# IC3SI 2019

THE 1ST INTERNATIONAL CONFERENCE OF SOCIAL SCIENCE STUDIES AND SUSTAINABILITY ISSUES

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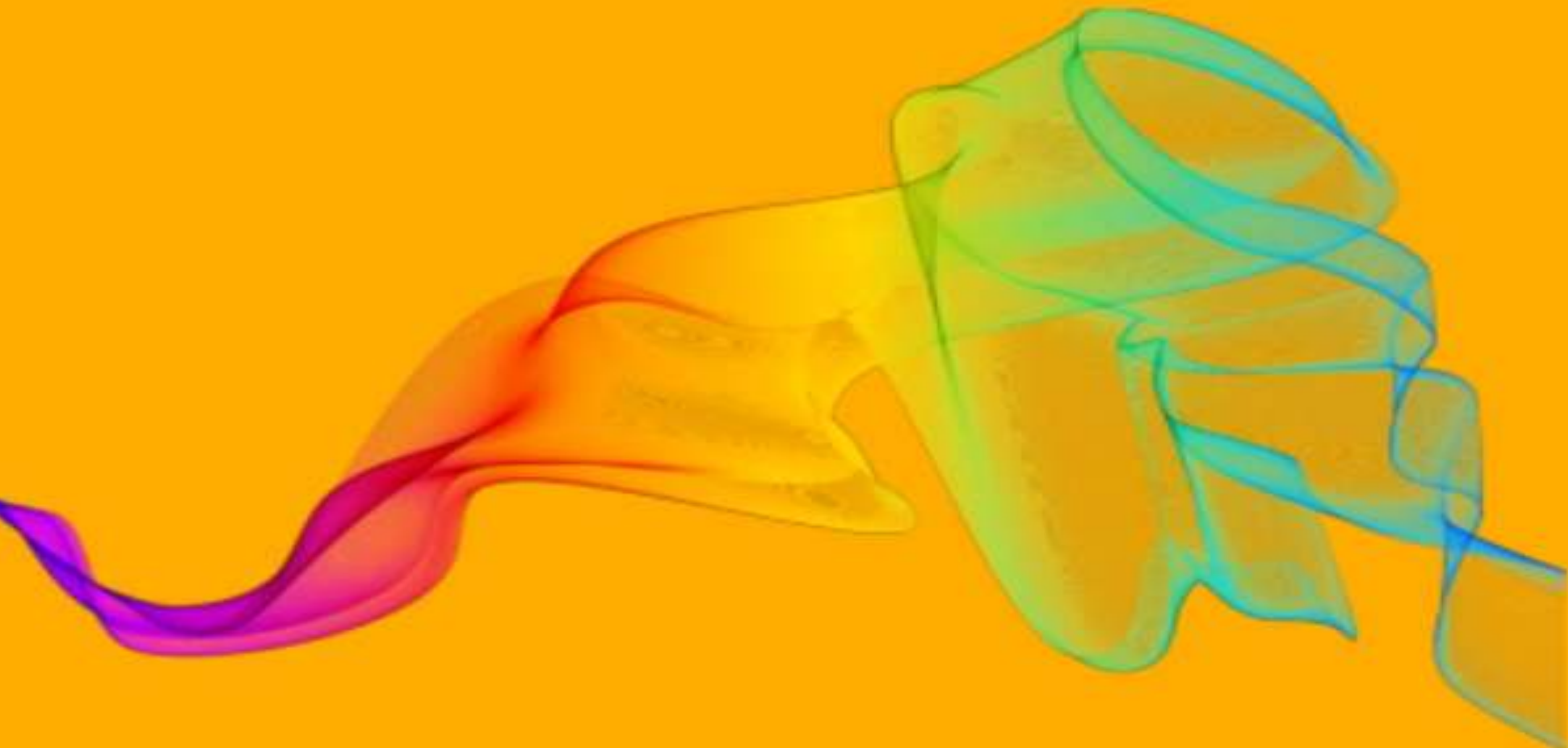

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# Preface

The 1st International Conference of Social Science Studies (IC3SI) is conducted by Universitas Wisnuwardhana Malang. This conference held on Aula F2 Universitas Wisnuwardhana Malang at 12nd October 2019. The aim of this conference such 1) as a scientific forum to share and update studies on social sciences; 2) a place for publication of research results of social sciences; 3) Increase collaboration between researchers and lecturers from various countries. There are 3 plenary Keynote speakers which invited in this conference Max Lane Fellow Institute of Southeast Asia Studies Yusof Ishak, Peter Carey Fellow Emeritus Trinity College Oxford British, and Prof. Dr. Widodo, S.H., M.H Universitas Wisnuwardhana Malang which covering all the topic of conference.

Organizing committee would like to express our sincere appreciation to everybody who has contributed to the conference. Heartfelt thanks are due to authors, reviewers, participants and to all the team of organizers for their support and enthusiasm which granted success to the conference. The next IC3SI will be conducted on 2019. Through this conference, we hope we can learn how to improve our research, we can do the engagement among the researchers, among the universities and we are able to get some new idea from the other side of the research so that we can be Striving for a better teaching, learning, and research in the digital era, as the theme of this conference.

**Dr. Khoirul Effendiy, S.Pd., M.Pd**
**Chair of the Conference**

## DAFTAR ISI

# Islamic Moderation in The NKRI Frame

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*This paper tries to analyze some of the verses in the Quran that are related to moderation in the context of the nation-state. Qualitative research methods using the hermeneetic approach by examining several commentaries. The results of the study: (1) moderation of the creed, these Muslims are in the midst of people who are inclined towards dangerous extremists and people who are inclined towards harmful frivolity; (2) sharia moderation, relating to amaliyah committed by humans; (3) Moderation of Sufism, Muslims in saving spiritual crisis, universal values and humanitarian crises due to material orientation that is too dominant; (4) modersai education, mainstreaming moderate Islam into the identity of Islamic education; (5) moderation muamalah, modersai in life is a balance in activities, both those related to physical or spiritual life; (6) social moderation, theocentric moderation and religious ethics. A just, balanced society, helping each other, like deliberation and putting people in the same degree and dignity. The six Islamic moderation can strengthen the Republic of Indonesia..*

***Keywords***: *Islamic moderation, NKRI frame, Thematic Interpretation*

## 1. INTRODUCTION

Indonesian Muslims choose moderate rather than extreme. That attitude, both individual and communal will always be moderate from the beginning onwards. Evidence shows that the source of violence is external influence (Tahqiq 2011, 49). Moderate Islam is now beginning to be challenged, from several transnational Islamic organizations when they enter Indonesia (Suharto 2017, 155).

Some religious groups that are considered transnational Muslims are al Ikhwan al Muslimin from Egypt, Hizbu Tahrir from Lebanon, Salafis from Saudi Arabia, Shiites from Iran and Tablighi Jamaat from India / Bangladesh. These six movements already exist in Indonesia. They try to spread religious understanding through pesantren, schools and universities. They develop new religious understandings, so that in their development it often causes friction with several groups that first existed. Whether or not they are recognized has controlled several mosques in urban areas (Mufid 2011).

The emergence of various models of religious thought in a new way, so that it has brought consequences to the development of the understanding of liberalism, secularism, extremism, radicalism and others. This moderation of Islam in Indonesia has found its momentum (Ni'am 2015, 111). The other side of the transnational Islamic movement carries the understanding of fundamentalism, they also view Islam as an ideology and politics with the establishment of a khilafah system (Mahmudah 2017, 200).

Religious moderation is a solutive step in strengthening national and religious commitments for all Indonesian citizens. Because the arena of politics in the universe of the country has been very mixed with religious issues (Suwendi 2019).

The Indonesian people now need medicine to glue and revive themselves to strengthen national identity. Lately, many groups have carelessly used nobility in religion to achieve political-pragmatic interests. That problem can be overcome by religious moderation. There are at least 2 (two) key words in understanding religious moderation. *First*, religious moderation requires that the religion be put into practice in daily life as the function of religion should be. The function of religion is to guarantee the dignity of human dignity. Human identity must be maintained, valued, and made a priority in religious attitudes. In fact, religion itself is revealed by God to humans (*hudan linnas*). Because, those who need religion are humans, not God.

*The second* in understanding religious moderation is to place religious relations with productive nationalities. Religion is a source of teachings and values that inspire practices in the life of the nation and state. Likewise, the nation-state guarantees that the interests of all religions are properly valued, cared for and organized. The relation between religion and the state becomes mutual and complementary, not negating each other.

Moderation of Islam in Indonesia is thought to be the glue of a peaceful Islamic model in various parts of the world. Islam that can accept coupled with culture and tradition, without being marginalized. Directly this Islamic model is inseparable from the results of education in Indonesia. Indirectly the model of Islamic education in Indonesia is moderation education, by avoiding education on ideas that lead to radicalism, extremism, liberalism and secularism.

## 2. RESEARCH METHODS

This research uses hermeneutics research. This research refers back to the focus of textual exegesis as a distinctive and central element in hermeneutics. This is the theory of the rules governing an exegesis, in other words, an interpretation of a particular text or a collection of potential signs of existence which are seen as a text. Hermeneutics is a decomposition process that starts from the contents and meanings that appear toward hidden and hidden meanings.

So this research examines a number of commentaries relating to moderation and some of the ulama's works that deal with the issue of fiqh and works in the form of books and journals that are relevant to this paper. So that the collection technique is more dominant using documentary techniques.

## 3. FINDINGS AND DISCUSSION

### 3.1 Definition of Islamic Moderation

The word moderation is often termed as wasat or *wasathiyyah*, the person is called wasith. The word *washit* itself has been absorbed into the Indonesian language which has three meanings, namely: (1) mediator, for example in trade, business and so on, (2) divorce (separator, conciliator) between the disputes, and (3) the leader in matches (Badudu 2008). What is clear, according to Arabic experts, Washit is all that is good according to the object. An expression ‘as well as possible is something that is in the middle. For example, benefactors, namely attitudes between miser and wasteful, funders of attitudes between timid and desperate.

The word moderation in some Islamic literature is interpreted as diverse by experts. Salabi said that the word *Wasathiyyah* has many meanings. *First*, the root word *wasath*, in the form of *dharaf*, which means *baina* (intermediate). *Second*, from the word *wasatha*, which contains many meanings, including: (1) in the form of isim (noun) which contains understanding between the two ends; (2) in the form of meaningful characteristics (*khiyar*) selected, especially, the best; (3) *wasath* which means al-adl or just; (4) *wasath* can also mean something that is between good and bad (al-Salabi 2001, 13–14).

The concept of *wasathiyyah*, or moderation, on the grounds that scholars, religious communities, and policy circles alike must have access to this governance principle which drives the majority of Muslims quietly, rather than focusing on extreme margins. Kamali explores *wasathiyyah* both in historical / conceptual terms and in contemporary / practical terms. Tracing the definition and scope of concepts from basic sources of Islam, the Qur'an and Hadith, he shows that *wasathiyyah* has a long and well-developed history in Islamic law and applies the concept to contemporary issues of global policy, such as justice, women's rights, environmental and financial balance, and globalization(Kamali 2015a).

The concept of moderation in the context of Indonesian Islam has at least the following characteristics; (1) ideology without violence in spreading Islam; (2) adopting a modern way of life with all its derivatives, including science and technology, democracy, human rights and the like; (3) the use of rational thinking; (4) contextual approach in understanding Islam, and;
(5) the use of ijtihad (intellectual exercise to make legal opinions if there is no explicit justification from the Qur'an and Hadith). These characteristics, however, can be extended to other characteristics such as tolerance, harmony and cooperation among various religious groups(Hilmy 2013, 28).

Yusuf Qardhawi identifies *wasathiyyah* into a number of broader meanings, such as fair, istiqomah, elected and best, security, strength, and unity (Qardhawi 2011). While Mohammad Hashim Kamali revealed that *wasathiyyah* is synonymous with the words *tawassut, i'tidal, tawazun, iqtishad*. The term moderation is related to justice, and this means having a middle position between extremism. The opposite of *wasathiyyah* is *tatarruf*, which shows the meaning of the tendency towards the periphery of extremes, radicals and excessive(Kamali 2015b, 9).

Moderation is what is marked by the term *wasaṭhiyyah*, which is derived 'from the expression of the Qur'an ummah wasaṭ. This term is very important because it clearly outlines the essential character of the Muslim nation (ummah), and defines their roles and duties towards humanity as a whole. Analyze the meaning of the term in accordance with the Qur'an, and show that what is generally understood as moderation in contemporary discourse is not what was meant by *wasaṭhiyyah* according to the Qur'an(Ahmad 2015).

The concept of wasatiyah is often referred to as the right method practiced in the application of all aspects of human life. This is due to the fact that moderation and balance are the best approach in eliminating extremism in all respects. However, this concept which upholds Islamic principles is often misunderstood by most people. A contributing factor is that there are some people who place the *Wasathiyyah* as a platform to justify all means to achieve their personal ambitions. Thus, to provide a thorough understanding of the concept of *wasathiyyah*. *Wasathiyyah* means fair, best, chosen, medium and balanced. Even with a different definition, it consists of meaning that is entirely positive. In addition, *wasathiyyah* also means that Islam does not agree with extremist groups which symbolize trivial matters in knowledge and inflexibility in dealing with various problems and questions. On the other hand *wasathiyyah* needs a balance / intermediary attitude to highlight the characteristics of justice. The concept of *wasathiyyah* is in line with the concept introduced by the government, because it is sourced from the Qur'an and Hadith. However, from the point of view of implementation it is seen as something that is not comprehensive(M. Ibrahim et al. 2013).

**3.2 Moderation in Aqidah**

Islam is a moderate religion. The moderation is in terms of aqidah. What is considered aqeedah here is something that demands where that is not accompanied by doubt and disguising, which was first indicted by the Messenger of Allah, and is the material of preaching each Apostle (Syaltut 2001). Such harmony, as is the case in worship and morals, is involved in matters of God (al-*ilahiya*), prophethood (*nubuwwah*), spirituality (*ruhaniyah*) / non-material life such as angels and afterlife.

The moderation of Islamic creed is a reality that is recognized by many parties. Sheikh Khalil Harras said: in fact these Muslims are in the midst of those people who are inclined towards dangerous extremists and those who are inclined towards harmful frivolity. Because, there are people who are extreme in describing creatures so that they attach the attributes of the Godhead to him like the Christian people who are exaggerated in describing the figure of the Messiah. On the other side, there were people who were strict with the prophets and their followers, to the point of killing him, like the Jews. As for the Muslims, they believe in every Apostle and his treatise(Haras 2010).

There are several characteristics of Islamic moderation in the creed, among other things:

(1) according to nature and reason (Ar-Rum, 30: 30); (2) clear and easy (al-Anbiya, 21: 22); (3) free from ambiguity and paradox (an-Nisa, 4: 82); (4) sturdy and everlasting (al-Hijr, 15: 9); (5) does not contradict science (al-Alaq, 96: 1). It is usually said that knowledge developed with the principle of monotheism cannot be in conflict with the faithful messages informed by the Qur'an. The story of the search for God in the story of Abraham is a proof that true knowledge is in harmony with the Islamic creed, but it can also lead to conclusions as explained by the Qur'an about the creed.

**3.3 Moderation in Sharia**

Islamic moderation in the field of shari'ah is clearly visible in the nature of *wasathiyyah* and balance concerning various issues. Some of them are: *first*, between God and Humanity. All Muslims agree that al-Hakim is only Allah. This means, that human beings - no matter how high their knowledge and social status - do not have the right of tasyri` (prescribe the law) and do not have the authority of tahlil and tahrim. While the role played by the mujtahids is not tasyri`, but an effort to explore the laws of God that have not yet been seen or are still hidden beneath the surface so that they become provisions that are ready for use (al-Zuhailiy 1986). From this point of view, the divine nature of the Islamic law is seen. And on the other hand, Islamic law is insaniyah (humanity), because it aims to meet the interests and realize human welfare, zhahir-inner, world-hereafter.

*Second*, between Ideality and Reality. Islam has high ideals and a passion which is passionate to apply the provisions and rules of the rule of law, but Islam does not close its eyes to the reality of life which is more colored by things that are not ideal (M. I. al-Ibrahim 1989).

*Third,* between *Tahlil* and *Tahrim*. Judaism is known as a religion that does a lot of tahrim (prohibition / prohibition) on something, while Christianity is known as a religion that does a lot of *tahlil* / *ibahah* (acquisition), so that in the teachings of Christianity there are not too many things that are prohibited. Islam came to take the middle position between the two. That is, in Islamic teachings there are tahlil and tahrim, but the tahlil and tahrim are based on the guidance of Allah through His messenger; not solely based on the decisions of their own people as Jews and Christians(al-Qardlawiy 1999).

*Fourth,* between Individual and Collective Benefits. That is, the Shari'ah is oriented towards the realization of inductive and collective benefit together. However, if there is a conflict between individual and collective benefit and cannot be compromised, then collective interests take precedence (al-Qardlawiy 1999; AL-Qaradhawi 2017).

*Fifth,* between Rigidity and Flexibility. That is, in the Shari'a there are parts that are rigid and cannot change and there are parts that are flexible and may change. The things that are ushuliyyah (principles) and maqashid (to be the goal) are rigid, while things that are *furu'iyyah* (branches) and *wasa'il* (means to achieve the goal) are flexible(al-Zuhailiy 1986; AL-Qaradhawi 2017).

### 3.4 Moderation in Morals and Personality

Islamic moderation in morality is to suppress the balance between material and spiritual orientation. There are at least three big agendas commonly used by Muslims in saving spiritual and humanitarian crises due to material orientation which are too dominant (Majid 2008).

*First*, revive the values of spirituality which is the soul of religion in order to realize the food of life and life with food. Modern humans in this global era face a problem of life because of the excessive pressure on the material aspects of life. Progress and sophistication in the way of realizing the desire to fulfill material life which is the main characteristic of modern times must be redeemed at very expensive costs, namely the loss of awareness of the deeper meaning of life. The definition of success in the vocabulary of modern humans is almost identical only to the success of realizing wishful thinking in the realm of material life. The measure of success and unsuccessfulness is limited to the extent to which the person concerned expresses himself outwardly in material life.

*Secondly*, it makes humanity continually aware of their sacred nature that humans are universally an ethnic group that is dependent and in dire need of God. God is close and seen in human daily life, not closer than the distance between human beings with his own body (al Baqarah, 2: 186 and Qaf, 50: 16). God is not sleepy and does not sleep, even does not feel bored and tired in maintaining the lagits and the earth (al Baqarah, 2: 225). What and whoever is in heaven and on earth always asks to Him so that God is busy at all times (ar Rahman, 55: 29).

*Third*, continue to respect the concept of universal humanity. The Qur'an states that Allah had given birth to Adam's children and grandchildren (al Isra, 17: 70). Respect for the universal humanitarian concept is manifested by the beauty that God has created the human race and tribes, then the difference is recognized as best as possible so that mutual understanding can be realized among human beings whose diverse culture (al Hujurat, 49:13). Avoid crimes against humanity through warfare and alienation of one ethnicity from the resistance of the hanaya only because the social groups differ in their religious beliefs from the many and powerful (al Mumtahanah, 60: 8-9). Because killing one innocent person is not caused by killing or committing a facade (robbing or disturbing security and order) on earth as if killing all humanity. On the other hand, it turns on one human as if he has kept the entire life of humanity alive (al Maidah, 5:32).

### 3.5 Moderation in Education

Moderation of Islam through education needs to be done continuously. Therefore, in order to realize a moderate education, it is necessary to have strategic and constructive steps in order to reformulate teaching materials and develop a moderate PAI curriculum by emphasizing Islamic moderation as the main stream as Islamic education material in Indonesia with a pluralistic society.

Moderation is becoming the main stream, in the context of mainstreaming to realize Islamic moderation in the context of Indonesian Islamic education. The Ministry of Religion through the Directorate of Curriculum, Bachelor's Degree, Institutional and Student Affairs (KSKK) madarasah by formulating 12 main programs, namely: (1) developing multicultural education models for MI, MTs, and MA students; (2) holding a National Boy Scouts and Madasarah (PPMN) camp; (3) Strengthening students toward clean, healthy, inclusive, safe and child-friendly awareness; (4) organizing Madrasah interests and talents in various fields, both academic and arts; (5) Socialization of multicultural education to the head of Madrasah;
(6) holding an international seminar on the fight against radicalism through primary and secondary education; (7) preparing assessment guidelines and developing students' daily attitudes and behavior; (8) observers indicative of extra-curricular activities based on moderate value; (9) preparation of service guidelines in instilling the value of *rahmatan lil'alamin* for Guidance and Counseling teachers; (10) preparation of guidelines for BK services for BK teachers to assist students prone to extreme teachings; (11) compilation of guidelines for detecting extreme teachings in the madrasa environment; (12) dissemination of deradicalization mainstreaming policies through curriculum innovation.

This requires the socialization, implementation and support of all parties, both as office holders and implementers of education. Some of these mainstreaming programs provoked further discussion to the extent that moderate Islam became the identity of Islamic education. But looking at the discourse and programs carried out, at least it can be analyzed from three points of view. First, there are concerns about the strengthening of extremism, intolerance and radicalism-terrorism movements in Islamic education. Secondly, this mainstreaming can be read as a follow up and strengthening of Nusanatara Islam (for NU) and Sustainable Islam (for Muhammadiyah), where the main character is moderate. Moreover, Islamic education in Nuanatra has historical roots as a part of moderate-patterned socio-religious institutions. Third, there is a need to reform Islamic education in the midst of global problem complexity, which among others is the absence of an intellectual balance between morality, modernity with spirituality and other imbalances in all aspects of social, national and state life(Futaqi 2018).

### 3.6 Moderation in Muamalah

The implication of moderation in life is a balance in activities, both of which have to do with physical or spiritual life. Living life is related to matter, while spiritual life has to do with faith. Islam teaches moderation in various aspects of life in order to choose a balance, so that no one will feel forced or forced to portray themselves according to their respective functions and in an effort to respect and respect one another.

Rasululllah as the bearer of the last treatise, portrayed himself as the executor and prime example with the *uswah hasanah* model when implementing this moderate teaching. moderating in *muamalah* is an important and transparent aspect.

The aspects of worship and *muamalah*, appear as moderate teachings. Salat, zakat, hajj fasting which is carried out with the concept of istitha'ah, the moderate level is becoming more intense. Prayers and fasting do not require a long time, and zakah is very little issued, so when viewed as a whole. Islam shows very broad moderation, for example there is no *takalluf* (al Baqarah, 2: 286), *'adamul haraj* (al Maidah, 5: 6) and (al Halaj, 22: 78), *istiha'ah* (Ali Imron, 3 : 97). If in the aspect *ada'idi* i and *ta'abbudi*, Islam has presented its modification, in the aspect of ta'ammuli, Islam also displays its moderation, such as in politics, economics, social, and relationships both nationally and internationally.

### 3.7 Moderation in Society

The term community in Islam (al-Qur'an) is the *ummah*, *qaum*, syu'ub and *qaba'il*. Ummah in Indonesian written by people, adherents (adherents or followers), followers of the prophet or followers of a religion, or followers of scholars, clerics, and clerics. In other katanology, it can be interpreted as humanity, human nation or human society (Badudu 2008). Society in *tafsir* al-*Maudlu's* is defined in ten types. *First*, the *muttaqin* community, which is a society that is afraid, loves, and respects God, carries out its commands and keeps away from acts that are forbidden by Him. They are also careful and vigilant to guard themselves from all actions so as not to plunge into evil. *Second*, mu'min society, which is a community of people who believe in God's knowledge which is expressed by verbal denial that starts from the heart or heart then is manifested in deeds. *Third*, Muslim society, a society that surrenders to the provisions of Allah with full sincerity and awareness. *Fourth*, *Muhsin* society, which is a community that is always doing good and worshiping God. They always worship as if they will die tomorrow and always work as if they were living all the time. *Fifth*, pagan society, that is, those who deny and reject the truth of God. Sixth, the idolatrous community, a community that associates partners with God because they think there is a god besides Allah, why God has children and parents, and makes it besides God as the ultimate goal of their lives. *Seventh*, a hypocritical society, that is a society that has two faces with signs of lying, not keeping promises, and likes to betray. *Eighth*, the wicked community, that is society who likes to do damage by violating the limits of God's provisions. *Ninth*, the wrongdoers, that is, people who like to abuse him are crushed on him. This group of people also used to put things out of place or did not act fairly and use the law unfairly. *Ten*, apostates, people who are not grateful for the natures and grace of Allah(Hanafi 2017).

Based on the above grouping. *Wasathiyyah* Muslim society is a theocentric and religiously speaking community. A mediating, fair, chosen, balanced society, helping each other, like deliberation and placing people in the same rank and dignity (Ahid 2019, 22).

## 4. CONCLUSION

Moderation of Islam in the context of state and dancing becomes a very urgent matter. This is based on the situation that occurred in Indonesia with the strong flow of globalization in the fields of religion, thought and politics. The concept of Islamic moderation in Indonesia requires a strong foundation both normative foundation. That foundation, as a strengthening because the majority of Indonesian people are Muslim, Islamic moderation must be based on the Qur'an as the main source and hadith as the second source.

In Indonesia, Islamic Moderai becomes the glue of diversity and diversity. This moderation can be realized in various studies: (1) moderation of the creed, these Muslims are in the midst of people who are inclined towards dangerous extremists and people who are inclined to harmful frivolity; (2) sharia moderation, relating to amaliyah committed by humans; (3) moderation of Sufism, Muslims in rescuing spiritual crisis, left of universal values and humanitarian crises due to material orientation that is too dominant; (4) modersai education, mainstreaming moderate Islam into the identity of Islamic education; (5) moderation muamalah, modersai in life is a balance in activities, both those related to physical or spiritual life; (6) that is fair, balanced, helps each other, likes deliberation and puts people in the same degree and dignity. The six Islamic moderation can strengthen the Republic of Indonesia. In the current situation, with the tugging of interests between radical and liberal groups.

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# READING COMPREHENSION ABILITY OF UNIVERSITAS ISLAM LAMONGAN STUDENTS

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**ABSTRAK**

*This study aims to determine the level of reading comprehension ability of Universitas Islam Lamongan students. The focus of this study consists of (1) the level of (1) literal comprehension reading skills; (2) inferential; (3) critical; and (4) creative students of Universitas Islam Lamongan. This research uses a quantitative descriptive approach. The population in this study were all Unisla students in the 2018/2019 school year, amounting to 5.509. From the calculation of Slovin minimum sample, obtained this study sample amounted to 373 students. Research data collection is done by tests. Assessment in this study uses the Benchmark Reference Assessment. The benchmark value used in the study is 60.00. Research data analysis was performed by calculating the average value of students who were respondents in this study. Analyzing data using the SPSS application. From the results of the study, it was shown that the ability to read literal understanding of Universitas Islam Lamongan students was stated to be with an average score of 62.44. The reading level of inferential understanding of Universitas Islam Lamongan students was stated to be low with an average score of 52.92. The reading level of critical understanding of Universitas Islam Lamongan students was stated to be moderate with an average score of 60.03. The reading level of the Universitas Islam Lamongan students' creative understanding was stated to be very low with an average score of 41.23 with a benchmark value of 60.*

***Keywords*****:** *reading comprehension, literal comprehension, inferential comprehension, Critical comprehension, creative comprehension*

## INTRODUCTION

The level of literacy will always be closely related to students' reading skills. To measure the level of student literacy can be done by measuring the level of reading and writing ability of a person. This is in line with the notion of literacy is the ability to access, understand, and use something intelligently through various activities, including reading, seeing, listening, writing, and speaking (Kemendikbud, 2016: 2). From this understanding shows that reading ability is closely related to the level of student literacy.

In developing reading skills also formulated in the preparation of the syllabus and lesson plans, there are competency standards and basic competencies that must be formulated by teachers at the learning planning stage. The formulation of competency standards is the final achievement that must be met in certain subjects (Supriono, 2014). The word competency standard means interpreted as the final competency that students must master. The important word in the formulation is "competence". After getting certain material, students are expected to be able to master a skill that can equip students to get cognitive, affective, and psychomotor values. In learning language competencies that are expected to be mastered by students are competencies in the form of student competencies in listening, reading, speaking, and writing. The four competencies are called language skills (Laela, 2009). These four skills are interrelated with one another. A student's listening skills can be measured through his speaking skills or writing skills. Likewise with reading skills.

Reading skills are the process of understanding language in written variety. The process of understanding is to obtain knowledge and information from a particular reading or discourse in the form of text (Janurti, 2016). A student's reading skills also determine how students' knowledge and cognitive are in other subjects (Kholiq, 2018). The better the reading skills of students the faster they will understand the reading given by the teacher in other subjects. Reading skills are divided into several types, namely speed reading, scan reading, skimming, reading comprehension. Of the various types of reading, reading comprehension is placed as reading at a high level because reading comprehension tries to find the explicit and implicit content of the reading.

From the level, reading comprehension consists of four levels, namely (1) reading literal understanding; (2) reading inferential understanding; (3) reading critical understanding; and (4) reading creative understanding (Laily, 2014). The four levels determine how high and low the students' reading comprehension ability. These four levels have different test measurements. Each level has different understanding characteristics so that the type of test questions to measure it can already be determined questions at each level to be measured.

