based on the above discussion it seen that use audio visual media can increase understanding, and cooperation of students in learning due to any members of the group put out ideas to understand a concept and complete the task, application of the method can improve quality the process writing skill. This shown by the increased percentage, about attention, learning passion, liveliness, and student in learning read a poem in each cycle.

**Percentage Comparison of Student Activities at Pre cycle, Cycle I, and Cycle II**

In the pre-cycle students who care by 30%, the first cycle to 50%, in the second cycle to 90% of students who pay attention and focus on the current learning; In pre-cycle students who have Interest to learn in about the task hard, diligent, and conscientious by 23% in the first cycle to 51% in the second cycle to 87%. In pre-cycle active students by 32%, in the first cycle to 62%, in the second cycle to 92%. The in pre-cycle only 41% of students who motivated to follow later learning to 67% in the first cycle and the second cycle increased to 98%. achievement the students from Pre Cycle to Cycle 1 about 26 point, and from cycle 1 to cycle 2 has increase 34, 25 point.
The test results writing skill in the first cycle is the first data after the implementation the act of learning with audio visual media. The results of these tests based on five aspects considered in write..

It characterized by an increase in the results (grades) students learning to writing skill. The students who has reached the limit of completeness (in the first cycle the average value 56, 2 and then on the second cycle increased to 88, 4. From the stage to the first cycle increased by 4.96 points and an increase of the first Cycle to the second cycle by 32.2 points. Comparison Average Score in Every Aspect writing Cycle I and II The average value of students' skills in writing skill after using audio media increased. In the assessment phase pre-cycle teachers not using the criteria of every aspect of reading poetry, but directly give value. Therefore, researchers only stage comparison included the first cycle and the second cycle.

**CONCLUSIONS AND SUGGESTIONS**

Application of audio visual can improve the quality the process and results learning to write Students have become more attentive, passionate learning (serious, diligent and conscientious in task), more active and more motivated. The implementation Media audio visual in learning to write and increase students' skills of write seen from the results of the average class.

Researcher’s suggestions that lead to students and further research is as follows. (1) For students more active and follow the lessons with pleasure, (2) for teachers, should can use the facilities which attract so that it can make students are more active and should conduct a planning and evaluation against any action that taken, (3) for schools, should add to teaching and learning tool that used by students and teachers to support learning activities and able to motivate teachers to improve teaching skills, (4) expected for researchers others to collaborate actively with teachers and can create The new learning method so that quality education in Indonesia can increased.
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IMPLEMENTATION COOPERATIVE TYPE STUDENT TEAMS ACHIEVEMENT DIVISION. THE GRADE IV PUBLIC SCHOOL ELEMENTARY MAKASSAR CITY
Suarlin and Sri Yanti Sinusi

ABSTRACT

The increasing Result of Learn of Civic Education of Cooperative student type teams achievement division approach on student grade IV public elementary school of Makassar. Skripsi guided by primary teacher Education program faculty of education state university of Makassar. This research based the reality on the ground that student result of learn in Civic education subject that do not meet the minimum completeness criteria is 70,00 the formulation of the problem in this research is how the increasing result of learn of civic education through. Student teams Achievement Division grade IV Public elementary school of Makassar City? This research aims to increasing student result of learn in Civic education grade IV public elementary school of Makassar city. This research used a qualitative approach to this type of research as a classroom action with research subject is a civic education teacher and 30 student grade IV Public elementary school of Makassar City consist of 14 boys and 16 girls in school years 2016/2017 Implementation of learning throught The simplest cooperative learning so that in one group there will be a high-performing students, two people capable of being, the low-ability students anymore and is suitable for use cooperative learning by teachers who are just beginning to use cooperative learning. Implementation of the action begins on stage planning, action, observation and reflection with data collection techniques observation, test, and documentation. Technique data analysis using qualitative descriptive analysis. The result of this research indicate that the result of learn disciple increased from cycle with the medium category (S) to the second cycle with high category (T) is the result of learn civic Education in the first cycle, there are still student who have not completed the second cycle of learning and increase the over all student being completed, so as indicator from minimum Completeness Criteria who planned succesfully. Based an these result it can be concluded that with the implementation Cooperative type Student Teams Achievement Division. The grade IV public School elementary Makassar City so student Result of learn can be increase.
Education is a deliberate attempt designed to achieve the goals set. Formal education in primary schools is essentially intended to realize the function and purpose of national education, as defined in the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System, that: National education serves to develop skills and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, aims to develop students' potentials to become a participant who is faithful and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and become citizens of a democratic and responsible. Civics is taught in schools is often less attractive impression even boring. Teachers are more likely to give an explanation of abstract which forces students to have the same picture as the teacher explained. Model and teaching techniques are also less attractive. What happens in the classroom, teachers usually start telling lessons, or even read what is written in textbooks and finally closed the lesson so the final bell rang lesson. Not surprisingly, the subjects Civics considered unattractive. The results of observation the author as a classroom teacher who taught in the fourth grade showed that student learning outcomes are far from KKM subjects Civics is 70. The results of student learning in Civics low, this was caused by the teacher where teachers only use the lecture method, the learning process only one direction, and rarely use props. While the factors students where students are less active in the learning process, a lot of play during the learning process, lack of attention to the teacher's explanation.

LITERATURE, FRAMEWORK FOR THINKING AND HYPOTHESES ACTION

1. The desk
   a. Learning Cooperative (Cooperative Learning)
Cooperative learning model is one model of learning in which the system of study and work in small groups totaling four people collaboratively so as to stimulate the students more enthusiastic in learning. Philosophy is the basis for this study is a human as social creatures, mutual assistance and cooperation. Thus it can be defined that cooperative learning is a learning model which is done by grouping students into small groups whose
members consist of various elements of the student heterogeneous to cooperate directionally in a team to solve problems, the task of achieving a shared goal

b. Model STAD
Cooperative learning Student Team Achievement Division (STAD) is the most effective learning method developed by Robert Slavin and his friends at Johns Hopkins University. is "Cooperative learning the simplest (Ibrahim et al., 2000: 6) so that in one group there will be one capable students is high, two people capable of being, the students again their poor performance and a cooperative learning is suitable for use by teachers who are just starting using cooperative learning ". Student Team Achievement Divisions (STAD) is one type of cooperative learning the simplest. Students are placed in learning teams of four that is a mixture according to their performance levels, gender and ethnicity.

2. Conceptual Framework
The results of student learning in Civics low, this was caused by the teacher where teachers only use the lecture method, the learning process is only one way, and rarely use props. While the factors students where students are less active in the learning process, a lot of play during the learning process, lack of attention to the teacher's explanation. To cope with the foregoing, the STAD model is suitable that later can improve student learning outcomes Civics.

3. Hypothesis Measures Hypothesis actions that can be raised is if cooperative learning model Student Team Achievement Division (STAD) applied properly, the result of learning in fourth grade Civics Instruction-Kassi Kassi Rappocini District of Makassar City may increase
RESEARCH METHODS

1. Approach and Types of Research

a. Approach

The chosen approach in the implementation of this study is a qualitative approach. This approach was chosen to describe the activities of students and teachers in the implementation of the act of learning.

b. Types of research Type of applied research is classroom action research (PTK). PTK is research that aims to improve teaching practices on an ongoing basis, which is basically attached to the implementation of the mission of professional education in the waistband teachers. According Arikunto, et al. (2007: 57)

RESULTS

1. Results of the research cycle 1

Data student learning outcomes at 2 meetings obtained by the end of the test sheet first cycle evaluation results indicate that the first cycle of 30 fourth grade students Inpres-Kassi assiMakassar consists of 14 men and 16 women who took the test measures the mean values obtained average students in cycle 1 is 72.14. The description is: no students acquire a very good score (100-85%), 23 students obtained a score of good (84-70%), 5 students obtained a score enough (69-55%), no students obtained a score less (54-46%) and no students who received a score of very less (45-0%). The results obtained from the average value of students in cycle 1 is 72.14.

Table 4.1. Distribusi Frequency and Percentage Values Student Results on Siklus I

<table>
<thead>
<tr>
<th>No</th>
<th>Value Scale</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
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<td>85 – 100</td>
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<td>2</td>
<td>70 – 84</td>
<td>Good</td>
<td>23</td>
<td>82,14</td>
</tr>
</tbody>
</table>
Based on the data in table 4.1 above, it can be seen that of the 28 students who attended the students' learning in fourth grade PI-Kassi Kassi Makassar with the percentage of students' scores after the application of cooperative learning model stad in learning, there are 23 people (82.14 %) which study results are in good category, five students (17.85%) are in the category enough.

2. The results of the second cycle study Data student learning outcomes at 2 meetings obtained by the end of the test sheet second cycle. The evaluation results indicate that the second cycle of the 30 fourth grade students Inpres-Kassi Kassi Makassar consists of 14 men and 16 women who took the test measures the average value obtained by the student in cycle 2, namely 79.75. The description is as follows: 10 students obtained a score of very good (100-85%), 15 students obtained a score of good (84-70%), three students obtained a score enough (69-55%), no students obtained a score less (54- 46%) and no students who received a score of very less (45-0%). The results obtained from the average value of students in cycle 1 is 79.75.

Table 4.3. Distribusi Frequency and Percentage Values Student Results on Siklus I

<table>
<thead>
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<td>Very Less</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>--------</td>
<td>-----------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the data in table 4.3 above, it can be seen that of the 28 students who attended the students 'learning in fourth grade PI-Kassi Kassi Makassar with the percentage of students' scores after the application of cooperative learning model stad in learning, there are 10 people (35.71 %) are in the very good category, there are 15 people (46.42%) which study results are in good category, 3 students (17.85%) are in the category of pretty

E. Conclusions and Recommendations
1. Conclusions Based on the implementation and results of studies that have been performed, the conclusion that: the implementation of cooperative models Student Teams Achievement Devision (STAD) on civics lesson about globalization and culture is proven to improve student learning outcomes. The results of each cycle is a cycle 1 in the category enough while cycle 2 are in good category
2. Suggestions In applying the cooperative learning model Student Teams Achievement Devision (STAD), proposed some suggestions include:
   1. For schools, especially primary PI-Kassi Kassi Makassar, can be used as an alternative that can be implemented in order to improve the quality of learning in primary school.
   2. For researchers who will examine the implementation of STAD cooperative learning model that would be able to develop this research on other subjects.
   3. For agency or local education department should carry out seminars, workshops and educational and training on various learning models to be followed by all teachers with the aim to increase awareness and knowledge of educators to be creative in developing and using learning models in the classroom with interesting
Knowledge Creation Practices in English as a Foreign Language (EFL) Classroom

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ABSTRACT

This study aimed at investigating knowledge creation practices in English as a Foreign Language (EFL) classroom in Indonesia. There were fifteen students from Master’s Degree Program in Language Education Study Program Graduate Program State University of Makassar. The instrument was open ended questionnaire which comprises some items asking the practices of knowledge creation under the umbrella of knowledge management (KM). In this study, the students were asked to write down their perceptions on the knowledge creation practices in EFL classroom. The study reveals that the knowledge creation has been implemented in the classroom setting and the pedagogical implication of this study is that the lecturers at the university and the teachers at school need to be encouraged to employ knowledge creation practices in other the students become creative and be competent in English. For further studies, we will focus on knowledge acquisition, knowledge sharing, knowledge utilization, and knowledge storage.

Keywords: Knowledge creation, EFL classroom, Higher Education, Indonesia

INTRODUCTION

Nowadays, one university competes to other universities in terms of the quality of the human resources, students, alumni, facilities, publication, management, and other researches and services. To improve the quality of the university, knowledge creation is one of the important aspects to be implemented in the university management among top leaders of the university. Apart from the university management, knowledge management is also important aspect to be employed by the university manager (president). Knowledge management (KM) may simply be defined as doing what is needed to get the most out of
knowledge resources in a wide array of organizations. Although KM can be applied to individuals, it has recently attracted the attention of organizations in learning organization (LO) in which individuals and organizations learn continuously. KM is viewed as an increasingly important discipline that promotes the creation, sharing, utilization, documentation, and leveraging of the corporation’s knowledge (Becerra-Fernandez & Rajiv Sabherwal, 2010). Knowledge management enables individuals, teams and entire organizations to collectively and systematically create, share and apply knowledge to achieve their strategic and operational objectives (North, Klaus and Kumta, Gita, 2014).

One of the most important parts of KM is knowledge creation. From a mainstream perspective, therefore, learning and knowledge creation are basically a process of transmission between individuals in which data is converted into information through the medium of knowledge, which may be explicit or tacit. The transmission of knowledge between people is a process of conversion between tacit and explicit forms based on mimicry in tacit-tacit transfers, group dialogue and discussion in metaphorical and analogical language in tacit-explicit transfers in a wide range of activities, formalization and codification in explicit-explicit transfers, and internalization in explicit-tacit transfers. Knowledge is understood to move in this way through the interplay of individual and group/organizational/social levels (Stacey, 2001). Creating knowledge: Ensuring that the knowledge is developed in the most suitable place inside or outside the company and that it leads to innovation (North, Klaus and Kumta, Gita (2014).

Therefore, Nonaka and Takeuchi in North, Klaus and Kumta, Gita (2014) argue that the process of knowledge creation is a dynamic cycle that is set in motion effortlessly by the remarkable feature of the hypertext organization. In which the feasibility of switching in and out of different knowledge contexts quickly and with flexibility and thus building a dynamic cycle of knowledge creation determines the organisational capability to create knowledge as illustrated in chart 1. In chart 1, we can see the dynamic knowledge cycle creates, uses and accumulates organizational knowledge continuously.
Why KM: knowledge creation in EFL classroom? Nowadays, KM is not only employed in the industrial organization and other large organizations, but it is also employed in higher education institution. In a book entitled “Successful Implementation of KM in Indonesia by Dunamis Publishing (2013) reveals that there are 20 organizations, either from business companies in various products or services to university, and as stated in the book that Bina Nusantara (Binus) University is one of universities in Indonesia that is successful in KM implementation (Weda, 2016).

In educational practices, there have been little research reports on KM: knowledge creation implementation in the classroom setting, either in secondary schools and universities, especially in Indonesian context. In the international arena, LEE, Chi-Lung, et al., in Weda (2016) reported that knowledge management systems, or KMSs, have been widely adopted.
in business organizations, yet little research exists on the actual integration of the knowledge management model and the application of KMSs in secondary schools. In their research, LEE, Chi-Lung, et al., found that KMSs is not only facilitates the externalization and combination of knowledge and effectively keeps the objectives of knowledge sharing in focus, but it also promotes inter-member interactions and they therefore suggested that KMS in educational organizations needs to evaluate and introduce.

In Indonesian context, there was no research report in English as a Foreign Language (EFL) classroom, even in classroom practices at all in Indonesian educational practices from elementary schools to tertiary levels.

1. Research Method

1.1. Participant

To explore knowledge creation practices in the English as a Foreign Language (EFL) classroom, the author conducted research on this topic at undergraduate program and graduate program at State University of Makassar in Indonesia. There were eighty English learners as participants of this research. There were two classes or sixty students from English Literature Study Program, Faculty of Languages and Literature State University of Makassar and one class or twenty students from Teaching English as a Foreign Language (TEFL) Study Program of Graduate Program State University of Makassar in 2015/2016 academic year as revealed in table 1.

<table>
<thead>
<tr>
<th>Program</th>
<th>Major</th>
<th>Semester</th>
<th>N</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Program</td>
<td>English</td>
<td>2nd</td>
<td>51</td>
<td>11 males, 40 females</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Program</td>
<td>TEFL</td>
<td>3rd</td>
<td>15</td>
<td>5 males, 10 females</td>
</tr>
</tbody>
</table>

Table 1. Participants’ Information
1.2. Instrument

The instrument of this research is open ended questionnaire consisting of Likert scale and showing 23 5-point Likert type questions about knowledge creation practices in EFL classroom. All Likert scales were scored from 5 (strongly agree), 4 (agree), 3 (Neither agree nor disagree), 2 (disagree), 1 (strongly disagree).

1.3. Procedure and Analysis

The questionnaire items were written in Indonesian. This means to give opportunity to students or participants respond the questions easily and comprehensively, especially for the opened questionnaire. The data obtained from the questionnaire then tabulated and analyzed using IBM Statistical Package for Social Sciences (SPSS) Statistics Version 20 to see descriptive statistics. Additional information obtained through open questionnaire is coded and analyzed to find out the knowledge creation practices in EFL classroom at higher education.

2. Results and Discussion

Table 3 shows the descriptive statistics results for each item. From the result, we can see that only item no. 1 (KCP-1) was lower than 4.000 and item 2 to 6 (KCP-2 to KCP-6). This analysis based on the students’ perception towards questionnaire item in the study. This reveals that in the factor related to students’ perception on the knowledge creation practices (KCPs), This result shows that the knowledge management practices in terms of knowledge creation, for the second to the sixth item have been high. This means that the practice of knowledge creation in the EFL classroom has been implemented by classroom participants well.

Table 3. Students’ Perception on the Knowledge Management Practices: Knowledge Creation Practice (KCP) (N= 66)

<table>
<thead>
<tr>
<th>Code</th>
<th>KM Practices</th>
<th>M</th>
<th>SD</th>
<th>1 (%)</th>
<th>2 (%)</th>
<th>3 (%)</th>
<th>4 (%)</th>
<th>5 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCP-1</td>
<td>In learning English in the classroom setting.</td>
<td>3.6212</td>
<td>.83694</td>
<td>0</td>
<td>16.7</td>
<td>10.6</td>
<td>66.7</td>
<td>6.1</td>
</tr>
</tbody>
</table>
classroom practices adopt benchmarking from other people, other classrooms, or other universities.