The reading level of literal comprehension is defined as the level of reading comprehension that measures how students' abilities in understanding written / explicit information from reading (Kholiq, 2018). The level of literal understanding is oriented towards students' analytical skills in capturing understanding by referring to fragments of text as evidence of the understanding they have gained. The literal reading comprehension level is the lowest reading comprehension level because students can easily gain an understanding of the text directly without deeper analysis. If related to Bloom's taxonomy (Gunawan and Palupi, 2012) the level of reading literal comprehension is at the level of remembering.

The level of reading inferential understanding is defined as the level of reading students' understanding at the level of understanding information implicitly. Students are asked to think one level above literal understanding. The answers to the questions were answered by students based on the text, but the answers are not necessarily written in the text. The reading level of inferential understanding is equivalent to the ability of students at the level of understanding if it is associated with the formulation in Bloom's Taxonomy.

The reading level of critical understanding is defined as the level of reading possessed by students at the level of assessing the accuracy and correctness of the information. The level of reading critical understanding is included in higher-order thinking skills. Students are asked to rate information that is appropriate and not per the reading that has been read. From this, the students think many times about the compatibility of the information with the reading. Besides, the level of reading comprehension is also related to students' ability to point out language elements errors (words, phrases, clauses, sentences) and spelling used in reading. If related to Bloom's taxonomy formulation, the level of reading critical understanding is included in the ability of evaluation.

The reading level of creative understanding relates to the ability of students to arrange new elements (ideas, topics, words, sentences) in the reading. The reading level of creative understanding is the highest level of understanding of the four levels of reading comprehension. Following Bloom's taxonomic formulation, the level of reading creative understanding is equivalent to the ability to create. This ability is the highest ability possessed by students.

Certainly reading comprehension becomes the most decisive skill for students' reading abilities. Reading comprehension skills lead students to understand readings in other subjects. It can be imagined if a student has low comprehension reading skills, the student will also find it difficult to understand the material in other subjects.

However, in the results of the PISA study, it was stated that reading Indonesian students ranked 57th out of 65 countries studied (quoted from Republika, 2014). These results show that the reading ability of Indonesian students is very low. The low reading can be influenced by several factors, namely low reading interest, low reading culture, school curriculum that are not oriented towards increasing student reading interest, etc. Of course, further research must be done to contribute to improving the quality of education in Indonesia. This can be done by researching at the reading level at the regional level as input for education offices at the regional level.

Research on the level of reading comprehension skills research conducted on students. However, studies rarely analyze a student's level of reading comprehension. The level of thinking of students is already at a high level of thinking. If you look at the results of PISA, the world bank, and research on mapping the reading level of students at the international, national, and regional levels, research on the level of reading comprehension in students is very interesting to do because it is at this student level that Indonesian human resources can be predicted for development national.

From the description above, research is needed to analyze the level of reading comprehension ability of students at several universities. If seen from the origin of the proposing tertiary institution, research on the level of reading comprehension in students can be done at universities in Lamongan Regency. This is based on the proximity of the work distance of researchers and research subjects. Research on the level of reading comprehension skills in students in Lamongan District can be formulated in a research focus which is divided into four focuses, namely (1) literal comprehension reading level; (2) the level of reading inferential understanding; (3) the level of reading critical understanding; (4) reading level of creative understanding of Universitas Islam Lamongan students.

## METHOD

This research uses a quantitative descriptive approach (Arikunto, 2010). This research was conducted by giving tests to students who asked about student understanding after reading the readings that have been provided. The population in this study were all Unisla students in the 2018/2019 school year, amounting to 5.509. The sampling technique in the study used a proportional sampling technique. A minimum sample calculation is calculated by the Slovin sample calculation formula (Ryan, 2013). From the calculation of Slovin in determining the minimum number of samples, the sample of this study was 373 students.

Research data collection is done by tests. The instrument of this research is a matter of reading comprehension of high school level students divided into four levels, namely literal, inferential, critical, and creative levels. The instrument consists of forty questions consisting of ten literal questions, ten inferential questions, ten critical questions, and ten creative questions.

Assessment in this study uses the Benchmark Reference Assessment (PAP) which attempts to interpret the test results obtained by students by comparing them with established benchmarks (Nurgiyantoro, 2001). The benchmark value used in the study is 60.00. From the determination of the PAP, the criteria for achieving HOTS of Universitas Islam Lamongan students can be seen in the following table.

**Table 1. reading comprehensioan achievement criteria for Universitas Islam Lamongan students**

| Rentang nilai | Kriteria |
|---|---|
| 80—100 | Very high |
| 70—79 | High |
| 60—69 | Medium |
| 50—59 | Low |
| 0—49 | Very low |

Research data analysis was performed by calculating the average value of students who were respondents in this study. Realization of data using the SPP application. The results of the average classifications on the scale of HOTS achievement criteria for Universitas Islam Lamongan students to state the predicate of HOTS student achievement in reading comprehension.

## FINDINGS AND DISCUSSION

### Literal Reading Comprehension Ability of Universitas Islam Lamongan Students

The literal comprehension ability of Universitas Islam Lamongan students is shown in the frequency distribution of students' answers to the 10 literal comprehension questions from the tests presented. The frequency distribution table is presented as follows.

**Table 2 Frequency Distribution of Literal Comprehension of Universitas Islam Lamongan Students**

| | | Frequency | Percent |
|---|---|---|---|
| Valid | 20 | 20 | 5.4 |
| | 40 | 10 | 2.7 |
| | 50 | 71 | 19.0 |
| | 60 | 100 | 26.8 |
| | 70 | 102 | 27.3 |
| | 80 | 50 | 13.4 |
| | 90 | 20 | 5.4 |
| | Total | 373 | 100.0 |

From the table above, students who get a score of 70 are 27.3%. When linked to table 1, Universitas Islam Lamongan students have a high ability in their literal comprehension. On the other hand, 2.7% of students received a value of 40. Descriptive statistical data from the results of calculations with SPSS can be seen in the following table.

**Table 3 Descriptive statistics Value of Literal Comprehension ability of Universitas Islam Lamongan Students**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Unisla | 373 | 20 | 90 | 62.44 | 15.475 |
| Valid N (listwise) | 373 | | | | |

From the table above, it was found that the minimum value of the literal comprehension ability of Universitas Islam Lamongan students was 20 and the maximum value was 90. With this range of values, the validity of the questions was declared valid. The average literal understanding value of Universitas Islam Lamongan students is 62.44. If related to the determination of the criteria for reading comprehension in table 1, the literal comprehension ability of Universitas Islam Lamongan students is stated medium.

**Inferential Reading Comprehension Ability of Universitas Islam Lamongan Students**

The reading level of the inferential comprehension of Universitas Islam Lamongan students is shown in the frequency distribution of students' answers to the 10 inferential comprehension questions from the tests presented. The frequency distribution table is presented as follows.

**Table 4 Frequency Distribution of Inferential Comprehension of Universitas Islam Lamongan Students**

| | | Frequency | Percent |
|---|---|---|---|
| Valid | 20 | 20 | 5.4 |
| | 30 | 31 | 8.3 |
| | 40 | 60 | 16.1 |
| | 50 | 71 | 19.0 |
| | 60 | 121 | 32.4 |
| | 70 | 40 | 10.7 |
| | 80 | 30 | 8.0 |
| | Total | 373 | 100.0 |

From the table above, students who score with 60 are 32.4%. On the other hand, 5.4% of students received a value of 20. Descriptive statistical data from the results of calculations with SPSS can be seen in the following table.

**Table 5 Descriptive statistics Value of Inferential Comprehension ability of Universitas Islam Lamongan Students**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Unisla | 373 | 20 | 80 | 52.92 | 15.408 |
| Valid N (listwise) | 373 | | | | |

From the table above, it was found that the minimum value of the inferential comprehension ability of Universitas Islam Lamongan students was 20 and the maximum value was 80. With this range of values, the validity of the questions was declared valid. The average value of inferential comprehension of Universitas Islam Lamongan students was
52.92. If related to the determination of the criteria for reading comprehension in table 1, the inferential comprehension ability of Universitas Islam Lamongan students is stated to be low.

## Critical Reading Comprehension Ability of Universitas Islam Lamongan Students

The reading level of the critical comprehension of Universitas Islam Lamongan students is shown in the frequency distribution of students' answers to the 10 critical comprehension questions from the tests presented. The frequency distribution table is presented as follows.

**Table 6 Frequency Distribution of Critical Comprehension of Universitas Islam Lamongan Students**

| | | Frequency | Percent |
|---|---|---|---|
| Valid | 20 | 30 | 8.0 |
| | 30 | 10 | 2.7 |
| | 40 | 30 | 8.0 |
| | 50 | 101 | 27.1 |
| | 60 | 30 | 8.0 |
| | 70 | 82 | 22.0 |
| | 80 | 60 | 16.1 |
| | 90 | 10 | 2.7 |
| | 100 | 20 | 5.4 |
| | Total | 373 | 100.0 |

From the table above, students who get a score of 50 are 27.1%. On the other hand, 2.7% of students received grades 30 and 90. Descriptive statistical data from the results of calculations with SPSS can be seen in the following table.

**Table 7 Descriptive statistics Value of Critical Comprehension ability of Universitas Islam Lamongan Students**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Unisla | 373 | 20 | 100 | 60.03 | 20.234 |
| Valid N (listwise) | 373 | | | | |

From the table above, it was found that the minimum value of critical comprehension ability of Universitas Islam Lamongan students was 20 and the maximum value was 100. With this range of values, the validity of the questions was declared valid. The average value of a critical comprehension of Universitas Islam Lamongan students is 60.03. If related to the determination of the criteria for reading comprehension in table 1, the critical understanding ability of Universitas Islam Lamongan students is stated to be moderate.

## Creative Reading Comprehension Ability of Universitas Islam Lamongan Students

The reading level of the creative comprehension of Universitas Islam Lamongan students is shown in the frequency distribution of students' answers to the 10 creative comprehension questions from the tests presented. The frequency distribution table is presented as follows.

**Table 8 Frequency Distribution of Creative Comprehension of Universitas Islam Lamongan Students**

| | | Frequency | Percent |
|---|---|---|---|
| Valid | 10 | 20 | 5.4 |
| | 20 | 11 | 2.9 |
| | 30 | 132 | 35.4 |
| | 40 | 100 | 26.8 |
| | 50 | 30 | 8.0 |
| | 60 | 20 | 5.4 |
| | 70 | 50 | 13.4 |
| | 80 | 10 | 2.7 |
| | Total | 373 | 100.0 |

From the table above, students who get a score of 30 are 35.4%. If related to table 1, Universitas Islam Lamongan students have very low ability in their creative comprehension. On the other hand, 2.7% of students scored 80. This shows that the distribution of scores obtained on the test was declared valid. Descriptive statistical data from the results of calculations with SPSS can be seen in the following table.

**Table 9 Descriptive statistics Value of Creative Comprehension ability of Universitas Islam Lamongan Students**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| NILAI | 373 | 10 | 80 | 41.23 | 16.962 |
| Valid N (listwise) | 373 | | | | |

From the table above, it was found that the minimum value of the creative comprehension ability of Universitas Islam Lamongan students was 10 and the maximum value was 80. With this range of values, the validity of the questions was declared valid. The average value of the creative comprehension of Universitas Islam Lamongan students was
41.23. If it is associated with determining the criteria for reading comprehension criteria in table 1, the creative understanding ability of Universitas Islam Lamongan students is stated to be very low.

## CONCLUSION

From the analysis of the research data above, it can be concluded as follows. The ability to read the literal understanding of Universitas Islam Lamongan students was stated to be with an average score of 62.44. The reading level of inferential understanding of Universitas Islam Lamongan students was stated to be low with an average score of 52.92. The reading level of critical understanding of Universitas Islam Lamongan students was stated to be moderate with an average score of 60.03. The reading level of the Universitas Islam Lamongan students' creative understanding was stated to be very low with an average score of 41.23 with a benchmark value of 60.

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# THE ROLE OF THE PRINCIPAL IN THE IMPLEMENTATION OF LESSON STUDY

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***Abstract:*** *The role of the principal in improving teacher competency is an important factor in school organizations, especially related to the principal's responsibility in improving the learning process at school. Implementation of Lesson Study (LS) is an alternative program to improve the quality of teacher competencies that has had a positive impact on improving the quality of the process and the quality of learning outcomes. The purpose of this study is to determine the role of the principal in the implementation of lesson study as an effort to improve the quality of teacher competency in Malang City High School. This type of research is to use a descriptive qualitative approach whose data is obtained from observations, interviews, and documentation. The results of this study indicate that the role of the principal in the implementation of lesson study as an effort to improve the quality of teacher competency in Malang City High School is as a facilitator of the lesson study program; observer of the lesson study program; and supervisor of the lesson study program.*

***Keywords****: principal, lesson study, teacher competence*

## 1. INTRODUCTION

In the context of improving the quality of human resources, the government strives for quality education. This will be realized with an increase in the quality of education. Improving the quality of education can also be achieved if implementing PP No 19 of 2005 on National Education Standards, that the learning process in the education unit is carried out interactively, inspiratively, fun, challenging, motivating students to participate actively, as well as providing sufficient space for prakasa, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. So in the learning process, educators provide role models for their students.

Therefore, teachers are required to improve the quality of their professionalism as educators in carrying out their duties. A teacher will be said to be professional if he continuously improves his professional services to improve the benefit of his students. Efforts to improve the quality of teachers have been regulated in RI Law No. 14 of 2005 concerning Teachers and Lecturers, where teachers are required to have academic qualifications, competencies, educator certificates, be healthy physically and spiritually, and have the ability to realize national education goals. Competencies that must be possessed by teachers are pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education.

One of the pedagogical competencies that must be possessed by teachers is to apply various approaches, strategies, methods, and learning techniques that educate creatively in the subjects they teach. The implementation is the ability of educators in class mastery so as to make students learn optimally. This ability must be improved by an educator through various activities that can be carried out, both in the form of exercises, workshops, MGMP meetings, and so forth.

However, these activities have not significantly contributed to improving the quality of education in general and increasing professionalism of teachers in particular. This is due to the weak impact of follow-up on these activities. Where, basically it boils down to the principal's leadership role as a mover and decision maker at the level of the education unit. The principal as the leader of the education unit is one of the education components that has the most role in improving the quality of education.

The school principal is responsible for micro education management, which is directly related to the learning process in the school. The role of the principal in improving teacher professionalism has long been recognized as one of the important factors in school organizations, especially related to the principal's responsibility in improving the learning process at school.

Lesson Study (LS) exists as an alternative and program for efforts to improve the quality of education in this country, especially in terms of professionalism or teacher expertise that is expected to have an impact on improving the quality of the process and the quality of learning outcomes. LS is not a momentary project, but is an ongoing activity that is continuous, namely improving the process and results of student learning continuously, based on data. CBs consistently and systematically carry out self-improvement, both at the individual and managerial level. LS is carried out in three stages, namely plan (do), do, and see (reflect) on an ongoing basis (Susilo, et al, 2009). Plan, do, and see activities are guided by the principal in the school concerned. Implementation of LS requires total commitment and involvement of all components of the teacher under the direction of the principal. The principal has a role and responsibility for the implementation of LS in schools. Therefore, the role of the principal in implementing Lesson Study is needed as an effort to improve the quality of teacher competence.

## 2. MATERIAL AND METHODS

### 2.1 Roles and Responsibilities of the Principal

The principal as one of the education components that has the most role in improving the quality of education (Mulyasa, 2007). The School Principal is responsible for organizing education, school administration, fostering other education personnel, utilizing and maintaining facilities and infrastructure as well as supervisors at the school he leads. If seen from the teacher's requirements to become a Principal, the Principal can be said to be the career path of the teacher's functional position. If a teacher has competency as the Principal and meets certain requirements or tests, the teacher can obtain the position of Principal.

Based on this understanding it can be concluded that the principal is a teacher who gets an additional assignment as a Principal. Although teachers who get additional assignments from the School Principal are the ones who are most responsible for the application of innovative educational administration principles in schools. A teacher who has the ability to lead all the resources that exist in a school so that it can be maximally utilized to achieve educational goals at school.

As a leader, the principal must have a number of competencies in order to be able to carry out his leadership duties professionally. Competencies that must be possessed by school principals according to the Minister of National Education Regulation (Permendiknas) Number 13 of 2007 concerning School Principal / Madrasah Competency Standards. These competencies are requirements that must be met in carrying out the main tasks and functions of the principal. This means that the competencies are a representation of the ability of the principal manifested by the principal.

The same framework of thought was put forward by Burhanuddin (2004) that, "in the field of school principals, important leadership qualities can be classified into four main categories that are interdependent with each other, as well as aspects of abilities that need to be developed by a school principal to support effectiveness his leadership". The four main categories referred to are described in detail, namely personality, understanding and mastery of educational goals (purposes), knowledge, and professional skills.

The existence of the principal as a leader is important because the principal functions as a figure, who gives direction in a time of change, and who is responsible for the effectiveness of the organization (school). The principal as a leader carries out his leadership function in dealing with changes that occur in the school by setting goals in their entirety, namely empowering subordinates through a participatory approach, and based on professional leadership abilities.

The success of the program to improve the quality of education in schools implements the leadership process through the organic functions of leadership, both as leaders and managers. The implementation of the organic function of leadership adheres to the principles of constructive, creative, participatory, and good delegation leadership (Burhanuddin, 2004). So, a leader is a driving force that constantly influences, encourages and directs the people they lead so they want to work with enthusiasm and trust in order to achieve organizational goals.

**2.2 Implementation of Lesson Study**

Lesson Study (LS) developed in Japan since the 1900s. Through these activities teachers in Japan study learning by joint planning and observation which aims to motivate their students to actively learn independently. LS is a direct translation from Japanese jugyokenkyu, which comes from two words jugyo which means lesson or learning, and kenkyu which means study or research. Thus LS is a study or study of learning (Hendayana et al, 2006).

LS developed in Indonesia through IMSTEP (Indonesia Mathematics and Science Teacher Education Project) which was implemented since October 1998 at three Teacher Training and Education Institutions (IKIP) namely IKIP Bandung (now called Universitas Pendidikan Indonesia, UPI), IKIP Yogyakarta (now named University Negeri Yogyakarta UNY), and IKIP Malang (now named Malang State University UM) in collaboration with JICA (Japan International Cooperation Agency). The IMSTEP follow-up program was further expanded with JICA Technical collaboration under the name SISTEMS (Strengthening in Service Teacher Training of Mathematics and Science Education at Junior Secondary Level) with the aim of developing a MGMP (Subject Teachers'

Deliberation) activity model through the application of LS to improve the quality of Mathematics teachers and IPA in the target area. Based on the needs in the field, then two types of LS activities were designed and tested, namely LS Based MGMP Activities and LSBS Activities in 2006 (Susilo, 2009).

Hendayana, et al, (2006) define LS as a model of fostering the teaching profession through the study of collaborative and sustainable learning based on the principles of collegiality and mutual learning to build learning communities. In line with the previous understanding, LS is defined as a teacher in-service training program that is carried out collaboratively and continuously. LS is carried out in the classroom with the aim of understanding students better and is carried out together with other teachers (Rahayu, 2006).

Based on the explanation of the limitations of LS, if observed, there are seven key words, namely professional development, learning assessment, collaborative, sustainable, collegiality, mutual learning, and learning community. LS aims to foster the teaching profession on an ongoing basis so as to increase the professionalism of educators on an ongoing basis (Susilo et al, 2009). This means that collegiality, mutual learning and sustainability are the main principles in the implementation of LS. LS is a way to improve the quality of education that never ends (continuous improvement), which is carried out in three stages, namely plan, do, and see. Susilo, et al, (2009), the three stages of the implementation of LS both plan, do, and see on an ongoing basis.

Planning (plan) is carried out with several teachers collaboratively to enrich ideas. Planning begins with an analysis of the problems faced in learning. Problems can be in the form of problems related to the field of study, concept problems, pedagogical problems in the form of appropriate learning methods so that learning runs effectively and efficiently or problems of facilities, how to anticipate the lack of learning facilities.

The teachers together look for solutions to the problems faced as outlined in the lesson plan (lesson plan), teaching materials in the form of learning media, and student worksheets and evaluation methods. Teaching materials need to be tested before they are applied in class. In this activity requires 2-3 meetings to be more stable.

Implementation (do), intended to implement a plan that has been previously planned. The focus of the observation is aimed at the learning activities of students by referring to the procedures and instruments agreed upon at the planning stage, not on the appearance of the teacher who is in charge of teaching. Observations were made by one group member who acted as the model teacher and the other group members observed. During the learning process, observers are not permitted to interfere with the learning process even though they are allowed to record the learning process.

Observation and reflection (see) are intended to find strengths and weaknesses in the implementation of learning. The teacher in charge of becoming a teacher starts the discussion by conveying his impressions and thoughts related to what has been done. The next opportunity is given to the teacher who is assigned as an observer to further convey constructive criticism and suggestions wisely. Based on the input that has been submitted can be designed next learning better.

## 2.3 Increased Teacher Competency

The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal, primary and secondary education (Indonesian Law No 14 of 2005 Concerning Teachers and Lecturers ). The teacher is someone who has a noble task to encourage, guide and provide learning facilities for students to achieve goals. Submission of subject matter is only one of the various activities in learning as a dynamic process in all phases and processes of student development (Slameto, 2003). Teachers hold important roles and responsibilities in implementing teaching programs in schools.

In the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers chapter 1 article 1 paragraph (10) general provisions are said, competency is a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by teachers in carrying out professional tasks. The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education. Thus, teacher competency can be defined as mastery of knowledge, skills, values and attitudes that are reflected in the habits of thinking and acting in carrying out the profession as a teacher.

Mulyasa (2008), explained that the competencies that must be possessed by a teacher include the following four aspects: first, pedagogical competence; in the National Education Standards, the explanation of article 28 paragraph (3) item A explains that pedagogical competence is the ability to manage student learning, design and implementation of learning, evaluation of learning outcomes, and development of students to actualize the various potentials they have.

Second, personality competence; ability of personality that is steady, stable, mature, wise and authoritative, be an example for students, and have good character. Third, professional competence; the ability to master broad and deep learning material that allows guiding students to meet the competency standards set out in national education standards. Fourth; social competence; the ability of teachers as part of the community to communicate and socialize effectively with students, fellow educators, education personnel, parents or guardians of students, and surrounding communities.

In this case, Sudjana (2002) also explains that the professional competencies of teachers can be grouped into three areas, namely pedagogic, personal and social. Pedagogical competence concerns intellectual abilities such as mastery of subjects, knowledge of how to teach, knowledge of learning and individual behavior, knowledge of counseling guidance, knowledge of class administration, knowledge of how to assess learning outcomes, knowledge of society and other general knowledge.

Personal field competence concerns the readiness and readiness of the teacher for various matters relating to his tasks and profession. For example, the attitude of appreciating his work, loving and having feelings of pleasure towards the subjects he is developing, the attitude of tolerance towards his fellow profession friends, has a strong will to improve the results of his work.

Social competence concerns the ability of teachers in various skills/ behaviors, such as teaching skills, guiding, assessing, using teaching aids, interacting or communicating with students, skills foster student enthusiasm for learning, skills in preparing teaching preparation/ planning, skills in carrying out classroom administration, and etc. The difference with cognitive competence lies in its nature. Cognitive competence with regard to aspects of the theory or knowledge, the preferred behavioral competence is the practice/ skills to implement it.

Semiawan (2003) argues that teacher competency has three criteria consisting of: 1) Knowledge criteria, namely the intellectual ability of a teacher which includes mastery of subject matter, knowledge of how to teach, knowledge of learning and individual behavior, knowledge of guidance and counseling , knowledge of society, and general knowledge, 2) Performance criteria, are the ability of teachers related to various skills and behaviors, which include teaching skills, guiding, assessing, using teaching aids, interacting and communicating with students and skills in preparing teaching preparation or teaching planning and 3) Product criteria, namely the ability of teachers to measure the ability and progress of students after following the teaching and learning process.

In the world of education there are underlying principles for thinking, acting in the world of education itself. In education, there are some basic principles which are divided into general principles and specific principles. According to Yonanda, et al (2015) In general the teacher competency improvement program is implemented using the following principles: 1) Democratic and fair and non-discriminatory by upholding human rights, religious values, cultural values, and national pluralism, 2) One systemic unity with an open and multimportant system, 3) A process of civilizing and empowering teachers that lasts a lifetime, 4) Providing role models, building will, and developing teacher creativity in the learning process, and 5) Empowering all components of society through participation in the administration and quality control of education services.

There are several things that must be done in developing the profession as a teacher (Yonanda, et al., 2015), namely as follows: 1) Reading books or the internet, especially with regard to new material occupied by new educations, 2) Summarizing the contents of reading , this summary is useful to make it easy to remember, because it is prepared on its own understanding with a systematic system of patterns. Besides this summary avoids educators from always reading a lot, because it is difficult to remember one thing only once. 3) Making papers, namely by proposing new ideas supported by scientific information, 4) Conducting research, both library, laboratory and field research, 5) Making research results articles, or innovative research articles. This article is for consumption magazines or scientific journals, 6) Writing scientific books both for college and for schools. The writing of this book needs to be encouraged from the beginning so that knowledge grows in Indonesia, and 7) Applying science to the interests of the general public or providing community service.

Thus, school principals in empowering teacher competencies not only provide motivation to empower themselves, but also engage in scientific activities outside of school, such as formal education, seminars, upgrading and improving teacher welfare. Through overall efforts, teacher competency will gradually improve in quality. Therefore, teachers must understand this as an effort to increase student motivation.

## 2.4 RESEARCH METHODS

This research is a descriptive qualitative research approach to describe the role of the principal in the implementation of lesson study as an effort to improve the quality of teacher competency in Malang City High School. Qualitative research is research that in data collection and interpretation of the results does not use numbers. According to Prastowo (2011), descriptive is a study that reveals the facts of an event, activity, process, object, and human as it is at the present time or time period that is still possible in the respondent's memory.

The method of data collection is done by observation, interviews, and documentation. Observations were made by recording directly the description of the research location and the state of the school to complete the required data. The interview method is used for data collection by way of question and answer, both with the principal, teachers, and staff in Malang City High School. This interview was conducted to obtain answers and responses about everything related to the role of the principal in the implementation of lesson study as an effort to improve the quality of teacher competencies in Malang City High School. While the documentation method is carried out to obtain general data about Malang City High School.

## 3. RESULTS AND DISCUSSION

The data obtained in this study was used to find out how the role of the principal in the implementation of lesson study as an effort to improve the quality of teacher competency in Malang City High School. The data collection method was obtained in three ways, namely observation, interviews, and documentation which were conducted on the principals, teachers, and staff of Malang City High School.

Based on research that has been done, data obtained include: 1) Observation results; 2) Results of interviews with school principals; 3) Results of interviews with teachers; 4) Results of interviews with staff; and 5) documentation during conducting research. Some findings in the study, namely the role of the principal in the implementation of lesson study as an effort to improve the quality of teacher competencies in Malang City High Schools include as facilitators of lesson study programs; observer of lesson study program; and supervisor of the lesson study program.

The success of schools in implementing educational programs and their development needs to be supported by the effectiveness of educational leadership that is run by executives of educational institutions especially principals. Susilo, et al (2009) suggest that school principals have a very important role in taking a policy that can improve the quality of learning in schools, especially guiding teachers to implement behavioral change paradigms towards constructivistic learning. Paradigm changes need to be implemented and monitored continuously so that the vision and mission of the school can be realized.

Hendayana, et al (2006) suggest that the quality of Lesson Study *(Konaikensu)* activities varies greatly depending on the caliber of school leadership, the quality of teacher building, strengthening friendship between them, and their willingness to carry out *Konaikensu.* Further explained about the role of the principal in the implementation of Lesson Study is as a facilitator of the Lesson Study activities in rotation, from subject to other subjects. The principal is also involved in learning observation activities and helps discussions to reflect learning.

The role of the principal effectively aims to create a situation that supports the implementation of school programs through the utilization of all available resources to achieve learning objectives optimally. An important aspect in the implementation of Lesson Study is the sustainability of the program. The role of the principal with his position and all the roles and capacities in implementing LS through plan, do, and see activities is the accent in this research. The role of the principal in designing the LS is to compile the Learning Development Team and design the LS activity budget. The principal plays the role of guiding teachers in implementing constructivist paradigm changes so that implementation (do) and always monitoring LS activities by directly participating in LS activities (Susilo, 2009).

Thus, the principal plays a very important role in the success of the lesson study program. Because the principal must require the teachers to carry out all the stages in the lesson study program starting from Plan, Do, and See. The principal's role is crucial to the planning, implementation, results, and follow-up of lesson study activities, because the first key to success is the principal's willingness to lead and manage the learning community, maximizing all available resources, streamlining interpersonal communication, exchanging ideas , and collaborative collaboration, supporting all staff to participate and commit, inviting all citizens to be able to learn from problems and always think positively, create openness, as well as seek funding needed for the implementation of lesson study activities and their follow-up.

The lesson study program is an effort to improve teacher competency. Where, competence is needed to develop the quality and activities of the teaching staff. Teachers with good competence can directly improve their professional performance as a teacher, where the teacher will carry out teaching assignments and guide students professionally which then can indirectly improve student learning outcomes.

## 4. CONCLUSIONS

The government strives for quality education and quality in order to improve human resources. Therefore, teachers are required to improve the quality of their professionalism as educators in carrying out their duties. Professional teachers are teachers who continuously improve their competence to improve the benefit of their students. The role of the principal in improving teacher competency is an important factor in school organizations, especially related to the principal's responsibility in improving the learning process at school.

Therefore, the principal is the main key in the success of the lesson study program. Where, the principal must require teachers to carry out all stages of the lesson study program starting from Plan, Do, and See. The principal's role is crucial to the planning, implementation, results, and follow-up of lesson study activities. In its implementation, lesson study (LS) has become an alternative program to improve the quality of teacher competencies that has had a positive impact on improving the quality of the process and learning outcomes.

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# LAW ENFORCEMENT OF CRIMINAL OFFENCES ACCESSING OTHER PEOPLE'S ELECTRONIC SYSTEMS AGAINST THE LAW

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***Abstract***: *Using another person's identity can have legal consequences both criminal and civil, cybercrime is a type of crime related to the use of an unlimited information technology and has strong characteristics with a technology engineering that relies on the high level of security and credibility of information conveyed and accessed by internet customers Along with the rapid development of the internet, on the other hand is also followed by the emergence of new problems that are difficult to solve. Besides, the internet has brought great changes to the behavior and lifestyle of individuals who tend to choose to do things fast and can interact with other individuals without having to meet face to face. One of the things that worries internet users is the increasingly widespread hacking activities carried out by a person or group of people with a specific purpose and purpose. Seeing these things almost all countries in the world have felt the positive and negative impacts generated by the internet. Therefore, to anticipate these negative impacts and control all activities that occur in the internet network, most countries in the world have established legal rules to give juridical actions against violations or crimes that occur within the internet network. Based on the background above is the basis of this study, about how the enforcement of criminal law accesses the computer system against the law in Indonesia.*

***Keyword*** *: Criminal Law, Cybercrime, Information Technology*

## I. INTRODUCTION

Generally what is meant by computer crime (cyber cime) is an attempt to enter and or use computer facilities or computer networks without permission and by breaking the law with or without causing changes and or damage to the computer facilities that are entered or used. Commissioner of the Central Information Commission (KIP) disseminating personal data can be subject to criminal sanctions. Some people statement was given in response to the many complaints from the public because his personal data was known to those who sought personal financial benefits. The development of information technology has changed almost all facets of life. On the one hand computer technology provides the advantage of opportunities to get information, work, participate in politics and democratic life and other benefits. On the other hand, however, it will further undermine the real life that we have long struggled with with all the legacy that must be solved before it moves further along the streets and alleys of Cyberspace. For those who utilize this information technology for business activities, public services and entertainment media by building sites that can be visited by the public. But be careful because not all people who visit cyberspace enjoy the virtual reality offered on the site. As in real life there is also a crime that the impact will be felt in real life. Hacking is one of the activities that is negative, although initially Hacking has a noble goal, namely to improve the security system that has been built and strengthen it, but in its development Hacking is used for other purposes that are detrimental. This is inseparable from the increasingly widespread internet users so that the abuse of the ability of Hacking also follows the vast use of the internet.

The perpetrators of theft can be subjected to criminal sanctions in article 30 paragraph, article 30 paragraph 2, and article 30 paragraph 3 of Law Number 11 Year 2008. article 30 paragraph 1 of ITE Law Number 11 of 2008 "Everyone intentionally and without right or unlawfully accesses another person's computer and / or electronic system in any way." ITE criminal offenses in article 30 paragraph (1) If detailed consists of the following elements.

a) Error: on purpose
b) Against the law: without rights or against the law
c) Acts: access in any way
d) Object: someone else's computer and / or electronic system.

Connection to other elements from that article, the meaning intentionally here is the will to realize the crime and to be aware of the elements, awareness of what they (want to) do as banned or become a reproach, awareness that the electronic system will be accessed belongs to someone else. ITE Law article 1 paragraph 15 provides an understanding of access in an authentic manner, access "is the activity of interacting with an electronic system that stands alone or in a network.

Belong from that reference to the above article the perpetrators of theft of personal data information have fulfilled the elements of article 30 paragraph (2) of ITE Law Number 11 Year 2008, which is intended by any means to infiltrate the computer security system by using software or not whose purpose is to steal someone's personal data information.

Law enforcement is an effort to bring thoughts of justice, legal certainty and social benefits into reality. Law enforcement is the process of creating legal thoughts. In other terms law enforcement is an effort to realize legal ideas or concepts that people expect to become reality, law enforcement is a process that involves many things. Criminal Law Enforcement is a unified process that begins with the investigation, arrest, detention, trial of the accused and ends with the correctional convict of the convicted.

## II. METHODOLOGY

This research is a normative research. This research is based on an analysis of several legal principles and legal theories and laws and regulations that are relevant and related to problems in writing legal research. This normative legal research is a procedure and a way of scientific research to find the truth based on legal scientific logic in terms of its normative aspects.The statutory approach and the conceptual approach. A statute approach is needed to further study the legal basis. The law approach is carried out by examining all laws and regulations relating to the legal issues being addressed.vIn this case the laws used are the Criminal Procedure Code and Law No. 11 of 2008 concerning Information and Electronic Transactions Junto Law No. 19 Regarding Changes to Law No. 11 of 2008 concerning Electronic Information and Transactions. In this study also uses a conceptual approach (conceptual approach), an approach that moves from the views and doctrines that develop in the science of law. By examining these views and doctrines with a systematized interpretation of written legal materials in order to obtain the results of legal analysis, what is meant by the concept approach here is an approach by understanding the concepts proposed in problems such as proof theory, evidence in action crime and the validity of evidence in cyber crime

## III. RESULT AND DISCUSSION

In Article 30 paragraph (1) of ITE Law Number 11 Year 2008 "Everyone intentionally and without right or unlawfully accesses another person's computer and / or electronic system in any way". Fault constituent in article Deliberately. Deliberately (*opzet als oogmerk*) to achieve a goal (*dolus directus*). Without rights or against the law constituent means, violating the Law, meaning that the bolting done is clearly in violation of the law, violating the subjective rights of others, meaning that the actions carried out violate the rights of others guaranteed by law (including but not limited to personal rights, freedoms, material rights, honor, good name or other individual rights. Contrary to the legal obligations of the offender, meaning legal obligations both written and unwritten, including public law. Contrary to decency, namely the moral rules (Article 1335 Jo Article 1337 Civil Code Indonesia). Contrary to the proper caution in the community. This criterion is based on unwritten (relative) law. Namely the actions carried out contrary to good attitude / propriety in society to pay attention to the interests of others. And Acts constituent means Accessing in Any Way: in any way by infiltrating a computer security system using software or not, the purpose of which is to steal someone's personal data information. In article 30 Object constituent means someone else's electronic / computer system. Where the act has fulfilled the element of unlawful / illegal crime. Is the most important element, in this case because of ownership of an item.

If according to Article 46 paragraphs 1, 2 and 3 of the Law of the Republic of Indonesia Number 11 Year 2008 concerning Information and Electronic Transactions states that:

1. Every person who fulfills the elements referred to in Article 30 paragraph (1) shall be sentenced to a maximum imprisonment of 6 (six) years and / or a maximum fine of Rp. 600,000,000.00 (six hundred million rupiah).
2. Every person who fulfills the elements referred to in Article 30 paragraph (2) shall be sentenced to a maximum imprisonment of 7 (seven) years and / or a maximum fine of Rp. 700,000,000.00 (seven hundred million rupiah).
3. Every person who fulfills the elements referred to in Article 30 paragraph (3) shall be sentenced to a maximum imprisonment of 8 (eight) years and / or a maximum fine of Rp.800,000,000.00 (eight hundred million rupiah).

To resolve hacking crimes through the internet network in Indonesia, the government has tried two ways through legal channels, namely making new regulatory legislation in the field of information technology in the form of cyberlaw to increase the collection of existing criminal provisions to renew existing criminal provisions to broaden the scope of regulation cyberspace

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# A Comparative Study of Mianyang – China polytechnic Case Study: Analyzing the Social Problems of the Character of Young Indonesian People in Millennial Society and the Development of the Character of Indonesian Society in the Future

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*The future of the Indonesian people is very much determined by the young generation of the nation. Indonesian Youth is the future of this nation. Therefore, every Indonesian youth, whether they are still students, or who have completed their education are important factors that are highly relied upon by the Indonesian Nation in realizing the ideals of the nation and also maintaining national sovereignty. In the current era, where the flow of information and technology is developing rapidly, will it make the character of the younger generation better? Or the swift of information, technology and all the conveniences that are currently available make them lazy and become only the users of a product, not try to create a new one. Do all the conveniences available for them currently make them motivated to be better or it is going to weaken them? What if we relate to constitution no. 12, about higher education and how educators can affect the younger generation, especially for students to have challenges, and stimulate with demands not to be complacent, as well as how the community can create competitive and full competition situations to create a supportive atmosphere for the system that relates to each other. Things were mentioned above will be described by the author by using the comparison scale, when the author was following the Student Exchange in Mianyang China.*

***Keywords:*** *Young Generation, National severeignty, Education, Demands, The future*

## I. INTRODUCTION.

The current young generation is able to realize the hopes of the nation, if given and or prepared with education and right morals. If given adequate facilities and qualified educators, I'm sure the young generation will definitely be productive for the future. Environmental factors also greatly affect the younger generation of individuals, whether from family or community. The family environment is the first in shaping the behavior or character of a child or in other words as the main fence for children. While the community environment, determine how the future generation of the situation occurs. If the community environment is good then this young generation will also become good, and vice versa.

In the case study that the author experienced when in Mianyang China, one of the triggers of the community and the youth, especially the students at Mianyang is the high demands of the environment and the University, this makes the students fully committed and do their best in every aspect of learning. Responsible culture and aspects of norms and habits that make them provoked and demanded to be able to do the best in every work that exists, and vice versa not only accept all the facilities and other conveniences available but how to create it into a real work and can be sold with value.

Each individual from the writer's observations has a selling point in themselves that makes it different, understands the concept of learning taught by the campus, applies it to be a real work and after that makes different results from the application of teaching, to each work. According to the author that is an extraordinary thing, imagine if it were implemented in Indonesia, every Indonesian youth has the desire, resilience and tangible work as mentioned by the author above, surely the movement of the advancement of the Indonesian nation will rapidly increase. The young generation must have strong character to develop their nation and state, have a high personality, a spirit of nationalism, have a competitive spirit, be able to understand knowledge and technology to compete globally. Youth also need to pay attention that they have function as Agent of change, moral force and social control so that can be useful for the community. Qualitatively, young people are more creative, innovative, have pure ideals and great energy in making social change and quantitatively. Youth will be more creative to make a movement when the conditions or the atmosphere around them has complexity, there are many problems faced that have not been resolved.

On one hand, when the atmosphere around them looks safe and peaceful there are no serious problems faced, young people will tend to be quiet / passive, not doing much, be more apathetic and maintain perceived comfort. Whereas in both conditions either many problems or conditions without serious problems, young people are required to move more in making changes for the better situation, be more productive and think more creative about ideas for a better nation. This is what the writer wants to adopt to make young Indonesian become more advanced and ready to face the challenges out there who have prepared themselves and their young generation, do not be lulled by things that make them unproductive, eliminate lazy culture and work on demands but find your potential and make what you can do.

Indonesian youth are experiencing moral degradation currently, distracted by pleasure and forget the responsibility as a young man. Moral, social and academic level, youth no longer set an example and good role model to the community as educated people, more are oriented towards hedonism, not many young people are sensitive to the current social conditions of society, in academic matters, too much students do not realize that they are academic people who can have a big influence on the change towards the progress of the nation.

## II. METHOD

The research method used by the author is a qualitative method, According to Sugiyono (2009: 15), a qualitative research method is a research used to investigate, discover, describe, and explain the quality or features of social influence that cannot be explained, measured or illustrated through an approach quantitative. According to Rachmat Kriyantono, the purpose of qualitative research is to explain phenomena that occur in society in depth by collecting data in depth and in full. This shows that in this research the completeness and depth of the data under study is something very important.

Still according to Rachmat Kriyantono, the deeper and more thorough the data obtained, the better the quality of the research conducted. So, in practice the number of research objects is usually less because it is more focused on the depth of the data, not the quantity.

In this case the, authors conducted research and observations as well as interviews while in Mianyang China, as well as field notes and a number of literature reviews, same observations is conducted in the city of Malang in particular.

## III. RESULTS AND DISCUSSION

The departure of the writer and the student exchange group to mianyang china, to assist students in participating in the exchange of learning and culture in Mianyang is an experience that opens up the minds and insights and ways of thinking that writers want for the students and the community in general. Education in Mianyang in particular can be said to be a reflection of the Sichuan community in general, mianyang located in Sichuan Province Mianyang is the second largest city-level prefecture in Sichuan Province in Southwest China. Life in Mianyang is a State campus located at 47.6 hectares, there are more than 13,000 students in the college which has 8 departments, 2 affiliates schools. 2 undergraduate majors of high-end technology and skills and 55 junior college majors.

The first thing I feel is they are very dominant in the learning system, and the social community have discipline and on-time culture , the activity starts with the morning exercise at 6 am, breakfast at 8 am, lunch at 12 pm, dinner at 6 pm, but the campus still allows them to carry out campus activities until 11 pm, a situation that I often encounter even though the lights have been turned off there are still many students gathered to do something, whether doing discussions or assignments. A high education system with a fast work ethic, as well as awareness from the campus elements to be responsible for what they are doing is a very visible thing in the life of the social community in Mianyang.

The character of the Mianyang community that we generally encounter is that they are fast in doing all their main activities, talking fast, walking fast, thinking fast, so that each individual understands exactly what they want to do and is responsible for each work. In the Mianyang community when I was doing this research, I talked with lecturers and students and made observations, it is very clear that those people have high hopes and dreams to progress, have challenges to be able to live on their own feet and think about how they will be in the future. They are competing with each other, all of them are challenged to move forward.

China in general has the largest population in the world (about 1.4 billion inhabitants) and an area of 9.69 million square kilometers, making it the 3rd largest country in the world, with a large number of people coupled with the almost even quality of the human resources which is made the atmosphere of competition in China is very high, Education in China is controlled by the government. In China, the content standards, standards for facilities and infrastructure, management standards have been determined by the state so the schools only have to manage the process standards, the competency assessment standards for its graduates. This concept causes schools to only focus on school activities without the need to think about other matters that are time-consuming, such as infrastructure and financial facilities such as in Indonesia. The difference with national-level state schools in Indonesia in improving their quality is using eight education standards consist of content standards, process standards, facilities and infrastructure standards, teacher and education staff standards, funding standards, management standards, assessment standards, graduate competency standards.

China's basic education consists of 3 years of early childhood development, 6 years of primary school, 3 years of junior high school, 3 years of senior high school. Higher education at the 2-3-year academy level, 4-year technical vocational education, 4-year undergraduate education, 2-3-year master's degree education, 3-year doctor education as shown below:

The purpose of China's national education is to prepare students to develop themselves in all aspects such as moral, intellectual, physical, aesthetic in accordance with their fields of work later to become scialist workers who have idealism, well-educated and cultured, have strong character and discipline. Under the supervision of the State Council, the ministry of education is responsible for all planning and general policy makers on education, where the administration of basic education is decentralized to provincial and city / district / village governments. Higher education administration and supervision are at the national and provincial levels as mentioned above if viewed from the constitution no. 12 year 2012 on college certainly does not have differences with those in Indonesia, only what the author highlights in social matters is often strong desires and hopes that the government cannot synergize with young people due to lack of desire and enthusiasm in competing because it still exists in the comfort zone, and many think or think it's enough like this or don't need to work. Lack of demands and a relaxed or calm culture actually makes us complacent, will we only become the greatest nation of users of foreign-made products, don't we want to be able to work more

Seeing from the data sources as mentioned above, the author can provide an analysis that the system actually applied is not different from Indonesia, but the culture of different social problems and different social demands, when the authors conducted this research the authors participated with students following the learning there are, learning includes, Mandarin language lessons, Chinese tea, Chinese Empress, history of Chinese, and the author can see that when learning takes place no one brings a cellphone (cellphone) let alone use it in class time, all students sit listening to the lecturer's explanation and follow all instructions clearly lecturers treated as highly respected people, very reluctant when dealing or talking. Eastern culture that is currently starting to diminish in our society, whether it is directly or through shows on TV. The current social problem is the large number of people, in this case students are interested in cell phones, where either outside or in class, often the use of cellphones whether it's bright or hidden, indirectly shows obedience and curiosity that decreases among the community and more like a kind of mobile entertainment in everyday life.

Again, the writer tells about the experience of the writer at Mianyang, the campus that the writer visited was a polytechnic which clearly showed they are able to make work and produce a product, for example when entering the electronic laboratory, the writer found students in the 3rd year, had been able to create a tool which input power is entered only a little but the results are large or the output is large, or when we visit also an electrical faculty a final year student can create a device that can turn off all electrical devices at night with just his voice.

Current selling value is something that must be possessed by humans as social creatures, especially in this case is something that must be possessed by college students, not only attending courses but having other values that others do not, high dynamics of people of Mianyang China, because of the flow or habits that demand them to do so, the atmosphere or climate that presents demands indeed very much affects humans in the way they think and behave.

The Indonesian millennial generation lives in a much easier era, and is full of various facilities, returning again whether these supporting things make us better, or actually distracted the younger generation who are complacent with all the conveniences that exist so that they forget the nature as a student, this social problem about the desire to move forward, not quickly feeling satisfied will make them feel challenged to be able to improve themselves and become better in the future.

## 1. Conclusion

The things that have been described above are seen from constitution No. 12 of 2012 about higher education, especially article 4 which reads. Higher education’s functions are:

a. Developing human resources and forming the character and civilization of a dignified nation in order to educate the nation's life.
b. Developing an innovative, responsive, creative academic community
c. Creative, skilled, competitive and cooperative in implementing Tridharma.
d. Developing science and technology by paying attention and applying humanities values.

Followed by the article 5 of constitution No. 2 year 2012. Higher education’s aims are:

a. The development of the potential of students to become human beings who have faith and be devoted to an almighty god, and have noble, healthy, knowledgeable, creative, independent, skilled, competent, and cultured for the benefit of the nation.
b. Producing graduates who master knowledge and or technology to meet national interests and increase national competitiveness.
c. The creation of science and technology through research that pays attention to and applies the value of the humanities to benefit the progress of the nation and the progress of civilization and the well-being of humanity.
d. The realization of community service based on reasoning and research works that are useful in advancing public welfare and intellectual life of the nation.

Through the above review the authors draw a conclusion that a social problem that occurs can be resolved by the intervention of various elements, in this case to the younger generation the intervention should be to change the culture that will become a habit by raising the work rhythm, raising the standard in teaching , the education system even for social and cultural life creates a high atmosphere of competition, no matter how well the law is made if it cannot be applied in the community it will certainly be meaningless, for that understanding of the duties and responsibilities of youth and students is very good and needs to be socialized.

The role of lecturers as educators aiming at educating the life of the nation, with the triad of higher education, it is better to be able to make visits to other countries so that it can provide discourse and a very good way of thinking to be applied in Indonesia.

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# Transfer Of Land Functions For Development And Growth Of Green Open Space By The Government Of Surabaya City

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*The existence of Green Open Space in urban areas is very important. If the green open space is not available in an urban area, the economic disaster will be even higher. The development and growth of green open space (RTH) of Surabaya city is needed the right strategy, so it does not cause environmental damage that can reduce the carrying capacity of land in sustaining community life in urban areas, so it is necessary to make efforts to maintain and improve the quality of the environment through the provision of green open space. The city of Surabaya as part of the Autonomous Region has an obligation to balance the city's ecosystems to improve the aesthetics of the city and carry out its duties to continuously improve the quality and quantity of green open space. In balancing city ecosystems, it can be obtained by exploring the potentials that exist in the city of Surabaya, one of which is utilizing the potential in the environmental sector. In accordance with the Law of the Republic of Indonesia Number 32 of 2009, article 57 Concerning Environmental Protection and Management, so that according to the needs greening the city under construction. Before all the land is transformed into multi-story buildings (shophouses, malls, hotels) which will cause the availability of green open space with functions and benefits that are needed by local residents to decrease, until in the end there is no land for the procurement of Green Open Space which is very beneficial for the community . it is a serious concern of the government in managing the city so that it needs a strategy in managing Green Open Space properly in developing cities to support sustainable development carried out by the Government of Surabaya City through the Sanitation Office (Dinas Kebersihan) and Green Open Space*

***Keywords**: Development strategy,growth of Green Open Space, Surabaya City*

## I. INTRODUCTION

A country will always try to carry out a comprehensive development of aspects of the life of the people and nation for the demands of an increasingly modern era and is always developing in all fields. In carrying out a series of development activities, community involvement is needed to support the government's task in realizing the objectives to be achieved.

The task of the Central and Regional Governments is the basis for carrying out National Development. In the era of regional autonomy, there has been a delegation of authority from the Central Government to Regional Government in carrying out the building activities. In accordance with Law number 32 of 2004 (Regional Autonomy) article 1 paragraph 5, it explains that Regional Autonomy is the right, authority and obligation of autonomous regions to regulate and manage their own Government affairs and the interests of local communities in accordance with Laws and Regulations. It is an opportunity for Regency or City Government to be able to plan and manage development in their Regions, including managing financial resources to finance the implementation of Regional Autonomy activities.

The Surabaya city, as part of the Autonomous Region, has the right to balance the city's ecosystems to enhance the city's aesthetics. In balancing city ecosystems, it can be obtained by exploring the potentials that exist in the city of Surabaya, one of which is utilizing the potential in the environmental sector. It is suitable with Law of the Republic of Indonesia Number 32 of 2009 Article 57 Concerning Environmental Protection and Management explains that:

> Environmental preservation is carried out through efforts to preserve natural resources, including natural resources that can be managed in the long term and according to the needs. To carry out the reserve of natural resources, the Government, provincial government, or district or city government and individuals can build Green Open Space at least 30% of the island or island area.

In the Law of the Republic of Indonesia Number 26 of 2007 concerning Spatial Planning, it explains that green open space is an elongated area or pathway and/or grouped, whose use is more open, a place to grow plants, both naturally growing and intentionally planted. The green open space referred to consists of public green open space and private green open space where the proportion of green open space includes 20% for public green open space and 10% for private green open space.

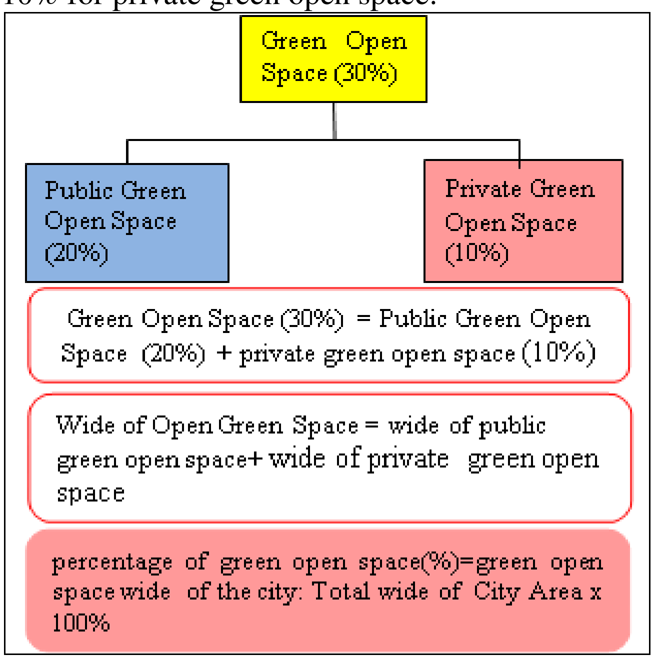


Figure 1. Chart of Division of Green Open Space
Source: Nirwono, (2011: 205)

With the achievement of predetermined proportions can be called optimal. The definition of Public Green Open Space is explained in the Law of the Republic of Indonesia Number 26 of 2007 Article 29 (Paragraph 1) concerning Spatial Planning explained

*The Green Open Space Public is a green open space owned and managed by the* *regional government of the city which is used for the benefit of the general public. Which includes public green open spaces, among others, are city parks, public cemetery parks, and green lanes along roads, rivers, and beaches*

The distribution of public green open space as adjusted for population distribution and service hierarchy by taking into account spatial structure plans and patterns. The existence of a public green space in an area can improve the quality of life, shape the identity of the community, protect the quality of the environment, increase the economic value of buildings or properties in the locations close to green space, form the "image" of an area and also have a beauty value. The beauty of an area is inseparable from the beauty of the parks and the preservation and green in them. This is considered important because the park as green open space is expected to be able to provide a sense of comfort, tranquility, and beauty for people in an area

. From the description of the function as well as the benefits of the Public Green Open Space above, it will be very useful if the procurement of Public Green Open Space is carried out to the maximum. Before all lands are transformed into multi-storey buildings (shophouses, malls, hotels) which will cause the availability of green open space with functions and benefits that are needed by local residents to decrease, until in the end there is no land for the procurement of the Green Open Space, and the community will receive the impact. This has become a serious concern of the government in managing its city by studying and managing Green Open Space properly and becoming a unity and parallel to the development of the city in supporting sustainable development.

The increase in the area of Green Open Space was carried out according to Regional Regulation No. 3 of 2007 on the Spatial Planning of the Surabaya City which stipulates that the area of public Green Open Spaces was undertaken in stages by 20% of the total area of the city. The Surabaya City Government in terms of providing public open green space continues to carry out its duty to continue to improve the quality and quantity of public open green space to fit the city's greening needs.

Twenty percent (20%) of public green open space consists of various types of public open green space, including parks, green lanes, urban forests, conservation areas and so on. The Public Green Space types of parks and green lanes are important aspects that adorn the Surabaya city and become a reflection of the city of Surabaya. The Public Green Space type of park plays a very important role for a city because parks play a role in the development of urban culture, education and community activity centers as a means of social interaction. The city parks can create beauty and comfort in addition to the park with a variety of existing plants and also the green lane can absorb pollutants from motor vehicles in urban areas. In achieving all this, the parties and related agencies need a strategy to be able to realize them

## II. MATERIAL AND METHOD

Research on the role of the Surabaya city government in establishing the Green Open Space model includes a descriptive study using a descriptive approach. Called descriptive qualitative because (1) the study was conducted in a natural setting, (2) the researcher as a key instrument in the collection and analysis of data, and (3) the study was descriptive, (4), the research was carried out in only one place (Miles and Hubermen, 1992: 137 - 224).

Data collection is done by observation, interviews, and official documents of relevant agencies and online searches. Interviews were conducted with the sanitation office and park authorities. The location of this research was carried out at the Surabaya City Green and Open Space Office by determining the informants as sources of data. The research object is the Green Open Space Model (Green Open Space). To facilitate data retrieval, a purposive sampling technique was used. Check the validity of the data using data source triangulation technique is done by comparing the results of observational data with interview data. The results of interviews with related documents, as well as data analysis through data reduction, data presentation and drawing conclusions.

## III. RESULT AND DISCUSSION

The development of Green Open Space parks and city green lanes have experienced rapid development and the construction is more conceptual and controlled. This is done by optimizing on land designated as Green Open Space. In addition, the development was carried out evenly in almost all areas of Surabaya. Organizational arrangements include the management of Green Open Space (planning, implementation, utilization, and control), institutional, financing, and community participation (Fahrentino, 2003). These components have an enormous influence on the existence of Green Open Space. In achieving the target of public Green Open Space, it requires proper planning. Planning is a process of determining what you want to achieve in the future and determining the stages needed to achieve it, Alder in Rustiadi (2008: 339). Planning that already exists in the Strategic Plan, will be contained in the Work Plan which is a planning document that contains programs or activities needed to achieve development goals, in the form of a regulatory framework and budget framework (Law No.54 of 2010 Concerning Stages, Regarding Procedures Preparation, Control and Evaluation of the Implementation of Regional Development Plans). Planning has a relationship with the goals and objectives to be achieved, so to realize the directed and structured strategy planning is needed. Olsen and Eadje in Bryson (2007:4) define strategic planning as a disciplined effort to make important decisions and actions that shape and guide how to become an organization, what the organization does and why the organization does it. Through strategic planning, it can direct and provide an overview for Government organizations, especially the Surabaya City Green and Open Space Office in managing activities.

The development of Green Open Space of the Government of Surabaya City is currently carried out by the Office of Cleanliness and Green Open Space by managing the parks and green lanes well, in recent times its development has technically led to parks and green lanes that are more conceptualized and controlled with thematic models.