<table>
<thead>
<tr>
<th>KCP</th>
<th>Activity Description</th>
<th>Mean</th>
<th>SD</th>
<th>Min</th>
<th>Median</th>
<th>Max</th>
<th>44%</th>
<th>56%</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCP-2</td>
<td>Attending seminars, conference, and other academic activities.</td>
<td>4.0758</td>
<td>.86488</td>
<td>0</td>
<td>7.6</td>
<td>10.6</td>
<td>48.5</td>
<td>33.3</td>
</tr>
<tr>
<td>KCP-3</td>
<td>Reading a variety of printed materials, e.g., newspaper, textbooks, e-mail, and journals.</td>
<td>4.1061</td>
<td>.65934</td>
<td>0</td>
<td>0</td>
<td>16.7</td>
<td>56.1</td>
<td>27.3</td>
</tr>
<tr>
<td>KCP-4</td>
<td>Watching television, video, film, and listening to music using various audio equipment.</td>
<td>4.5606</td>
<td>.58517</td>
<td>0</td>
<td>0</td>
<td>4.5</td>
<td>34.8</td>
<td>60.6</td>
</tr>
<tr>
<td>KCP-5</td>
<td>Learning from other students who have better knowledge and skill qualification in English.</td>
<td>4.3485</td>
<td>.69043</td>
<td>0</td>
<td>1.5</td>
<td>7.6</td>
<td>45.5</td>
<td>45.5</td>
</tr>
<tr>
<td>KCP-6</td>
<td>Learning together with other students from other universities and participating in extracurricular activity in English learning activities.</td>
<td>4.2424</td>
<td>.74546</td>
<td>0</td>
<td>0</td>
<td>18.2</td>
<td>39.4</td>
<td>42.4</td>
</tr>
</tbody>
</table>

Tabel 3 reveals that from the five choices, the students’ response on “Strongly Agree” in the knowledge creation practice (KCP-4) was highly responded by the students with 60.6% followed by KCP-5 with 45.5% responses and KCP-6 with 42.4% on “Strongly Agree” response respectively. This information illustrates that items KCP-4, KCP-5, and KCP-6 were well implemented in the EFL classroom in various activities.

Therefore, the dynamic knowledge cycle creation needs to be employed in the EFL classroom in a wide range of activities. So that the teacher hopefully will integrate the knowledge creation practices and the curriculum in maximum priority, in all fundamental
multimodalities which aim to improve students’ language competence and language performance.

4. Final Remarks

The term “knowledge creation” as one of the indicators in knowledge management is very important in the EFL Classroom. This is because by the implementation of knowledge creation in a wide variety of classroom activities, the learning outcome can be achieved. Therefore, in this study, the top five items in knowledge creation are: watching television, video, film, and listening to music using various audio equipment is the highest mean score. This means that the knowledge creation in this item has run well. It is therefore followed by learning from other students who have better knowledge and skill qualification in English; Learning together with other students from other universities and participating in extracurricular activity in English learning activities; Reading a variety of printed materials, e.g., newspaper, textbooks, e-mail, and journals; and attending seminars, conference, and other academic activities. The implication of this study is that the knowledge creation under the umbrella of knowledge management needs to be employed in various activities in the classroom setting. I believe that by involving students in a wide range of knowledge creation, the students will have communicative competence in English.

REFERENCE


SECONDARY SCHOOL STUDENTS SHOULD VIEWING AND RETELL SHORT VIDEOS, AS EFFECTIVE MEANS TO IMPROVE ORAL PROFICIENCY AND VOCABULARIES

Ulil Amri, M.Pd., M.Ed.

ABSTRACT

Since the day, students learn English as their foreign language many questions appears in their mind. Including what is the best method or how is the fastest way to mastering this language and get the best mark on this subject in school. This same restlessness is not owned only by the students themselves. It is also applicable to their English language teacher, whose eager to find ways of teaching this foreign language to their students as effective as possible, regardless of the high number of students in the classroom. Not to mention the high number of students per class that Foreign Language teachers need to contend with. In general, human listens to gather information, recreational purposes, or some other reason like empathy and education (Wilson 2008). That is why most people learn a new language from listening, mimicking, and try to guess the information based on the situation or any context that is happen at the moment.

Seo (2002) mentioned that to viewing (watching and listening) activity requires less demanding cognitive load rather than just listening without any pictures presented.

Hearing and seeing the word in context will help students to learn and figure out new words. Moreover, the brain also follows the same principal in training muscles. Like muscles, the more brain is trained and used in listening and retelling short stories the more brain can adapt and easily gather and process all the information that it needs to conduct listening and retelling short stories activities.

That is why teacher needs to find the best way to teach English by using these senses, in this essay I will discuss the benefit of listening and watching (viewing) and retell short videos as means to improve oral proficiencies and vocabulary for secondary school students.

Key Words: Secondary School Students, Viewing, Short Videos, Hearing and seeing

INTRODUCTION

Since the day, students learn English as their foreign language many questions appears in their mind. Including what is the best method or how is the fastest way to mastering this language and get the best mark on this subject in school. This same restlessness is not
owned only by the students themselves. It is also applicable to their English language teacher, whose eager to find ways of teaching this foreign language to their students as effective as possible, regardless of the high number of students in the classroom. Not to mention the high number of students per class that Foreign Language teachers need to contend with. However, with the ongoing development of the current technology, primarily in the field of communication and media technology. Australian Communications and Media Authority (2009), mentioned that people will have more freedom and choices over what they want to watch, how they want to watch it and who they will share the experience with. Or in another word it will depend on the Individuals, on how they will use this technology. As we talk about education, how we will use this technology to help us educate our growing number of students and more demanding target by the government and the world for better human resources.

Secondary school students are children that in the age of exploring and finding new things in their world, and they are easily distracted and getting more curious about every new thing and events. A child learns from all their surroundings by gathering information with their senses especially visual and auditory, in this case, to learn the new and foreign language. Seo (2002) stated, in learning a new language, college students corresponds on the materials more easily if the pictures and sound are aligned each other. More Seo (2002) mentioned that to viewing (watching and listening) activity requires less demanding cognitive load rather than just listening without any pictures presented.

Therefore teacher needs to find the best way to teach English by using these senses. That is why this essay will discuss the benefit of listening and watching (viewing) and retell short videos as means to improve oral proficiencies and vocabulary for secondary school students.

**Listening and Speaking**

Listening and speaking is the oldest form of communication and also probably most used language skills in the world. Listening is very important for language learning as the first means of encountering and exposed with the targeted language. Listening comprehension
is also the foundation for language learning, but not many of language learners and practitioners conduct research in listening comprehension (Vandergrift, 2007).

On other matters, many language learners regard speaking fluency as a benchmark to know somebody else’s language ability. These learners define fluency as the ability to converse with others, much more than to read, write, or comprehend oral language. They regarded speaking as the most important skill to acquire, and they assess their progress in terms of their accomplishments in oral or spoken communication.

Let us talk about listening again, listening has been part of English language teaching environment for a long time. In general, human listens to gather information, recreational purposes, or some other reason like empathy and education (Wilson 2008). That is why most people learn anew language from listening, mimicking, and try to guess the information based on the situation or any context that is happen at the moment. Therefore, it is better if the EFL students exposed to the targeted language by listening as much as possible as a preliminary engagement for them to study the new language. Because most new EFL learners are listening for gist where the listeners need to know the common information of what the speaker utterance mentioned, also about the person who speak it to whom and why are they communicating and how successful they are in engaging communication.

Let us focus on listening and watching short videos, viewing not limited to fairy tales or fictions only. Today Short videos we could almost find it everywhere. It is where or what the students heard the news, tv shows, celebrity interviews, culinary tv shows, travel shows, short documenter movie, commercial videos for certain countries that promote its tourism, or even latest game release in youtube. Any topic they like to bring into the classroom or to tell their experience of finding new videos on the web or pay tv’s at home or anywhere. This information they heard and saw they can retelling it again to another friend that might have the same interest, by using their way of retelling the stories in English or they might use colloquial language as a mean of their communication with their counterparts. However, listening and retelling short videos is rarely used for classroom experience in contrast to the
reading and writing. Peng and Othman (2008) stated that as language skills, listening and speaking is often to be ignored in language learning. Moreover, listening and speaking are the least skills taught in Indonesian classroom because the lack of Audio and video visual aids in the Indonesian secondary school classroom.

The Condition and the Nature of Listening Indonesian English classroom.

As mentioned before, listening and speaking activities are one of the major skills in English language learning. However, it is rarely used for classroom experience in contrast to the reading and writing that almost cover almost most of the time the EFL students study in the classroom. Referring to Kemendiknas (2009) states that, there are 144,228 elementary schools, and not even single school have a language lab, for Junior secondary schools the number of schools that have language lab is 8.38% from 28,777 schools recorded, and for the high school level only 21.7% schools that have Language laboratory. These indicate that there are not enough facilities to support students listening activities at school where the students can interact and expose themselves in English at school. On the other hand, there are always some ways to encounter these glitches in English learning classroom. Students have their parents association that can always offer benefits to school to buy these audio and video facilities for the school collectively. These audio and video facilities can be used sparingly by the teacher, according to their schedules.

Some more reason these skills are seldom used in English classroom activities is because most of English language teacher do not have sufficient knowledge and experience given by their Universities before they released the new English teacher to the real life of secondary education. Some of these less skilled new English teachers assigned to remote areas where communication and road access is very limited, and will contribute why they will not have access to improve their knowledge of English teaching. Raihani and Sumintono (2010) stated that because of the high demand of teachers in Indonesia, in 1980 there are a sudden boom of private intuition that produce teacher. Without the presence of tight government supervision, the number of teacher graduates is suddenly booming but also with really poor quality. This event still affected until today, many of the government employed teacher educated poorly, that they do not have any means to keep up and upgrading their skills with
the upcoming trends in the educational world. In results for a foreign language teacher in Indonesia, many of the do not have proficient knowledge in English, let alone to taught English as Foreign Language properly. To make matter worse, most of this teacher leaves in a very remote area where communication and electricity bare available.

However, there is teacher training program that conducted by the government once a year when Teacher can have a free training program to refresh their teaching ability. This program is funded by the local government and free for teachers, government bring qualified teacher trainers and professors from well-known campus and conduct a refreshment course and handle any problems encountered by teachers in the classroom. Besides that, communication technologies these days are more available and accessible. Competition between the service provider and the government policies is enforcing cheaper and better quality of communication access and cover almost all remote areas. That makes a little room for secondary school teachers to have excuses why they cannot improve themselves and conduct more listening and speaking activities in the classroom.

On other substance, students tend to focus more on their short-term memory. Many students already depend too much on their short term memories as results in the way to their teacher taught them in the classroom, as Hardjanti (2011) reported that Indonesian curriculum considered as making students memorizing too much, in results Indonesian students do not have sufficient ability to think critically and analytically. We do agree with this report, in many cases, Indonesian English teacher pushing their students extensively on memorizing and translating words by words in their English classroom, it is partially ok if they have a good dictionary like Cambridge and Oxford learners dictionary, which, in this case, most schools do not have. However teacher can still change their way teaching, from memorizing vocabularies to understanding the language through its context that can affect students’ long-term memory on English vocabularies. As in Broukal (2002) states that the context of the word is its setting, it is where we hear it in speech or see it in writing. Giving students contextual meaning it will help them to understand the new language even more, which we are going to discuss next.
Pedagogy in Audio Visual Learning

For some teacher, there is another reason teacher has less intention on teaching speaking and listening in the classroom. Listening and retelling short videos is not easy without sufficient vocabulary. Students spend too much time on learning and practicing written grammar without really knowing the purposes and meaning of the English lesson they take. Suddenly, by hearing this written word spoken by the language user is going to be out of this world experience for the students. It will feel like hearing an alien sound gobbling without any meaning. Although the form of the language itself is already in the students, head in written form. Vandergrift (2007) stated that listener will try to use their prior knowledge in listening to a foreign language where they can build a framework of comprehension. In it means that for any students that just experience listening to EFL for the first time, they will try to access their prior knowledge in English Language and for every learning process, the first time will always difficult.Listening and retelling short videos are also quite tiring activities for the students to have, most of the time students do not have their control on the pace for their video materials.

However, pre-activities are always helpful for students in terms of activating their needed vocabulary for listening and speaking. Pre-listening stages (before watching) is an activity to prepare the students for what they are going to hear, and it will give them a better opportunity to accomplish in any task that delivered to them (Wilson 2008). More in Wilson (2008) states that the first step of pre-listening (before watching) is often about activating schemata, which is prior knowledge and vocabularies. The second stage is activating reasons why they need to listen (and watch). Therefore, students will know what to expect on their listening and watching activities.

Therefore it safe to say that, pre-listening activities can also act as pre-speaking activities. Harmer (2008) states that, we categorize knowledge in speaking into two, there is the linguistic knowledge that is knowledge of language features and extralinguistic knowledge that is the knowledge that are independent of the language including contextual knowledge, social knowledge and so on. Students love to talk about almost anything that they fond of and also the experience they had for the first time in their life, such as their favorite dolls or
new video games that they played together during their weekends with their siblings and or with friends. If the materials were delivered interested enough, the student would have no hard time in retelling them by their language skills and comprehension based on what they heard and see in the video. In his case teachers’ role in delivering the material were very important. Bradford (2007) stated; problems like curriculum and teaching materials in Indonesia are the least to worried about. EFL in Indonesia become problems more because the teacher quality, welfare, classroom size, the students motivation.

In most cases because we assume that student do not have the cognitive load to predict the word meaning and in written for the foreign language. Other than pre-activities, we also should consider giving the students help tools in their viewing process. Providing the students with captioned videos will give them a very helpful tools on listening process and getting to know the sound and word form of the things that they see and listens. Aldera and Mohsen (2013) mentioned that when the teacher provides caption on their videos, it will help the students to visualize the spoken word. More in Aldera and Mohsen (2013) stated that when a teacher uses videos with captions tools to help students for its viewing class session.In the process, the captions will provide students with multi-sensory information that allowed students to synchronize their senses in viewing the live actions and the printed word and hearing the sounds in aligning with the background actions that received by the students. The same with Danan (2006) stated that viewing a video, combined with the same language on screen text caption, is considered as an effective language classroom instructions that can deliver the comprehension on the sound produced by the language into written text. Thus, it will enhance students language acquisition. In short, this kind of method will provide contextual knowledge on what the students viewed in the process and at the end will help them to understand and predict the meaning of any new words or sentences that they encounter in the listening and watching the process.

CONCLUSION

Teacher and students of English as Foreign Language have always tried to find ways to understand better this Foreign Language. In the reality, it is not as easy as it looks. Teacher
and students are forced to use whatever facility they have available for them for a very long time. In results, themost teacher only uses text form in teaching this foreign language and having the outcome that is not expected and it is being gone on for years. By using the technology that is available right now, EFL teacher can now use viewing and retelling short videos as their teaching model in their EFL classes. This method limited by the teachers skills in implementing technology in their classroom and also school and government role in providing this equipment in the classroom where it used for every teacher at the school. Therefore, government intervention and support needed for developing classroom skills for EFL teachers, by conducting series of training.

Hearing and seeing the word in context will help students to learn and figure out new words. Moreover, the brain also follows the same principal in training muscles. Like muscles, the more brain is trained and used in listening and retelling short stories the more brain can adapt and easily gather and process all the information that it needs to conduct listening and retelling short stories activities. In addition to that, in listening, watching and retelling short videos, students always brings their real world in the process by tracking back their prior knowledge and triangulate them to predict the new sentences or word meaning. For that reason, it is good to teach students to listen, watching and retell short videos to improve their speaking proficiencies and their vocabularies in English. As bonus feature in getting English classroom to listen and retelling short videos or viewing and retelling short videos is, it is not just creating students with improved speaking ability and vocabulary they also get to experience in exposing and expressing their ideas in their social relationship. However teacher role in delivering the materials in the classroom also very important to foster good classroom environment and good classroom materials. More discussion in another article regarding this matter is possible.
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CREATION OF LOCAL WOOD CARVING ON FURNITURE TO INCREASE CREATIVE INDUSTRY IN THE DISTRICT TAKALAR SOUTH SULAWESI

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ABSTRACT

Some weakness of local wood furniture product is form not experience of growth, not have local typical engraving which become individuality, not yet kompetitif for the market of exporting, technological processing of standard wood and marketing management which not yet still is traditional. Thereby this research aim to; Identify and explain made by cupboard type wood furniture and form carpenter of local furniture, Identifying and analysis strength, weakness, local wood furniture product challenge and opportunity, by using SWOT Analysis, Making furniture prototip with local engraving which have exploration as according to artistic value of local culture to be can improve added value, quality of wood furniture esthetics, and get simple patent. Research qualitative aplication with data analysis use path of Miles and of Huberman. Result of whereas research is a strategy which born from SWOT analysis, the strategy is; 1) Exploiting technical skill furniture worker to produce new furniture form and desain with broader market segment, not merely is local, but nationally 2) Diging value of sei local cultural become aesthetic valuable engraving able to be applied as aesthetic element at local wood furniture utilize to give added value economically and culture 3) Design one wood furniture prototif with local typical engraving able to be adapted for technical skill making of furniture by local worker and can produce easily chronically 4) Pushing group is effort furniture and also worker of local wood furniture to cooperate with local government so that made by organization a kind of local wood furniture association as place of gathering to is to sharing each other information for the shake of development of local wood furniture effort in Takalar Regency.

Keywords: Furniture, Wood, Engraving, Local
INTRODUCTION

Creative industry represents a sector which has been receiving serious attention for a number of years. Because the creative industrial sector has a big contribution to the national economy. Policy of the government to make creative industry as part of joined forces with the ministry of tourism area and creative economies represent one opportunity which is good to develop artistic sector of craft of people in the future. In the strategic plan to develop creative economics and tourism for the period 2012-2014 expressing that in the grow economy creatively, Kemenparekraf will develop 15 creative industrial subsector which grouped become 9 creative economic sector group as according to division of duty and also unit function work in Kemenparekraf (Kemenparekraf, 2011:xv-xvi).

Craft represents the subsector giving the highest contribution in totalizing creative industrial import with value equal to Rp1,98 trillion in the year 2002 and reach Rp6,73 trillion in 2010 and its contribution mean equal to 44,63%. Highest Subsector second which have contribution to creative industrial import value of national design with value import in the year 2002 equal to Rp1,42 trillion and mount to become Rp4,61 trillion in the year 2010. meanly design subsector have contribution equal to 30,58% to creative industrial import value (Kemenparekraf, 2013: 52).

Craft Sector of wood furniture represents one part of the important with big exporting potency. Industrial prospect wood furniture to Indonesia felt to give good enough opportunity remember Indonesia is the producer of tropical especial wood in the world. But despite fully of course which share is factor request of market. Existence of facility given by developed countries group by freeing lease import to developing countries group to be can access to market international and also the problem of faced developed countries that is lacking of raw material, progressively open more fair opportunity of prospect export Indonesia wood furniture (Pattiwael, 1997).

Excellence of comparability had Indonesia in the form of typical teak type potency not yet been exploited with optimal added value and skill of labour not yet been esteemed to the manner born. Result of industrial product of furniture wood most orienting exporting. But
exporting conducted by entrepreneur of Indonesia through medium, so that entrepreneur of
Indonesia wood furniture do not have complete knowledge hit consumer beyond the sea.
This condition cause industry of furniture very depend on buyer from outside country and
added value its enjoyed many side beyond the sea. Therefore and price of design wood
furniture very depend on outside party (Effendi, 2007:234).

Regency Takalar have many small industry craft of wood furniture materials which have
never experienced of product development effort and also construction. Most worker of the
traditional wood furniture manage its effort with system of home industrial, work each
house indoor and assisted by some additional worker people to fulfill order of shop
furniture store in area of local around. Most wood furniture product made in the local
carpenter just for fulfilling order of local consumer with middle economic class
downwards, because its price which relative more reached to be to be compared to wood
furniture product from outside area

In line with matter above, Department of Education and Culture note that artistic and small
industry craft of people in rural area require to continue to be constructed and developed as
according to demand growth of epoch in order to dissemination of culture information
which the same time meant to be able to improve cultured awareness of society utilize can
esteem, involving, and developing august value of nation culture (Depdikbud, 1993 /
1994:10). Traditional crafting wood furniture which many there are in various countryside
in South Sulawesi have big potency to be developed seriously, considering art craft of
furniture always have clear market, minimize domestic market to fulfill requirement of
middle economic class society downwards which not yet can reach exclusive furniture
products with high esthetics and engraving.

Some of the drawbacks of wood furniture products locally-made local craftsmen is no
standardization of raw materials, because the processing technology is still manual (drying
wood by using sunlight and nature), while on the island of Java, almost all wood used
crafters have been dried using technologies oven with a certain temperature, so the quality
of teak and other timber for the better. In addition, the raw materials from local furniture
craftsman products rely on the majority of teak garden or white teak, while in Java, other than teak also use other wood types whose quality is comparable premises teak.

Forms and types of traditional wooden furniture produced local craftsmen in Takalar also still limited to the old forms that emulate the previous craftsmen, so that new forms of innovation efforts, or imitate other forms Overarching both still lacking. Therefore, efforts are needed to research and development efforts on products of traditional wooden furniture in Takalar. Apart form the aesthetic aspects and carvings are also very minimal, even most of the products do not have local wooden furniture carving, so the selling price is also cheaper and less competitive with products of wooden furniture from outside the area. Jepara regency became famous for aesthetic carved from wood furniture were exceptional, so that the products of wooden furniture from Jepara Indonesia admired by the market, and even the world market.

The greatness of Jepara in making furniture product of course is influenced by many factors, in addition to technological processing of raw materials better, the human resources that are reliable carve and design, has had an association of furniture, many foreign investors who invest capital, also managing inndustrinya better, ditunngjang by mentality craftsman and carver very diligently create carvings and furniture, as well ketersidaaan quality wood both existing surrounding environment, although currently in Jepara also already experiencing shortages of raw materials such as teak, but many farmers are still planting teak and other wood in the interior-interior of Java. Among these various factors, factors detailed design and carving a determinant of the most attractive to buyers, both domestically and abroad.

Various problems faced by various industries wood furniture by local craftsmen in Takalar and Eastern Indonesia in general, the efforts of applied research and current development of products, both in terms of design and engraving (decorative) needs to be done, in order to increase the added value of wood furniture products in order to have a competitive local market value of the national and global markets. Not easy to change mental local craftsmen to improve their product quality wooden furniture, but a research and development efforts
should be initiated in order to identified problems experienced in order to find a solution for the future development.

Research on the wood furniture industry in South Sulawesi has not been done, the various search showed very scarce library about the art handicraft wooden furniture locally in South Sulawesi, and even some agencies do not have accurate data on the mapping, the number, nor the potential of art and crafts wood furniture significantly in almost all regions in South Sulawesi. Therefore, the search results of the research will be carried out on a more general scale, such as the research results of wooden furniture in Java. Thus, it is expected to be a reference early on wooden furniture in general.

Rachman Effendi and Hariyatno Dwiprabowo (2007) investigated the possibility of developing the wood furniture industry through the cluster approach industry in Central Java, the research results indicate Industrial wooden furniture Central Java, especially Jepara is unique in the constellation of furniture industry nationwide with a comparative advantage in the field of art and design and the use of local wood (teak) that has been known abroad, so that Jepara has become an international icon, especially in terms of wooden furniture made of teak. There are four factors that make up the competitiveness in the development of the wood furniture industry in Central Java, namely; (A) The company strategy, structure and competition, (b) Condition factors, (c) demand conditions (demand), and (d) the supporting industry, where competitive advantage is the comparative advantage that is generally caused by natural wealth and competitive advantage which is the result of human creations such as the ability of management and technology excellence. Institutions furniture industry wood serves as the driving force of the regional economy are important consists of: local government, central government, the association's furniture (ASMINDO), Chamber of Commerce and Industry (Kadin), higher education institutions, special educational institutions and training of the timber, and a research and development institute both private and government.

Hermawan, et al. (2013) studied the review form and construction of furniture Jepara, in conclusion explains that in furniture design, construction became one of the important elements in the process of making a chair Jepara can wear an assortment of construction
even in the seats can be used for more than one kind type of connection system. One of the many connection system in use is a joint interlocking connection system due to the function of this connection is to strengthen the connection between the seats where the connection is fused together with one another. Joint Interlocking connection system is very often used in connection legs of chairs or tables for this connection system are substantial. And the implementation of joint system depends heavily on the type of service and type of wood used, therefore, in the manufacture of chairs Jepara vary a connection system that is applied varies considering all kinds and forms of chairs Jepara.

Felicia Judith Pattiwael (1997) studied the Indonesian wood furniture industry and opportunities in the international market, in conclusion stated that in order to increase foreign exchange it is one way in which the government is to encourage the Indonesian non-oil exports. Included in the five commodity exports belle of Indonesia, namely: the timber industry. Indonesian government has banned the export of logs, thus encouraging the growth perindusrian primary wood (plywood) and the secondary timber (wood), one of which is the wood furniture industry. Since the government permits the Domestic Investment and Foreign Investment, the Indonesian wood furniture industry evolve from domestic industries become medium and large scale industries to be capable of exporting products. Export prospects Indonesian wood furniture industry has a bright future because Indonesia is the world's tropical timber producers in addition to their main raw material shortage problems facing a group of developed countries. International markets Indonesian wood furniture industry from year to year increasing and expanding quantity.

From various studies that have been done to furniture / furniture, wood furniture product seems to have opportunities and prospects are getting better in the future, considering that Indonesia has the world's largest tropical forest, so the scarcity of raw materials will be resolved. However, efforts to develop and guidance needs to be done on an ongoing basis with a variety of modern strategy. Research on wooden furniture in general is still widely practiced against wood furniture products in Java, while outside Java, especially the eastern part of Indonesia has not been much considered by researchers. Therefore, efforts to applied research oriented product development secar need to be done continuously, in order
to identify, document, develop and elevate wood furniture products manufactured by local craftsmen.

Kind of wood furniture according Pattiwael Indonesia (1997) is generally divided into two types:

1. Furniture industry results, with characteristics: the production process using mechanical equipment that is relatively modern, the size of the furniture components together so that the production of uniform, relatively mass-production scale, capital-intensive

2. Furniture handicrafts, with characteristics: its production processes using semi manual mechanical equipment, the size of the components of the furniture sometimes are not equal, so the production is not uniform.

This type of wood used for wood furniture include teak, camphor, Sungkai wood ramiq wood, wood mentibu, meranti wood tembesu, and some mixed woods. In South Sulawesi in general and in Takalar in particular, rely mostly wooden furniture craftsman teak wood which usually come from the fields of teak from Maros Regency and Regency Jeneponto, some are also found in Takalar. This type of wood is teak plantation teak, the quality is much better than the white teak.

Based on the type of design, the design of wooden furniture are grouped in five categories: a) Antique design: furniture design has long seemed physically although actually the result of reproduction; b) Modern design: furniture designs that are practical and usually no additional components so that the practical use eg knock-down system, the furniture can be transformed; c) Country style: traditional design that has been known since antiquity; d) Contemporary style: a rather strange design shape and design is closely related to artistic creation designer; e) Other design: a design that not a design Zero got no.4 for example a mixture of antique design, modern and contemporary country to produce a new design (Pattiwael, 1997: 20).
An examination of the function, the function of art Feldman split into three, namely personal function as an expression of personal, social functioning, and physical function. Artwork showing social function if; (1) The art work affect the collective behavior of many people; (2) The artwork was created to be seen, enjoyed and used, especially in common situations; (3) works of art that express or collective social existence (Feldman, 1967: 36). Physical function of art can affect us in overcoming our problems are temporary in nature and familiar as well as in the general rules we as citizens who use and are used by orgaisme - organisms manmade we call community groups (Feldman, 1967: 73). Classification furniture according to function according Pattiwael (1997) is:

a) Furniture lounge
   According to the function is divided into three: Furniture special family sitting room, sitting room furniture unified, integrated guest sitting room furniture, each lounge has a specific function and its use but the trio wanted and familiar atmosphere.

b) Furniture bedroom
   There are two types of bedroom that has character and different specific furniture master bedroom is typically used by the head of the family a lot so that the furniture chosen also of good quality, Furniture child's bedroom is divided into four types, namely: furniture for babies, furniture for children ages 1 until dengart 6 years, furniture for children ages 7 to 12 years, and furniture for teenagers. Furniture for babies is specific that should be easily within reach and maintenance of dust and dirt.

c) Furniture dining room
   Furniture in the dining room in addition to existing dining table and chairs "are also equipped with a pantry and cupboards for food supplies. What needs to be considered is that the dining room is often also used to exchange mind so that the design should include aspects of the functionality.
d) Furniture workspace

Furniture in the study related to activities that are relatively frequent, it has requirements such as: The shape is compact so easily within reach; Easy to clean so that pep work

e) Furniture kitchen space

Its function is to process food cooking and cleaning equipment used. Therefore, the design should provide ease of reaching the furniture placed upon it. Please note sizes, heights and colors clean.

f) Furniture patio space

The terrace is bagran home is directly related to the nature around the house. Therefore, it should seem familiar and relaxed. Requirements are as follows: Robust and resistant to the effects of weather, Easy cleaned- suggesting relaxed and natural

Furniture from Central Java has been known for a long time either because of quality, arts and price competitive. Many consumers both within and outside the country who booked antique furniture, which although made new or repro furniture, but is processed as if it is a product of ancient (antique). There is also furniture products made from tubers (milestones) trees with touches of art turned into furniture products are very attractive and has a high sales value. Pattern and style of conventional and modern is also growing rapidly along with the increasing demand for office and hotel construction is growing rapidly in recent years, both at home and abroad (Effendi, et al., 2007).

Furniture from the aspects of culture, refers to the opinion Koentjaraningrat, culture form there are three: 1) The form of culture as a complex of ideas, ideas, values, norms, rules and so on; 2) The form of culture as a complex activity pattern of human behavior in society; 3) the nature of culture as objects of man's work, he form of physical culture in the form of real and were the work of the community (Koentjaraningrat, 1993: 5). Furniture can be categorized as a form of third culture. Basically culture are the values prevailing in a society. Artifacts as a cultural product is a reflection of the values prevailing in the society, so that will directly result in attitudes and behavior in the environment. Through artifacts,
cultural differences may look like the use of a spoon, fork and knife, use the steering wheel right or left on the car, shapes cooking pot or pan can show the differences between Western and Eastern cultures (Masri, 2010: 23-24).

Crafts in relation to culture, being one form of human expression that is closely related to the fulfillment of primary, secondary, and culture (Rohidi, 1999: 2). The development of craft art in Indonesia, certainly experienced the ups and downs due to various constraints and the demands of society flourishing. Therefore, forward and skill development is closely related to the complexity of mindset is heavily influenced by the natural and socio-cultural conditions that support (Gustami, 2000: 265).

Natural and socio-cultural conditions that shape craft today is very different from the socio-cultural conditions that make up the craft in the past. The development of craft art today has been much influenced by the norms and value systems are so complex, complicated structure and discipline typical specifications. In such situations, an easy craft dynamically developed in accordance with the interests and tastes of consumers, as evidenced by the development of a particular craft objects perceived market opportunities and profitable (Gustami, 2000: 272-273).

Carving or decoration can also be termed the ornaments have meaning: a) the decor; b) something that is designed to add to the beauty of the body, but usually no practical utility; c) the actions, the quality of which adds to the beauty. Ornaments equated with decorations, or activities to decorate objects that add to its beauty. The term means the art or process of decorating the implementation of the various elements to embellish objects. The decor is an effort to provide additional elements to embellish objects or ceramic, these additional elements can be any color, pattern, woven, or the addition of a certain texture. Type ornament ornament can be classified into organic and inorganic ornament. Organic ornament is ornament which is based on natural phenomena of life (biological) organic ornament is a kind of ornament in the zoom using elements or biological organs, whether from plant, animal or human. For example, from roots, stems, twigs, leaves, flowers and fruit (an example of tree and ornament inorganic is the ornament which is based on a natural phenomenon that is not life, ornaments inorganic an embodiment ornaments
sourced from various natural phenomena that are not alive. This ornament looks like clouds, stars, moon, sun, rivers, coral, and others. (Guntur, 2004: 26).

The skills and abilities of craftsmen with a good aesthetic has inherited captivate the generations that next. It found that some of the findings of technical skills foundry has also been known by people in the area of Bali with prints bronze at that time (Gustami, 2000: 181). The skills are supported by the cultural environment that creative people (Creativogenik) that can be produced products are creative and unique. For example, industrial crafts and furniture (furniture) in Jepara an industrial district that has formed since many centuries ago. Jepara that is located on the northern coast of Java has been known up to China in the T'ang Dynasty in the year 674 AD It (Gustami, 2000: 1). The process of growth and development of Jepara carving furniture influenced female characters that have many roles in the future. Starting from the kingdom Kaling (Ho-Ling) ruled by the queen Shima.5 skill of the craftsman is inseparable from the role of ruler of the kingdom in order to support the needs of the kingdom. Since the 7th century, has carved a skill passed down from generation to generation until resumed in the Islamic period in Java. Queen Kalinyamat an instrumental figure in the development of sculpture in Jepara in the 16th century The process is further continued its role by R.A. Kartini until Tien Soeharto's mother.

Every human being has basically beauty behavior, because none of the human culture that we have ever known, in which not accommodate forms of expression of beauty (Boedihartono, 1990: 1). Art sculpture is one of the results using the expression of the beauty that the media timber. Through this technique, carved from the hands of a craftsman, with a touch of sentiment of beauty can produce a work that is valuable, both aesthetically, technically and usefulness (Subiyantoro, 2009: 130). Broadly speaking, the type of form fields can be divided into two categories. The first is a kind of geometric shapes, which forms resulting from the development of basic shapes, such as squares, circles and equilateral triangles, each of which basic form has a tendency to deform the shape. The second is the organic form, which forms produced by something living and
RESULTS AND DISCUSSION

Based on data from the book Takalar in 2015 figures describing the number of businesses wooden furniture scattered throughout Kabupaten Takalar are 169 enterprises with the number of workforce of 692 people. The data does not include wood furniture business in Sub Sanrobone. Most of the wooden furniture business is still relatively small home-based industry or home industry. Based on field observations, the number of artisans is very likely to be much more than the data presented in the book Statistics Takalar in Figures 2015. Mannongkoki Hamlet 2 is located in the Village District of Polombang Ken Mannongkoki North, there are about 60 more groups of furniture craftsmen, each group employing craftsmen crafters around 2-5 people.