The distribution of parks and city green lanes as a whole starting from Central Surabaya, North, South, East, and West each has parks and city green lanes to balance the ongoing development with the environment. The development of parks and green lanes are marked by the revitalization of several parks and the construction of new parks in areas designated as Green Open Space. The steps taken by the government of Surabaya city to add Green Open Space land is to return the land allotment which was previously on the land standing building then returned to Green Open Space land. From the government effort, 13 gas stations in the Green Open Space allotment had been restored to function by building a number of city parks.

The development of green space continues to increase both in quantity and quality. In quantity aspect, there are hundreds of parks and green belt in the Surabaya city which are scattered in various regions in the city of Surabaya, which used to be more in the city centers, now spread to the suburbs so that each region in the Surabaya city can meet the needs of space Open Green. This is in accordance with the directives of Law No. 26 of 2007 namely, each city must meet the Green Open Space of 30%. Thus, the Surabaya City had been able to provide 30% of various types of Green Open Space of which 30% is in the form of parks and city green lanes. Even in terms of quality the park and green lanes are increasing and the results can be seen today and need to be maintained.

Strategy is an idea of a plan in carrying out an activity, which includes a variety of policies and programs, implementation of development strategies and growth of Green Open Space in Surabaya in accordance with the vision and mission of the Sanitation Office and Green Open Space, while the vision of the Sanitation Office and Surabaya's Green Open Space is "Maintaining a clean, beautiful green ecology-based Surabaya with community participation and integrated IT" (DKRTH, Profil, 2018)

While the mission of the Green and Clean Space Service Office of Surabaya City in order to achieve the vision of the Green Open Space and Cleanroom Service of Surabaya City is:

1. Improving the quality of cleaning and gardening management in an integrated manner with the application of information technology, appropriate technology and environmentally friendly as well as increasing the participation of the community, the private sector, regional, national and international cooperation. This mission statement has the intention, that the Office of Sanitation and Green Open Space seeks to invite and involve parties such as the private sector, especially the community, to improve the quality of cleaning and garden management. Reducing waste from sources is very important and is the key to community-based waste management. This management will be integrated with the application of information technology, appropriate technology and environmentally friendly. So that the environment is maintained cleanliness and sustainability despite using waste management with the latest technology. Regional, national, and even international cooperation with various parties also plays an important and very helpful role in this mission. If many parties have had awareness and participated in waste management, it is not impossible that the condition of Surabaya will be realized with a clean, green and beautiful environment.
2. Improving the management of Green Open Space
   This mission statement has the intention, that the Office of Cleanliness and Green Open Space seeks to maintain the green, beautiful Surabaya based ecology by improving the management of Green Open Space in Surabaya. The Green Open Space managed by Cleaning Service and Green Open Space includes active parks, green lane, and tombs.
   Integrated IT and community participation are also needed by the Cleaning Service and Green Open Space to support the Regional Building and Environmental Spatial Plan which contains: Local Governments must provide 20 percent of land or urban areas for the Green Open Space, plus 10 percent of private green space or property of people who already have control of their land.
3. Improve the quality of efficient Public Street Lighting management by applying information technology and environmentally friendly technology.
   This mission statement has the intention, that in addition to matters of environmental livelihoods, the Cleaning Service and Green Open Space services in carrying out their

duties and functions for the provision of urban utilities one of which is public street lighting. One of the efficient public street lighting management can be done by replacing and installing energy-saving lamps. While the application of environmentally friendly technology one of which is done by Public street lighting is installed with solar panels.

The definition of green open space according to Minister of Public Works Regulation Number 5 of 2008 concerning Guidelines for Provision and Utilization of Green Open Space in Urban Areas is an area of lengthening / lane and or clustering, the use of which is more open, a place to grow plants, both those that grow plants naturally and which is intentionally planted. Another understanding put forward by Hakim (2004), he identified green open space as a space formed because of the need for a place to meet, socialize or communicate between individuals. To accommodate the need for meeting places between individuals, each individual will create various activities in the open space area. Based on the two terms above, the green open space can be concluded as an area that has an elongated and or grouped form that is open (where plants grow) to meet the needs of the community in socializing between individuals.

One of the mission accomplishments, namely 2 missions of the Sanitation Office and the Green Open Room which received an Award Charter from the Indonesian World Record Museum in 2009 was to restore the function of the ex-Public Refueling Station land as a Green Open Space

**Table: Transfer of the function of Ex-Public Refueling Station to Park of Surabaya City**

| No | Name of Parks /Green Lane | Location | Wide (m2) |
|---|---|---|---|
| 1. | Ex-Public Refueling Station Jaksa Agung Suprapto | Jaksa Agung Suprapto road | 831,00 |
| 2. | Elderly Garden of Public Refueling Station Biliton | Raya Gubeng – Biliton road | 1.519,80 |
| 3. | Rainbow Garden of ex-Public Refueling Station Ahamd Yani | Ex- Public Refueling Station Ahamd Yani road | 1.850,00 |
| 4. | Ex- Public Refueling Station Indrapura | Indrapura road – Taman Kalongan road | 1.565,00 |
| 5. | Ex-Public Refueling Station Kombes Pol. M. Duryat | Kombes Pol. M. Duryat road | 1.796,00 |
| 6. | Ex- Public Refueling Station RMI Complex | Komplek Kebun Bibit Bratang | 1.411,00 |
| 7. | Ex- Public Refueling Station Krembangan | Krembangan Barat/Timur road | 1.000,00 |
| 8. | Ex- Public Refueling Station Ngagel Jaya Utara | Ngagel Jaya Utara-Manyar road | 940,00 |
| 9. | Ex-Public Refueling Station Sikatan | Sikatan road–Veteran road | 984,10 |

| | | | |
|---|---|---|---|
| 10. | Friendship Park of Ex-Public Refueling Station Sulawesi | Sulawesi road – Raya Gubeng road | 1.477,00 |
| 11. | fruit garden of Ex-Public Refueling Station Undaan | Undaan Kulon road | 1.254,30 |
| 12. | Ex-Public Refueling Station west Dr. Soetomo | Dr. Soetomo road – Raya Diponegoro road | 637,60 |
| 13. | Ex-Public Refueling Station East Dr. Soetomo | Dr. Soetomo Timur road– Raya Darmo road | 644,00 |

*Source:* Surabaya City Green Cleaning and Open Space Office

Based on the description in the table above, it can be seen that the Government of Surabaya City has succeeded in returning the function of 13 gas stations that are intended for green open space, to become a park in the Surabaya city, both it an active park and a passive park. With the success of returning the function of this public green open space, it will increase the area of Surabaya's Green Open Space (RTH) in accordance with the objectives of green open space structuring activities.

## IV. CONCLUSION

The mission of the Sanitation Office and Green Open Space is to improve the management of Green Open Space and was awarded an Award Charter from the Indonesian World Record Museum in 2009 for successfully restoring the function of the former 13 Public Filling Stations designated for green open space, becoming a park in the city of Surabaya, both being an active park and being a passive park. With the success of returning the function of this public green open space, it will increase the Green Open Space area of Surabaya City in accordance with the objective of green open space structuring activities.

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# The Role of the Kanjuruhan Site in the Geopolitical Map of the Kanjuruhan Kingdom

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*Kanjuruhan Kingdom is a Hindu kingdom that was established in 760 AD in the eastern highlands of Malang. Kanjuruhan Kingdom has a lot of relics including the Dinoyo inscription and historical sites scattered in several areas around Tlogomas, Landungsari and Dinoyo. These sites have various functions such as for worship and offerings. Based on the site of the legacy of the kingdom of Kanjuruhan can be identified locations as the territory of the kingdom of Kanjuruhan. Some of these regions can be known from the inscription textual data found (derived) from the discussed statue showing that in the City and Regency of Malang today, about a thousand years ago (10th century AD) there were at least 3 (three) characters, namely Kanuruhan , Hujung and Tugaran.*
***Keywords:*** *Geopolitic, Site, Kanjuruhan Kingdom*

## I. INTRODUCTION

History is a story of the past that can not be separated from human life. The past is an absolute thing that happened at that time, and history makes the story of the past become an interesting story to be studied and studied together to be learned from the past. (Frederick & Soeroto, 2005: xii). In history, the most important thing that can be used as a source of learning is the existence of historic relics, both inscriptions, artifacts, buildings and literary works made at that time (Kuntowijoyo, 2001: 96). The legacy is a work that must be preserved, because it can be used as a source of original and factual history learning

Malang is a city with a long history of existence. As a student city Malang is also known as a tourist city. This is because so many tourist destinations in the city of Malang that become tourist destinations both domestic and foreign. City of Malang is located on a plateau and surrounded by mountains. In the west there is Mount Kawi, Mount Arjuna in the north and Mount Semeru - Bromo mountain in the east. While the limestone mountain range stretches south of the Malang highlands. This group is a continuation of limestone mountains that stretches in the southern part of Java (Suwardono, 2005: 4).

The Malang plateau was formed because in ancient times the eruption of the mountain that surrounded it led to the rise of the plains that were previously in the form of explosions. That is what causes the air in Malang to cool with an average temperature of 24C. The height of Malang city reaches between 440-460 meters above sea level. The Malang Plateau is surrounded by a large mountain range, also with large, medium and small rivers. Among them is the Brantas river stretching from the Northwest to the South, with springs in the southern slopes of Mount Arjuna. Amprong River, stretching Northeast to South with springs in the Tengger Mountains region. The Bango River also originates from the Arjuna mountain spring. To the east flows the Metro river with a spring that comes from the slopes of the Kawi mountains, as well as the existence of other small rivers which in the past were the center of irrigation and transportation traffic. This is what causes Malang to be geographically fertile and green.

This condition causes the emergence of civilization in the highlands of Malang. Is the Kanjuruhan kingdom that stands in the valley between the Brantas River and the Metro River on the eastern slope of Mount Kawi. This is in line with the theory which states that in the past people in Indonesia adopted an agrarian system, which stated that the emergence of community group activities in the agrarian area in its development was transformed into the center of government (Suwardono, 2005: 4)

Kanjuruhan Kingdom is a Hindu kingdom that was established in 760 AD in the eastern highlands of Malang. This is consistent with the findings in the Dinoyo inscription which states if there is a king named Dewa Singha who ruled a large palace, purified by the fire of Shiva. It is said that Dewa Singha had a son named Liswa, who succeeded him after he died. Liswa ruled the kingdom of Kanjuruhan with the title Raja Gajayana. Meanwhile, the Kingdom of Kanjuruhan has a territory that consists of areas from the western slope to the eastern slope of Mount Kawi (Suwardono, 2005: 4).

The Kingdom of Kanjuruhan has many relics including Dinoyo inscriptions and historic sites scattered in several areas around Tlogomas, Landungsari and Dinoyo. These sites have various functions such as for worship and offerings. In the geopolitical concept of the Kanjuruhan kingdom, it is not known exactly how the origin of the Kanjuruhan kingdom and its relation to the later kingdoms such as the Singhasari kingdom. That's why in this study, researchers wanted to examine the role of the Kanjuruhan site in the Geopolitical Map of the Kanjuruhan kingdom.

## II. MATERIAL AND METHODS

This study aims to uncover the relics of the Kanjuruhan kingdom's sites and their role in fostering historical awareness and local wisdom. The method used is qualitative research, because qualitative research is research to obtain in-depth information about a person's social experience such as attitudes, motivations, beliefs and behaviors from the person's perspective (Pollit, Beck & Hugler, 2001)

In this study, researchers also act as instruments. Explained by Moleong (1989:15) that in qualitative research, researchers can act as natural finders in data collection, in the sense that data collection depends a lot on itself as a data collection tool. Therefore researchers can act as instruments as well as data collectors. In addition to humans, as an instrument in qualitative research other instruments can also be used, but its function is limited to supporting. Therefore, the presence of researchers in the field for qualitative research is absolutely necessary.

Considering that the background of the problem discussed in this study is related to the role of the Kanjuruhan kingdom site, the involvement of researchers in this study is directly through three techniques of collecting data simultaneously and flexibly. This research is located in the city of Malang, where there are many scattered artifacts from the kingdom of Kanjuruhan

## III. RESULT AND DISCUSSUION

### 1.1 General Overview of The Kanjuruhan Kingdom

On the eastern slope of Mount Kawi (according to Regency geographic mapping Malang), rivers that flow east-west or vice versa, not only Brantas River. As mentioned above, for the southern slope area, there is the Lahor River which flows from east to west parallel to the Brantas River. In the eastern part of the city of Malang, the water-eyed Amprong River on Mount Bromo, initially flowing, from east to west, once on the border between the villages Kedungrejo and Kelurahan Cemorokandang Kota Malang, the river turns into to the south to meet the Brantas River in the old town of Malang. The water-eyed Lesti River on the western slopes of Mount Semeru flows from the northeast to the southwest until it meets the Brantas River in the Sengguruh Kepanjen area. In Region west there is River Metro that eyed water from slope east Mountain Kawi, that is area Princi- Batu. River this flowing from west to east, after in area Tlogomas Malang City. River this Turn to the direction South to meet with River Brantas in region Kepanjen. While in region North River that flowing from the direction west to the east namely the Mewek River (Mewek River) which has water from the Karangploso area to the east, meets the river Bango in Arjosari area, Malang City. From the names of the rivers mentioned above, which has an important relationship with the history of social development Malang areas are Metro River, Mewek River, Lahor River, and Brantas River (Suwardono, 2013).

Sungai Metro has a very old historical relationship with the activities of a social group in the Malang area. From the name alone it can be imagined that this river is a river that is considered special at that time. The word metro can be returned as a change from a name in Sanskrit, namely amerta which means 'eternal', 'something eternal', 'deity', 'drink of the gods' (Zoetmulder, 2004: 33). Furthermore, amerta is a drink that can prevent old and dead, also can revive the dead. Amerta is a special drink of the gods (Soekmono, 1985: 43). Giving the name of the metro of this river, which is related to the meaning above, presumably can be related to the preaching of the Dinoyo inscription which was dated in 760 AD about a kingdom which according to the interpretation of the name Kanjuruhan (in Suwardono, 2013).

Regarding the movement of the capital of the Holing kingdom to the east, Poerbatjaraka came to the conclusion that what was meant by Ki-yen and the City of P'o-lu- chia-ssu in Chinese news was King Gajayana whose palace was purified by Putekeswara fire, in Malang, East Java (Poerbatjaraka, 1992: 138-139, 1952: 65_66). Indeed in Malang in the VIII century there was evidence of the existence of the oldest Hindu community. The Dinoyo inscription along with other archeological remains reinforces the fact that in Malang in the VIII century there was a kingdom founded in Hinduism (in Suwardono, 2013: 68).

The Dinoyo inscription was found in the old Dinoyo market yard. The inscription was cut into 3 parts. A large part is in Dinoyo, while 2 other small parts are found in the rice fields of Merjosari residents (1.5 km west of Dinoyo). Seeing this Dinoyo inscription that in the area of Malang around the VIII century there was a kingdom called Kanjuruhan. It is located around Dinoyo-Merjosari-Tiogamas now. In these three areas many ancient building sites are found that point to the VIII century. Such as sites and temple building fragments, patirthan (now a Dinoyo

PDAM water tendon), brick foundations, fragments of a building, statues, and metal objects from gold and bronze.

While temple buildings contemporaneous with the Dinoyo inscription (located ± 3 km, south of Dinoyo) are the Badut Temple and Karang Besuki Temple. Badut Temple has the characteristics of VIII century bathing architecture. Likewise, the Karangbesuki Temple now only has its base. However, seen from the statues, some of which are found to show the same style as the temple of the Clown. The statue is a statue of Ganesha and Siwahuru which is also often referred to as the Agastya Receipt.

According to de Casparis, this Kanjuruhan kingdom was once conquered by the ancient Mataram Kingdom, and its descendants remained in power as regional ruler with the title Rakyekan Kanjuruhan. Proved when the IX century in Java Timur appeared a position of the Kanjuruhan people, which had never existed before the ancient Mataram kingdom. This position is found in the Balingawan inscription (891 AD), Sugih Manek inscription (915 AD), and inscription unemployment (928 AD). The title Kanjuruhan also found among short writings on one of the ancillary temples of the Temple Prambanan on the east row (Casparis, 1949: 449). Maybe as the regional ruler in the ancient Mataram Kingdom, he donated a temple perwara at Shiva's Prambanan in Prambanan. Rakryan Kanjuruhan began to appear as officials in the central government hierarchy since Pu Sindok era. At the time the Dharmawangsa Airlangga government he was the most important official after the sons of the king, this situation he came first from the mark rakryan ring pakira- kiran (palace official).

### 1.2 Dinoyo Inscription Contents And Translation

Dinoyo's inscription reads as follows:

*svasti śakavarsātita 682*

*āsin narapatir dhimān devasimhah pratāpavān yena guptā puri bhāti putikeśvara pāvitā*

*limvo'pi tanayas tasya gajayāna iti smrtah raraksa svargate tāte puram kāňjuruhan mahat*

*limvasya duhitā jajne pradaputrasya bhupateh uttejeneti mahisi janani yasya dhimatah*

*anandanah kalaśaye bhagavaty agastye bhakto dvijāti hita krt gajayana --. pauraih sanāyaka ganaih samakārayat tat ramyam maharsi bhawanam valahājiribhyah*

*purvaih krtām tu suradāru mayim samiksya kirtipriyah kalaśaya pratimām manasvi ājňapya śilpinam aram sa ca dirghadarśi krsnādbhutopala mayim nrpatiś cakāra*

*rājňāgastyaś śakābde nayana vasu rase margasirse ca māse ardrarksye sukra vāre pratipada divase paksa sandhau dhruve ca rtvigbhir vedavidbhir yativara sahitais sthāpakādyaih sapauraih karmajňaih kumbhalagne sudrdha matimatā sthāpitah kumbhayanih*

*ksetram gāvah supustā mahisa ganayutā dāsa dāsi purogāh dattā rajňā maharsi pravara caru havis snāna sammārjanādi vyāpārārtham* *dvijānām bhavanam api mahad danturam cādbhutam ca*

*viṡrambhāyātithnām yava-yavika-sayya cchādanaih suprayuktam ye bāndhavāh nrpasutāṡ ca samantrimukhyāh dattau nrpsya yadi te pratikūlacittāh, nāstikya dosa kutilā narake pateyuh, nāmutra neha ca gatim paranam labhante vamṡyā nrpasya rucitā yadi datti vrddhau āstikya ṡuddha matayah krta vipra pujāh dānādya punya yajanād dhyayanādi ṡilāh raksantu rājyam atulam nrpatir yatahivam.*

Translation:

Happy year Saka has been going 682

There was a wise and very powerful king, the god Simha, his name keep his sparkling palace purified by the fire

His son is the Limwa namaya, also known as Gajayana, after ramanda returns to heaven, the Limwa is the one guarding his big palace called Kanjuruhan

The Limwa gave birth to a daughter, who by ramanda the raha was given a name the Uttejana, a royal princess, who wanted to continue the family wise ramanda

The King Gajayana, who gave peace to all the Brahmins and loved by his people, devoted to the noble Agastya, with all the rulers of the land and its inhabitants he made a place very good for the maharesi to destroy diseases that eliminate power (spirit)

After he saw the statue of Agastya which was made of sandalwood by the ancestors, the generous king and lover of fame ordered the clever painter to make (the statue of Agastya) out of beautiful black stone, so that he could always see it

On the orders of the king who was very determined, the Agastya (statue), also called kumbhayoni, was established (with great ceremonies and salvation) by Rigweda experts, other Vedic experts, great brahmins, prominent priests and other citizens of the field of intelligence, at 682 Saka Margasideshow, Friday the 1st half of the day.

Also presented by the king a portion of land with fat cows and a number of buffaloes, with several male and female slaves, and all the necessities of life to prominent priests, such as soap, baths, ingredients for salvation and serving-food, as well a large house that is very full (furnishings) for guest accommodation of Brahmins with clothes, beds, barley rice, and others.

Whenever there is a family (kingdom) or son of the king and all the princes of the country intend to violate or do evil, the sinners do not heed (the rules) of the king's gift, may they fall into hell, let them not have a noble fate, both in the end and

in this world
(On the contrary) when the family of the king, who was excited
about the development of the hadih, heeded it with a pure
mind, paid homage to the brahmins, and behaved in worship,
then because thanks to salvation, that kindness and
prosperity hope that they will guard this incomparable palace
like the king guarding it (Poerbatjaraka, 1952; 63-64; Bosch, 1924; 227-231)

### 1.3 Kanjuruhan Site in the Geopolitical Map of the Kanjuruhan Kingdom

Based on the site of the legacy of the kingdom of Kanjuruhan can be identified locations as the territory of the kingdom of Kanjuruhan. Some of these regions can be known from the inscription textual data found (derived) from the discussed statue showing that in the City and Regency of Malang today, about a thousand years ago (10th century AD) there were at least 3 (three) characters, namely Kanjuruhan , Hujung and Tugaran. As explained above, the existence of the three characters is known based on information about the presence of Rakai officials from the three regions of Apanage (Rakai Kanjuruhan, Rakai Hujung and Rakai Tugaran). In addition there is also information about a number of low ranking officials who work under the authority of each of these rakai.

#### 1.3.1 Watak Kanjuruhan

The oldest information about the existence of watak kanuruhan has at least been recorded in the written source of the Balingawan inscription, at least it has been recorded in the deaf source 813 Saka / 891 AD of the Daksa king (Brandes, 1913: 22-25). In the inscription written a high official. i.e. walak Kanjuruhan pu huntu (Pu Huntu, the ruler of the naivety (waiak) kanuruhan). During the reign of the King of Sindok, the office of Raku kanuruhan was replaced by Dyah Mungpang (OJO XXXVIII).

According to de Casparis as quoted by Sumadio (1977) it is said that Kanuruhan is identical to Kanjuruhan in the inscription Dinoyo 682 Saka / 760 AD which now turns into Kejuron. According to the author, even though the place called Kejuron is in the territory of Kannal character, it does not mean that the name Kanjuruhan must be accepted as an equivalent of Kanuruhan. On paper, their writing in Old Javanese script shows the difference. On the other hand, the word base the two names are not the same. If the two are considered identical then it is questionable whether the dark period between the Dinoyo inscription and the Balingawan inscription which covers 131 years can be simply ignored. In my opinion, it is not impossible in this period that there were two major events, namely the destruction of the kingdom of Kanjuruhan and the birth of the Kanurung kingdom, the use of Kanjuruhan in a relatively similar region. It must be admitted that the emergence of other possibilities is very open (in Lutfi; Journal of Historical Science)

Watak kanuruhan presumably was in the central area of the city of Malang. The estimation of the area can be seen from the boundaries which are as far as certain accuracy. The boundaries are to be seen from the angle of the wind direction of sound change and have a level at the angle of the direction of the eye with the character of

Tantai. will be around the nut with M. place markers. Probably the sound of Balingawan. In this village there is also a Wendit petirtaan site and a former temple site in the middle of the village tomb.

The border on the southeast side is estimated to be around the village of Madyopuro. The southern boundary may also still belong to the Tugaran character area, but the border area is unclear considering that an inscription to date has not yet been discovered. The western boundary may be around Dadaprejo Village. In this village, precisely in the hamlet of Ngandat, a 846 Saka / 924 AD (OJO XXXI) inscription from the Rake Sumba Dyah Wawa king was found. This inscription is now called the Minto inscription because it is a collection of Lord Minto House in London, England. It's just a shame the character's name was illegible because it was worn out. The north side is apparently bordered by Hujung's character, and so is the northeast side. The northern boundary which is the border area of the two characters may be around the Polowijen Village. This matter of name (toponymy) raises serious attention. It is not wrong to assume that it is a change of sound from Panawijyan or Panawijen as contained in the inscriptions of Wurandungan 865 Saka / 943 AD (OJO L) and the Pararaton Book (Padmopuspito, 1966). From this book, among others, it is known that Ken Dedes came from Panawijen Village. (in Lutfi; Journal of Historical Science)

The ancient villages in the Kanjuruhan character area whose location is still traceable are Waharu, Balingawan, Panawijyan, and Bantaran. This tracking is done through the process of finding a match between the name of the woman in the inscription with the toponimi both recorded on the map and those still alive in the oral tradition. In addition, tracking was conducted on the spot survey and interviews with community members. *Wanua i waharu* maybe today it is called Lowokwaru which is located in the Lowokwaru sub-district. Changing the name from waharu or waru to Lowokwaru would not be excessive or become a common symptom. Such changes also occur in other cases, for example the village of Rejo Kidal (where the Kidal temple is located) originates from the Kidal naina as the place of Anusapati's dharma contained in the Pararaton Book. In addition to the explanation, there are also a number of villages beginning with the word Lowok, namely Lowok Suruh, Lowok Jati and Lowok Dara. The word lowok in vocabulary. Javanese word (New), one of the meanings is flower. S As for the women, the balingawan would have been transformed into Mangliawan, a village in the Pakis sub-district. The process of changing this name does not happen immediately. It is very possible that the process began from Balingawan to Malingawan. Then it turned into Manglingawan and finally Mangliawan. The position of the Mangliawan village on the Malang-Tumpang axis which is known to have a fairly high archaeological density is very supportive of its existence as an ancient village. Besides that, in this village location also found quite a lot of iconographic remains, among others, which are still stored in the Wendit Recreation Park and in the area of the grave (kramalan) Mangliawan village. Thus it is no exaggeration to raise the allegation that this location is a former ancient village that was formerly named Balingawan. (in Lutfi; Journal of Historical Science)

*Wanua i panawijyan* it is strongly suspected that at this time it was the village of Polowijen as alluded to in the discussion of the previous character. Sound changes through the exchange of consonants n and p in Javanese are presumably frequent language events. The sound change in the vowels from a to o is caused by changes in the sound of the alphabet (alphabetical arrangement) used from the Old Javanese alphabet to New Java. In addition to the proximity of the name element, in this village there are also a variety of archeological remains which corroborate the allegations above. Archaeological remains that can still be found in this place include former settlements that are rich in foreign ceramic fragments and earthenware vessels, remnants of stone clumps and whitewater (underground waterways). The name Panawijyan is written on the inscription Warandungan 865 Saka and written as Panawijen in the Pararaton. In Pararaton, it is depicted how important the existence of this village is because there live or are a college (mandala / kadewagurwan) led by MPU Purwa. He has a daughter named Ken Dedes. This daughter was later made a wife by Akuwu Tunggul Ametung who ruled in Tumapel. From this brief exposure to the data it can be drawn a hypothesis that panawijen women have been inhabited since at least the 10th century until now (in Lutfi; Journal of Historical Science)

*Wanua i bantaran* which is also called pedestrian base may be the Bantaran sub-district in the Blimbing sub-district area. Seeing the similarity of this name, it is very possible that what is meant by the banks is the same place as well. from its location which is adjacent to Lowokwaru (Wuaua I Waharu), the allegations above become stronger. besides that there is still a village called Bunulrejo in Lowokwaru sub-district. see from the name it could be connected with an inscription from the syndicate mass carried out on the orders of the kanakai rakai, namely the rampal inscription 856 saka / 934 M. This inscription is called the kanasti inscription by sedyawati (1985) the contents of this inscription regarding the giving of sima by rakai kanurahan for pu Bulul with compensation perform certain obligations. Interesting attention to the existence of a place name that is likely derived from the name of the recipient of sima, namely Bunul. This name is probably derived from Bulul with a case of consonant exchange 1 and n, as in the case of Panawijen and Polowijen (in Lutfi; Journal of Historical Science).

In addition to these villages, far in the southern Malang region there are Turen sub-districts. This name reminds us of the inscription Turyyan 851 Saka, who was in the village Turen District Responsibility. Although the name of the village where the inscription is located has changed completely, it seems that the ancient name has remained the name of a district.

### **1.3.2** Watak Hujung

The character of Hujung is generally around the Singosari, Lawang and Jabung districts. As mentioned above, the southern boundary is Polowijen. The eastern boundary is probably in the village of Wonorejo. In this village there is a hamlet (village) named Blandit. According to de Casparis (1940) the name of this hamlet is identical to the name Walandit, Balandit or Walandet in a number of inscriptions from the 10th century and the 14th century. This Blandit hamlet used to have a large role during the reign of the king of Sindok to Hayam Wuruk as stated in the inscription Lingga Suntan 851 Saka / 929 AD, Muncang 866 Saka / 944 AD, Jeru-jeru 852 Saka / 930 AD, -Rolls 857 Saka / 929 929 AD and the inscription of Walandit (without years) from the Majapahit period. The boundaries of the north and west sides have yet to be estimated because inscription data expected to provide information about it have not been found. There is only a small note, for the western boundary may be on the eastern slope of Mount Arjuna given its presence in the west side of Singosari sub-district. Perhaps the northern side of Hujung's character is bordered by onion's character. . This can be explained by the existence of insitu Cunggrang 851 Saka / 929 AD inscription in the Holy village of Gempol sub-district of Pasuruan district (in Lutfi; Journal of Historical Sciences).

Regarding the existence of Balandit or Walandit villages, the opinion of de Casparis (1940) above cannot be doubted anymore. But there is one big question about this village, which is why the village that used to have a very important role today does not have a legacy except for the name that still remains. While the name of woman I Jeru-jeru would still be left as Jeru village, which is located approximately one kilometer north ofthe town of Tumpang sub-district.