From all districts, District of North Polombangkeng is a district with the amount of effort the highest production of wood furniture that is 61 business making furniture with the number of artisans as much as 286. The second largest District of the furniture business is the District Pattallassang to 31 the number of business and 109 workers. Reality in the field conveniently indicates the amount of furniture business far more than the existing data in the statistical book Takalar in 2015. This figure can be seen in the area Mannongkoki, a keluarahan in the District of North Polombangkeng there are 100 more group-based household furniture each business group employing between 2-5 people craftsmen, so in the Village mannongkoki there are at least 400-500 furniture craftsman, but recorded in the book Takalar in the figure for the entire District of North Polombangkeng only 61 furniture business group with a workforce 286 for the District all Polombangkeng.

One factor that cause development center for small furniture industry in almost all villages Mannongkoki is because of the large group of sawmills in the area. Mannongkoki in Hamlet 2, there were 11 sawmills (Somel) that provides a wide range of sawn logs ready until ready to use wood for furniture needs. The existence of every sawmill is very
important for the development of furniture business in Takalar, even the furniture craftsmen from outside Kabupaten Takalar as of Gowa and Jeneponto also take raw materials from some sawmills that exist in the Village Mannongkoki.

Type of wood used by craftsmen in Kabupaten Takalar as the main raw material in the manufacture of furniture generally consists of four types of wood, namely; red teak wood, also known as golden teak, white teak, acacia wood, and mahogany. In terms of quality and price of wood, teak wood red is the most expensive with the best quality. Type red teak wood has a texture and motif is more beautiful than white teak, teak red also heavier and has the strength and long durability compared to other wood species. Red teak wood type is the type of wood most expensive, but also the best-selling and much in demand by consumers from outside the area. Sources decision kay red teak still rely on local supply, such as from about district Takalar, kabupaten Jeneponto, Maros and Gowa.

If you look back trail the timber industry in Indonesia, in the decade of the 70s, the beginning of the rise of Indonesian forestry, timber species are known and used for wood processing industry almost entirely from a single source, namely the natural production forests. The types of wood are generally characterized by a large diameter, straight stem and wood properties were excellent. The types of wood is called wood trade (commercial wood species or common used species). Some types of this group that is well known, among which are Meranti (Shorea spp), Keruing (Dipterocarpus spp), Ramin (Gonystylus spp), Kempas (Kompasia spp) and others (Idris et al, 2008: 1).

Since the decade of the 90s, with a reduction in the types of wood trade that can be harvested from natural forests production, processing industry wood began to take advantage of the types of wood that had been its volume is quite abundant in natural forest but underutilized and types are referred to as underutilized timber species (lesser used species). Today, with the growing new plantations, such as industrial tree plantations, community forest, community forestry and others then have planted various types of wood, both derived from the pre-eminent type of local (native species) and of exotic species (exotic species). Thus, the diversity of sources of raw materials processing industry is increasing. In such situations, the wood processing industry and the various parties
associated with the sustainability of the timber industry need to know and understand about the properties of various kinds of wood other (Idris et al, 2008: 1).

Each region and furniture craftsmen in general have furniture manufacture process steps are distinctive and different, however there are also similarities in these stages. The similarity in the manufacturing process local wood furniture can be seen on the stages of manufacture, ranging from the processing of raw materials from local teak wood, pegukuran and wood cutting, assembling furniture construction, refining, and finishing.

In general, the process of making traditional furniture by local craftsmen in Takalar not use the finished image or previous design. Almost all artisans create cabinets according to the model ordered by shops, book stores also usually carry a picture or photograph examples made furniture and artisans directly execute. Stores were also ordered not only once but mostly just order a subscription store that has been decades in the furniture ordered craftsmen. Therefore, just call the store cupboard form two-door, three-door or four-door and artisans have to understand it and make him immediately.

When you search and inquire about the working drawings and the initial design of the furniture craftsmen created, no working drawings or preliminary design work as guidelines. The craftsmen usually only have a few photos of orders from customers, consumers liked the model and photographed and booked on Takalar craftsmen. About the size usually adjust to the desires of consumers, if consumers do not understand the size of the furniture craftsman gave him the standard measures for furniture ordered. Each craftsman has a standard the same size, the same experience, but standard ukuran and models are understood save in each other's minds.

Forms and models of furniture produced by artisans in Takalar still limited to models that have existed and developed previously. Efforts to create and invent new design is still very low, because most artisans oriented shop orders and desires of the buyer, while the store buyer ordering product most chose furniture that are familiar and much sought after by consumers.
Distribution and marketing of cabinets teak artificial local craftsmen in Takalar should normally be limited to the domestic market or the local market, such as for furniture stores in Maros, Pangkep, Jeneponto, Makassar, Gowa, and mostly for local needs in District Takalar itself. Various government and private agencies that require items of furniture from different types of wood reserve of artisans Mannongkoki District Takalar, for school desks and chairs is the type most buyers are from various schools. Almost all the furniture store located in Gowa and Takalar take various types of products from the region Mannongkoki Furniture Takalar.

Furniture craftsmen, especially for the type of cabinet never worried about the marketing problem because every product which they have always sold directly to the store. Once the cabinets are made has been finished and meet the pickups then the buyer will immediately take where artisans. The owner of a furniture store usually directly buy them raw (not yet finished furniture), then the shop that finishing and sell them to consumers. Every cupboard is made usually already the order of the furniture store, and every craftsman has had a relative or a subscription fixed furniture store that has lasted for many years.

Local consumers have a variety of considerations in purchasing wood furniture for home furnishings, some considerations that are often used as the basis is the price issue, a matter of necessity, attractive design problems, lifestyle issues. For local consumers with medium economic level, most consideration is the need, and reasonably priced. Another consideration is the quality of the wood. Most medium economic consumers who understand the quality of wood prefer this type of teak wood furniture in red, while the less understood more choose the type of furniture from acacia and teak wood white. For the upper middle consumers typically discretion already inclined at an attractive design and lifestyle or social status. Usually these consumers to choose the chairs and cabinets with ornate carvings are beautiful and imported from Java.

To meet the needs of consumers of middle to upper-prone products with intricate carvings, then popping up a lot of furniture entrepreneur who bought the furniture product raw of Java, particularly from Jepara, then puree and finished in each store, the price can be doubled even if more expensive. For example a lot of closet products that are sold along the
road Mallengkeri district. Tamalate of Makassar is a product of the crude imported from Jepara and in finishing by artisan finishing each. For crude seats per-shet usually purchased at a price of Rp. 1,000,000 to Rp. 1,200,000, but after finishing is sold at Rp. 3,500,000 to Rp. 4,500,000. The price has calculation transportation costs, regular sandpaper, and finishing materials.

From the search results against multiple user consumer products local furniture from teak, apparently local wood furniture is very loved by consumers, both consumers down economy as well as medium. Every family has at least 2 types of cabinet furniture pieces produced by local craftsmen. Although the terms of the aesthetics of furniture cabinets locally made products can not be compared to products made in Jepara furniture, but in terms of quality and price of local wood furniture products can compete, even local wood furniture products is still the choice of many local consumers. Dg Ngarung Nurbaya Ali (59), a housewife who lives in Jl. Bonto Biraeng No. 10 Village Katangka district. Somba Opu Gowa, has more than 10 products locally made teak wood furniture, ranging from a closet door that cost less than 1 million and 5-door closet with price above 5 million. For some uses mostly chairs carved chair made in Jepara with price above Rp. 10,000,000. Nurbaya users are consumers of furniture belonging to the upper middle class, has a car rental business as well as the maternity clinic.

A. Strength

- Type of wood used is the best wood is strong and lasting for decades
- Managed businesses and family-based skills and still small scale so protected from the effects of national and global crisis
- Has formed its own community area furniture craftsmen who help each other and complement each other
- The technical skills of craftsmen is very reliable
- Each craftsman has had relationships furniture store that is always ready to buy and sell furniture which has been produced
- There are lots of the sawmill industry as a provider of raw materials
- Wood has a high degree of adaptability and flexibility to weather
• Public confidence in the quality of teak wood furniture is much better than the furniture of alternative materials that are not resistant to the weather
• Consumer demand is increasing from time to time
• Has a strong frame and structure

B. Weakness
• Forms are not growing rapidly, simply continue the old form
• Carving is still lacking, if there is an engraving engraving only outboard purchased in the market
• There are no skilled craftsmen carve, no local craftsmen
• Crafters venture capital is highly dependent on credit from the bank, so that the gains in part to pay interest on the loan
• Forms only oriented to the needs of local consumers, not working on the national market
• Traditional marketing system
• Wood processing technology is still traditional
• There is no umbrella organization to menghimpung entire community furniture craftsman
• No craftsman who manages a modern business with medium-scale enterprises

C. Threat
• The era of the Asean Economic Community in need of more competitive products
• Items of furniture from Java with various carvings attract more official recognition by local consumers
• The continued development of furniture products of various alternative materials other than wood
• Items of furniture from Borneo with cheap but carved wood with beautiful and attractive

D. Opportunity
• Furniture is an essential requirement for every household and family, growing population is increasing the need for furniture
• Local communities like wood furniture with a variety of beautiful carvings
• The global community was looking for creative products based on natural resources and wealth of unique local
• Various furniture store that sells wood furniture is growing rapidly
• Potential furniture export market is wide open to be worked

E. Strategy
• Utilizing the technical skills of the craftsman’s carpentry furniture manufacture furniture design and form new ones with a wider segment of the market, not only locally, but nationally
• Digging sei value local cultures are carving aesthetic value that can be applied as aesthetic elements in the local wooden furniture in order to provide added value economically and culturally.
• Designing a prototype carved wood furniture with local specialties that can be adapted to the technical skills making furniture by local craftsmen and can be produced easily on an ongoing basis
• Encouraging business group furniture and wooden furniture of local artisans to cooperate with local authorities in order to be made of such organizations as the local wooden furniture associations container associations to share information for the development of local wood furniture business in Takalar.

CONCLUSION
This paper is one result of a series of research grant competition funded by Ristekdikti, identification of various forms and types of furniture cabinets have been conducted, either directly at the place of manufacture, through the store, as well as from the end-user. The forms do not develop much different and have not changed significantly from the aesthetic aspects and forms, two-door wardrobe, three-door and four-door has a pattern shape almost the same, the only difference on the upper frame and the lower frame. Every closet in general have room for the application of carving as an ornament and charm, but for this product using only local wood furniture decoration paste purchased in the market.
Therefore, it is necessary the existence of a prototype cabinets with carved local specialties that can be an example for all crafters, and can be adapted to the system work and construction familiar to the furniture craftsmen. From the results of SWOT analysis has produced several strategies, including; 1) Utilizing the technical skills of the craftsman’s carpentry furniture manufacture furniture design and form new ones with a wider segment of the market, not only locally, but nationally; 2) Digging sei value local cultures are carving aesthetic value that can be applied as aesthetic elements in the local wooden furniture in order to provide added value economically and culturally; 3) Designing a prototype carved wood furniture with local specialties that can be adapted to the technical skills making furniture by local craftsmen and can be produced easily on an ongoing basis; 4) Encouraging business group furniture and wooden furniture of local artisans to cooperate with local authorities in order to be made of such organizations as the local wooden furniture associations container associations to share information for the development of local wood furniture business in Takalar.

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DEVELOPMENT OF STUDENT WORKSHEET BIOGAS DEVELOPMENT ENVIRONMENT BASED ON ENVIRONMENTAL CHEMISTRY COURSE.

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Abstract. This research is a development (Research and Development), which aims to develop the student worksheet (MFIs) in the manufacture of environmentally-based biogas valid, effective, and practical for use in the subject of environmental chemistry. MFI development refers to the development model 4D (four-D model) comprising the steps pendefenisian (define), stage design (design), stage of development (develop), and the deployment phase (disseminate). The instrument used in this study consisted of the validity of instruments MFI, the MFI effectiveness instrument consists observation sheet student activities, as well as practicality MFI instrument consists of a questionnaire of perception of students and faculty. The research concludes that the MFI Creation environment based biogas declared invalid. Based on student activities, are in the very good category. Based on the results of questionnaires the perception of students and faculty perception questionnaire Lecture Environmental Chemistry courses that are in the category of very practical. So MFI Making Biogas Development Environment based on the Course of environmental chemistry expressed Valid, efektf and practical.

Keywords: Development Research, Development Model 4D, MFI, Biogas

PRELIMINARY

Education should provide an understanding that they are part of the social system should be in synergy with nature and all its contents. Through their education given a knowledge and understanding of the environment so that one day they care about the environment. One of the subjects of Environmental Education (EE) were studied in the Department of Chemistry UNM is Environmental Chemistry. Interest environmental chemistry course is to improve students understanding of the environment (waste treatment, chemicals in natural cycles) so that they are aware of the importance of preserving the environment and be able to practice skills in managing the environment in public life.

Based on the facts on the ground, the purpose of the application of environmental chemistry courses have not been successful. There are still many students have not been able to show a real step in the processing environment. One reason is the teaching of environmental
chemistry courses that do not provide the opportunity for students to apply science and knowledge they have in the form of concrete activities in the processing environment. One concrete step processing environment conducted through experiments. Experiments that can be applied in the subject of chemical environment, especially in the special case of environmental material is actual biogas production. The knowledge and skills that they can apply in the community so that in addition to improving the environmental quality of the results can also be a profitable business opportunity so that after the students finished they are no longer confused college in search of work.

Based on the background of the above problems, it is necessary to develop an MFI in the subject of chemical environment, especially in the special case material actual environment that is doing experiments biogas production. Therefore formulated a problem Do MFI biogas-based environment that has been developed is valid, effective, and practical to use?

**RESEARCH METHODS**

This research is a model of development which refers to the development of 4D (four-D model). This model consists of four phases of the development model includes the step pendefenisian (define), stage design (design), stage of development (develop) and the deployment phase (disseminate). The research subject FMIPA UNM students majoring in chemistry class A class of 2013. ICP Instrument Research on the validity obtained from 3 validator, the effectiveness obtained from the Student Activity Sheet Observation and Practicality of: Perception Questionnaire Students and lecturers pengampuh environmental chemistry courses. Data processed by quantitative descriptive.

**RESEARCH RESULT**

Development sheets MFI biogas production based environment is done by using a development model 4D (four-D Model), which consists of four stages of development, namely: (1) phase pendefenisian (define), (2) the design phase (design), (3) stage of development (develop), and (4) the deployment phase (disseminate).
1. **Phase Pendefenisian** *(define)*
   a. **Front End Analysis**
      In this analysis diperoleh lack of the ability of students to apply their knowledge gained environment and the lack of environmentally sound behavior of students. Based on this, the researchers provide alternative teaching materials such as MFIs. Through experimentation MFI ..

   b. **Analysis Students**
      The results of this analysis that the students are familiar with the activities in the laboratory. MFIs only contains questions and directives on the activities of the experiment (making biogas) will be done.

   c. **Task Analysis and Concepts**
      In the syllabus developed Sulastry (2015), to achieve these outcomes the main tasks that must be done by a student is writing a paper about the environmental cases then students practice defend the idea that paper to present to the class. Researchers developed a method of assignment experiments on this material.

   d. **Formulating Learning Objectives**
      The first goal was a student may explain some of the cases related to the environment. To achieve these objectives, the MFI is given some examples of cases relating to the environment, such as the problem of environmental pollution, environmental damage and waste, as well as the problem of global warming. The second objective is to design and conduct student biogas production as one of the solutions to overcome environmental problems. The third objective is prepare students report on their activities biogas production. Compiling reports of activities will deepen the concepts and knowledge obtained from the student experimental activities that they do. It will also train students to account for their activities.

2. **Stage Design** *(design)*
   Step on the design phase is to design the initial design of the MFI. The first step is to determine the *outline* of writing. *Outline* of writing serve as the basic framework in the writing of the MFI. The next step is the preparation of an MFI based *outline* writing and carried out by utilizing a computer application that is *Microsoft Office Word 2007* and *Microsoft Paint*. In this stage the initial draft obtained MFIs that are ready to be validated by experts / validator.
3. Development stage (develop)

Aspects of the physical appearance of obtaining the average value of the validity of the three validator of 3.33 and are categorized as "Valid". These aspects include the appearance of MFIs in general, use of typeface, and clarity of writing. MFIs rated appearance of the display cover, layout, graphics, and color combinations. Font used is Bookman Old Style with a size 12 so clear and easy to read.

Linguistic aspects include the ease of understanding the information in the MFI, compliance with Rule Indonesian is good and right, the clarity of the language used, and the use of punctuation. All of these criteria are declared valid by the validator with an average value of 3.06 validity. To obtain the content aspect average value of the three validator validity of 3.00 and is valid. These aspects include the material contained in the MFI, the ease of using the MFI and MFI's role in helping students perform experiments biogas production. Based on the validation results of these three aspects MFI biogas production is valid for use, even so do some revisions based on feedback from the validator.

4. Deployment Phase (disseminate)

MFIs that have been declared invalid by validator, then tested on an actual class. Tests performed on grade students ICP A class of 2013 who programmed the environmental chemistry course, this is in accordance with MFIs developed namely for environmental chemistry courses.

Observation of student activities are also conducted on experimental activities, ie by 2 observers. Based on this research, the average percentage of 93.94% student activity and are in very good category. These results indicate MFI biogas production effectively used to enhance the students' learning activities. The high percentage of student activity resulting from the enthusiasm and passion of students doing experiments biogas production. This is because the average student considers this activity is easy to understand and can develop their creativity because they are designed by themselves.

Practicality MFI biogas production is determined based on the results of questionnaires students as users of the product. The questionnaire was given to students at the end of the activities of product trials. The questionnaire consists of four aspects of the 20 statements. The first aspect in the questionnaire is the aspect of physical appearance MFIs MFIs which includes general appearance, the use of font types and sizes, as well as the clarity of text.
and images. This aspect of obtaining a positive response from the students by 98.15% and categorized as very practical. These results showed that the appearance of the MFI which includes *cover, layout, color combinations, drawing, writing, and the shape and size of letters* is considered good and harmonious. MFI cultivated appearance as attractive as possible, because of the attractiveness of a teaching materials are usually more focused on the physical appearance of the instructional materials.

The second aspect in the questionnaire are aspects of language MFI. This aspect is considered to be effectively and efficiently by students, it can be shown that the percentage of positive responses obtained in the amount of 94.44%, so for this aspect categorized as very practical. The language used in the MFI adapted to Indonesian rule is good and right, not using local languages that are general and can be understood by all students with diverse backgrounds different areas. The language used is also not pedantic so that the information to be conveyed can be easily captured by the students. The use of foreign terms are also adapted to the cognitive development and background knowledge of the students so that they can be understood by students.

A further aspect in the questionnaire is the content aspect of the MFI. This aspect is very practical categorized based on the percentage of positive responses from students, which amounted to 95.24%. MFIs rated very good for improving the creativity of students in the experiment. MFIs can also help students discover new concepts and find a way of utilizing organic wastes. Issues raised in the MFI are problems related to everyday life is a problem caused by organic waste. Those problems have since often found even impact is often felt by students, so that adds to the appeal of students to read and study the MFI.

The last aspect is the aspect of motivation in the questionnaire. This aspect also got a good response from students with a percentage of 92.36% positive response. MFIs rated very good to encourage students to conduct investigations both theoretically (collect basic theory) or through experimentation. Students interested in conducting experiments (biogas production) because the materials used are materials easily obtained from the environment and does not require huge costs. Activities in MFI also considered able to motivate and
encourage students to communicate, interact, and collaborate with others in solving problems, especially environmental problems.

The average percentage of positive responses obtained aspects of the results of questionnaire analysis students' perceptions of MFIs biogas production is 95.05% so that MFIs are categorized biogas production is very practical to be used as teaching materials course environmental chemistry.

Aside from student perceptions questionnaire, practicality MFIs also be seen from the results of questionnaire analysis perception of lecturers. This questionnaire was given to two people lecturer in environmental chemistry as a lecturer. Results of the assessment 2 lecturers obtained a positive response by 100%, so that MFIs are also categorized as very practical to use in terms of the perception of lecturers.

Based on suggestions, comments, and feedback obtained from the questionnaire was repeated revisions of some components in an effort to improve MFIs MFIs developed. Lecturer of advice given questionnaires, font *Book Antiqua* replaced by *Bookman Old Style* typeface because it is unclear and difficult to read. Information about the parameters in the *anaerobic* fermentation and biogas production is also added in the discourse to make students more aware of what they have to do when making biogas, but it also added reading material information so that they can seek in other literature on biogas production process. See also changed the front page MFIs which only contain SK, KD, Indicators, and Teaching and it is expected that students can better focus attention and know their purpose following the learning process. In order to look more attractive MFI added and page *footer* in the MFI.

Based on the results obtained prototype final revision of the development of the microfinance institution based biogas production environments valid, effective and practical to be used as teaching materials on environmental chemistry courses. MFIs can already be deployed and used in a different class and by different people.
CONCLUSIONS AND RECOMMENDATIONS

Based on the results of this study concluded:

1. Development of student worksheets (MFI) based biogas production environment can be done by using a development model 4D (*four-D model*) that consists of four stages of development, namely (1) the stage pendefenisian (*define*). This phase is carried out by four steps, namely the front end analysis, analysis of student, task analysis and concepts, as well as formulate learning objectives. (2) the design phase (*design*). The design phase is performed through three steps, namely designing experimental activities, determine the assessment strategy, and design the MFI. (3) the development stage (*develop*). At this stage, the MFI validation followed by revisions based on suggestions and feedback from the validator. (4) the deployment phase (*disseminate*). At this stage, limited trial use of MFIs in the actual class.

2. Results validation student worksheet (MFIs) berbas biogas production is environment by 3 experts expressed MFI environment valid for use. MFIs also declared effective for use based on the assessment of learning outcomes and student activity observation, while based on the results of questionnaires the perception of students and faculty pengampuh eye Kulia environmental chemistry, MFIs otherwise practical for use

A. Suggestion

1. MFIs that have been developed are still limited to one type of task that is making biogas experiment, so expect their further studies with different experimental tasks and more varied.

2. Expected their further studies to determine the potential effect of the use of MFIs that have been developed by applying it to class more and in different places

3. MFIs should have been developed that is based biogas production can be a guide in Environmental Chemistry teaching so that students be active and creative.
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NOVELTY AND GIMMICKRY INNOVATION IN ATMOSPHERE BUILDING METHODOLOGY IN NIRMANA TRIMATRA AND DESIGN METHODOLOGY LEARNING DESIGN OF COURSE

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ABSTRACT

Scientific curriculum in design fields require students to be able to build creative ideas in an attempt to solve various problems of design. The end result of a work is that containing values novelty and gimmickry kind of idea concepts and techniques used in the design process. The purpose of writing this article is to provide a reference or patterns in the learning course design methodology and shows that every design planning is required to generate the values of novelty into the design and the ability to apply the techniques of gimmickry that works even more attractive and more valuable. The method used is descriptive qualitative-quantitative method is simple supported to help analyze assessment. The results obtained are satisfactory with reference to the work of assessment and feedback quotation course participants.

Keywords: Innovation, Model, Novelty, gimmickry

INTRODUCTION

“‘Serious creativity’ will seem a contradiction in terms for many people. Everyone now knows that creativity has to be fun, lively and crazy – so how can me have serious creativity?” (Bono, Sep 1995)

In the academic world what the statement of de Bono is a paradigm that is contrary to the very serious academic climate. But the climate is ideal for science education in the field of design is very demanding activities explorative in evocative creative ideas in making reference to the idea of designing sebuat including the end result of a creative act.

The purpose of writing this article is to provide a reference or patterns in the learning course design methodology and shows that every design planning is required to generate the values of novelty into the design and the ability to apply the techniques of gimmickry
that works even more attractive and more valuable. Which is expected to support new innovative methods of teaching that aims to produce works of innovative students.

Design as a scientific field is fundamentally a scientific field that is very demanding various efforts to solve the problems being debated in the neighborhood. Scientific curriculum design field menggariskannya into course design methodology, in which one material is the exploration of new ideas and activities in one of the phases and the first phase of which is known as upload ideas or fail rembug (brainstorming). Brainstorming is a method evocative basic ideas into a box that was collected in the wild but controlled through the establishment of basic patterns of keywords. Introduced by Alex Osborne which he used for the benefit of the industry engaged in the advertising industry is very detailing the results very values novelty and gimmickry.

Students of Visual Communication Design (DKV) Faculty of Arts and Design (FSD) Makassar State University (UNM) since formally established has introduced the method of brainstorming (BS) as one stage part of the research methods of design the stage design analysis (DA) in the design process (DP) to define the various terms and ingredients to be grouped and then created the elements basic ideas, ideas and design concepts that will be built in the exploration activities of DP.

Novelty and gimmickry could not attract the attention and is not directly related to the value of advertising. But in almost every other field of novelty but that alone is not considered quite so creative ideas must be reasonable and must be productive so that it can be said that every idea must necessarily madness in a scalable and productive.

"I would also like to point out that creativity does not have to be a group activity. Creative techniques can be used in a powerful way by individuals working entirely on their own " (Bono E. d., Sep 1995), this statement illustrates that creativity does not always wake of group activities. Creative techniques can be used in a powerful way by individuals who work entirely on their own.

Novelty in a sense which is synonymous with freshness understanding that means freshness or comfort (KBBI). So that novelty can be defined as something that values novelty.
Something that is second to none and not part of a mainstream, sometimes by most people as something strange. Potential to cause polemics caused not part of the ordinary.

Gimmickry is derived from the basic word "Gimmicks" which has several definitions. This term was first recognized in the early 20th century. Refer to the product features that make it more interesting though is not to be important and have a functional to a product but is thought to enhance the sale value. (http://iklaninstan.web.id)

Gimmickry in the world of advertising (advertising) is like a blade that can attract attention so that it can increase sales of the objectives of the ads were created. Gimmicks in a product packaging or the product itself has a vital role because the placement of the image of Mickey Mouse or Minnie Mouse on any products toddler gives appeal to consumers even acts as a marker of gender designation for baby boys and girls, including its role in the provision of identical color blue for boys and pink for baby girl.

Based on core of content instruction in subjects of course design methodology covers the basic theory of the stages in the design process through research studies of design consist are; 1) Assessment Analysis (AA), 2) Assessment Synthesis (AS), and 3) Assessment evaluation (AE)

The course of design methodology describes the various theories on the implementation of the design process certainly requires a high concentration in following the lecture in the classroom. Although the success rate of the conduct of the course design methodology belong to the moderate condition but was deemed necessary to improve. This is due to the role of design methodology courses including vital because it is a subject which drive a student to other subjects in the scope of science of visual communication design.

Based on these circumstances, it may take a few tips (gimmickry) and novelty in its implementation. So it takes a refresher teaching methods in the classroom to build an atmosphere that supports learning atmosphere.

IDEO a design consulting firm in the United States since its founding have implemented creative methods in building a working atmosphere which is then followed by many giant
companies such as Google Inc. example which is now a giant in the world. Tim Brown, CEO of IDEO defines creativity that creativity is a matter of leadership that can empower teamwork in executing the idea of herding and well built. (Brown, http://www.ideo.com), a concept of leadership that is inspiring, flexible, expressive, assertive and visionary becomes the foundation in building a climate.

Introducing the students to think of creative ways of comparing it with the lateral and vertical thinking, is also a way of thinking collateral, then ask students to practice and make records of the results of their exploration in the classroom.

**METODOLOGY**

This article uses a qualitative approach, a study that was taken from the opinion of the people and behavior that produces descriptive data in the form of words written or spoken. (Moleong, 2007) With the data collection methods used were interviews and observation. By it, this study used a qualitative descriptive type. Collect testimony-testimony derived from the course participants as the primary data related; delivery of materials engineering, climate and atmosphere of the class, level of acceptance and expectations of students related methods [1], engineering [2] and the atmosphere [3] which is used as a measure related to the test methods class novelty and gimmickry that emphasize the atmosphere.

**RESULT**

[1] Methods

The teaching methods are carried out in an attempt how to present an atmosphere or an atmosphere that can help students gain experience so that the materials can be well presented, made in several programs as follows:

a) Problem Based Introduction
The purpose of this model is to develop the ability to think and problem solving skills, developing self-reliance and the ability to access a role in a team or individual cooperation. (Glaser) (Barrel, 2007) Assignment (see; STAD)

b) Student Teams-Achievement Division (STAD)

STAD models (Slavin, 1983) see also (Slavin R. , 1985) Formed groups that have a common vision, based on case studies provided (Instructional Form). Each member of the group was given the task and role. Assignment is based on case studies provided each group consisting of 5-6 persons and the group sum of number 10 person for two classes:


<table>
<thead>
<tr>
<th>No</th>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Although there are zoning based on the types of goods are difficult to access zones based on the type of merchandise.</td>
<td>Information systems need to be made</td>
</tr>
<tr>
<td>2</td>
<td>Lods or stalls and shanties design performances are look seedy</td>
<td>Need to be designed design the appearance and design of shanties</td>
</tr>
<tr>
<td>3</td>
<td>Parking zone was minimal</td>
<td>It needs to make the design of the parking area</td>
</tr>
<tr>
<td>4</td>
<td>Public facilities such as toilets are not maintained even used as a place merchandise</td>
<td>Mobile toilets need to be designed because the location of markets, where cramped and difficult to access</td>
</tr>
<tr>
<td>5</td>
<td>Wet zone is very muddy and dirty</td>
<td>Need to draft a model lods wet and exhaust duct systems are ideal.</td>
</tr>
</tbody>
</table>

Group I decided to choose no.1 and group 2 chose no. 3 to their group project.

7. Group II and VII: Identification of the problems in the highway in the city of Makassar in accordance with scientific expertise competence field of design. (Select spot or point based on the possibility of the complexity of the problem)

<table>
<thead>
<tr>
<th>No</th>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Many offenders waiting for a sign green light in front of zebra-cross and on it.</td>
<td>Needs to be made of information boards and warning</td>
</tr>
</tbody>
</table>
2 | Lots going offenders counter-flow | Need to be designed, traffic engineering design |
---|---|---|
3 | The bus stop so that the objects of destruction and vandalism, broken and uncomfortable | It needs to make a comfortable stop shelter design |
4 | The placement of outdoor advertising and round tagging disorganized and chaotic | Studies need to be made and intended placement of outdoor advertising space and the proposed regulations. |
5 | Offenders on traffic signs and road markings | Need props design and simulation for road users |

8. Group III and VIII: Identification of the various problems in the slums in the city of Makassar in accordance with scientific expertise competence field of design. (Select spot or residential location that has a high complexity of the problem). (Eg assignment)
9. Grup IV dan IX: Identification of the various problems in inter-provincial terminal according to the Southwestern area of design competence of scientific expertise. (Eg assignment)
10. Grup V dan X: Identification of the problems common facility centers Losari accordance with scientific expertise competence field of design. (Eg assignment)

c) Brain Storming and Mind Mapping

The model Brain-storming and Mind Mapping (Buzan, 2010) provide experience in identifying and mapping problems so mahasiswa have the ability taxonomic thinking. Assignment. (see;STAD)

d) Think Pair and Share (TPS)

This model (Lyman, 1987) given the power to inspire students to think logic so that the students are expected to have the ability to think creatively out of the box de Bono. Students are given a variety of quiz questions in the form of verbal, visual (graphics), puzzles, matrix. Students are assigned to provide analysis results and the answer in the form of graphic explanation.
d) Role Playing Games in combination with Inquiry

This model was given the power to inspire creative thinking (lateral thinking), built the atmosphere is cheerful, joy, joy. One of scenario constructed as follows:

e) Project Assignment

This model requires students; 1) Build a program and framework (preparation), 2) Implement programs and frameworks built, 3) Able to evaluate and execute, 4) Generate the final product. As can be seen from some of the work of the course nirmana trisakti below:

Tabel 1. Matrix assessment novelty and gimmick value content of student works.

<table>
<thead>
<tr>
<th>Product</th>
<th>Materials</th>
<th>Novelty Level (1 – 4)</th>
<th>Gimmicks Level (1 – 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task I</td>
<td></td>
<td></td>
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<tr>
<td>Tugas II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tugas III</td>
<td>White straw</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Color cardboard paper</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Tugas IV</td>
<td>Color cardboard paper</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>---------</td>
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<td>---</td>
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</tr>
<tr>
<td></td>
<td>Matchstick</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Matchstick</td>
<td>4</td>
<td>3</td>
<td></td>
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<td></td>
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<tr>
<td>Matchstick</td>
<td>4</td>
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<tr>
<td>Matchstick</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Matchstick</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Batang korek api</td>
<td>4</td>
<td>4</td>
<td></td>
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<tr>
<td>Matchstick</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
[2] Technique

Mechanical delivery of content is done by making an outline of teaching methods based on class activities procedural;

a) Logical procedures, aims to arouse or stimulate the thinking of students in receiving and processing the material with its phases.

   Students are given input materials theory of creative thinking method comprising:

   1) Vertical thinking methods, to teach students to think is the traditional way of thinking or logical. Think vertical view through the eyes of a reasonable solution of the problem or situation and working through it, generally in the path chosen most ordinary (common), then confronted with comparisons to the way of thinking laterally and collateral.

   2) Lateral thinking methods, to teach students to be able to find the key to think laterally. Lateral thinking is a way of thinking through methods that are not public in solving a problem and tends to be ignored by logical thinking or an imaginative way of thinking ‘out of the box’. (Bono E. d., 1970) So students capable of enriching materials case-studies case studies provided by the results of various concrete solutions. To teach students to think alternative with non-sequential fashion. So that students can build the originality of thought.

b) Data collection procedures, aims to train students to be able to make the structure and data collection techniques metodetatif corresponding stages are built.

c) Taxonomic procedures, aimed at helping students to be able to outline the relationship and intersection of data based on the data according to the stages.

d) The evaluation procedures, aimed to help the students to be able to evaluate and build a the basic hypothesis based on the data that has been collected.