The name Lingga Suntan as a village cannot be found anymore at this time. Based on the news of the origin of the Lingga Suntan inscription, first discovered in the village of Lowokjati, plus the size of the stone inscription, presumably it can be accepted by de Casparis (1940) that the village was originally named Lingga Suntan. In addition, the location of this village is not too far (+ 5 km above the map) to the northwest of the Blandit hamlet as one of the women of the siring.

### **1.3.3** Watak Tugaran

The existence of the character of the Tugaran known through two indicators, namely (1) the presence of a rake official in charge of the Tireless, (2) the existence of a number of positions at the same level and two levels below the rake who served in the Tugaran area (patih i tutut, rakra interpreter restoration). The layout of this character at least for the northern part is believed to be in the Kedungkandang sub-district, especially the Lesanpuro village. In this village there is Tegaron's village, which is very close to Tugaran. On the basis of the proximity of the sound and writing elements it is estimated that both are the same. Then it can be suggested that this place used to be the center of government activities for the Tugaran character.

The boundary of Tugaran territory on the north side is Hujung's character. The new side is limited by the character of Kanjuruhan with unclear border areas. The east side is bounded by the western slopes of Mount Semeru. The south side is bordered by another character whose name is unknown. But the existence of this character is supported by the existence of the inscription Turyyan 851 Sakaly, M in the Village of Tanggung, District of Turen. although the writing of the name wenn on this inscription is worn out that it cannot be read, the war's name is Turyyan. The name of the village where the inscription was founded has changed, fortunately the original name has remained as a sub-district name. Too bad the name of the village of Kulowara which is also written on it now cannot be traced to its existence.

## IV. CONCLUSION

Based on the theoretical basis and supported by data analysis of test results of research instruments, it can be concluded as follows: First Kanjuruhan Kingdom is the first kingdom in East Java that still needs a lot of study and discussion. And The next chapter The Kingdom of Kanjuruhan still needs a lot to be developed both as teaching materials and learning media.

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# Critical Reading Strategies for Improving Students' Reading Achievement in an Informatics engineering Classroom: An Action Research

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*Critical reading strategy is the reading strategy used for activating students' critical thinking; meanwhile it can assess some information needed in reading texts. the following critical reading strategies are suggested by Tovani to help the reading process. Critical Reading Strategies gives a significant effect to some learning activities. The research design of this study was classroom action research (CAR). Each action was conducted in the form of cyclical process referred to Kemmis' and Mc Tanggart's model, which comprises four main steps namely: planning, acting, observation the action, and reflecting on the action. The findings of the research there was Improvement of students' reading Comprehend. The result was among 38 students, there were 34 students (89%) who gained 10 points or more as their improvement in reading comprehend, whereas 4 students (11%) had not achieved the minimum criteria yet. The implementation of Critical Reading in cycle 2 showed that the students' participation got 89% or "Very Good" criterion. It can be concluded that the implementation of Critical Reading strategy can improve students' achievement in reading comprehension and create an attractive and joyful atmosphere during teaching and learning process.*

***Keywords**: Critical Reading, Reading Comprehension, Classroom Action Research.*

## I. INTRODUCTION

Reading is a literacy skill that is very important to be obtained in order to exist in this modern era. According to Harvey J (2008), lack of reading skills will lead to poverty, low life expectancy, political oppression, and underdevelopment. Therefore, reading is not only important for daily survival, reading skills are also demanded in business and industry, higher education, and politics. In other words, reading proficiency is necessary for success in all academic subjects (Strang: 1967). According to Anderson, 1999; Huckin & Bloch, 1993 stated that Reading has been considered the most important skill for foreign English learners in academic contexts especially at the tertiary level because they need to access professional knowledge written in English. According to Bond and Wagner (1963: 5) reading is a process through which the reader tries to share a writer's point of view, idea, and experiences in order to communicate with the writer.

Reading becomes a significant skill that needs to be given to understanding written texts in English. At present, an education is forced to change the concept of thought. The various challenges students will face also affect teaching plans and learning methods. There are two categories of problems found by researchers after analyzing the results of pre-research, researchers identify problems during reading activities in class. The first category is the problem of students' reading comprehension. The first problem is students have difficulty deducing the meaning of certain words in the text, the two students have difficulty identifying the main ideas of the text, the three students have difficulty finding implied information from the text, the four students have difficulty finding explicit information from the text. And the second is the low reading comprehension of students identified from their pre-test scores which are mostly unsatisfactory.

In this case, lecture's role is very important to help students to think innovatively, creatively, adaptively, and flexible. There are many techniques, approaches, and methods of teaching. They are language learning, silent way, total physical response, natural, approach, communicative language teaching and many more. These techniques, approaches, and methods of teaching can be used for teaching English language. In this case, the lecture's role is really needed, they should have strategies to make the students interest in learning reading comprehension. Based on the reasons above, the writer chose reading strategies to improve students' reading comprehension. As known, that reading strategies will help the readers in understanding well and be good understanding in reading texts (Celce-Murcia, 2001: 191 – 192); moreover, in this case the writer used reading strategies to improve students' reading comprehension. The reading strategy used is Critical Reading Strategies. It is chosen because there are some findings show that the Critical Reading Strategies gives a significant effect to some learning activities (Meraj and Maryam Talebi, 2015; Hosseini, 2012; and Akin et al, 2015). As known that there are many reading strategies in Critical Reading Strategies that can be used to gain the information from the texts that have been read by the students.

Critical reading strategy is the reading strategy used for activating students' critical thinking; meanwhile it can assess some information needed in reading texts. Critical reading refers to the way or the process in which the students and teachers interact in the classroom to practice a comprehension. Critical reading strategy is the reading strategy used for activating students' critical thinking; meanwhile it can assess some information needed in reading texts. Critical reading refers to the way or the process in which the students and teachers interact in the classroom to practice a comprehension.

## II. MATERIAL AND METHODS

Hammer (1998) suggests three main steps in designing reading activity. They are pre-reading, whilst-reading and post-reading. According to Harmer (1998), pre- reading activity is activities before reading. This activity is important to establish the purpose of reading and to evoke students' prerequisite knowledge or content schema as well as to increase students' interest (Aebersold and Field, 1997). Whilst-reading is the main step then the students read for comprehension. And after that, the students do the post-reading activity to monitor their comprehension.

Moreover, Olszowy (2009) mentions some ideas to assist students become successful critical reader. She illustrates the ideas of the reading process as the figure below:

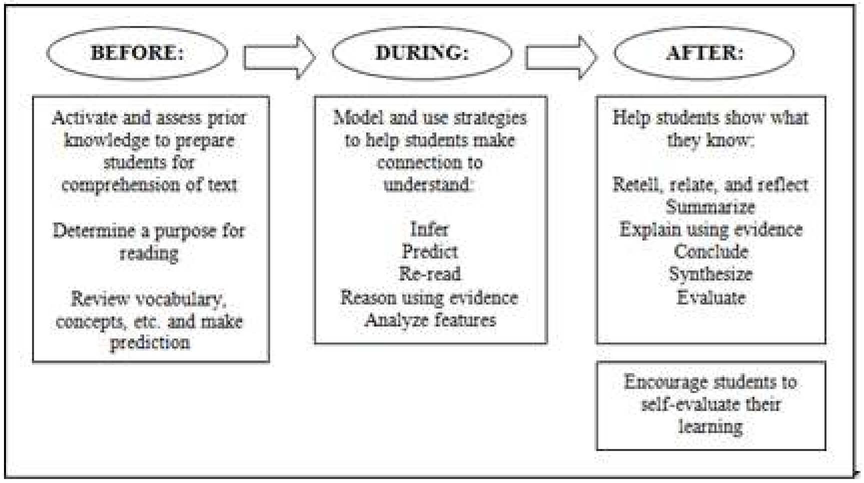


**Figure 1:** Reading Process (Olszowy, 2009)

The research design of this study is classroom action research (CAR). The researcher directly works together with one of the English lectures to help conducting the research as well as to cope with the students' problems, investigate and note the class happens, the students' actions at the teaching reading skill during school hours.

The data in the study are from the actions in pre-test, cycle 1 and cycle 2 given to the students in class. Each actions is conducted in the form of cyclical process referred to Keemmis' and Mc Tanggart's model ( McNiff, 2002:45), which comprises four main steps namely: planning, acting, observation the action, and reflecting on the action.

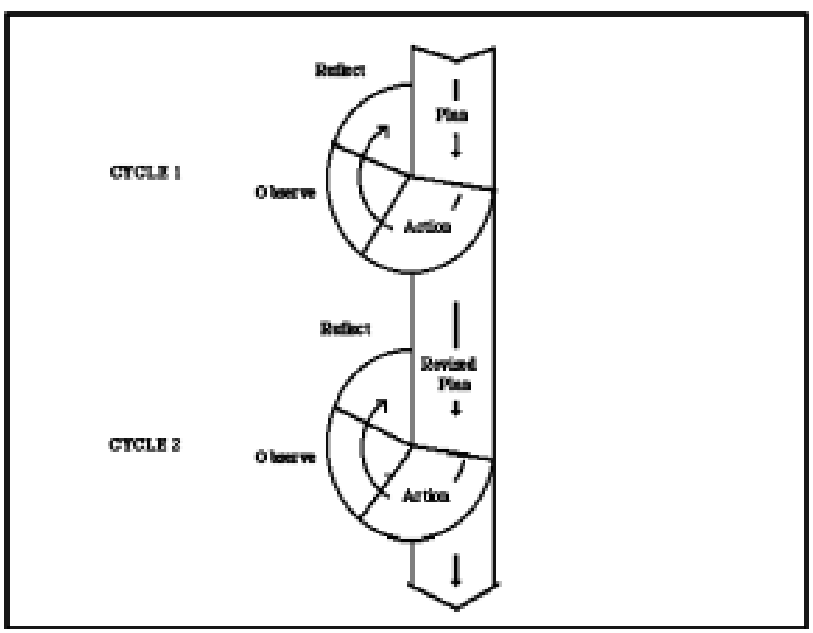


**Figure 2:** Action Research Procedure

This research conducted at Informatics Engineering of Islamic University of Lamongan on Jl. Veteran No. 53 A Lamongan, Informatics Engineering is one of study program in Engineering faculty. This subject was choosen because the students showed low achievement in reading comprehension. And the realization of the action consists of: the first was planning, the first step to learning with teaching preparation designing by the researcher. The preparation made by the researcher before actions of the cycles were given to the students in class. They were some instruments concerning with (1) designing suitable teaching, (2) making the lesson plan or RPP, (3) determining the using media, (4) designing observation sheets for both the teacher and the students and interview (5) setting. criteria. of success, and (6) designing tests given to the students. The second was implementing of action, the acting was the second step deals with the implementation of the Critical Reading in reading comprehension covered the three phases of reading activities: Pre-reading, whilst- readin g, and post-reading. The third was observing, this activity was carried out to observed the lecture's and the student's activities during the learning-teaching process and the last was reflecting. In this stage, the researcher discussed and analyze about how is the students' skill in reading comprehension after the strategy developed in this research implement in the class and also discussed about the factors that might be caused of unsuccessful score got. The score data was compared to the indicators of the criteria of success.

## III. RESULT AND DISCUSSION

### Finding in Cycle 1

The activities of the action were integrated into three reading phases: pre- reading, whilst-reading, and post- reading. The actions would be focused on improving the students' skills. In this cycle, the planned pre-reading activities were predicting and brainstorming, the whilst-reading in this cycle covered engaged reading activities. These activities were then followed by post reading activities which included answering questions, discussions and retelling.

The reading test was conducted to the students after the implementation of the strategy in Cycle 1 consisting of three meetings. The results of the preliminary study showed an increase in students' reading comprehension with a score of 70.4, there were 17 students (45%) out of 38 students in the informatics engineering class who could pass or achieve a minimum reading value (KKM) 75. This meant there were 21 students (55 %) of those who are still under the KKM.

In cycle 1 there was an increase in students' reading comprehension and the value was 76.2. The result was that among 38 students, 27 students (71%) had reached the KKM, while 11 students (29%) had not reached the minimum criteria. Although the scores of students in reading comprehension in Cycle 1 have not met the criteria for success, in general the application of the Critical Reading Strategy can improve the achievement of reading comprehension. Table 1.1 shows a recapitulation of improving student achievement in cycle 1 after preliminary study.

Table 1.1. Improvement of the students' Score in critical Reading in Cycle 1

| Score Range | Preliminary study | | Cycle 1 | |
|---|---|---|---|---|
| | **Frequency** | **(%)** | **Frequency** | **(%)** |
| 55-65 | 11 | 29% | 2 | 6% |
| 66-74 | 10 | 26% | 9 | 23% |
| >75 (KKM) | 17 | 45% | 27 | 71% |
| **Total** | **38** | **100%** | **38** | **100%** |

Based on the result of observation in the implementation of Critical Reading in cycle 1 showed that the students' participation got 71% or "Good" criterion. Most of the students have good attention to follow the teacher's instruction although sometimes they lose their concentration. The students cooperate with their group for solve the problem when the process reading comprehension using Critical Reading.

**Reflection in cycle 1**

In general, actions in Cycle 1 went quite well. The students were participated in all the activities, they showed interest in the activity. the researcher conducted reflection to evaluate the teaching and learning process. In cycle 1 the researcher still found the problems faced by students. Some students have difficulty understanding the meaning of the text, some of them lose concentration. the average value in cycle 1 is 76.2 where 71% of students reach KKM and 29% of students do not reach KKM. This means that these results have not yet reached the success criteria because the success criteria of this study are 85%. These data were included in the "Good" criteria. So, the researcher needed to apply Critical Reading in cycle 2 to achieve success criteria.

**Revise Cycle 1**

After analyzing the reflection of cycle 1. so, the researcher had to do the next cycle in order to reach the criteria of success with did some reviews so the implementation in cycle 2 more effectively. The researcher revised new lesson plan in the different example of recount text and developing the strategy. Keep using the main strategies of critical reading, Provide the students with some choices of answers and reformulate the questions as needed. Perform reading aloud during whilst reading.

**Result in Cycle 2**

The second cycle was done after reflecting of the result in cycle 1. The researcher did it based on some consideration from the teacher and design new lesson plan in cycle 2. The students' mean score was 76.3 in cycle 1 and 10 students failed reach the KKM. Meanwhile, in the cycle 2, students' mean score improved to 8.2 and

4 students failed reach the KKM. Based on the result of observation in the implementation of Critical Reading in cycle 2 showed that the students'

participation got 89% or "Very Good" criterion. Most of the students have good attention to follow the teacher's instruction. The students cooperate with their group for solve the problem when the process reading comprehension using Critical Reading strategies.

After the Implementation of Critical Reading strategies for reading Comprehend in Cycle 2 of three meetings. There was Improvement of students' reading Comprehend. The result was among 38 students, there were 34 students (89%) who gained 10 points or more as their improvement in reading comprehend, whereas 4 students (11%) had not achieved the minimum criteria yet. Though the students' score in reading comprehend in Cycle 2 fulfilled the criteria of success, in general the implementation of Critical Reading Strategies could increase the achievement of reading comprehend. Table 1.2 shows the recapitulation improvement of students, achievement in reading comprehend from the cycle 1 to the reading test after the implementation in Cycle 2.

Table 1.2. Improvement of the students' Score in Critical reading in Cycle 2

| Score Range | cycle1 | | Cycle 2 | |
|---|---|---|---|---|
| | Frequency | (%) | Frequency | (%) |
| 55-65 | 2 | 5% | 0 | 0% |
| 66-74 | 9 | 24% | 4 | 11% |
| >75 (KKM) | 27 | 71% | 34 | 89% |
| **Total** | **35** | **100%** | **38** | **100%** |

## Reflecting

Based on the data which the researcher got in cycle 2, it can be conclude that the implementation of Critical Reading Strategies could improve the students' reading comprehension. The students' participation and the students' score could improve than the first cycle and the result had reached the criteria of success in this research. So, the researcher did not need next cycle to improve students' reading comprehension.

## IV. CONCLUSION

After conducting Classroom Action Research (CAR) for implementing of Critical Reading strategy in teaching reading comprehension for two cycles, the researcher can conclude that CSR strategy can improve students' reading skill at Informatics Engineering. It was shown by the result of test there were improvement in every cycle. All of them enjoy when the teaching learning process of Critical Reading strategy in the class. it can be concluded that the implementation of Critical Reading strategy can improve students' achievement in reading comprehension and create an attractive and joyful atmosphere during teaching and learning process.

**Suggestion**

Based on the result of this research, this research can be used as an alternative method to overcome students' problem in comprehending the text and the students' get good achievement also an attractive teaching and learning process. For students, they have to be more serious in learning English especially in reading. For the researcher itself, this research was not perfect yet, the researcher needs to practice more in order to be able to compose a perfect research to increase the quality of a teaching and learning process.

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# Social, Cultural and Political Conditions in Malang Before Kanjuruhan Kingdom

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*The mountains surrounding Malang were initially in the form of a very large active volcano in the shape of a strato. Identify if the mountains that surround Malang are active volcanoes which are very in accordance with the rock conditions in Malang. Ancient lake igir-igir in the form of mountain clusters that surround Malang, such as Mount Arjuno. Welirang, Anjasmoro, Kawi, Mountain, Semeru and the Southern Kapur Mountains. Malang Plateau has extraordinary potential to give birth to civilization. The nature is a combination of mountains, valleys and rivers, which made it possible for the birth of great works of the past, including cultural works based on agro-economics.*

***Keywords:*** *Social, Cultural and Political Conditions, Pre-History*

## I. INTRODUCTION

Malang is a city with a long history of existence. As a student city Malang is also known as a tourist city. This is because so many tourist destinations in the city of Malang that become tourist destinations both domestic and foreign. City of Malang is located on a plateau and surrounded by mountains. In the west there is Mount Kawi, Mount Arjuna in the north and Mount Semeru - Bromo mountain in the east. While the limestone mountain range stretches south of the Malang highlands. This group is a continuation of limestone mountains that stretches in the southern part of Java (Suwardono, 2005: 4)

The Malang plateau was formed because in ancient times the eruption of the mountain that surrounded it led to the rise of the plains that were previously in the form of explosions. That is what causes the air in Malang to cool with an average temperature of 24 C. The height of Malang city reaches between 440-460 meters above sea level. The Malang Plateau is surrounded by a large mountain range, also with large, medium and small rivers. Among them is the Brantas river stretching from the Northwest to the South, with springs in the southern slopes of Mount Arjuna. Amprong River, stretching Northeast to South with springs in the Tengger Mountains region. The Bango River also originates from the Arjuna mountain spring. To the east flows the Metro river with a spring that comes from the slopes of the Kawi mountains, as well as the existence of other small rivers which in the past were the center of irrigation and transportation traffic. This is what causes Malang to be geographically fertile and green.

This condition causes the emergence of civilization in the highlands of Malang. Is the Kanjuruhan kingdom that stands in the valley between the Brantas River and the Metro River on the eastern slope of Mount Kawi. This is in line with the theory which states that in the past people in Indonesia adopted an agrarian system, which stated that the emergence of community group activities in the agrarian area in its development was transformed into the center of government (Suwardono, 2005: 4). Malang Plateau has extraordinary potential to give birth to civilization. The nature is a combination of mountains, valleys and rivers, which made it possible for the birth of great works of the past (Mustopo, 1984: 6), including cultural works based on agro-economics. The topsoil, water sources and ancient rivers that cross Malang, such as Brantas, Metro, Bango and Amprong, are fertilizing factors. Therefore it can be understood if since that time has begun to be found signs of Ancient Purba in Malang. This event also triggered the formation of early settlements in Malang, which is based on an agricultural economy. Malang became a vast agricultural and plantation area, which grew wider when it entered the era of history.

## II. METHODS

This study aims to uncover the relics of the Kanjuruhan kingdom's sites and their role in fostering historical awareness and local wisdom. The method used is qualitative research, because qualitative research is research to obtain in-depth information about a person's social experience such as attitudes, motivations, beliefs and behaviors from the person's perspective (Pollit, Beck & Hugler, 2001).

In this study, researchers also act as instruments. Explained by Moleong (1989:15) that in qualitative research, researchers can act as natural finders in data collection, in the sense that data collection depends a lot on itself as a data collection tool. Therefore researchers can act as instruments as well as data collectors. In addition to humans, as an instrument in qualitative research other instruments can also be used, but its function is limited to supporting. Therefore, the presence of researchers in the field for qualitative research is absolutely necessary.

Considering that the background of the problem discussed in this study is related to social, culture and politics before Kanjuruhan kingdom, the involvement of researchers in this study is directly through three techniques of collecting data simultaneously and flexibly. This research is located in the city of Malang, where there are many scattered artifacts from pre historic.

## III. RESULT AND DISCUSSUION

### 3.3.1 An Overview Paleo Ecological of Malang

Malang is a city with a long history of existence. As a student city Malang is also known as a tourist city. This is because so many tourist destinations in the city of Malang that become tourists destinations both domestic and foreign. Malang city is located on a plateau and surrounded by mountains. In the west there is Mount Kawi, Mount Arjuna in the north and Mount Semeru - Bromo mountain in the east. While the limestone mountain range stretches south of the Malang highlands. This group is a continuation of limestone mountains that stretches in the southern part of Java (Suwardono, 2005: 4)

In the prehistoric era, precisely before the time of Plestosin until the beginning of Holosin, Java Island was still in the form of land and shallow seas, formed by deep basins. Among the places on the island of Java, there is the Malang region, which at the time of Plestosin (Lower Plestosin to the beginning of Upper Plestosin) was still a deep basin, which was formed due to mountain bites and mountains, such as: (a) Peg. South Kapur in the south, (b) G. Kawi and Kelud in the west, (c) Anjasmoro, Welirang and Arjuna Complex in the northeast and north, (d) Tengger Complex in the east (Bemmelen, 1949: 550- 551,571). Eventually the deep basin in Malang merged with the deep bay between Blitar-Kediri to the Brantas Delta, which is now a vast lowland.

The mountains surrounding Malang were initially in the form of a very large active volcano in the shape of a strato (Bemmelen, 1949). Identify if the mountains that surround Malang are active volcanoes which are very in accordance with the rock conditions in Malang, in the form of the formation of young quartered volcanoes, which include volcanic breccias, lava tuffs, tuffan breccias, anglomerates, and lava (Santosa & Suarti, 1992). Rocks like this generally come from volcanic regions. Due to a great eruption, the top of the cone was destroyed, leaving a vast caldera. Over time the hole in his cavity was blocked, so the caldera turned into a large lake. Ancient lake igir-igir in the form of mountain clusters that surround Malang, such as Mount Arjuno. Welirang, Anjasmoro, Kawi, Mountain, Semeru and the Southern Kapur Mountains.

Near the end of the Plestosin period, some ancient volcanoes on Java, such as Arjuno, Anjasmoro, Penanggungan and Kawi, were no longer active. Only Welirang, Semeru and Kelud are active volcanoes. In the previous period, namely the beginning to the middle of Plestosin, the deep basins in Malung were not inhabited by humans. At that time the natural conditions were still fierce, still in the form of lava flows and hot lava flows due to volcanic activities of Mount Kawi, Arjuno and Semeru Purba (Daldjoeni, 1984: 75-76).

Entering the rainy season, dalarn basins in the vast valley filled with water, which flows into it through the slopes of the mountains around it leading to a number of rivers, thus forming ancient swamps. Gradually the ancient swamps turned into ancient lakes, which Daljoeni (1902) colored "Malang Ancient Lake". According to him, the geological history of Malang can be compared to "Purba Lake Bandung." When Malang's Purba Lake had not yet dried up, the ancient Brantas trough that crossed Malang City was at the bottom of the lake (Cahyono, 2011: 23-37).

Towards the Upper Plestosin, the ancient lake was turned into a land called "Malang Plateau", as it is now. Furthermore Mohr explained that the Malang Plateau, whose soil is dark brown to black, was an area that was in the form of an ancient lake, then dried up into a plateau. This change occurred because of the exogenous movement of the Arjuno, Welirang, Kawi and Semeru volcanoes. As a result, there was a pile of lava and lava into a basin (lake), so that it gradually did not even dry Purba Malang Lake. The drying process is accelerated by panning through the Brantas flow to the south, namely to the deep bay between Blitar-Kediri to Brantas Delta.

In the middle is a bit to to the east there is a hill called "Mountain Buring ". On the map of the shape of the earth published by the Indies-Widows printed in 1811, the term for him was" Mount Malang ". The term" poor ", which means transverse, in accordance with its position across the bottom of the valley of the former Lake Puba Malang. Mount Malang (Buring) occupies the base of a "giant cup", which was once the Purba Lake of Malang.

The base of the ancient lake that dried up has the opportunity to become an area of ancient human habitation. Near the beginning of the Holocene Period, the Malang area began to be cultivated as an agricultural area. This event was accelerated by the formation of tropical forests on the slopes of Arjuno and Kawi, both of which at the beginning of Holosin were no longer active. After the formation of tropical forests, followed by a layer of humus formed, and so on emerge several springs and rivers. One of the ancient rivers that formed was Brantas. The beginnings of the Brantas River can be thought to have existed since the end of Central Plestosin, after the sinking of the central zone and the emergence of young volcanoes in the midst of depression in the middle zone due to the sinking (Mustopo, 2002: 12).

The Brantas spring (tuks) is located on the eastern slope of Mount Biru, the old Anjasmoro volcanic son (2,227 m), in the first generation. The location is in Jurang Kuali, Sumber Brantas Village, Bumiaji District, Batu City. The upstream of the Brantas river starts from Sumber Brantas which has an old kwater volcanic material (Plestosin lower middle) heading to the southeast, namely to the Arjuno volcanic group with young quaternary volcanic material (Upper Plestosin / Holosin). Another branch, Kali Lanang, forms on the southern slope of Mount Welirang - the ancient name "Ardi Kumukus".

The Brantas flow is circular, starting from the spring to the south, then turning east through the mainland of Malang, turning again south to the Kepanjen area. Next, the Brantas flow turns west. In Tulungagung the Brantas river flows northward around Mount Butak (2,868 m) and Kelud (1731 m), then turns again east near Kertosono. Brantas flow split into two near Mojokerto, namely: (a) Surabaya River - after Wonokromo was named "Kali Mas" - which flowed northeast, and (b) Kali Porong which flowed southeastward (Mustopo, 2002: 22)

Malang Plateau has extraordinary potential to give birth to civilization. The nature is a combination of mountains, valleys and rivers, which made it possible for the birth of great works of the past (Mustopo, 1984: 6), including cultural works based on agro-economics. The topsoil, water sources and ancient rivers that cross Malang, such as Brantas, Metro, Bango and Amprong, are fertilizing factors. Therefore it can be understood if since that time has begun to be found signs of Ancient Purba in Malang. This event also triggered the formation of early settlements in Malang, which is based on an agricultural economy. Malang became a vast agricultural and plantation area, which grew wider when it entered the era of history.

### 3.3.2 Social Conditions in Malang during Kanjuruhan Kingdom

The Malang region which is surrounded by ancient active volcanic mountains in the past has an impact on the geological conditions of the soil in Malang. Where soil conditions in Malang are relatively more fertile and easy to plant various types of plants. This is what drives pre-literate people to start inhabiting several regions scattered in the Malang area to develop their social life. The development of social life at that time can be seen from the emergence of ancient villages in Malang.

The ancient villages in Malang that can be identified before the emergence of the Kanjuruhan kingdom are the most important ancient villages in the western sub- area, among others, in the Karangbesuki, Merjosari, Tlogomas, Dinoyo and Ketawang Gede regions. This sub-area has a geostrategic, because the first is flanked and crossed by two large ancient rivers, namely Metro and Brantas. In addition the second has sufficient water, fertile soil, so that it meets the requirements to be developed into agricultural areas. Agrarian life has been present here since the Cultivation Period, or at least during the Perundagian Period. Thus, the western sub-area of Malang City is a prehistoric human settlement area, which then continues to enter the Hindu-Buddhist Period and afterwards. Another strategic position is the third which is crossed by an ancient transportation route, which connects the Malang area in the Hulu Sub-watershed and Kediri area in the Brantas Central Sub-watershed. In the past both were centers of government, and at the same time the center of civilization.

The northern sub-area covers the geographical landscape north of Kali Brantas to Polowijen and Arjosari at the northern end, which is crossed by the Mewek River. The Brantas River has a mountain river type, characterized by steep valleys and swift streams. The distance between the opposite is fairly wide. In the past when the bridge was still limited, the Brantas flow made natural isolation, so that the socio-cultural mobility between regions across the river was slow. As a result, across the south and north of Brantas shows a number of differences. Across the south from Brantas, which was once the seat of Hindu-Buddhist Period government, shows the character of ancient cities. While in the north at the same time more displays rural character. Mojolangu and Tunggulwulung to Polowijen and Balearjosari are rural areas, which are a buffer zone (hiterland) for the administrative center located south of the Brantas and Metro valleys. The rural atmosphere is still felt in these two villages to this day.