   Results obtained are that students are able to follow the outline of teaching wellby involving interview On as many as quotations as a result of the interview table below (based on data record lectures in 2012:}
### Tabel 2. Matriks Kuotasi Balik

<table>
<thead>
<tr>
<th>No.</th>
<th>Student</th>
<th>Logic</th>
<th>Data Collect</th>
<th>Taxonomi</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inam Muslimin</td>
<td>I just to comprehend and understand as to what lateral thinking that and I'm interested in</td>
<td>Based on the quiz questions about the Chinese and the Japanese rice eaters. I replied that the Chinese eat more rice because based on the data I have is the Chinese population is far greater than the Japanese</td>
<td>I developed a taxonomy based on census data from the largest number of people to the smallest. Then I narrow down and focus only on the two countries.</td>
<td>Finally, I conclude that the Chinese people who ate more rice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the question in Quiz &quot;The Chinese and Japanese, both like to eat rice&quot;. The question is who is at most ate rice? &quot;I said the Chinese because the Chinese population more than the Japanese</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Ronald Edy Tai</td>
<td>I already understand how to think out the box with vertical thinking and I was interested by</td>
<td>Initially I was quandary answer the questions and then I then think about the possible answers.</td>
<td>I make develop alternative naming objects that have naming opportunities are virtually and almost has in common with the keyword naming the objects that exist in a city. Then I created a line of other</td>
<td>Why did I choose the answer because if the inn name of refers to name of the homeowner then the answer I should pack the house this week and the possibility of an answer other than my answer that the hotel name.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the case study &quot;A man rode into town on Monday. He stayed for three nights and then left on Monday. How come? and my answer is that</td>
<td>then my focus and underline the word &quot;Monday that” I finally concluded on the keywords &quot;name of day&quot; so the answer could have been</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reza Abdillah</td>
<td>could have happened because Monday is meant is the name of the inn.</td>
<td>naming other objects so I came to the possibility of the person's name or the home of the person or name of the destination of the man.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
---|---|---|
Initially I found it difficult to answer the question that was given to me. Arriving home I thought. I finally have an answer to the question "There are six cups. Three fully charged, three empty. What one action all visible glass filled?" | In my minds: I have to pinch three empty glass and led him to the back three glasses a fully or I should take a glass and pour evenly over the three empty glasses so that all six glasses filled. But I realized with the word "look" that is indicative of a keyword danmenjadi about it. I finally took the first action that shifts the empty glass to the rear three full glasses. So, six glasses filled. | In accordance with of my delivery based on my data with two alternative answers that I woke up. Then I connect with the keywords I realized then I managed to find the answer. Based on my keywords easily specify the actions that should I do so that my answer is to shift three empty glass to the rear glass is fully charged so that all six glasses looks full. |

Building an a delightful classroom atmosphere is a proviso that must be met for the academic climate. On the other side of moderately upscale atmosphere idel is run uninterrupted process which may interfere with other words, the atmosphere is quiet and has parameters. Creative classroom atmosphere that is formed from a creativity can help create a classroom environment that is more motivating, engaging, and educational for students and faculty certainly has no parameters in terms of dynamic and controlled. Atmosphere question in this case is the atmosphere of the learning process.

Referring to the points [1], teaching methods, the obtained quotations as follows based on the impression of students:

<table>
<thead>
<tr>
<th>No.</th>
<th>Student</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inam Muslimin</td>
<td>Refering to the experience during the lectures. I like the outer class (direct observation method) room that when we go to the market Pa'baeng-Baeng and given the task to find a variety of permaslahan that exist in the market. Because we can interact directly with the problems and learn to think of a solution of permaslahan we meet. As the case placemark problems with spatial chaotic market. In that case of my think about how so that visitors can directly access the market needs so no need twiddling twirling. So I along with my team initiated the project sign-Baeng Pa'Baeng market system. I was also impressed with the nuances of a class like we work at the office design agency. Serasa is already working professionals. (laugh)</td>
</tr>
<tr>
<td>2</td>
<td>Ronald Edy Tai</td>
<td>I like the class of games. Because the materials submitted are many and varied. Perhaps the experience I have gained will be different from those obtained for my younger siblings later because the professor is very rich material. The main thing is the more I can understand the problem easily with a classroom atmosphere festive, free, full of laughter, joyous and most importantly not depressed. One of my criticism, if bias made or prepared the book text. I was most impressed with the madness-madness in almost all the programs in each meeting. I wonder, what kind of classroom atmosphere for my younger siblings later. Because after of my asked wondering seniors, he says they are different experiences obtained.</td>
</tr>
</tbody>
</table>
I was pleased with cause we were taught a class of grouping can exchange opinions and learn to build a teamwork. The main classroom atmosphere were like an a class of kindergarten, we made many patch, notes and post-it as we learn how the build an procedure of taxonomic thinking, learning in brainstorming and learning how to piguring out the conclusions and learning to making a decisions. It's like if we actually already working. I was impressed with the rules students must wear a shirt, pants banned "Jeans", wearing a tie according to taste, wear perfume. (Laughs) The impression we felt really at the office of design bureaus.

**DISCUSSION**

1. **Associated of Learning Methods and Results of Assignment**

   During the implementation of the course in one semester of the current year is programmed to apply the 7 models of learning, where in three program synchronizing learning model implemented in the project assignment with 2 big task with the division of one project as part of a pre-requisite for the follow midterms (UTS ) and 1 project as part of the pre-requisites to take the exam end of semester (UAS). Development of a model by doing combinations learning model shows the value of success.

   Based on the results achieved by applying a touch of novelty and gimmickry in any learning application as the goal. Retrieved works of student tasks that still have the power novelty and gimmickry seen from the works of a good assignment of (MK). Nirmana Trimatra or from the course of design methodology. (see results point (Tabel 1, 2)

2. **Assessment of Work Assignment**

   Students' ability to produce the works that have a value of novelty and gimmicks. Measured from the level of level of exploration by way of students to explore the shape of the considerable and do a search similar works as meotde control over the authenticity of the value of their works, After confirmation and exploration references on the internet, students then conduct exploration activities to make corrections form. Further measures to do with the exhibition asks the visitor to give an assessment of the scale of the reference number 1 to number 4 (1 – 4).

3. **Techniques and Difficulty Master Moderators**
e. Task I: the exploration of material (paper/cardboard) with the treatment of scissors, slices, constraints infolding and locks. The level of difficulty of this task lies in the ability to the use of imagination coherence between treatment techniques. mostly students having difficulties in formulating the techniques locks and folding technique. Another capability that measured students' ability to organize the modules into a pattern so that ability can be measured gimmicks.

f. Task II: exploration the plastic straw with scissors treatment, slices, folding and locks. The level of difficulty of the task II lies in the ability of imagination to create a module, and the ability to organize modules imaginative forms. Another capability that measured students' ability to organize the modules into a pattern so that the gimmicks ability can be measured.

g. Tugas II: material exploration of the color cardboard with a treatment technique scissors, slices, folding and locks. The level of difficulty of this task is evocative gimmicks ability of students to produce alloys that immodular. Another capability that measured students' ability to organize the modules into a pattern so that the novelty ability can be measured.

h. Tugas III: exploration of techniques matchstick pieces. The level of difficulty of this task is to keep the rhythm and motion in the form of compositions. This task includes the hardest because it measures the ability of novelty, the ability of gimmicks, ability to sense motion and ability level of patience and the ability to detail that demands foresight and very demanding sensitivity of taste.

4. Atmosphere

Based on the responses of students during the lecturing outline expressed contentment and curiosity high. this happens due to the implementation of courses that demand high levels of difficulty each year programmed to increase the level of ability with the model and the type of task that is regularly updated and lecturing regularly evaluated results. The achievement of the expected is the increase the ability of students who continue to be measured based on the assessor's work and the comfort level of students in the learning process. Surely that intended results have a direct impact to the students to follow the next lecturing materials that will be felt more easily. For the presentation of the
curriculum do retrofitting strategies at the basic level. This has an impact as well when the level in the subject of subsequent practice is raised so that the achievements of competence as superficial learning outcomes can be achieved.

CONCLUSION

Based on the discussion in the results and discussion suggests that the evocative the power creative thinking of students in the subject of design methodology as a subject theory with the advanced elements of novelty and gimmickry in organizing material-amteri lecture programs are applied in building construction program lecturing a profound impact on students' ability to following the practice course that requires high creativity, by reference to the work values novelty and attractive.

There are three things that needed to be focused in supporting efforts to achieve are: [1] Selection of appropriate learning methods and appropriate and are considered to have provoked the creative power which novelty through engineering methodology gimmickry, [2] Results are measured and measurable either can be the basis of assessment of the level of success with innovations as a form of refreshment in the program the lesson plan is considered very successful and have a good impact for students, especially in terms of ability to follow all the courses in order to achieve the level of achievement of graduates that competence in the field of DKV, [3] Responses well and enjoyable for students to become an measure to the lecturers to quantify level of success in conducting the courses they teach

ACKNOWLEDGE

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PUBLIC PERCEPTION OF THE BACK TO SCHOOL MOVEMENT PROGRAM (GKB) 
By The Police of Mamuju

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Jasruddin** 
Haedar Akib** 
Suradi Tahmir**

* Student of Doctoral Program of Makassar State University (UNM) 
**Lecture of Post Graduate Program of Makassar State University (UNM)

ABSTRACT
The purpose of this study was to determine the public perception of the movement back to school program (GKB) by Police Mamuju. The research method was descriptive quantitative. Sample of the research was 75 peoples selected by purposive sampling. Data collection techniques by using a questionnaire and analyzed using descriptive statistics. The results showed that the public perception of the Movement Back in School program (GKB) has received a positive response from the community in Mamuju. This is a good indicator that gives meaning that GKB is very important to do. The importance of the program due to GKB GKB program is a program that can make school dropouts can go back to school. The program also contributes in minimizing the crimes committed by children out of school. The high positive perception of the public against GKB program indicates that this program must be sustainable. However, it still needs improvements in methods of implementation khususnya in recruiting or list the participants will take part in this program.

Keywords: Perception, Community, Movement, Back to school

INTRODUCTION
The Back to School Movement Program (GKB) starts since the issuance of The Police Chief Decree, Number: Skep/001/I/2014, dated January 5, 2014, concerning the Back to School movement Program (GKB) in Region Mamuju Police Board. GKB program is a humanitarian program that found only in Mamuju, Province of West Sulawesi. GKB program conducted by the Police Chief in Mamuju refers to the primary task of the police which conducting security and public order, law enforcement, protection, shelter, and
services to the community. GKB program departs from a very fundamental problem, namely the high school dropout rate, which is directly proportional to the rising of crime.

Dropping out of school will have a significant impact on the life of the nation. The dropouts will bring social unrest, economic unrest, moral unrest, and near future disturbances. Social unrest arises because of the increasing number of unemployed, causing the emergence of young groups that are hard to control, both by parents and the community and the government. These kids tend to perform activities that are negative, such as stealing, drugs, drunk, armed robbery and so forth. Another result is children who drop out of school will be difficult to get a job because they do not have diplomas and skills to work in the formal and informal sectors.

Economic hardship is one of the causes of school dropouts in the age of 7-15 years. Parents income was minimal while the cost of education is very expensive. Insignificant income making the parents have to work harder to meet their household needs. As a result, parents do not have enough time to motivate children to excel in school. That is why the kids are so lazy to go to school and at the end drop out of school (dropouts). The lack of parental income can also make a child's heart was moved to help their parents to earn a living. Children who drop out of school then formed a community with activities that tend to disturb society. This community is further growing rapidly due to the increasing number of children dropping out of school; even further this group affects the children who active to go to school became potential students to run out of the school.

Although the parent's role is determining the success of a child's education, however, that role is different from one another. Many parents have to play its part so well until their children's’ education succeeded, but there are a few parents who failed to play their role resulting in their children's failure in school. One factor that affects the success of a child's education is an economic factor. However, reality shows that many parents who fail to send their children even though they have a high financial capacity. On the other hand, there are a few parents who succeed send and guide their children to school despite a very weak financial capabilities. This phenomenon shows that there is structured effort required to
provide insight to parents about the importance of children's education to prepare them a better life in the future.

Based on the above description, the GKB program promoted by Mamuju Police Chief. The program is about returning school dropouts back to school. Off school children aged between 7-15 productive years returned to the school with the help of police department. GKB program works well because it is utilizing the NCO Development and Public Order Security (Bhabinkamtibmas) in every village. Bhabinkamtibmas to collect data by visiting the homes of citizens who are known to have children out of school.

GKB program has been running for two years. GKB in 2014 as a pilot project from Mamuju Police have managed to recover as many as 175 children out of school to school. In 2015, the activities continued to improved with wider coverage area. In the second year, the program benefits GKB began to be felt by parents, communities, and governments. That is why so many parties involved in this program through moral and material support. This program succeeded in increasing public awareness of the importance of children's education.

GKB program's success needs to be measured by looking at various aspects. For it has measured public perception of GKB program. Perception is a selection process stimuli from the environment or a process in which a person organize and interpret impressions or responses senses to have meaning in his life contact (Muhyadi, 1989: 233). If linked to the public perception of the GKB, means the perception is the process when communities organize and interpret sensory impressions to give effect to the GKB program that has taken place in the environment. Perceptions of GKN is crucial for people's behavior is based on their perception of reality during this program takes place or that are being and will be running. That is why, so study focuses on "Public Perceptions of the Police Program Mamuju about GKB". This study aims to determine the extent of public perceptions of the program implemented by the Police GKB Mamuju thus providing sustainable development direction GKB program.
RESEARCH METHOD

This research uses descriptive quantitative research. According to Sugiyono (2012: 13) descriptive or detailed research, the research was done to determine the value of an independent variable, either one or more variables (independent) without making comparisons or connect with other variables. Thus, this study is analyzed by descriptive statistical methods to gain insight into the public perception of the program GKB by Police Department in Mamuju. The sampling technique is purposive sampling the sample with certain considerations. A number of samples 75 people (parents). Data collected through a questionnaire using Likert scale with alternative answers 1 "strongly agree", 2 "agree," 3 "disagree" and 4 "strongly disagree." Data analysis techniques performed by using descriptive statistical analysis.

RESEARCH RESULTS AND DISCUSSION

A. General Description about GKB Stages of Implementation

GKB program carried out in several stages. First, the data collection to Babinkamtibmas training to become facilitators program assisted by the Branch Head Department of Education in the district of Mamuju. Second, to collect data on children are not in school that fall within Drop Out (DO), graduate follow-up, and have never been to school at all. In this process, the child's age was limited to 7-15 years. Data collection is done by each sub-district Mamuju Babinkamtibnas and accompanied by staff of the Department of Education. The process of data collection was done by using Focus Group Discussion (FGD) to children and parents / guardians. In the FGD the Babinkamtibmas dig deeper into the causes of school children drop outs and which schools will be select if the students are going back to school. Thirdly, data collection and analysis of data that is collected and processed at Mamuju Police station through community development Unit (Binmas). Once the data is tabulated, FGD carried back together with the Department of Education, Youth and Sports aimed to a prep school that will accommodate children back to school. Fourth, the return of children to school. Through Decree Chief Mamuju, son of data submitted to the Regional Government to then be forwarded to the relevant authorities.
and schools chosen by the child and parents to go back to school. Fifth, involving the company through its Corporate Social Responsibility (CSR). For this program to be sustainable, the Mamuju Police involve private companies operating in Mamuju through CSR. This involvement in the form of support for learning completeness.

**B. Research Results Description**

Research Results on the public perception of the Movement Back Learning program (GKB) will be described in the following table.

<table>
<thead>
<tr>
<th>Table-1. Importance of Movement Back in School (GKB)</th>
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<tbody>
<tr>
<td><img src="" alt="Table" /></td>
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</table>

Table 1 above shows that the community provides answers to strongly agree (81.3 %) and agree (18.7 %), so it can be indicated that GKB has mendapar positive response among the public at Mamuju. This indicates that GKB is very important to do.

<table>
<thead>
<tr>
<th>Table - 2 . GKB programs to returns students Back in School</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="" alt="Table" /></td>
</tr>
</tbody>
</table>

Table 2 shows the society positive response to GKB program that can make children return to school. The magnitude of the positive response shown by respondents
strongly agree (70.7%) and agree (29.3%). This result gives meaning that the amount of consumer response to GKB program because this program can make children who drop out of school because of economic difficulties and environmental factors can return to school. It is also consistent with respondents' answers to statements that GKB program can overcome the problem of dropouts as shown in Table 3 below.

Table - 3. GKB program can cope with dropouts to decrease children criminality

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50</td>
<td>66.7</td>
<td>66.7</td>
<td>66.7</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>33.3</td>
<td>33.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>100.0</td>
<td></td>
<td>100.0</td>
</tr>
</tbody>
</table>

Besides being able to make children return to school, specifically GKB program can address school dropout rates and decrease child criminality. Table 3 above, show that people generally give an answer strongly agree (66.7%) and agree (33.3%), so the fact research confirms that indeed GKB programmed Mamuju Police can address school dropout rates and to contribute to the minimize crimes committed by children out of school.

Table - 4. Any information required by business GKB given by the Society

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>47</td>
<td>62.7</td>
<td>62.7</td>
<td>62.7</td>
</tr>
<tr>
<td>2</td>
<td>27</td>
<td>36.0</td>
<td>36.0</td>
<td>98.7</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1.3</td>
<td>1.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4 above shows that in general, people give answers strongly agree (62.7%) and agree (36.0%). In addition, there are also answers to disagree (1.3%). Answer disagree indicate that there are people who are less willing to provide information on the GKB. But the answer does not agree is not significant compared to answers strongly agree even agree. It argues that the high positive response community in providing information about GKB due to a very important program as shown in Table - 1. However, a small number of people who do not agree to the statement that any required information obtained from the public needs to be explored further.