The social conditions of the people in Malang during the Pre-Kanjuruhan Kingdom can be seen from the geographical conditions of Malang at that time. Where in some inscriptions mention that Malang is a vast expanse of forest inhabited by game animals, this proves that pre-literate people who inhabit Malang are nomadic hunters who live in small groups. Family relationships are very tenuous and fluid like life in the villages, which until now has been mostly found (Munoz, 2006: 17).

### 3.3.3 Cultural Conditions in Malang during Kanjuruhan Kingdom

When Purba Lake Malang had not dried up for a long time during the Hunting and Collecting Advanced Food period, ancient carvings tended to be on mountain slopes and mountains, especially in rock settlements in the South Kapur Mountains region. In the aftermath, namely the Planting Period, the condition of Purba Lake Malang is still rich, not yet completely dry, so it is not yet livable. It was only during the Perundagian Period, most of the puddles dried up, leaving several lakes. Since then the plains of Malang, especially on the banks of the Metro and Brantas rivers, have begun to become prehistoric human settlements.

The pre hsitoris traces in Malang can be found around the Merjosari district. In Merjosari, megalithic artifacts were obtained, which were in the form of a stone slab at the mouth of a small. Joyoraharjo, next to the house No. 126. It could have been relocated, the origin of which is not far from there. Made of black andesite stone. The condition is not completely intact, the bottom is chipped. Nevertheless, overall it shows a stone mortar. Uniquely hole There are two mashed with flat top surface conditions while the bottom surface is uneven.

Stone mortar is an artifact from the megalithic tradition of the Old Megalithic Tradition category with a relative date of 2500 - 1500 BC., Or the same period as the Cultivation Period. The use of stone mortars continued into the Perundagian Period, even several decades ago. According to Haris Sukendar (1976: 61-73) its function is related to agriculture namely to pound grains. Therefore, many stone mortars are found around rice fields. Regarding the existence of the two punch holes, the function is still unclear. The possibility of a small hole for pounding non-grain crops, for example herbal plants. In its current condition, this stone barn is not in the rice field area. But maybe it used to be around the rice fields, bearing in mind that not far from the location where there are still remaining rice fields.

Stone mortars are also found in Cungkup Watu Gong and a number of places in the northern part of Tlogornas. It is only difficult to ascertain whether they originate from the Prehistoric or from the Hindu-Buddhist Period, because agrarian activities continue across periods. Soil fertility, Metro River water supply, Brahala River and its tributaries as well as the ancient Tlogornas lake are geographical factors supporting their agroeconomic basis.

### 3.3.4 Political Conditions in Malang during Kanjuruhan Kingdom

Together with the findings of other megalithic artifacts in the western sub-area of the Malang region, it is sufficient reason to state that Prehistoric culture has taken place in the Metro and Brantas valleys since the Cultivation Period, or at least in the Perundagian Period, Agriculture with an irrigation system is one of the "10 pearls" culture ", which according to G.Brandes (dalarn Mustopo, tt: 3,5) is an element of Original Indonesian culture. Correspondingly, G. Coedes (in Sukadri, 1983: 7) states that rice farming is a material aspect that has existed since Pre-Hindu times. as evidence of being relatively high civilized, so that it becomes a cultural capital when faced with the influence of Indian culture that entered the Malang region the middle of the first millennium AD.

## IV. CONCLUSION

Based on the theoretical basis and supported by data analysis of test results of research instruments, it can be concluded as follows: First pre historic before Kanjuruhan Kingdom is the first kingdom in East Java that still needs a lot of study and discussion. And The next chapter The Kingdom of Kanjuruhan still needs a lot to be developed both as teaching materials and learning media

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# IMPLEMENTATION OF COMMUNITY PROTECTION IN SURAKARTA CITY

**(Study of Organizing and Empowering Community Protection Units/Satlinmas)**

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*The feeling of secure is an obligation every state should fulfill to its citizens. Indonesia governs its citizen's security as included into Article 30 clause 1 of 1945 Constitution stating that "Every citizen shall have the right and duty to participate in the defense and security of the state". One manifestation of public participation in the defense and security is the presence of Community Protection Units (Satlinmas). This research explained the protection and the empowerment of Satlinmas in Surakarta City. This study was a descriptive qualitative research. The research took place in Surakarta City. Data collection was carried out through interview, observation, and documentation. Data collected was then analyzed using Miles and Huberman's interactive technique of data analysis. The organization of satlinmas is under Satpol PP (Public Order Enforcers) with organizational structure consisting of unit head, task unit head, squad head, and member. Empowerment activity was conducted with education and training, improved participation and initiation, improved alertness, emergency response management, control and operation, and briefing.*

**Keywords:** *Community Protection, Empowerment, Organization, Satlinmas*

## I. INTRODUCTION

The feeling of secure is an obligation every state should fulfill to its citizens. Indonesia governs its citizen's security as included into Article 30 clause 1 of 1945 Constitution stating that "Every citizen shall have the right and duty to participate in the defense and security of the state". The article 30 clause 1 of 1945 Constitution here explains that every Indonesian citizen has equal right to participate in safeguard the state's defense and security. It means that citizen is required to participate in the attempt of defending the State and creating security from both external and internal disruption and threat. Article 30 clause (2) of 1945 Constitution states that "The defense and security of the state shall be conducted through the total people's defense and security system, with the Indonesian National Military (TNI) and the Indonesian National Police (POLRI) as the main force, and the people as the supporting force". It means that not only Indonesian National Military (TNI) and the Indonesian National Police (POLRI) but also non-military or Indonesian people are responsible for defense and security or called *Sishankamrata* (*Sistem Pertahanan dan Keamanan Rakyat Semesta* or in English: Total Defense and Security System, thereafter called TDSS).

TDSS is a defense and security system involving all citizen elements. The component of TDSS consists of military defense including TNI and POLRI, and non-military one, Indonesian people. TNI functions to be an instrument of defending NKRI (Republic of Indonesia Unitary State), while POLRI functions to govern community's security and orderliness. TNI and POLRI are main components of TDSS, while Indonesian people is supporting component. In this attempt of realizing TDSS, *hansip* or *linmas* (*pertahanan sipil* or *perlindungan masyarakat* or in English: civil defense or community protection) as the community component cooperating with TNI and POLRI in realizing the community's security, orderliness, and protection.

Article 1 clause 1 of the Minister of Interior's Regulation No.84 of 2014 states that the organization of community protection is the organization, the empowerment, and the protection of community. The organization is one of management's functions. Hasibuan (2011) said that organization is a process of determining, grouping, and organizing a variety of activities required to achieve objective, to place people onto every activity needed to achieve the objective, to provide tools needed, to specify the authority relatively delegated to every individual that will do those activities. This organization is an early process to place people onto organizational structure either individually or in group for the sake of achieving the objective of organization.

The organization of community protection was conducted by means of community empowerment. Eddy Papilaya as cited in Zubaedi (2007) stated that empowerment is an attempt of building people's ability, by encouraging, motivating, generating the consciousness of potency owned, and attempting to develop such potency into real action. Wrihatnolo and Riant (2007) suggested some reasons why the empowering attempt should be taken: democratization of development process, reinforcement of local societal organization, reinforcement of social capital, reinforcement of local bureaucratic capacity, and acceleration of poverty alleviation. Considering this, the empowerment of community protection organization is carried out as an attempt of making the people conscious of their potency to be able to safeguard their condition surrounding.

Community organization and empowerment in organizing community protection is packaged in *Satlinmas*. The Minister of Interior's regulation No.84 of 2014 clause 3 mentions that Community Protection Unit, thereafter called *Satlinmas*, is an organization established by Village/Kelurahan, the members of which are people (community members) prepared and equipped with knowledge and skill to implement disaster management activity in order to reduce and to mitigate the corollary of disaster and to participate in maintaining community's security, composure and orderliness, and societal social activity. Considering such mandate, *satlinmas* is a societal organization important in helping create regional security and order in local areas. One of areas empowering community in *satlinmas* is Surakarta City. Considering the background of research, this study will describe the organization of community protection in Surakarta City.

## II. METHOD

This research explained the form of protection and empowerment in Satlinmas in Surakarta City. This study was a descriptive qualitative research. The research was conducted in Surakarta City. Data collection was conducted through interview, observation, and documentation. Data collected was the analyzed using Miles and Huberman's interactive technique of data analysis.

## III.DISCUSSION

The organization of community protection is governed in Minister of Interior's Regulation No.84 of 2014. The regulation mandates the organization of community protection in region. The presence of *Satlinmas* in region requires it to issue the regulation to include community protection. The regulation about the organization of community protection in Surakarta City is governed in Local Regulation of Surakarta City No.12 of 2018. Considering the two rules, the organization of community protection is conducted by organization and empowerment in the form of *Satlinmas*.

Considering the Local Regulation of Surakarta City No.12 of 2018, *Satlinmas* is located in kelurahan. Based on Article 3 of Minister of Interior's Regulation No.84 of 2014, the organization of Satlinmas is conducted by recruiting members of society to be the members of Satlinmas in village and kelurahan by Village Head/Lurah. This organization of Satlinmas is used to facilitate the determination of jobs to be done, the task grouping, and the distribution of jobs to each unit. The organization, according to George R. Terry (Hasibuan, 2009), is a measure taken to establish effective behavioral relations between people, so that that can cooperate with each other efficiently and thereby get personal satisfaction in doing certain tasks in certain environment condition in order to achieve certain objective or target. The organization, according to Handoko (2003), is a process of arranging organizational structure corresponding to the objective of organization and resources it has and environment enclosing it. The principles of organization, according to Henry Fayol (Syamsi, 1994), are job task distribution, shared direction, centralization, and organizational level chain.

The organization of *satlinmas* is under Satpol PP with organizational structure consisting of unit head, task unit head, squad head, and member. The members of Community Protection Unit, thereafter called Members of Satlinmas, are Indonesian Citizens qualifying and voluntarily participating in the Community Protection activity. They are members of society prepared and equipped with knowledge and skill to do disaster managing task in order to reduce and to mitigate the corollary of disaster and to participate and to help maintain community's security, composure, and order, election security and social societal activities. The Head of Satlinmas unit leads five squads: early alertness and wariness squad, safeguarding squad, first aid squad for victim and fire, rescue and evacuation squad, and public kitchen squad.

This organization of *satlinmas* aims to distribute main task and function clearly. The organization, according to Hasibuan (2011), is a process of determining, grouping, and organizing a variety of activities needed to achieve objective, to place people onto each activity, to provide necessary tools, to specify the authority relatively delegated to every individual who will do the activities. This organization is an early process to place people onto organizational structure either individually or in group, for the sake of achieving the objective of Satlinmas.

Satlinmas is a civil society-based coordination organization. It is a form of community empowerment in order to safeguard its region independently. The empowerment of Satlinmas member is conducted to improve the capacity of Satlinmas' members in task implementation. Considering the Local Regulation of Surakarta City No.12 of 2018, the empowerment of Satlinmas members is conducted through education and training, improved participation and initiative, improved alertness, emergency response management, control, and operation, and briefing.

The empowerment of Satlinmas members can be conducted by preparing command post in every kelurahan and optimizing the role and function of Satlinmas. This empowerment is very important to do recalling that the members of Satlinmas is civil society that will be prepared for being responsive to surrounding problem.

Wrihatnolo and Riant (2007) suggested some reasons why the empowering attempt should be taken: democratization of development process, reinforcement of local societal organization, reinforcement of social capital, reinforcement of local bureaucratic capacity, and acceleration of poverty alleviation.

Community empowerment in the form of Satlinmas improves public participation in development process. Eddy Papilaya as cited in Zubaedi (2007) stated that empowerment is an attempt of building people's ability, by encouraging, motivating, generating the consciousness of potency owned, and attempting to develop such potency into real action. This concept reflects on a new paradigm of development that is participatory, empowering, and sustainable in nature (Chambers, 1995 in Kartasasmita, 1996). Satlinmas cooperates with Satpol PP, police, TNI, and BPBD (Regional Disaster Management Agency) as the organization closest to community. Satlinmas participates actively in many problems and activities of local community.

Satlinmas is also replete with lofty values that are universal in nature including honesty, commonness, and care. These values become the spirit of empowerment. This empowerment concept also forces the local government to pay much more attention to the people in maintaining the community's security and defense. In empowerment process, the people also becomes smarter thereby can force thee public service provider to learn understanding and catering on the people well.

Prijono & Pranarka (1996) stated that empowerment has dual definitions. The first one is to give power or authority and the second is to give ability to or enable. The interpretation on the first definition involves giving power or authority, transferring power or delegating authority to the less or not powerful one. In this case, the delegation of authority given to the community in participating in maintaining security, comfort, and defense. The interpretation on the second definition is to give ability or powerfulness and to give other party an opportunity of doing something. Community is given the right to take care of its surrounding environment so that it will be more responsive to their environment condition.

Winarni also suggested that the heart of empowerment involves three points: enabling, empowering, and created independency (Tri Winarni, 1998). Essentially, empowerment is the creator of circumstance or climate enabling the potency of community to develop (enabling). This logic is based on the assumption that there is no community without power at all. Every community must have power, but sometimes they are not aware of it or the power has not been known explicitly yet. Therefore, the power should be explored and then developed. If this assumption evolves, the empowerment is an attempt of building power, by means of encouraging, motivating, and generating the consciousness of potency owned and attempting to develop it. In addition, empowerment should not entrap community in the dependency trap (charity); otherwise empowerment should lead to independency process (Tri Winarni, 1998: 76). Craig and Mayo in Alfitri (2011) stated that the concept of empowerment belongs to community development and is related to the concepts of independency (self help), participation, networking, and equity.

The objective to be achieved in the empowerment is to create independent (self-helped) individual and community. The independency (self help) involves that in thinking, acting, and controlling what they do. What is defined as an independent society should be investigated further. Community independency is a condition experienced by community, characterized with an ability of thinking of, deciding, and doing something considered as appropriate to achieve the problems encountered using power and ability consisting of cognitive, conative, psychomotor abilities by exerting the resource the internal environment of community has. Thus, to achieve independency, supporting ability in the form of intact human resource with cognitive, conative, psychomotor, and affective conditions and other resources that are physical and material is required. Community empowerment in the form of satlinmas has an objective to improve community's active participation in the followings:

a. Helping manage disaster;
b. Helping maintain community security, tranquility, and orderliness
c. Helping in societal social activity;
d. Helping managing tranquility, orderliness, and security in organizing general election; and
e. Helping the attempt of defending State

Community empowerment leads to creating a better cognitive condition of the people. Cognitive condition is essentially thinking ability based on individual or community's knowledge and insight in the attempt of looking for solution to the problem encountered. Cognitive condition is community's attitude and behavior created and directed to sensitive behavior to development and empowerment values. Affective condition is the sense belonging to the people that can be expectedly intervened with to achieve powerfulness in attitude and behavior. Psychomotor ability is competency and skill the people have as the attempt of supporting the people in doing development activity. The powerfulness in the four aspects (cognitive, conative, affective, and psychomotor) will contribute to creating community independency idealized, because as such there will be adequate insight coupled with adequate competency and skill, strengthened with the feeling of needing development and the consciousness of such need. To achieve community independency, a process is required. Through the learning process, people (community) will acquire ability/power gradually over times, so that adequate abilities will be accumulated to lead them to independency. What is expected from the empowerment constituting the visualization of social development hopefully can realize a good community and an ideal society (Ambar Teguh, 2004).

## IV. CONCLUSION

The organization of community protection is an attempt of organizing and empowering in the form of Satlinmas. The organization of *satlinmas* is under Satpol PP Public Order Enforcers) with organizational structure consisting of unit head, task unit head, squad head, and member. The Head of Satlinmas unit leads five squads: early alertness and wariness squad, safeguarding squad, first aid squad for victim and fire, rescue and evacuation squad, and public kitchen squad. This organization of *satlinmas* aims to distribute main task and function clearly. Considering the Local Regulation of Surakarta City No.12 of 2018, the empowerment of Satlinmas members is conducted through education and training, improved participation and initiative, improved alertness, emergency response management, control, and operation, and briefing. The empowerment of Satlinmas members can be conducted by preparing command post in every kelurahan and optimizing the role and function of Satlinmas. The objective to be achieved in the empowerment is to create independent individual and community.

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# The Effects of the SUTET Electricity Network on Interest in Purchasing Smartphones in the Graha Indah Region of Lamongan Regency

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*Marketing or marketing is a series of activities to meet the needs and satisfaction of consumers. Communication technology, media and information technology have influenced the way and patterns of business activities in the trade industry. One of the advances in technology that is widely used by people, organizations and companies. Based on the results of community complaints in the Graha Indah region, Lamongan Regency. This research uses causal associative research methods and uses a quantitative approach.*

***Keywords**: Marketing, Technology Comunication, Service Quality*

## I. INTRODUCTION

Communication technology, media and information technology have influenced the way and patterns of business activities in the trade industry. One of the advances in technology that is widely used by people, organizations and companies. Based on the results of complaints from people in the Graha Indah region, Lamongan Regency states that the dwellings they inhabit are mostly under the SUTT / SUTET transmission network or high voltage networks which will be able to interfere with health, cellular networks, or can cause electronic damage. From these complaints, many people around especially counter cellphones experienced a drastic decline, which was initially before the SUTET mobile phone sales were very stable and did not decline. In this study conducted in March until August the data obtained by the number of complaints about the decline in mobile phone sales to the impact of SUTET in the surrounding community. So in this study using correlation for the marketing strategy of mobile phone sales business in the Graha Indah area of Lamongan Regency.

Marketing or marketing is a series of activities to meet the needs and satisfaction of consumers. You do this by making a product, determining its price, place of sale and promoting the product to consumers. The definition of marketing is a combination of activities that are interconnected to find out what is needed by consumers so that companies can develop products, prices, services and do promotions so that consumer needs can be met and the company gets a profit.

## II. MATERIAL AND METHODS

### 2.1 Marketing Management

Marketing management comes from two words namely management and marketing. According to Kotler and Armstrong marketing is the analysis, planning, implementation and control of programs designed to create, build and maintain profitable exchanges with targeted buyers to achieve company goals. While management is the process of planning, organizing mobilization (actuating) and supervision. Marketing Management is as an analysis, planning, implementation and control of programs designed to create, build and maintain profitable exchanges with target markets with a view to achieving organizational goals. In marketing there are six concepts that are the basis of the implementation of an organization's marketing activities, namely: the concept of production, product concepts, sales concepts, marketing concepts, social marketing concepts, and global marketing concepts.

1. The concept of production
2. Product concept
3. The concept of sales
4. The concept of marketing
5. The concept of social marketing
6. The Concept of Global Marketing

Marketing Management is as an analysis, planning, implementation and control of programs designed to create, build and maintain profitable exchanges with target markets with a view to achieving organizational goals. In marketing there are six concepts that are the basis of the implementation of an organization's marketing activities, namely: the concept of production, product concepts, sales concepts, marketing concepts, social marketing concepts, and global marketing concepts.

**1. Service Quality**

Deming defines quality is whatever the needs and desires of consumers. Crosby perceives quality as zero defects, perfection and conformity to requirements. Whereas Juran defines quality as conformance to specifications, when viewed from the standpoint of the producer. Whereas objectively, quality according to Juran, (in Zulian Yamit, 1996: 337) is a special standard where the ability (availability), performance (performance), reliability (reliability), ease of maintenance (maintainability) and its characteristics can be measured.

**2. Service Quality Indicators**

According to Zeithaml, Berry and Parasuraman, (in Zulian Yamit, 2005: 10-12) has conducted various studies on several types of services and successfully identified five dimensions of characteristics used by customers in evaluating service quality. The five dimensions of service quality characteristics are:

1. Reliability
2. Responsiveness
3. Assurance
4. Empathy
5. Tangibles

**3. Service Characteristics**

Basically there are quite a lot of characteristics of a service where service characteristics have the power to influence the level of employee satisfaction and work performance. This can be seen in the various formulations of characteristics made by experts. According to Simamora (2001: 175) service characteristics consist of four, namely:

1. Intangibility
2. Inseparability
3. Variability
4. Perishability

**4. Purchasing Decisions**

Schiffman and Kanuk (2004), define "purchasing decisions as the choice of two or more alternative purchasing decision choices". In other words, consumers who want to make choices must make choices from various alternatives. If alternative choices do not exist, the actions taken without these choices cannot be said to make a decision. According to Thomson (2013) "purchasing decisions are activities or behaviors that arise in response to objects.

5. **Purchase decision indicators**

According to (Thomson, 2013) there are 4 indicators in purchasing decisions, namely:

1. As needed
2. Has benefits.
3. Accuracy in buying products
4. Repeated purchases

6. **Factors that influence consumer purchases**

According to Kotler (2002), consumer buying behavior is influenced by:

1. Cultural factors
2. Social Factors
3. Personal factors
4. Psychological Factors

## III. RESULT AND DISCUSSION

In this study there is one dependent variable (dependent variable) namely the decision to purchase a smartphone which is thought to be influenced by three independent variables, namely buyer confidence, security, service quality. Based on the framework, the scheme / model in this study is as follows:

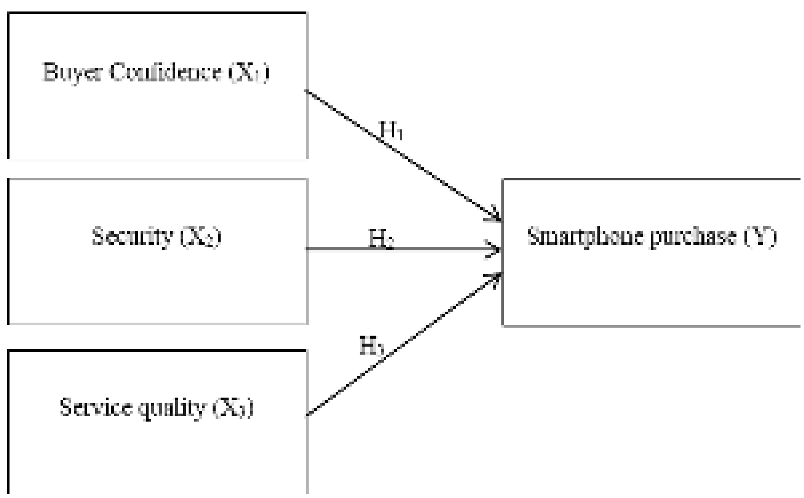


**Figure 3.1 Framework for Thinking Concepts**

Information

1. Influence of buyer's confidence on smartphone purchases in the Graha Indah area of Lamongan Regency
2. The influence of cellular network security on smartphone purchases in the Graha Indah area of Lamongan Regency Effect of service quality on smartphone purchases in the
3. Graha Indah area of Lamongan Regency.

## 1. Research Design

This research uses causal associative research methods and uses a quantitative approach. Causal associative research is research that looks for a causal relationship or influence that is the relationship or influence of the independent variable (X) on the dependent variable (Y), Sugiyono (2008: 6). Quantitative approach is an approach in research that uses data in the form of numbers. This research was arranged as an inductive research that is looking for and collecting data in the field with the aim to find out the factors, form elements, and the nature of phenomena in the community (Nazir, 1998: 51). This study will analyze the effect of buyer confidence, security, service quality and risk perception of smartphone damage near the high electricity grid network (SUTET) in the Graha Indah area of Lamongan Regency.

## 2. Population and Sample

According to Sugiyono (2004) the notion of population is a generalization area consisting of objects or subjects that have certain quantities and characteristics determined by researchers to be studied and drawn conclusions. The population in this study were smartphone sellers in the Graha Indah area of Lamongan Regency.

The sampling technique is purposive sampling in which every element in the population does not have the same opportunity to be selected as a sample. The purposive sampling method is used because the elements chosen to be the sample units are considered to be able to provide the information that is needed by the researcher.

Purposive sampling is specifically called judgment sampling, a method that is deliberately used because the information taken comes from sources selected based on certain criteria, namely smartphone sellers in Graha Indah, Lamongan Regency

## 3. Data Collection Techniques

Data collection methods used in this study were questionnaires through questionnaires to smartphone sellers in the Graha Indah area of Lamongan Regency. The questionnaire is a list of questions that includes all statements and questions that will be used to obtain data, whether done by telephone, letter or face to face (Ferdinand, 2006: 28). The method of data collection is by giving a questionnaire containing a list of questions to respondents. The questionnaire was given to the respondents and then it was expected that each respondent would fill it with the opinions and perceptions of each individual respondent itself. In the study, questionnaires were made using closed questions. Measurement of variables using interval scale, which is a measuring tool that can produce data that has a range of values that have meaning and is able to produce measurements that allow calculation of averages, standard deviations, statistical test parameters, correlations and so on. In this study, the technique used in the measurement of the questionnaire uses an agree-disagree scale.

This scale develops questions that produce disagreements in a variety of values. The scale used to measure is a scale of 1-5 intervals, from strongly disagreeing to strongly agreeing. In measuring respondents' answers, filling out questionnaires influences buyer confidence, security, service quality and smartphone purchases. Likert scale has two forms of questions, namely positive statements and negative statements. A positive statement is given a score of 1 for answers that strongly disagree, a score of 2 for answers disagree, a score of 3 for answers disagree, a score of 4 for answers agree and a score of 5 for answers strongly agree. While negative statements are given a score of 5 for answers that strongly disagree, a score of 4 for answers disagree, a score of 3 for answers disagree, a score of 2 for answers agree and a score of 1 for answers strongly agree.

## 4. Research Instruments

Social phenomena observed. The instrument of this study was the question items compiled based on indicators of the research variables. Questions consisted of 28 items, namely 6 items about purchasing decisions 5 items about trust, 4 items about security, 7 items about service quality and 6 items about risk perception.

## 5. Test Research Instruments

Research questionnaire before use in research must be tested first. The instrument trials were conducted to find out whether the instruments that were compiled were really good results. Arikunto (1998: 115) argues that "good or bad the instrument will affect whether or not the data obtained, whether or not the data really determines the quality of research results". This questionnaire will be tested on 100 smartphone sellers. The instrument trials in this study are:

1. Test Validity
   Validity test in this study is used to measure the validity or validity of a questionnaire. A questionnaire is called valid if the questions on the questionnaire are able to describe what will be measured from a questionnaire "(Ghozali, 20011: 52). The validity test tool used in this study is Confirmatory Factor Analysis (CFA). To facilitate the validity test, factor analysis is used in the SPSS 19.0 computer program. The criteria in the validity test according to Ghozali (2011: 58), an instrument is said to be valid if the results of the KaiserMeyer-Oklin Measure of Sampling Adequacy (KMO MSA) test indicate a factor loading value of more than 0.50 and do not measure other constructs. Based on the results of the data processing, it is known that the value is greater than 0.50 which is equal to 0.759. Thereby shows that the data is feasible to do factor analysis. Thus it can be concluded that all the existing variables can be further analyzed because they meet the criteria.
2. According to Azwar (2009: 48), that reliability is the translation of the word reliability which means trustworthiness, reliability, consistency and so on. Reliability is actually a tool to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if a person's answer to a statement is consistent or stable from time to time. Reliability measurement in this study was done by one shot (measurement only once). Here the measurement is only once and then the results are compared with other questions or measure the correlation between answers to questions. A construct is said to be reliable if it gives a Cronbach Alpha value> 0.70 (Ghozali, 2006).
   The results of the questionnaire reliability test are presented in the following table:

**Tabel 3.1 Reliability test results**

| Variable | Coefficient *Cronbach's Alpha* | Information |
|---:|---:|---:|
| Buyer Confidence | 0.950 | Reliabel |
| Security | 0,943 | Reliabel |
| Service quality | 0,907 | Reliabel |
| Smartphone purchase | 0,940 | Reliabel |

**6. Data Analysis Techniques**

In this study, the data analysis technique used is multiple linear regression and using tools in the form of SPSS Version 19.0 application. In analyzing the data of this study, researchers used the following analysis techniques:

a) Descriptive Statistics Analysis is a statistical analysis of data that serves to explain the state of the data when collecting respondents' answers.
b) Normality Test One way to determine the normality of data distribution is the Kolmogorov-Smirnov (K-S) technique. The normal test method for data distribution is carried out by looking at the significance value of the variable, if the significance is greater than 0.05 at the alpha significance level of 5%, then it shows the normal data distribution. Normality test results for each variable can be seen in the following table.

**Table 3.2 Normality Test Results**

| Variable | Significance | Information |
|---:|---:|---:|
| Buyer Confidence | 0.258 | Normal |
| Security | 0,592 | Normal |
| Service quality | 0,132 | Normal |
| Smartphone purchase | 0,196 | Normal |

Based on the results of the normality test above it can be concluded that the research data of each variable is normally distributed because it has a significance value greater than 0.05

c) Linearity Test This test is usually used as a prerequisite in correlation analysis or linear regression. Two variables are said to have a linear relationship if the significance is greater than 0.05. Linearity test results for each variable can be seen in the following table.
d)

**Table 3.3 Linearity Test Results**

| Variable | Significance | Information |
|---|---:|---:|
| Trust in Buyers | 0.551 | Linier |
| Security for purchased smartphones | 0,741 | Linier |
| Service Quality for smartphone purchases | 0,551 | Linier |
| Perception of smartphone purchases is close to the SUTET network | 0,174 | Linier |

Based on the linearity test results above, it is known that each independent variable has a linear relationship with the dependent variable. Then it can be concluded that all variables is linear.

**7. Hypothesis Testing**

Hypothesis testing is done to test the proposed hypothesis is accepted or rejected. The hypothesis proposed in this study is related to the influence of variables of trust, safety, service quality, and risk perception on purchasing decisions. Multiple regression analysis was chosen to analyze the submission of hypotheses in this study. The following will discuss the results of multiple regression analysis conducted using the SPSS 19.0 program

**Table 3.4 Results of Multiple Analysis**

| Independent Variable | Regression Coefficient (β) | t- count it | t-table | Sig. | Information |
|---|---|---|---|---|---|
| Buyer Confidence ($X_1$) | 0,391 | 4,689 | 1,970 | 0,000 | Significance |
| Security ($X_2$) | 0,322 | 5,891 | 1,970 | 0,000 | Significance |
| Service quality ($X_3$) | 0,154 | 2,031 | 1,970 | 0,040 | Significance |
| Konstanta = 4,743 | | | | | |
| *Adjusted* $R^2 = 0,364$ | | | | | |
| $F_{hitung} = 28,339$ | | | | | |
| Sig = 0,000 | | | | | |

Primary Data Sources Processed researchers, 2019

The multiple regression equation based on the results of the regression analysis can be seen as follows:

$$Y = 4{,}743 + 0{,}391X_1 + 0{,}322X_2 + 0{,}1544X_3 + e$$

Information :

1) A constant value of 4.743 means that if the trust, safety, and purchasing decision variables are equal to zero, then the purchase decision making is 4.743.
2) The value of the beta coefficient on the safety variable is 0.322 which means that every increase in the confidence variable (X2) of one unit will result in an increase in purchasing decisions of 0.322 units.
   Conversely, a decrease in one unit on the variable confidence will reduce the purchase decision by 0.322 with other assumptions are fixed
3) The beta coefficient value on the service quality variable is 0.154 means that each increase in the service quality variable (X3) by one unit will result in an increase in purchasing decisions by 0,154 units. Conversely, a decrease in one unit on the security variable will reduce the purchase decision by 0.154 with other assumptions are fixed.

## IV. DISCUSSION

This study was conducted to discuss the factors that influence community purchasing decisions in the Graha Indah Lamongan region on smartphone purchases. These factors are limited to the factors of trust, safety, service quality and. Trust, security, service quality in this study have a partial and simultaneous influence on smartphone purchasing decisions in the Graha Indah region of Lamongan Regency.

1. **Trust Influences Smartphone Purchasing Decisions**

   Based on the results of research that has been done, it is known that trust has a significance level of 0,000. From the results of the t test on the confidence variable states that the significance of the t test is less than 0.05 and the regression coefficient has a positive value of 0.391. While the calculated t value obtained is 4.689 greater than the ttable value of 1.970. Based on these results, the hypothesis stating "trust positively influences smartphone purchasing decisions" is declared accepted

2. **Security Influences Purchasing Decisions.**
   Based on the results of research that has been done, it is known that security has a significance level of 0,000. From the results of the t test on the safety variable states that the significance of the t test is less than 0.05 and the regression coefficient has a positive value of 0.322. While the value of tcount obtained is 5.891 which is greater than the ttable value of 1.970. Based on these results, the hypothesis stating "security positively influences smartphone purchasing decisions" is accepted.
3. **Quality of service has an influence on purchasing decisions**
   Based on the results of research conducted, it is known that the quality of service has a significance level of 0.040. From the results of the t test on the service quality variable states that the significance of the t test is less than 0.05 and the regression coefficient has a positive value of 0.154. While the value of tcount obtained is 2.031 greater than the ttable value of 1.970. Based on these results, the hypothesis stating "service quality has a positive effect on smartphone purchasing decisions" is declared acceptable.

## V. CONCLUSION

Based on the results of research and discussion several conclusions can be drawn as follows:

1. Trust has a positive effect on smartphone purchasing decisions. This is evidenced by a regression coefficient of 0.391 and a significance value of tcount of 0.000 (sig <0.05). The t-value obtained is greater than the table that is 4.689> 1.970.
2. Security has a positive effect on smartphone purchase decisions. This is evidenced by a regression coefficient of 0.322 and a significance value of tcount of 0.000 (sig <0.05). The t-count obtained is greater than the table that is 5.891> 1.970.
3. Service quality has a positive effect on smartphone purchase decisions. This is evidenced by a regression coefficient of 0.154 and a significance value of tcount of 0.040 (sig <0.05). The t-value obtained is greater than the table that is 2.031> 1.970.

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# Social Culture And Gender Inequality In Literature

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*The essence of discussing sociocultural and gender is seeing everyday life around us. Once born, we cannot be free from the cultural webs created by the generation above us, our parents' generation, the generation of our grandparents, our great-grandparents, and so on? Initially, it was clear that culture was created as an art in human life. But in the end, culture also affects humans, so that certainly no human child born in this world can be separated from the influence of the webs of culture. Once born, there is salvation and there is Ruwatan. Humans are existential people because they are always in touch with their community, so that the webs of culture cannot be separated from them. It needs a very long process to change mindsets and actions that are equal partnerships between men and women. It is said in the mimetic approach, that everything in literature is present in real life. That is why it is interesting to explore the gender inequality in the construction of socio-cultural aspects carried out by the characters in literature (Pengakuan Pariyem Linus Suryadi, Trilogi Ronggeng Dukuh Paruk Ahmad Tohari, dan Sri Sumarah Umar Kayam).*

*Culture is truly social energy. When social energy is released by one particular sex, there are various forms of repression of the terminology of the subject that was originally the same in the context of sex. Because it is printed by one particular sex, it can be for one person, men must be superior to women. Such a reality can occur because of the integration of patriarchal ideologies, nothing is more important, the other superior feeling is inferior, one is the legitimate oppressor of the other and so on. Such facts have been socialized in a very long period of time, cultural heritage (fatherhood), women as second class human beings, bestowed their rights as human beings created by God, become a space for movement in actualizing themselves and carrying out what they should before God has an equal place with men. Until now, Javanese culture with different qualities can still place women as second class figures. Women are more important to take part in the domestic sector, cleaning houses, cooking, washing and caring for children. If he works in the public sector, besides having to choose a job that is in accordance with his nature, he remains only as an assistant in the family's living. With a little it can be concluded that Javanese culture is quite thick with gender bias.*

***Keywords****: social culture, gender inequality, literature*

## I. INTRODUCTION

Culture is a system of values or meanings. It is a pattern of values in the form of symbols inherited historically, a place of hereditary insight expressed in various forms, symbols and through which the community communicates to carry out and practice its statements about attitudes towards life.

A myth, the descent of Adam and Hawa to earth as an early creature on earth representing sexually male and female types, both of which cannot be exchanged because it is God's nature or provision. Adam fertilized Hawa, and Hawa contained and gave birth. A thing Adam cannot do. As creatures created by God despite their different sexes, on this earth they are actually subjects. But why in the historical process of development did women subordinate, marginalize, and be harassed?

Gender inequality is a serious problem when nations in the world begin to realize that for centuries there was something wrong in human life. It is not surprising that women are placed in an unequal position with men in various lines of life, and almost all over the world, so women barely understand that they are having a big problem.

God actually never gives humans the choice to have the sex they want, because God creates male or female sex into His prerogative. In the reality of life, it is humans who create strata for sex, so that certain sex groups dominate other sexes.

The emergence of a basis for understanding such inequality began with students being taught in Indonesian in a good and correct manner in the form of: "When mothers cook in the kitchen, my father is working in the fields and Ina is playing dolls, and Adi is playing footballs". Through various things in this life, we can observe how people perceive the position and role of women in the context of gender and socio-culture. The female earlobe heard the sound of the neighboring radio playing the Sabda Alam song "... the woman was colonized by a man from a long time ago, made into honey cage jewelry ...".

## II. MATERIAL AND METHOD

Gender as a cultural construction can be found in many ethnic cultures in Indonesia. Women in the domestic sector and men in the public sector are generally based on the assumption that women are physically weak, but have patience and tenderness. While men have a stronger physical and violent behavior.

For this reason, the division of roles, women are seen as more suitable for working at home, caring for children, and preparing all the needs of the husband / man at home, while men are more suitable to work outside the home, in terms of earning a living to meet their family needs / female. Therefore women become subordinate to men and marginalized in public life.

Gender construction is also found in official religious cultures in Indonesia. Ethnic culture and religious culture are central elements in shaping national culture. This is recognized by the 1945 Constitution, specifically in the explanation of article 32 which states that national culture grew out of folk culture. Because folk culture cannot be separated from the national ethnic culture and religious culture, it can be concluded that ethnic culture and religious culture become a thick element in coloring the formation of national culture.

It makes sense if later the construction of gender culture found in ethnic culture and religious culture is strengthened into national culture. The ideal mother / wife / woman according to this provision must fulfill five things, namely (1) wife as husband's companion; (2) household manager / manager mother; (3) hereditary successors, child educators and young generation coaches; (4) as workers to increase husband's income; and (5) as members of social organizations, especially women's organizations.

In the view of Halliday (1978: 113-114) social structures relate to social contexts, patterns of social relations, and classes or social hierarchies. Social structures define and give meaning to various types of social contexts where those meanings are exchanged. Social groups determine the characteristic forms of the situation. For example, the relation between status and the role of involvement will clearly produce a certain social structure, can be a coordinative-egalitarian social structure or tiered sub-ordinative. The patterns used as rhetorical means show the characteristics of the means of discourse associated with "strategy".

Social structures enter through the influence of social hierarchies. According to Halliday (1978) social structures are born in the forms of semiotic interactions and become manifest through "incongruity" and "chaos" in semantic systems.

## III. RESULT AND DISCUSSION

Indeed, gender differences by sorting out the nature, role and position as described above are not a problem as long as they do not produce injustice. But in reality this gender difference has given rise to various injustices, not only for women, but also for men. Gender injustice is a system and structure that places men and women as victims of the system.

Gender inequality manifests in various forms of injustice, especially for women, for example the marginalization of women, women's subordination, stereotyping or negative labeling as well as discriminatory treatment of women, violence against women, more and long workloads. The manifestations of gender inequality cannot be separated, interrelated, and are dialectically influential.

There are not a few processes in society and countries that marginalize society, one of which is the process of exploitation in development. One of them is the process of exploitation in the form of impoverishment of a particular sex, namely women who are caused by the enactment of gender beliefs.

Rachman (1998: 6-7) describes the subordination of women as glass and firewood. In the analogy of glass glasses, it is women who must experience the events of cracking and breaking. And in the analogy of firewood, men who act as fire, while women as firewood. Be the one who has the opportunity to burn and burn the wood, because the woman who has the potential to burn becomes dust that no longer means anything. The analogy describes the life of sexuality. A man is a fire of lust that makes glass glasses crack and break at the same time which causes wood to burn to dust.

Women's subordination can also be seen from the use of the word woman to refer to women, especially in Javanese culture. Women in Javanese are written and read wanito, which stands for wani ditata, but also must be wani noto. The meaning of being or having a female gender must be willing to be regulated, especially by her husband. The priority of women in this teaching perspective is to serve and please her husband. This shows that the position of women, especially in the household becomes subordinated under the shadow of her husband's / male power. But also have to be brave to arrange all the needs of household affairs including the needs of husband and children.

The prominent form of subordination to women is that all jobs categorized as reproduction are considered lower and are subordinated to production jobs controlled by men. One proof of the low appreciation for reproductive work is that this work is hardly economically valued, even though the level of complexity and time spent on the work is not lighter than the production work. This situation causes both men and women themselves to assume that reproductive work categorized as domestic is lower and abandoned.

In general, stereotypes are labeling or marking a particular group that is harmful and causes injustice. One of the stereotypes is based on a gender-biased view. Gender bias stereotypes are a form of ideological and cultural oppression, namely by giving certain labels to makewomen are cornered and do not benefit their existence (Faqih, 1997: 149). The subsequent consequences give birth to injustice to women that comes from the stereotypical views labeled to them.

One of the labeling is that women are dandy creatures. Women preening is assumed to attract and attract the attention of the opposite sex. Therefore if there are cases of violence or sexual abuse of women, it will always be associated with the labeling. In other words, if there is abuse and even rape, the community will tend to blame the victim, who is none other than a woman.

Another stereotype or labeling is women as housewives. As a result of this labeling, if women want to be active in activities considered male territory, such as political activities, hard sports, and the like are considered not in accordance with their nature as women.

The stereotype of men as breadwinners also has an impact on the marginalization of women. As a result, this stereotype makes whatever women produce is only seen as a sideline or extra in fulfilling their family's needs, although it is not uncommon for women / wives to earn more income than men / husbands. This also leads to career advancement and opportunities for achievement are somewhat hampered or hampered, because they are seen as not too serious in their career, because only partially part-time.

Violence against women is generally caused by gender views (Gender Related Violence). The form of violence can be physical or non-physical violence, which applies at the household, state level, and so on. One form of physical violence is rape, one of which is rape in marriage. It sounds strange indeed in the life of a married husband and wife who is raped. But with the understanding that rape is a sexual relationship where one party does not want it (Dzuhayatin, 1997), it is very possible that the rape in question occurs and takes place in the life of the husband and wife. Chat is often heard, generally from among mothers, who express their reluctance to have sex with their husbands because they are tired for example, but they still serve him. However, this often cannot be expressed due to various factors, which are generally influenced by gender culture. Cultural and religious interpretations teach that wives must always please their husbands, serve their husbands, and obey their husbands. This teaching has the role of wrapping up rape in domestic life until it continues.

Gender culture, gives birth to injustice, especially for female sex. Awareness of this gender injustice lies behind the emergence of the feminist movement. The emergence of feminism is an awareness of oppression and extortion of women in society, in the workplace and in the family and conscious actions by women and men to change the situation. Feminists in Europe have since the seventeenth century championed the equality of roles and positions of women (Ilyas, 1998), so that women are treated more fairly. But in reality, the nuances of gender bias still appear in people's lives. The perpetual factor of gender culture plays a major role in hampering feminist struggles as well as the perpetuation of a gender culture. In accordance with the socio-cultural approach, appreciation is more emphasis on content. Literary works that are able to accommodate a number of cultures and problems that exist in a particular society.

Literary work is understood (as a tool) to understand the life attitude and social culture of a particular society is a literary work that is able to reflect the community's life and social attitudes. Judging from the content and background content of events that occur, so we can understand the two small sides of society. Seen in succession from Pengakuan Pariyem, Ronggeng Dukuh Paruk (trilogy novel), and Sri Sumarah.

It can be understood a number of attitudes displayed by the leaders of Srintil and Rasus. In a remote and very simple environment, even inadequate. But responded calmly without many complaints or protests. Peacefulness is always held and all are left to walk as is. Maintaining cultural or traditional heritage that is characteristic of Dukuh Paruk, Ronggeng.

The Dukuh Paruk people glorify the Secomenggolo cupola, and adore their inheritance. Not much to ask about further things. Not much thinking. Ritual ceremonies are still often carried out, offerings to honor the spirits of their ancestors. The ritual ceremony revolves around the ronggeng Srintil game. The Paruk community still and strongly believe in hunches, natural cues for the coming of calamity or the coming of Betharakala, its unique legend is cultural heritage.

In an effort to understand literary works consisting of: Pengakuan Pariyem (Linus Suryadi), Ronggeng Dukuh Paruk, Lintang Kemukus Dini Hari and Jantera Bianglala (Ahmad Tohari), as well as Sri Sumarah (Umar Kayam), the following was obtained an understanding of the attitude of life and social culture of the Javanese people.

*Pariyem's* confession explained the attitude of life: accept all that you have got, surrender, live only to drink, javanese mysticism, all have their fortune.

The social culture of the people was seen byDoro Ayu's attitude which showed the characteristics of the priyayi class, while the family life of Pariyem was a minor.

*Ronggeng Dukuh Paruh, Lintang Kemukus Dini Hari, Jantera Bianglala,* (novel trilogy) describes the attitude of life that gives up on it, the mystic is strong: spells, related to mental condition, glorifying Secomenggala's tomb, speaking harshly, the condition of the village is dirty, also the occupants don't think much about themselves, hold on to the traditions of ancestral heritage.

Its socio-culture shows the lives of the young people, there are no priyayis. There are no signs of santri, all abangans.

*Sri Sumarah* explained mituhu's attitude of life to her husband, educated his children well, a sense of high self-esteem for inner calm, tribute, sleeping just trying to get the magical message, taking good care of himself, knowing about her husband. Understandable socio-culture is a characteristic that marks the existence of groups and does not display the characteristics of the small people.

## IV. CONCLUSION

It's not like turning palms to change people's mindsets about women. Many things must be understood by both men and women to realize the alignment of relations between men and women. Awareness that both (men and women) forever need each other and are needed. Therefore it needs a long process to change mindset and actions that are equal partnerships between men and women.

In accordance with the socio-cultural approach, appreciation is more emphasized in the contents of literary works that are able to accommodate a number of cultures and problems that exist in a particular society. Literary works that are understood (as tools) to understand the attitude of life and social culture of society are literary works that are able to reflect the life attitude and social culture of the community. Viewed from the content and background content of the events that occur, so we can understand the two small sides of the community.

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# AWARENESS TO FINANCIAL REPORTING AND SUSTAINABILITY OF MICRO AND SMALL BUSINESS

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*Sustainability is a business approach to create long-term value for company. Sustainability is built on the assumption that developing such strategies foster company longevity. A company established with the going concern assumption or to be a sustainable company. To sustainability for businesses is not easy, one of them is the company must keep track of everything, and manage by the numbers. Create written systems for everything and know your numbers and check them daily and make all decisions based on what they tell you. It means that the company need financial reporting to maintain the business or to sustain. In fact, Small Medium Enterprises do not create written systems, financial reporting which we know a Financial reporting as one source for company to make a plan and measure the performance and take action or giving a feedback, for big company and small business. However, SMEs do not make financial reporting so they might not know about the revenue and profit or loss, predict their future, make business plan, etc. Financial reporting for SMEs is still a difficulty and a challenge for micro and small businesses. Even, so far the simplification carried out by the competent authority is apparently not in line with the expectations of SMEs. SMEs still feels difficulty in preparing financial reporting, especially with the appropriate format and standards, which in Indonesia call SAK EMKM (Micro, Small and Medium Entity Standards). This study is qualitative approach and the data will analyze descriptively and discuss in small group discussion. The results showed that the majority of micro and small business still did not have a financial system (recording or reporting), even it is to record flow in and out of cash. The difficulties faced of the micro and small business entities are the standards still complicated, the step are too long, spend more time to make financial recording and reporting (time-consuming) so that the benefits obtained are not worth as the sacrifice to prepare financial statements.*

***Keywords**: Financial Reporting, SAK EMKM, Sustainable Busines*

## I. INTRODUCTION

Nowadays sustainability is a business approach to create long-term value for company by taking into consideration how our company can operates in the ecological, social and economic environment. Sustainability is built on the assumption that developing such strategies foster company longevity. A company established with the going concern assumption or to be a sustainable company. From a broader perspective, a sustainable company is one whose purpose and actions are equally grounded in financial, environmental and social concerns. To sustainability for businesses is not easy. Some ways will enable business leaders shape a more sustainable future for the company as well as their community. One of them is the company must keep track of everything, and manage by the numbers. Create written systems for everything and know your numbers and check them daily and make all decisions based on what they tell you. It means that the company need financial reporting to maintain the business or to sustain.

A Financial reporting refers to the communication of financial information to internal and external users, and as one source for company to make a plan and measure the performance and take action or giving a feedback, for big company and small business. Company knows revenue, income or loss from income statement. When SMEs do not make financial reporting so how they know the revenue and profit or loss, how they predict their future, make business plan, etc. Financial reporting is needed in running their business. However, financial reporting for SMEs is still a difficulty and a challenge for micro and small businesses. Even, so far the simplification carried out by the competent authority is apparently not in line with the expectations of micro and small business. SMEs still feels difficulty in preparing financial reporting, especially with the appropriate format and standards, which in Indonesia call SAK EMKM (Micro, Small and Medium Entity Standards).

The results showed that the majority of micro and small business still did not have a financial system (recording or reporting), even it is to record flow in and out of cash. The difficulties faced of the micro and small business entities are the standards still complicated, the step are too long, spend more time to make financial recording and reporting (time-consuming) so that the benefits obtained are not worth as the sacrifice to prepare financial statements.

Financial statements are the financial resources of a company or organization in a period and aims to illustrate the performance of the company/organization. The financial statements are prepared based on applicable accounting standards. There are 3 standards that apply to the business world in Indonesia (IAI, 2018), are :

1. IFRS-based General SAK, which is used by entities with significant public accountability.
2. SAK ETAP is used by entities without significant public accountability but publishes financial statements for general purposes for its users; and
3. ED SAK EMKM used by micro, small and medium enterprise

The entities of micro and small businesses in Indonesia which control almost 90% of economics, most of them do not have a financial accounting system and business financial statements in accordance with SAK EMKM. The preparation of financial statements based on SAK EMKM is still considered too difficult for micro and small entities, even though the Board of the drafting of financial accounting standards has tried to simplify the rules so that micro and small entities can prepare financial reports without difficulty. The development of the preparation of financial reporting standards (SAK EMKM) has undergone several changes in stages with the aim of simplification (Martyniuk, Olga and Szramowski, Dawid: 2017, IAI: 2018). Simplification is intended to facilitate micro and small entities in preparing financial statements. Simplification is done in Indonesia and in other countries, such as in Europe, Africa (Martyniuk, Olga and Szramowski, Dawid (2017), Maingot, Michael and Zeghal, Daniel (2017) and Ezeagba, Charles (2017). With some simplifications, it is expected that micro and small businesses have the ability to compile the financial reporting, but it is not apply here in Indonesia.

The simplification that has been done has not been able to meet the main goal of facilitating micro and small entities to prepare financial reports, micro and small entities are still experiencing difficulties as the findings in research conducted by Rudiantoro, Rizki and Siregar, Silvia Veronika: 2012, which shows that the quality of financial reporting of micro entities is still lacking. The simulations that have been carried out have not yet affected the ability and quality of EMKM financial reporting Ramona Neaga, Ema Mascaa (2012), Maingot, Michael and Zeghal, Daniel (Daniel 2006), Martyniuk, Olga and Szramowski, Dawid (2017) and Hapsari, et al. (2016) showed that micro and small entities still experience difficulties in preparing financial statements that are standardized in Indonesian, the recording of business finances is complicated and requires considerable time (I Made Narsa, Agus Widodo and Sigit Kurnianto: 2012). Research on financial statements for micro and small businesses attracts many researchers. The same research results also show that most small business still consider it important to have an orderly and disciplined financial report. This of course raises the hope that actually SMEs still have the desire to apply financial records standards for their businesses.

Based on the background above, this study was conducted to find out the opinions or perceptions of micro and small business on the preparation or make of financial reporting. Whether a financial reporting still a difficulty or not. Is financial reporting give benefit for them. With this research all research questions will be answered and it is hoped that they can contribute to the development of financial report preparation for EMKM.

To obtain data, a questionnaire was prepared with items using questionnaire statements adopting Ezeagba's research (2017) according to the conditions in Indonesia. The data is then processed and analyzed qualitative and descriptive to make a conclusions. This research is not intended to generalize, only to obtain or provide an overview of the difficulties faced by micro entities in compiling financial statements in accordance with EMKM standards and is it benefit or not. This research is a preliminary study, and will be followed by other studies, such as the influence of simplification of financial accounting standards on the interest in preparing financial statements, or the perception of auditors or public accountants on SAK EMKM, and other research topics in subsequent studies.

## II. MATERIAL ANDS METHODS

### 1.1 The Research Methodology

This research is part of basic or fundamental research because especially aimed at gaining more knowledge and understanding regarding a phenomenon that occurs specifically in the sphere financial accounting. This research intended to express the knowledge and practice of financial reporting in SMEs. This research is a qualitative study using descriptive research methods. The data collected is compiled, explained, and then analyzed with descriptive analysis approach that seeks to describe a phenomenon through research on certain factors related to the phenomenon being examined and compared one factor with other factors. This is also intended to find out the nature of something with an analytical approach the proportion that expresses the statement of the nature of reality using ex post facto data. This study in which to be carried out has the aim to explain the phenomenon that exists using numbers based on the characteristics of the individual or group under study (Sugiono; 2014).

### 1.2 Types and Sources of Data

Data is a collection of information needed for decision making. Data can be divided into two types, namely qualitative data and quantitative data. Qualitative data is non-numeric data obtained from recordings, observations, interviews, or written material. While quantitative data is data in the form of numbers obtained from addition or measurement.

Both types of data (qualitative data and quantitative data) are used in research. Quantitative data in the form of financial statements, budgets, realization and others, while qualitative and descriptive data, obtained using existing phenomena in the field by means of observation, and interviews on research objects. The object of research is micro and small business actors located in the South Jakarta and East Jakarta regions. Restrictions are made considering the limitations of cost and time.

The data used are primary data, obtained from the collection of questionnaire results. Statement items formed in the composition of the questionnaire adopted Ezeagba's research (2017) adjusted to the conditions in Indonesia. The data is then processed with the help of statistical tools and the next stage the results will be analyzed descriptively and finally to conclusions. This study is not intended to generalize a population, given the limitations of the study, namely the difficulty in obtaining research samples. These difficulties are related to the limited time and funds owned by researchers so that the distribution of questionnaires is done randomly.

### 1.3 Data Collection Techniques

While data collection techniques are by:

1. Interview (*Interview*), the data collection technique is carried out and obtained by direct question and answer.
2. Field survey, namely by making direct observations to the object of research
3. Literature study, to obtain data that is theoretical through a review of the theories that have been studied.

### 1.4 Method of Analysis

The research method used in this study is a descriptive qualitative method that is a method that is to describe, compare data and conditions, and explain a situation in such a way that conclusions can be drawn. The respondents were micro and macro business located in South Jakarta and East Jakarta. A total of 400 questionnaires were distributed in hard copy, while 321 data could be processed. Data analysis uses the mean, frequency and standard deviation.

The results of this study are expected to be utilized for academic purposes, and to disseminate it along the community Service activities. In addition, this research is expected to be continued with further research that is more *exploring* and *in depth* by adding research variables and samples used.

## III. DISCUSSION

In the recent years, research about understanding, readiness, application of reports finance for micro and small businesses became a topic of great interest by researchers (Rudiantoro, Rizki and Siregar, Silvia Veronika: 2012, Ramona Neaga, Ema Mascaa: 2012, Maingot, Michael and Zeghal, Daniel: 2006, Martyniuk, Olga and Szramowski, Dawid: 2017, Hapsari, et al.: 2016, I Made Narsa, Agus Widodo and Sigit Kurnianto: 2012). Although there are some difficulties in obtaining data (both primary and secondary), but it remains an interesting topic to be studied. Especially study to examine the perceptions of micro and small business on financial reporting and the preparation of financial reports based on Financial Accounting Standards for Micro, Small and Medium Enterprises (SAK EMKM) and their benefit for them.

Small and medium-sized enterprises (SMEs) have an important position in the world of economy, however, they were not contribute in gross domestic products in Indonesia. Other country, such as in Europe, The Small Business Act (SBA) for Europe admitted "the central role SMEs in the Europe Union Economy and aimed to strengthen the role play by SMEs and to promote their growth and job creating potential through alleviating a number of problems which are thought to hamper the development of the SMEs. It sounds that in Europe, SME have high position in economy, however, in Indonesia, the economy is monopolized by big and conglomerate company. Beside that, unfortunately, the micro and small businesses (EMKM) in Indonesia do not have an accounting system such as recording transactions; financial statements.

Difference to in Europe, according to Pascu, A.M. Si Vasilu A (2011) the financial reporting for SMEs will give some benefit :

1. international comparability between financial reports of a large number of entities;
2. the mobility of accounting and audit services within the EU;
3. providing more harmonized information of which stakeholders (investors, business partners and

creditors) should benefit;

4. using the same accounting language for the transmission of information;
5. an important support given by these standards to the prepares about consolidated accounts;
6. facilitating cross border trade, foreign mergers and acquisitions and international growth of companies;
7. increasing confidence in financial reporting and satisfaction of the needs of users of financial statements.

But not all country in EU has smooth implementation convergence to IFRS for SMEs, such as in Romania. The problem such as by defining the SME, the SMEs concept has different meanings in different countries and because of the cultural diversity that has stronger impact within the SMEs that usually have no international links and no strong need for a common language.

Financial statements provide information that can be used or help stakeholders in making social, political and economic decisions so that decisions made can be of higher quality. But, how SMEs having higher quality information if they do not make a financial reporting. Almost SMEs in Indonesia do not have financial reporting. In the context of SMEs, accounting information is important as it can help the firms manage their short-term problems in critical areas like costing, expenditure and cash flow, by providing information to support monitoring and control (Girmachew Kahsay, Girma Zeleke: 2019; 8(1): 1-7 : Journal of Investment and Management).