Table - 5. GKB given a shame if not followed

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>32</td>
<td>42.7</td>
<td>42.7</td>
<td>42.7</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>26.7</td>
<td>26.7</td>
<td>69.3</td>
</tr>
<tr>
<td>3</td>
<td>17</td>
<td>22.7</td>
<td>22.7</td>
<td>92.0</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>8.0</td>
<td>8.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
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</table>

Table 5 shows that the community provides answers to strongly agree (42.7%), and agree (20%). This fact provides the information that the public embarrassment if it does not follow the program GKB. This means that the interest to follow the GKB is very high. However, there are still communities that provide answers to disagree (22.7%) even strongly disagree (8.0%). This means that there are people who are not ashamed to not follow GKB Program. This study confirms that shyness still leave significant problems, this means that managers must GKB deep personal approach to identify people who need GKB program. It's okay to still many people who want to join the program, but because of the shame, people end up not following the program.
By Following GKB Program, children can go to school, study diligently, until the child can excel.

Table 6 above memperlihatkan that people give answers strongly agree (66.7%) and agree (33.3%). These results give a positive response indicates that the high public awareness of society in line with the program through the program GKB for children to attend school, children learn and excel. Thus, Table 6 further reinforce the public perception of the importance of GKB program to encourage children to go back to school.

Table 7 shows that the program GKB community provides answers to strongly agree (56.0%) and agree (44.0%). This means, the positive response given that society menseaskan that GKB program must be sustainable to prevent the increasing number of children dropping out of school.

Table 8. Study Facilities prepared by GKB program is available as needed.
Table 8 shows that the community provides answers to strongly agree (64.0%) and agree (36.0%), so it can be said that learning facility prepared GKB program is available as needed. The availability of this facility due GKB program implemented by the Police Mamuju worked with several companies through its Corporate Social Responsibility (CSR) to provide a complete learning in school.

**DISCUSSION**

Public perception in Mamuju on the importance of re-learning movement program (GKB) is positive. This is evidence that the local community considers GKB program is very important to do. The importance of the program due to GKB GKB program is a program that makes school dropouts can go back to school. This is evidenced by the amount of positive public perception of the GKB program that can make children return to school. GKB program implemented by the Police Mamuju proven to restore dropouts back to school so that lowering the crime committed by the dropout can be reduced significantly.

Community perception of the willingness to provide the information required in the implementation of the GKB is quite high. However, there is still a small part of society is worth exploring in depth to be able to know why they berpersepsi so. Search is very important for the sustainability of the program. The study also found that there are still people who are not ashamed if his son is not doing well in school. This confirms that bashfulness which is one of the local wisdom Bugis make a positive contribution in encouraging children to succeed in education. This indicates that the program should GKB
socio-cultural approach increases success GKB program for the whole society with the status and different social strata.

The positive perception of society towards sustainability GKB because people realize the dangers posed by the increasing number of children dropping out of school. One of the things that support the program can be sustained GKB is support from various circles, especially companies through CSR.

CONCLUSION AND SUGGESTION

Public perception in Mamuju towards Back to School Movement program (GKB) by Police Mamuju is positive. Program GKB is fundamental because the program is a program that can make school dropouts can go back to school and contribute in minimizing crime committed by dropouts. Therefore, the high positive response from the community shows that this program must be sustainable. Implementation Program GKB is still need for improvement in methods of implementation khususnya in recruiting or list the participants will take part in the program and considering the socio-cultural community, especially local knowledge.

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THE INFLUENCE OF DRILLING PRACTICE AND SHADOW PRACTICE ON STUDENTS’ SMASH ABILITY IN BADMINTON AT BKMF FIK UNM

By:
H. ABRAHAM RAZAK

ABSTRACT

The research was an experimental research employing t-test design, aiming to discover; (1) the influence of drilling practice on students’ smash ability in badminton at BKMF FIK UNM; (2) the influence of shadow practice on students’ smash ability in badminton at BKMF FIK UNM; and (3) the influence of both drilling practice and shadow practice on students’ smash ability in badminton at BKMF FIK UNM.

The population of the research was all the students of BKMF FIK UNM, and the samples were 20 male students picked through the porposive sampling. The grouping was based on the marching ordinal. The data analysis techniques employed were descriptive, requirement test, paired t test, and unpaired t test through the SPSS 16 program at the significant level 95% or α0.05.

The research findings indicate that: (1) the drilling practice improved the students’ smash ability from the average score 51.1000 to 62.8000; (2) the shadow practice improved the students’ smash ability from the average score 51.0000 to 60.9000; and (3) There was a gap between the influence of drilling practice and that of shadow practice on the students’ smash ability. The students’ smash ability got improved from the average score 60.9000 to 62.8000. Thus, it is concluded that drilling practice gives bigger influence on students’ smash ability in badminton at BKMF FIK UNM.

Keyword: Drilling Practice, Shadow Practice, Smash Ability in Badminton
INTRODUCTION

Badminton is one of the most popular sports in Indonesia. In this country, this interesting game is played indoor and outdoor by people of different ages, skill levels, and genders for recreation or competition. Since shuttlecock, the ball used in the game, is to be played on the air, this game takes speed, good reflex and high level fitness.

The basic technique mastery needs to be developed for the game achievement. Being one of important factors determining whether someone wins or loses a match, the technique should be mastered in advance in order to reach good achievement. The basic technique includes; (1) racket grip, (2) footwork, (3) hits mastery, and (4) play types (Tohar, 1992:1).

Smash is a sort of hit performed to press opponent’s play. It is an overhead hit which is aimed downwards powerfully. Intended to kill opponent’s play, it is considered an offensive kind of hit (PBSI, 2013:30-31). In providing the training material dealing with smash, a coach should be able to develop any factors supporting maximum outcome achievement since this hit takes the most energy.

One of the most employed techniques to kill opponent’s play is smash. According to James Poole (1986:143), smash, the hard overhead hit aimed downwards powerfully, is the main offensive hit in badminton. To be able to win a match, a player has to have good ability, and one of the techniques employed to win the match is smash. This powerful hit will highly trouble opponent.

Next, the training pattern development needs to be applied by considering age factor since any training beyond muscle capacity will affect someone’s physical growth. According to Moch. Sajoto (1995:7), there are four things which someone has to have in order to reach optimum achievement; (1) physical development, (2) technical development, (3) strategy development, and (4) mentality and maturity development. Meanwhile, there are some factors determining achievement according to Sajoto (1995:22-25); (1) biological aspect, which covers basic physical capacity, organs functions, body structure and shape, and nutrition, (2) psychological aspect, which covers intellect, motivation, personality, and
coordination between muscle and nerve, (3) environmental aspect, and (4) supporting aspect.

BKMF is one of badminton clubs at FIK UNM that often wins university-level championship in South Sulawesi such as tournaments organized by UNHAS and UNM. The early observation results showed that the players at BKMF FIK UNM practiced some variants, from offensive play to defensive play. The basic techniques taught by the coaches were serve, smash, lob, drive, dropshot, netting, and underhand. The coaches only asked the players to practice those techniques over and over and expected that the players would be able to perform those different hits properly. Therefore, in order for the players to be able to master those basic techniques, particularly smash, they were provided with drilling smash and shadow practice. These sorts of practice were to improve their smash accuracy.

**Badminton**

Badminton is a racket sport played by two players (single) or two couples (double) who play against each other. Resembling what to do in tennis, each player or couple in the game always tries to pass the shuttlecock over the net in order for it to land in opponent’s area.

There are five parties played in badminton;

a. Men-single
b. Women-single
c. Men-double
d. Women-double
e. Mixed-double

Each player or couple occupies one of the two sides of the yard. The game starts when one of them gives a serve. The goal of the game is to hit the shuttlecock using racket in order for it to pass over the net and reach opponent’s area. The game is over when one of the players or couples cannot return the shuttlecock.

**Smash Technique in Badminton**
Badminton is one of the games that takes the skill of hitting and returning ball and needs special equipment such as racket and net. It is not a complicated game. However, it takes a good skill to be able to perform various hits in the game using the racket. Naim Sulaiman (1995:17) stated; “to be a good badminton player, someone needs to learn how to grip the racket and hit the ball properly with efficient footwork.”

According to M. Kasmad Yahya and Hariadi Said (1995:9), the elements of badminton are;

1. grip
2. ball hitting and returning
3. footwork
4. positioning
5. strategy

Meanwhile, Sarwono (1990:69) described that there are four basic technical components in badminton;

1. grip technique
2. footwork technique
3. ball striking technique
4. attack and defense technique

Another opinion comes from Tohar (1992:11) who classifies the techniques as follows;

1. racket grip
2. wrist move
3. footwork
4. concentration

Based on those opinions, it can be concluded that either beginner players or intermediate level players have to master the basic techniques, theoretically and practically. Besides, the players also need to master all sorts of strike. James Poole (1986:143) classifies strikes in badminton into;
1. downwards hits;
   a. short serve (backhand / forehand)
   b. high / long serve
   c. shocking serve (backhand / forehand)
   d. lob (under hand lob); backhand / forehand
   e. netting; backhand / forehand
2. flat hits;
   a. drive dropped; backhand/forehand
   b. drive drop shot
   c. straight drive
   d. floating drive
3. overhead hits;
   a. high lob
   b. floating lob
   c. drop shot
   d. smash

Another classification was served by Pujiarto (1979:68) who divided the badminton hits into;

1. Lob
   a. attacking lob from lower position
   b. countering lob from lower position
   c. attacking lob from upper position
   d. countering lob from upper position
2. Smash
   a. full smash
   b. cutting smash
   c. around head lob smash
   d. backhand smash
3. drop shot
4. drive
5. serve
   a. short serve
   b. high lob serve
   c. drive or shooting serve
6. serve return
   a. short return
   b. high / long return

Meanwhile, the badminton book written by Tohar (1992; 11) divides the hitting techniques into:

1. serve
2. lob
3. dropshot
4. smash
5. drive
6. serve return

Smash is the main strike in attacking as an attempt to win the game. Tohar (1992:57) defines smash as a powerful strike down to opponent’s area. According to Tohar (1992; 60-64), smash can be performed in five different ways;

1. frontal smash
2. cutting smash
3. rounding smash
4. flick smash
5. backhand smash

**Drilling Practice**

Abu Ahmad (1986: 152) described that drilling is a method in which students do some practical activities to improve their skill. Meanwhile, Nana Sudjana (1989: 86) stated that
drilling is a method in which students seriously do the same activities repeatedly as an effort to strengthen an association or to totally have a skill as a permanent skill.

According to Sugiyanto (1993:371), in the drill approach, students make a move over and over based on coach’s instruction to create an automatic move. Thus, through the drilling approach, a well-ordered lesson plan is needed to get students involved actively for a maximum result.

Furthermore, Sugiyanto (1993:372) recommends a few things dealing with this approach;

1) Drilling should be done until the move can be made properly, automatically, and habitually, and in which condition the move should be made should be emphasized.
2) Students should be guided to focus on making the move properly on the right time. If students do not show any progress, the situation should be analysed in order to discover the cause and then to improve the drilling application. During the drilling, correction is always needed in order to keep focusing on making the move correctly.
3) The drilling should go with parts of the real atmosphere of the game in orderd to make the practice interesting.
4) It is necessary to convert the drilling practice situation into the real game atmosphere.
5) Competition atmosphere should be created without sacrificing control on the practiced move.

Thus, it can be concluded that drilling is a practical exercise done repeatedly or continuously in order to get the practical skill of knowledge which is learnt. Furthermore, it is expected the knowledge and skill become permanent and fixed and can be used anytime. Based on those definitions, it can be concluded that drilling smash is smash technique which is practiced regularly.

Shadow Practice
1) **Patterned Shadow Practice**

Patterned shadow practice is a kind of skill practice without shuttlecock in which players act with racket as if they are in the real game. In this practice, various techniques in badminton are performed repeatedly.

This practice is led by a guide who stands in front of the net and tells players which moves to practice. It should be conducted over and over through the guide’s instruction. It is expected that the moves practiced in the patterned shadow practice can make players properly skilled. Intensive and continuous practice will improve players’ footwork and hitting technique, supported by sufficient VO₂ Max.

2) **Shadow Practice without Pattern**

Shadow practice without pattern is shadow practice which is conducted without a guide. In this practice, players are free to do any moves or techniques in badminton without shuttlecock.

**RESEARCH METHODOLOGY**

Arikunto (1992:54) stated that variable is object or focus of a research. Meanwhile, Sudjana (1988:48) defines variable as feature of individual, object, symptom and event which can be measured qualitatively and quantitatively. In the research, the independent variable was drilling and shadow practice, while the dependent variable was ability to perform smash in badminton. The research design applied in the research was randomized group pretest-posttest design. Meanwhile, the scope of variables involved operationally operational covers;

1. drilling practice, which is an activity of doing the same thing repeatedly and seriously in order to strengthen an association or to perfectly possess a skill permanently.
2. shadow practice, which is a sort of practice in which players keep doing shadow moves until they reach the corners of the badminton yard.
3. smash, which is ability to perform smash strongly and accurately.
Sugiyono (2015:117) described that population is generalized area consisting of object / subject with certain quality and character determined by researcher. Meanwhile, Abdullah (2015:226) stated that population is a group of units whose characters will be researched. When a population is too big, researcher has to pick sample. Based on the definitions, it can be concluded that population is a whole object with certain character. Thus, the population of this research was students of BKMF FIK UNM, particularly male students. Considering this concept, the samples used in the research were 20 male students of BKMF FIK UNM. Those samples were picked by applying the propulsive sampling through marching ordinal grouping technique. The data collected was analyzed through descriptive statistic for the hypothetical testing, and the hypothesis was analyzed through t – test analysis.

**RESEARCH FINDINGS AND DISCUSSION**

**Descriptive Data**

Based on the result of descriptive data analysis summarized in the table, it can be described that:

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Pretest A</th>
<th>Posttest A</th>
<th>Pretest B</th>
<th>Posttest B</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>51.1000</td>
<td>62.8000</td>
<td>51.0000</td>
<td>60.9000</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2.60128</td>
<td>2.04396</td>
<td>2.44949</td>
<td>1.59513</td>
</tr>
<tr>
<td>Range</td>
<td>8.00</td>
<td>6.00</td>
<td>7.00</td>
<td>4.00</td>
</tr>
<tr>
<td>Minimum</td>
<td>47.00</td>
<td>60.00</td>
<td>47.00</td>
<td>59.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>55.00</td>
<td>66.00</td>
<td>54.00</td>
<td>63.00</td>
</tr>
<tr>
<td>Sum</td>
<td>511.00</td>
<td>628.00</td>
<td>510.00</td>
<td>609.00</td>
</tr>
</tbody>
</table>

a. the pretest result of drilling practice towards the students’ ability to perform smash in badminton at BKMF FIK UNM was totally 511.00 gained from 10 samples. The
average score was 51.1000 with deviation standard 2.60128. The range score was 8.00 from minimum score 47.00 and maximum score 55.00.

b. the posttest result of drilling practice towards the students’ ability to perform smash in badminton was totally 628.00 gained from 10 samples. The average score was 62.8000 with deviation standard 2.04396. The range score was 6.00 from minimum score 60.00 and maximum score 66.00.

c. the pretest result of shadow practice towards the students’ ability to perform smash in badminton was totally 510.00 gained from 10 samples. The average score was 51.0000 with deviation standard 2.44949. The range score was 7.00 seconds from minimum score 47.00 and maximum score 54.00.

d. The posttest result of drilling practice towards the students’ ability to perform smash in badminton was totally 609.00 gained from 10 samples. The average score was 60.9000 with deviation standard 1.59513. The range score was 4.00 from minimum score 59.00 and maximum score 63.00.

**Hypothesis Test Result**

1. The drilling practice influenced the students’ smash ability.

   *Hypothetical Statistic;*

   Ho : $\mu_{A1} - \mu_{A2} = 0$

   H1 : $\mu_{A1} - \mu_{A2} \neq 0$

   From the data analysis result, it was discovered that $t_{\text{observasi}} = -23.611$ was bigger than $t_{\text{table}}$ at significant level 95% = 1.833. Therefore, Ho was denied, while H1 was accepted. This means that there was a gap between the pretest result and the posttest result. Thus, it can be concluded that the drilling practice significantly influenced the students’ smash ability.

2. The shadow practice influenced the students’ smash ability.
Hypothetical Statistic;

Ho : $\mu_{B1} - \mu_{B2} = 0$

H1 : $\mu_{B1} - \mu_{B2} \neq 0$

From the data analysis result, it was discovered that $t_{\text{observasi}} = -24.331$ was bigger than $t_{\text{tabel} at \text{significant level 95\%}} = 1.833$. Therefore, Ho was denied, while H1 was accepted. This means that there was a gap between pretest result and posttest result. Thus, it can be concluded that the shadow practice significantly influenced the students’ smash ability.

3. **There was a gap between the influence of drilling practice and that of shadow practice on the students' smash ability.**

Hypothetical Statistic;

Ho : $\mu_{A2} - \mu_{B2} = 0$

H1 : $\mu_{A2} - \mu_{B2} \neq 0$

From the data analysis result attached, it was discovered that $t_{\text{observasi}} = 2.317$ was smaller than $t_{\text{tabel at significant level 95\%}} = 1.734$. Therefore, Ho was denied, while H1 was accepted. This means that there was a gap between the influence of drilling practice and that of shadow practice on the students’ smash ability, and those who were given the drilling practice showed better progress. Thus, it can be concluded that there was a significant difference between the influence of drilling practice and that of shadow practice on the students’ smash ability.

**CONCLUSION**

1. There was a significant influence of drilling practice on the students’ smash ability.
2. There was a significant influence of shadow practice on the students’ smash ability.
3. There was a significant difference between the influence of drilling practice and that of shadow practice on the students’ smash ability.

**BIBLIOGRAPHY**


*Poole, James*. *Belajar Bulutangkis*. Penerbit Pioner Bandung


UNM @ 55 – 20 Agustus 2016

“Revitalizing Institutions and Stakeholders for MEA”

>>The Entrepreneurship University: a Model for Enhancing Competitiveness

Mary H. White – Field Manager
Sulawesi Economic Development Strategy Project
www.humber.ca

Entrepreneurship University: model for enhancing competitiveness

• Competitiveness in the face of MEA
• What is the Entrepreneurship University?
• Becoming the Entrepreneurship University:
  Experience from the Sulawesi Economic Development Strategy Project (SEDS)
What is competitiveness?

The Global Competitiveness Report 2014-2015 assesses the competitiveness landscape of 144 economies, providing insight into the drivers of their productivity and prosperity.

The different aspects of competitiveness are captured in 12 pillars, which compose the Global Competitiveness Index. This 35th edition emphasizes innovation and skills as the key drivers of economic growth.

Indonesia’s competitiveness index is higher (rank number 37 from 148 countries, 2015) but still left behind neighboring countries such as Singapore, Malaysia, and Thailand.

Let’s Face the Future - Together & Connected

Effective collaboration between business, government and civil society is necessary if reforms and investment are to raise productivity and competitiveness. This calls for strong public and private leadership, a clear vision and effective and ongoing communication to build trust between all parties. It is therefore crucial to create mechanisms and fora to promote dialogue.

University role in competitiveness

Contributing to Skills development & innovation

How well are Indonesian universities doing?

Global Entrepreneurship Monitor: What is the Profile of New Entrepreneur?

AGE

<table>
<thead>
<tr>
<th></th>
<th>18-24</th>
<th>25-34</th>
<th>35-44</th>
<th>45-54</th>
<th>55-65</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesia</td>
<td>9.8</td>
<td>16.7</td>
<td>15.8</td>
<td>14.4</td>
<td>10.0</td>
</tr>
<tr>
<td>Canada</td>
<td>18.2</td>
<td>16.6</td>
<td>15.8</td>
<td>14.5</td>
<td>9.5</td>
</tr>
</tbody>
</table>

Finding: Highest % of nascent/new businesses in 25-34 age group
Profile of New Entrepreneur - Education

<table>
<thead>
<tr>
<th></th>
<th>Some secondary</th>
<th>Secondary degree</th>
<th>Some Post-secondary or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesia</td>
<td>13</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>Canada</td>
<td>14</td>
<td>11</td>
<td>35</td>
</tr>
</tbody>
</table>

Finding: Highest % of nascent/new businesses have post-secondary or higher

Canadian Youth prepared for world of work

- work from teenage years while attending SMA/university
- internships are mandatory in some study programs
- alternate study & work semesters in some study programs
- work opportunities available on campus
- students attracted by programs that offer job placement
New Entrepreneur Motivation

<table>
<thead>
<tr>
<th></th>
<th>Necessity-Driven</th>
<th>Opportunity-Driven</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesia</td>
<td>21</td>
<td>38</td>
</tr>
<tr>
<td>ASEAN</td>
<td>21</td>
<td>55</td>
</tr>
<tr>
<td>Factor-Driven Economies</td>
<td>28</td>
<td>47</td>
</tr>
<tr>
<td>Efficiency-Driven Economies</td>
<td>27</td>
<td>45</td>
</tr>
<tr>
<td>Innovation-Driven Economies</td>
<td>18</td>
<td>55</td>
</tr>
</tbody>
</table>

Finding: Indonesia comparatively lower than ASEAN for Opportunity-driven entrepreneurship

Profile of New Entrepreneur - Sectors

<table>
<thead>
<tr>
<th></th>
<th>Highest</th>
<th>2nd Highest</th>
<th>3rd Highest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesia</td>
<td>Retail trade, hotel, restaurant</td>
<td>Manufacturing</td>
<td>Professional services</td>
</tr>
<tr>
<td>Malaysia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philippines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singapore</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thailand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vietnam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td></td>
<td>Social services (health, education, etc.)</td>
<td>Professional services (legal, financial, etc.)</td>
</tr>
</tbody>
</table>

Finding: Retail & hotel/restaurant are often entered first due to low cost of entry
Profile of New Entrepreneur – Finding a Niche

<table>
<thead>
<tr>
<th>Innovative Product</th>
<th>None</th>
<th>Some</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesia</td>
<td>53%</td>
<td>21%</td>
<td>26%</td>
</tr>
<tr>
<td>Canada</td>
<td>19%</td>
<td>40%</td>
<td>41%</td>
</tr>
</tbody>
</table>

Proportion of Competitors

<table>
<thead>
<tr>
<th>Proportion of Competitors</th>
<th>None</th>
<th>Few</th>
<th>Many</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesia</td>
<td>10%</td>
<td>23%</td>
<td>68%</td>
</tr>
<tr>
<td>Canada</td>
<td>10%</td>
<td>41%</td>
<td>42%</td>
</tr>
</tbody>
</table>

Finding: Canadian new businesses more likely to have a unique product with fewer competitors

Technology & Connectivity

Small & Medium Enterprises spending on ICT
- Indonesia 0.5%
- Philippines 1.5%
- India 2.1%

9% have online business
36% of businesses still off-line

Finding: Comparatively less technology uptake ... Improved technological infrastructure still needed.
Are University Students more Innovative?

SEDS Student Entrepreneurship Survey
Sectors:
Food/Restaurant/Catering: 33%
Clothing/Jewellery/Accessories: 33%
Agriculture related: 10%
Electronic/IT related/e-product: 8%
Recycled Product: 5%

Economic Impact:
33% earning more than Rp 1 juta/bulan
Employing 3 people/business on average

Business Challenges

<table>
<thead>
<tr>
<th>Top 3 Reasons to Discontinue the Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesia</td>
</tr>
<tr>
<td>Malaysia</td>
</tr>
<tr>
<td>Philippines</td>
</tr>
<tr>
<td>Singapore</td>
</tr>
<tr>
<td>Thailand</td>
</tr>
<tr>
<td>Vietnam</td>
</tr>
<tr>
<td>Canada</td>
</tr>
<tr>
<td>Personal Reasons</td>
</tr>
<tr>
<td>Not Profitable</td>
</tr>
<tr>
<td>Problems to get Finance</td>
</tr>
<tr>
<td>Personal</td>
</tr>
<tr>
<td>Financial</td>
</tr>
<tr>
<td>Got another job</td>
</tr>
</tbody>
</table>

Finding: Business not Profitable & Access to finance are major reasons for business failure
Entrepreneurship within Organizations = “Intrapreneur”

Entrepreneurial spirit benefits organizations and companies, not only creates new businesses e.g. new ways of doing things, organizational renewal, new ventures and partnerships, technological change, etc.

Indonesia: 5.8 % of employees (past 3 years)
Canada: 10.1 % of employees (past 3 years)

Globally highest ‘intrepreneur’ rate in North America & Europe

University Competitiveness – Top 500

>> Top 500 Dunia 2015/2016 [versi Webometrics]

<table>
<thead>
<tr>
<th>Country</th>
<th>University</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singapore</td>
<td>NUS</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Nanyang</td>
<td>183</td>
</tr>
<tr>
<td>Malaysia</td>
<td>UM</td>
<td>461</td>
</tr>
<tr>
<td></td>
<td>UTM</td>
<td>517</td>
</tr>
<tr>
<td>Indonesia</td>
<td>UGM</td>
<td>781</td>
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<tr>
<td></td>
<td>ITB</td>
<td>819</td>
</tr>
</tbody>
</table>
QUALITY (RISTEK-DIKTI)

>> PENINGKATAN AKREDITASI PROGRAM STUDI

- Belum Terakreditasi: 2,610 (12%)
- Terakreditasi: 19,047 (88%)

21,657 Prodi

Januari 2015

- A: 1,785
- B: 7,685
- C: 9,577

Dosen Tersertifikasi

- Belum Sertifikasi: 109,230 (59%)
- Sudah Sertifikasi: 79,678 (42%)

QUALITY (RISTEK-DIKTI)

>> PENINGKATAN AKREDITASI Perguruan Tinggi

- Belum Terakreditasi: 4,110 (96%)
- Terakreditasi: 164 (4%)

4,274 PT

Desember 2011

- A: 2
- B: 69
- C: 74

<table>
<thead>
<tr>
<th>WILAYAH</th>
<th>PT TERAKREDITASI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>LUAR JAWA</td>
<td>671</td>
</tr>
<tr>
<td>JAWA</td>
<td>19</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
</tr>
</tbody>
</table>

17

18
QUALITY (RISTEK-DIKTI) - International Publications

Posisi Indonesia dalam kancah publikasi internasional (general)

Partnerships (RISTEK-DIKTI)

>> Siklus Kerjasama – “Tiple Helix”
Partnerships (RISTEK-DIKTI)

Bentuk Kerjasama Dengan Lembaga Riset Dalam Dan Luar Negeri
- Pengembangan Produk Industri
- Berbagi Pendanaan
- Berbagi Kepakaran sumber daya manusia
- Berbagi Fasilitas Penelitian
- Publikasi Bersama

Sulawesi Economic Development Strategy Project (SEDS)

North Sulawesi
UNIKA de la Salle, UNIMA, UNKLAB, UNSRAT

South Sulawesi
UNHAS, UNISMUH, UNM
Humber Best Practices:

Existing and well-embedded links to industry/employers which influences the quality & relevance of teaching-learning system: curriculum, learning methods, human and other resources

Differentiated itself through unique study programs; comprehensive range of academic levels & interconnected pathways; focus on entrepreneurship

Well-qualified academic staff using student-centered and applied teaching approaches; industry background

SEDS UNIVERSITY FINDINGS

- 1 SEDS university has “entrepreneurship” in its vision & mission
- All offer entrepreneurship courses in some study programs
  - 8% of students follow E’ship courses (19% of UNHAS students); some courses mandatory at some universities
- Differences in learning outcomes, teaching approach within/between universities
- Most lecturers are “academics” versus “entrepreneurs”
- Common problems cited: “motivation” & “mindset”, market analysis skills, making it “real”/practical
- 4 offer govt entrepreneurship program for students (PMW); 1 has established entrepreneurship centre & incubator

Sulawesi Economic Development Strategy Project
SEDS Project Strategy

*Increase the capacity of universities to foster student entrepreneurship & SME Growth*

- **Curriculum Development**: design & deliver applied entrepreneurship courses for targeted study programs
- **Business Centres**: design & deliver business services for student entrepreneurs, graduates & other SMEs
- **Networks** to support business growth

---

**Hasil-hasil – Pengembangan Kurikulum**

- 120 dosen dilatih (50% perempuan) dari fakultas-fakultas yang berbeda
- Kebanyakan mitra menciptakan kurikulum mata kulia umum (1 semester; 2-3 sks) cocok dengan universitas mereka
- 2 universitas menambahkan mata kulia kedua (untuk total 2 semester)
- Kewirausahaan diajarkan di fakultas-fakultas dan program-program studi baru kepada 7,000 mahasiswa

---

Proyek Strategi Pengembangan Ekonomi Sulawesi
Hasil-hasil: Mahasiswa yang Mengikuti Mata Kuliah Kewirausahaan Terapan Baru (3 semesters)

<table>
<thead>
<tr>
<th>Universitas</th>
<th>Fakultas</th>
<th># Mahasiswa</th>
<th># Dosen</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNKLAB</td>
<td>Ekonomi</td>
<td>7,113</td>
<td>154</td>
</tr>
<tr>
<td>UNIKA De la Salle</td>
<td>Manajemen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIMA</td>
<td>Teknik</td>
<td>(% Perempuan)</td>
<td>(% Perempuan)</td>
</tr>
<tr>
<td>UNSRAT</td>
<td>Matematika &amp; Sains</td>
<td>56%</td>
<td>45%</td>
</tr>
<tr>
<td>UNM</td>
<td>Ilmu Sosial dan Politik</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNHAS</td>
<td>Ilmu Perikanan &amp; Kelautan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNISMUH</td>
<td>Pertanian</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peternakan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kehutanan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seni</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psikologi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pendidikan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hukum</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pendidikan agama Islam</td>
<td></td>
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</tr>
</tbody>
</table>

SEDS Lecturers by Faculty

![Bar Chart of Participants per Faculty]

Sulawesi Economic Development Strategy Project
Changing mindset: incorporating gender, governance, environment in business

% of Entrepreneurship Lecturers that Incorporate Gender, Governance and Environment in Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Workshop #1</th>
<th>Workshop #2</th>
<th>Workshop #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>62.1</td>
<td>26.7</td>
<td>69.7</td>
</tr>
<tr>
<td>Governance</td>
<td>69.7</td>
<td>36.2</td>
<td>76.8</td>
</tr>
<tr>
<td>Environment</td>
<td>75.8</td>
<td>37.1</td>
<td></td>
</tr>
</tbody>
</table>

Sulawesi Economic Development Strategy Project

What the lecturers said.....

“... students’ interest in becoming an entrepreneur has increased significantly. After attending the class for 3 months, the interest of 72 % of the students has increased... many said their interest in becoming entrepreneur increased after practicing what they have learned in class. It proves my teaching philosophy of ‘Learning by Doing’.”

“The lecturers applied active learning method that...keeps the students engaged, discover the real experience and bring it to the classroom.”

“The strategy for curriculum development can be used for other subjects besides entrepreneurship.”
<table>
<thead>
<tr>
<th>Area</th>
<th>Impact on Faculty</th>
<th>Impact on University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effective learning process</td>
<td>Effective learning activities built (Input, Output, Indicators, Methods, Evaluation) because of similar perception &amp; purpose of study program coordinators &amp; lecturer teams in supporting the systematic learning process. The number of meetings between lecturers &amp; students is optimized &amp; can reach 100 % because of the availability of modules that can be used by whole teaching team.</td>
<td>Increasing the quality of learning (education and teaching) of University Tri Dharma (teaching, research &amp; service)</td>
</tr>
<tr>
<td>2. Lecturer Motivation towards entrepreneurship</td>
<td>Increasing the ability of faculty to access a variety of information and teaching materials through IT, like finding up-to-date cases according to the field of study.</td>
<td>Improved quality of teaching</td>
</tr>
<tr>
<td></td>
<td>Implementation of Student Center Learning (SCL) approach ran optimally</td>
<td></td>
</tr>
<tr>
<td>3. Motivation of Students towards entrepreneurship</td>
<td>Teaching tools are simple, complete and clear and can be applied by students to make proposals for PMW</td>
<td>Unemployment of university graduates may be reduced because students' interest has shifted from being a public servant to entrepreneurship</td>
</tr>
<tr>
<td>4. Building Teamwork</td>
<td>Multi-faculty Entrepreneur lecturers team can be an example for other subjects which are also taught in several faculties</td>
<td>Reduces/eliminates &quot;faculty&quot; ego. Supports HR performance at the University.</td>
</tr>
</tbody>
</table>
Connecting.....Networking

Orang berbisnis dengan orang yang dikenal, suka dan percaya (clients, suppliers, etc)

Role for Campus Business Centres
Facilitate connecting
Student entrepreneurs with Peers, Mentors, business contacts, Specialized talent & services, Management, marketing, etc...

Sharing, Learning & Networking with Entrepreneur Club, GAMA MULTI GROUP UGM, Solo Techno Park, CIPUTRA AND BRAWIJAYA UNIVERSITY
Observe some best practices, critical success factors, business model & incubators
Forum Para Pihak Mendukung UMKM

Berbagi Informasi, sumberdaya dan peluang

Kolaborasi/ Build Partnerships

Menciptakan sinergitas

Perbankan

Sektor Swasta

Pemerintah

Lembaga Pendidikan

Media

SEDS Project .... Networking & Connecting

Originally .....7 Universities in 2 provinces
...4 new universities in 2 new provinces

Lecturers sharing skills, knowledge to build entrepreneurship capacity

“It's true we have been learning much from SEDS Project. Besides, SEDS has created a 'Professional Learning Community'

SEDS ENTREPRENEURSHIP LECTURERS FORUM – MAKASSAR & MANADO
“...very beneficial for my students who came to display their products. We were able to make some good discussions with important stakeholders. Great networking moments...”

What else can we do? Collaborate on......

Business Expos
Business Competitions
Skills training, seminars
Speakers’ list of role models
Research in areas of relevance to entrepreneurship promotion
Coordinate services

Proyek Strategi Pengembangan Ekonomi Sulawesi
Facing the Future - Together & Connected

Influence Policy on......
..... Start-up funding
..... business associations
..... internships
..... incubators

Networking Impact

Society

Influencing Policy

Collaborating - Partnerships

Sharing/Exchanging – Information, Resources, Opportunities

Connecting - Meeting

Proyek Strategi Pengembangan Ekonomi Sulawesi
Entrepreneurship University

Evolution

Research University
Teaching
Research
Service

Teaching University
Teaching
Research
Service

Entrepreneurial University

THE GOAL OF UB

Innovativeness

Time