According to UNITED NATIONS CONFERENCE ON TRADE AND DEVELOPMENT, qualitative characteristics are the attributes that make the information provided in financial statements useful to users. The four principal characteristics are: (a) Understandability: It is essential that information provided in financial statements be readily understandable by users. (b) Relevance: To be useful, information must be relevant to the decision-making needs of users. he relevance of information is affected by its nature and materiality. (c) Reliability: Information is reliable when it is free from material error and bias and can be depended on by users to represent faithfully that which
it is said to represent. In assessing reliability, substance over form, prudence, neutrality and completeness are also considered. (d) Comparability: Users must be able to compare the financial statements of an entity over time in order to identify trends in the entity's financial position and performance.

Financial documents such as daily financial records, accounts payable records and accounts receivable records also do not become important documents to be owned or made by micro businesses. The study found that 74% of SMEs do not have a financial record of their business. Not only financial documents or records, legal document such as business license, halal certificate are not important documents for SMEs. Almost all of SMEs run businesses without these documents. Is qualitative characteristic of financial statement to be concern by SMEs? In fact, less than 15% SMEs prepare financial reporting. How could they concern and understand about qualitative characteristic of financial statement.

Almost SMEs do not have records or financial statements, it is possible there are several factors that cause micro businesses do not have the financial records of the business. SMEs do not have qualified employees (accounting / financial education) to prepare financial statements; such as to record the transactions. Qualified employee is needed to run the company as well, unfortunately, SMEs almost do not have human resources who have accounting background, or financial knowledge background. To prepare financial reporting is needed technical and conceptual accounting basis.

Without qualified employee SMEs is not able to prepare financial statements, moreover, compile financial reports based on accounting standards (SAK EMKM). Almost micro and small businesses (EMKM) are experiencing difficulties to access loans / credit from banks cause SMEs do not have financial records or reporting.

There are some factors SMEs do not prepare financial reporting :

1. No need to have financial records or financial reporting/unworthy and no benefits of having financial statements/not too used/not give benefit
2. Spending a lot of costs
3. Spending a lot of time and do not much time to make financial reports
4. Difficulties/do not know to make financial reports (lack of qualified employee, lack of sosialization, etc)
5. Time consuming and too complicated and troublesome to make record or financial reports

As 74 % SMEs realized that financial records and financial reporting help them to measure the business performance such as availability cash/money (cash flow), liabilities/debt and other benefits of preparing financial statements or having financial records. And the rest (26%) do not use or find the benefit of financial reporting.

The factors of difficulties to make financial records or financial reporting are dominated faced by all SMEs in Jakarta. They do not know the Financial statements are a structured presentation of financial position and financial performance of a firm. They do not know the financial statements consist of elements of income statement, statement of retained earning, statement of financial position (balance sheet), and statement of cash flows. Most of SMEs only know and recognize financial record is that about cash in and cash out records (84%). Fortunately, even in small number (11%), SMEs know that the financial statements is consist of income statement and 5% know that financial statement elements are income statements and balance sheets. Most of the SMEs do not understand the definition or benefit of each of these elements (the financial statement elements). For example the SMEs know that income statement is defined by all cash received, only small SMEs (26%) understand that income is the total amount of sales (both cash sales and credit sales). Similar to expenses (costs), assets, debts, capital and profits.

Following are the description of SMEs knowledge about financial reporting where almost know all about expenses (costs) are costs for production and sales (13%), expenses were cash incurred (19%), and expenses were cash for purchases (68%). Meanwhile, the definition of assets are cash and merchandise owned (74%), assets are cash owned (16%) and the rest (10%) defines assets as cash, merchandise and business equipment. The definition of debt is the purchase of unpaid merchandise (74%), all debt received to support business operation (16%), and debt is something must be repaid in connection with business activities (10%). Moreover, the definition of capital is cash, merchandise and equipment owned (71%), cash/money owned (21%), and all cash, merchandise and equipment was obtained from the owners (8%). Profit is the difference amount from cash received and cash paid (84%), income minus expenses (11%), and cash from sales (5%).

We could be concluded that almost or the majority of SMEs do not understand/know the definitions and concepts of Expenses (costs), assets, debt, capital, and profit. Moreover, also concluded that the basis of financial records are cash basis.

Sustainability become a new trend in the world, include sustainability in SMEs. In many studies have found that low awareness of the overall environmental impact of small firms has been a major hindrance to change (Hillary, 1995; Holland and Gibbon, 1997; Rutherfoord et al., 2000 in Revell, Andrea Revell1 and Blackburn, Robert: 2007). One of the major potential barriers to the adoption of environmental best practice amongst SMEs is that environmental measures are perceived to be a drain on profits. Only small SMEs believed that environmental action would generate cost savings or cost savings could result from environmental reform.

Another studies show that despite a concerted attempt by UK policy-makers to portray 'ecoefficiency' measures as cost reducing, most owner-managers of small firms view environmental measures as expensive to undertake. As a result, owner-managers tend to be highly resistant to voluntarily improving their environmental performance, this perceived discord between profits and environmental protection is clearly a major barrier to the 'greening' of industry (Revell, Andrea Revell1 and Blackburn, Robert: 2007).

SMEs have no choice that have to sustain in business and have to do voluntarily do a green business. Some difficulties and challenges was faced by SMEs in era disruption and sustainability era as we have been discussed earlier. To sustain in the competition and among the industry, SMEs have to overcome the difficulties and challenges, especially about financial reporting. There are some recommendation for SMEs to compete and win the competition, SMEs must improve the quality of financial reporting. Some methods such as the SMEs have to make daily transaction records (at least make a record for cash in and cash out), recruiting qualified employees, government and other parties are requested to regularly host socialization about the accounting system, financial reporting, etc, and the last way is financial inclusion must be drive such as SMEs have to transact through the banking system (using bank, e-banking, etc).

## IV. CONCLUSION

Financial Reporting is one source of information for economic entities including micro and small businesses in decision making. Micro and small businesses are still reluctant to prepare financial statements. Most respondents stated that they do not have a financial system and financial reports. Several studies have also found similar results, with most not compiling financial statements (Ezeagba: 2017, Maingot, Michael and Daniel Zeghal: 2006). Financial statements not only function as a tool for evaluating company performance.

Based on the results of the descriptive statistics above, the following are the conclusion and recommendation :

1. Generally, almost SMEs do not prepare / make financial reports or record transactions. The results of this study support some research before, both in Indonesia and in other countries. Almost SMEs still unaware the benefit of financial reporting/record to their business and sustainability in the longterm or in the future.
2. The SMEs do not prepare financial reports as mandotory in accounting standards for SMEs (SAK EMKM).
3. The SMEs do not have qualified human resources and faces some difficulties such as :
   a. Time needed to prepare a report finance / recording of transactions takes a long time
   b. Applicable reporting standards are too difficult
   c. Expense a lot of costs
   d. Not too used / useful
   e. Not have competent resources
   f. Not transact through the banking system

To make SMEs aware the benefit of financial reporting, some ways can do to improve quality of financial reporting and to motivate SMEs having financial reporting following mandatory accounting standards such as :

1. Having regular transaction records
2. Recruiting qualified employees
3. Socializing the accounting system
4. Transaction through the banking system

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# EFFICIENCY OF ICT BASED LEARNING IN THE MILLENIAL GENERATION

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*ICT-based online learning is an educational method that utilizes electronic applications to support teaching and learning processes of internet media or computer networks as well as stand alone computers. The purpose of this study is to produce an online learning system that can be used as a supplement to the learning process and to find out the level of efficiency of the online learning system that has been develop. The research models in this study is uses a research and development (R&D) model that has been modified from the development model of Sugiyono. This study concludes that the online learning system makes it easy about lecturers to manage to learn, ranging from learning material, learning processes, and evaluation of learning, lecturers can also know the level of student mastery of a learning material so that it can help teachers to analyze the clarity, relevance, and effectiveness of the learning material.*

***Keywords****:Learning , ICT, millennial era*

## I. INTRODUCTION

The development of information and communication technology has produced so many services for people who have implemented Information and Communication Technology (ICT) in their services even in the world of education. Educational organizations that function as educational managers namely the Ministry of Education and Culture, as well as the Ministry of Research, Technology and Higher Education welcomed the development of ICT by implementing various information technology-based management or administration. the relationship of the application of ICT-based learning by utilizing technology as an alternative medium for learning, Universitas Islam Lamongan conducted a first step of analyzing needs and preparing all the needs needed. Online learning is an educational system that utilizes electronic applications to support teaching and learning process of internet media or computer networks as well as computers. This shows that lecturers and students need to conduct in-depth studies in order to know the use of online learning in the teaching and learning process.

Non-online learning has actually met the main objectives in teaching and learning, but with the development of technology the concept used has faced several obstacles such as limited space, location, time and culture of education that develops according to time. Cultural and technological exchanges in the learning system have begun to show results in the process of exchanging knowledge or learning in the teaching and learning process that is so fast. The learning process that is applied to tend to still prioritize the teaching process, based on learning content and is one-way and abstract and can only be understood by certain groups, So it tends to be passive. The development of ICT in the field of education has begun to change from a learning process, based on problems, is contextual and is not limited to certain groups, but all that need it can be included in the learning process proficiency level. In this learning process students are trained to be independent and more active by optimizing existing learning resources.

Learning methods of the Industrial Age 4.0 is increasingly developing in the digital direction, so it is very important to tertiary institutions to apply the E-learning system as a learning option of tertiary institutions. Because E-Learning allows virtual interaction between lecturers and students in accessing learning without any limitations, both within space and time constraints.

The purpose of this study is to produce a new learning style, by applying SPON (online learning system ) as a supplement or online learning media. The application of SPON to learning is expected to be more efficient learning styles of students. By applying SPON to learning, students can easily access learning material through computers or smartphones, this make learning possible anytime and anywhere.

## II. MATERIAL AND METHODS

This study uses a research and development (R&D) model that has been modified from the development model of Sugiyono, (2010) and Kadir, (2003). The steps for the development are:

1) identification of needs;
2) data collection;
3) product design;
4) design validation;
5) design revision;
6) product validation;
7) product revisions;
8) field test; and
9) product revisions.

Then at every step of the design, and product revision using the prototype method, thats are:

1) identifying needs;
2) designing a prototype; and
3) conducting a design test.

The research was conducted to all 150 of fifth semester students of the informatics engineering by collaborating with lecturers and observers. Then to present the results of the study, the data was taken using a questionnaire instrument that was distributed among all students that were respondents. Furthermore, the data obtained from the questionnaire was calculated and analyzed using the formula taken from Akbar (2013 ), which is as follows:

$$\mathbf{P} = \frac{\sum \mathbf{x}}{\sum \mathbf{xi}} \; \boldsymbol{x} \; \mathbf{100\%}$$

Information:

P : Percentage score

$\sum$x : Total number of respondents

$\sum$xi : The total number of ideal values of an item 100% : Constant numbers

In determining the criteria for achieving the results obtained are seen in Table 1

Table 1. Achievement Criteria

| Achievement (%) | Performance Level |
|---|---|
| 81% - 100% | Very High |
| 61% - 80% | High |
| 41% - 60% | Enough |
| 21% - 40% | Low |
| 0% - 20% | Very Low |

(Source: Akbar, 2013)

## III. RESULT AND DISCUSSION

### 3.1 Result

The results obtained showed that student statements from the use of SPON as a learning medium as a whole were high with an average percentage score of 81.33% . However, there are still some groups of students that state that learning by applying SPON is still less efficient, its showed by a percentage score of 18.67% . This is because there are a number of students that have not been able to run the online learning system properly . The complete data can be seen in Table 2

Table 2. SPON Efficiency Level Distribution

| No | Class V-A | | Class V-B | | Class V-C | | Class V-D | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | ∑x | % | ∑x | % | ∑x | % | ∑x | % | |
| 1 | 28 | 82,35 | 29 | 80,56 | 33 | 84,61 | 32 | 78,04 | 81,33 |
| 2 | 6 | 17,68 | 7 | 19,44 | 6 | 15,38 | 9 | 21,95 | 18,67 |
| **∑xi** | **34** | **100** | **36** | **100** | **39** | **100** | **41** | **100** | **150** |

The use of SPON as a learning medium in general can be said to be efficient which can be seen in Figure 1. There is one class that states that by using SPON the learning system can be more highly efficient, thats in the Class V-C.

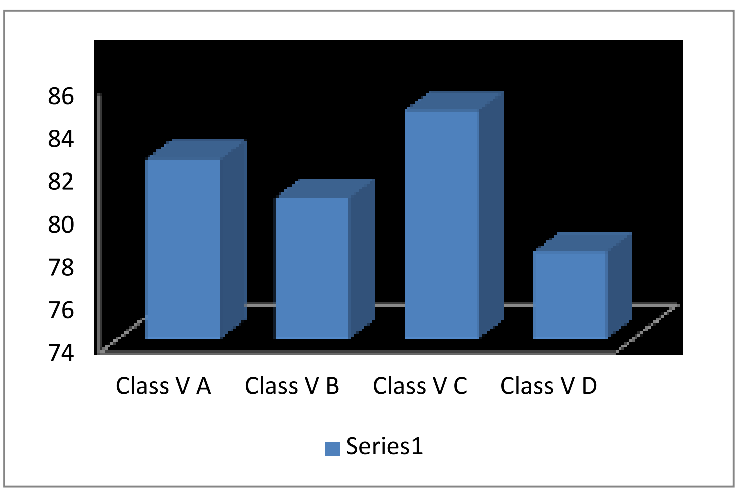


**Figure 1. SPON Efficiency Level**

Although the majority of respondents stated that the SPON applied was quite good and could be applied in the learning system. There are some respondents that feel that SPON still cannot be fully implemented with a few suggestions, thats are:

1. all system actors must really be able to run the system;there must be support from all aspects related to the system;
2. all actors must be able to interact, obtain learning experiences, and the material presented in accordance with needs; and
3. must be accessible in all places or devices and supporting facilities. This shows that there are several important aspects that can affect the implementation of SPON in order to run optimally.

Among these aspects is the readiness of teachers in using SPON. The teacher must have prepared all aspects needed in learning and must understand the needs of students.

So that the material presented to the system can be in accordance with the students needs, the instructor must conduct a requirements analysis first. Requirement analysis is the first step that teachers can use in determining the content of material to be included in the SPON system. Students will be interested and respond positively to the SPON system that was developed because the material and content presented are interesting and are indeed needed by students.

### 3.2 SPON As A Learning System

Role in the concept of applied science, education by utilizing the development of information technology in the implementation of learning in achieving learning objectives and improving learning and learning outcomes. In the digital age there are many choices of technology application that can be used in the learning system process. SPON is one of the choices that can be used in the application of technology that adopts e-learning systems, the selection of this concept is expected to provide solutions to problems related to place, distance and time in the learning system process.

As one of the adopters of the E-Learning system, SPON can't stand alone because all aspects in it have an important role in the implementation of E-Learning. This shows that in practice several aspects must be ensured in practice in accordance with the flow. As for some aspects that must be considered and can be possible problems with its application can be seen in Table 3.

Table 3. Obstacles that must be considered in implementing SPON

| Aspect | Problems |
|---:|---:|
| Time | Does it take more time and inventory than teaching in class? |
| Human Resources | Who will carry out system development? |
| Support | Do policy makers fully support? |
| Knowledge | Can the teacher run the system? |
| Quality | How can students interact, gain learning experiences, and learning outcomes? |
| Technology | Is the internet and infrastructure available? |

How to minimize the possibility of problems of table 3, It is necessary to develop supporting infrastructure in the implementation of SPON organized with a process that is always running in making improvements. SPON is one of the big systems, so in addition to instructional readiness, as a learning system it also requires other things to support its implementation such as supporting infrastructure and competent human resources.

### 3.3 Efforts in Improve the Efficiency of SPON as a Learning system .

Efforts that can be made to improve the efficiency of SPON in Learning starts from paying attention to the main aspects in planning the implementation of SPON as the initial step of its use as a learning medium. As for a few things to note are:

1. Learning plan must begin with an analysis of the need to determine the condition of the agency environment and learning culture in general.
2. The availability of an internet network (network ), as well as planning all preparations both in terms of infrastructure and technology.]
3. Availability of supporting facilities, namely hardware, software, as well as classrooms or computer laboratories that can be used in its application.
4. Teachers must have made or made available all learning tools and materials related to the implementation of learning in accordance with the analysis of the needs and abilities of students.

In order to achieve maximum results, there must be a policy so that teachers carry out learning to use SPON optimally, so students are interested in learning to use the system.

### 3.4 SPON Efficiency in The Learning System.

To get something needed a fee to get it , just as in the learning process to get an efficient learning process needs to pay a fee in the form of developing an online learning system. Using SPON can reduce costs that will be incurred during the learning process, for example in terms of classroom needs, with SPON the need for classrooms will be less so as to reduce the need for classrooms. Furthermore, in terms of time, students can access learning at any time so that learning is very flexible , if there are questions or there are not yet understood, students can ask questions through forums or directly send messages to the lecturer. Another example in terms of collecting lecture assignments, where for assignments students are required to collect in printed form. However, with SPON, assignments can be collected in the form of softcopy via e-mail. It is certainly efficient to reduce the cost of collecting assignments.

## IV. CONCLUSION

The results showed that the learning system by applying SPON is a new efficient breakthrough in learning. The application of SPON to the system in the millennia era must be done so that students no longer depend on the material delivered by lecturers in the class, in the millennial era the teaching and learning process can be done anywhere and anytime, not limited to class rooms and class schedules.

Online learning system makes it easy about teachers to manage learning, starting from learning materials, learning processes, and evaluation of learning. With an online learning system the lecturer can know the level of student mastery of a learning material so that it can help lecturer to analyze the clarity, relevance, and effectiveness of the learning material. Teachers who apply the SPON learning system must be more capable of the selection of material to be presented in the system, so that the material presented can be in accordance with the needs of students, by conducting a needs analysis first. Other equipment that must be prepared by the lecture is preparing a learning device .

Further research on the application of the learning system conducted online is expected to be more for teachers or lecturers who use the system, and is expected to minimize the problems that can occur when SPON is applied.

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# Explorative Study of Academic Achievement Through Emotional Regulation Ability and Self Esteem In Student

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*This study is to determine about relation between regulation of emotion and self esteem in learning process wich can disclose level of need achievement of psychology students. Mostly psychology student shown their level of achievemnt in very low stage. Both emotion regulation and self esteem variables provide significant contributions to be improved and incresing learning process. Because it has a linear relationship with the needs of achievement. This emotional regulation ability to influences high and low of self esteem and both interact to reform academic performance which can shows the motivation of the performance of each participant in this study. About 99% of participants showed achievement motivation at a moderate level. But in the emotion regulation capabilities that are found to be quite low. The linear regression test results in this study indicate a relationship of F count 0.167> 0.05, the research hypothesis which states that there is a significant linear relationship between self esteem, emotional regulation and the need of achievement in students is accepted.*

***Key word:*** *self esteem, emotional regulation, the need for achievement, students*

## I. INTRODUCTION

The teaching and learning process in higer education using andragogy which emphasizes the independence of students to be able to gain knowledge through logic, critical thinking and personal maturity. Every student need to learn and demonstrate their achievements through activities in the classroom and activities outside the classroom. According to Maxwell, 2002 every individual has a need to show more ability than others, the need to get. Achievement needs contribute significantly to individual learning performance. Including when students will entering worklife which is full of competision.

The world of education and employment often makes modifications and rules, then modifications to learning methods in order to increase the need for achievement in every individual involved. Both, provide reinforcement, advice, evaluation and many other techniques modified to boost the quality learning performance or work performance (Nur Aziza: 2010). Achievement of students will determine the level of their ability to obtain a good assessment in each component of the assessment. No doubt, a student who has high achievement motivation will try to achieve learning outcomes and show good ability in the academic performance.

Students is as an agent of change in the campus world, must have an active, independent, creative, mature, nature in their way of thinking and behavior. Being a real demand for a student to be able to regulate emotions. This emotional regulation process is influenced by the level of self esteem. They must be able to put themselves in the right situation, have relevant problem solving. In general activities, they will surely be demanded to cooperate, face difficulties and pressing conditions, carry out routine lectures, discuss, respecting every ideas, and understand ideas or opinions from the academic environment. The characteristics of students which focused in this research often showed passivity and indifference to the material subject. Their interest in learning and reading is low and reluctant to ask even if they don't understand towards the learning process.

Apparently this became a characteristic that severely hampered their assignments as students. Also, when they encounter a difficulty related to the lack of understanding of the material they are not confident to ask or consult with lecturers, this is a showed self-esteem which not positive towards themselves. So, emotionally appears maladaptive behaviour when they get criticism

The process of regulation of self-emotion that should have begun to be adaptive and forged with independent life to interact, organize, solve personal problems and together with his colleagues took place inappropriately. If there are problems or when collecting assignments they prefer not to go to class or plagiarize assignments to facilitate completion. With proper self emotion regulation, they should be able to complete the tasks that have been given with systematic instructions. Because the need to get a reference task is very easy. Both from the internet and Handbook that have become a common reference and the existence of online journal links can be easily accessed.

The process of individual thinking involves emotions that arise when an event occurs in an individual. So that, it can cause emotions respon which temporary. On the other hand, it creates deep feelings and can affect relationships between people, academic performance, health performance, and job performance. Various types of emotions that arise in individual will affect the level of cognitive process that closely related to the way the individual's self evaluation of themselves subjectively (Prekun and Stephen: 2009). So that the role of self esteem and emotional regulation of each individual will affect the level of a student's needs to achieve their achievements in educational setting.

This description figuring out this research. By examining their emotional patterns and self-esteem in the lecture process of students in the Wisnuwardhana University specially in Psychological student, researcher will investigating student achievemrnt needs. In order to obtain applied psychology applications to build character, attitudes, and soft skills that are more adaptive for students as a provision to face employment after they graduated.

**Achievement Needs**

According to McClelland's (1985) view, human motivation is the emergence of certain impulses to achieve a state or goal to direct individual behavior to achieve it

Indicators of Achievement Motivation. Schunk, et al. (2008); Wigfield and Eccles, (2002) suggest that indicators need of echievement, especially in academic settings, include:

a. Choice or choosing to be involved in academic assignments rather than non-academic assignments. For example: choosing to do school work rather than watching TV.
b. Persistence or perseverance in doing tasks, especially when facing obstacles, such as boredom, difficult tasks, or fatigue;
c. Effort or exert effort, both in the form of physical and cognitive effort, by implementing cognitive or metacognitive strategies. Behavior that reflects this effort, for example in the form of asking good questions when in class, discussing subject matter with other friends or classmates, thinking deeply about the subject matter being studied, using time wisely to prepare for exams, making plans for learning activities, implementing mnemonics in study.

**Emotion Regulation**

Emotion regulation is the process by which individuals are able to monitor, evaluate, modify emotional reactions and express emotions automatically or controlled, consciously or unconsciously to achieve goals in everyday life. According to Gross and Thompson (2012) In this variable aspects include:

a. Cognitive Reappraisal, is a form of cognitive change that involves individuals to change the way of thinking about situations that can potentially emerge emotions so that they can change their emotional influence.

b. Expressive Suppression, is a form of response modulation that involves individuals reducing expressive emotional behavior when the individual is in an emotional state.

Exploration of emotional regulation variables in more depth was carried out by Pekrun and Stephens (2009) on the role of emotional regulation in the achievement. Achievements showing that good emotional regulation encourages humans to be able to control values and make priorities on their own goals. Once an individual encounters a problem, he will use cognitive reapprisal or expressive suppression abilities to control themselves.

**Self Esteem**

The term self-esteem is often used by experts to indicate how a person evaluates himself. This evaluation will show how an individual's assessment of respect for himself, believe that he has the ability or not, the recognition (acceptance) or not. The definition of self-esteem according to Coopersmith (1967: 4-5):

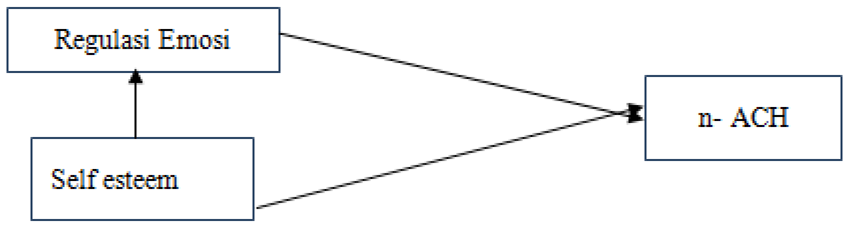
> "Self esteem we refer to the evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and reflects the extent to which the individual believes himself to be capable, significant, successful and worthy. In short, self esteem is a personal judgment of worthiness that is expressed in the attitudes of the individual holds toward himself ".

Self-esteem is an evaluation made by an individual and his habit of looking at himself, especially regarding the attitude of accepting or rejecting, and an indication of the amount of individual confidence in his ability, meaningfulness, success and worth. In short, self esteem is "personal judgment" about feelings of worth or meaning expressed in individual attitudes towards him (Atkinson: 1978). Components of Self Esteem According to Coopersmith (1967), there are four components that are the source in the formation of individual Self-esteem. The four components are Successes, Values, Aspirations, and approaches in responding to a decrease in self-assessment (Defences).

## 1. OVERVIEW STUDENT ACHIEVEMENT NEEDS BASED THROUGH LEVEL OF EMOTION REGULATION ABILITY AND SELF ESTEEM

The regulatory process involves cognitive information processing. This are greatly influenced by self eveluation and various events that occur in human life. There are individual differences about the high and low needs of achievemnts based on their self and individual problem solving in the process of regulating their emotions to achieving goals in their lives.

The ability of emotion regulation in this paper focuses on the individual's ability to adapt strategies to the occurrence of a problem, so theay are able to motivate themselves especially when individuals are in a state of despair, anxiety and anger (Kostiuk and Fouts: 2002). This ability then makes the individual able to foster optimism in his life to increase self-esteem as the center of an individual's self-understanding. This ability will make the individual able to survive, be able to struggle when facing great obstacles, never easily give up and lose hope.




## II. RESEARCH METHODS

### b. Research Variables

This study uses three variables consisting of independent variables and dependent variables. The independent variables in this study are emotion regulation (X1) and self esteem (X2) and the dependent variable in this study is the need for achievement (Y).

### c. Research Design

Kountur (2005: 108) calls this type of research correlation research. In addition, this research also focuses on the problems that exist at the present time and describes the facts about the problem under study as it is, followed by rational interpretation. This type of research is called descriptive research. Based on these explanations, in this study researchers used a quantitative research design with a descriptive correlational type.

### d. Population and sampling techniques

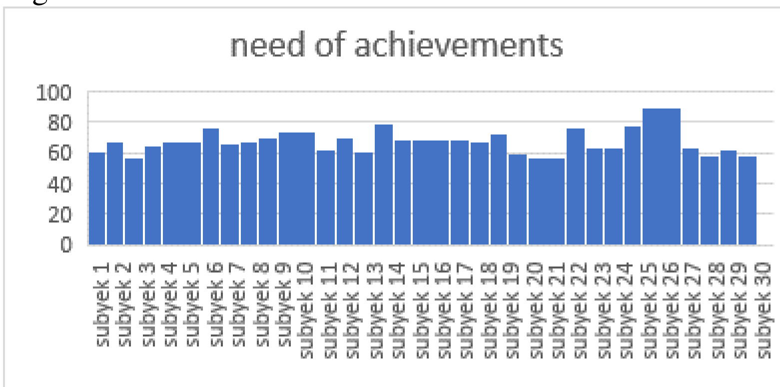
Margono (2004: 126) states that simple random sampling is a technique for getting samples that are directly carried out on the sampling unit. This method is used when members of the population are considered homogeneous. This technique can be used if the number of sampling units in a population is not too large. For example, the population consists of 500 undergraduate students (unit sampling). To obtain a sample of 150 people from this population, this technique is used. The number of students is 120 people. Researchers used 30 random student to be participants in the study.

## III. RESULT AND DISCUSSION

The results of this study indicate normal data frequency distribution. Taken by three scale of Need of Achievement Scale, Emotional Regulation Scale, and Self Esteem Scale. Before using analysis of Liner regression. The Data must be tested by Normality Test. The Normality test is using kormogolov smirnov. The result in p value self esteem varibael adalah 0,170 > 0.05 so data is in normal distibusion. The in Emotional regulation data is showed value adalah 0,200 > 0.05 so the data distribussion is also normal. Then, the normality test in Need of achievement showed p value in 0,200 > 0.05. This means, three variables are adequate to be analyzed using liner regression. The variables in this study have a linear relationship. So that the assumptions is needs of achieving students can be reviewed through the level of self-esteem and emotional regulation ability. Both self esteem and regulation variables are an element of personality units that shape human behavior. In this research, the main problem is need of achevement in psychology students.

The range or level of need for their achievement still tends to be neither too low nor too high.

Based on the following chart




Regression Liner Test

**ANOVA**[a]

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 20,327 | 2 | 10,164 | ,167 | ,847[b] |
| | Residual | 1645,840 | 27 | 60,957 | | |
| | Total | 1666,167 | 29 | | | |

a. Dependent Variable: ACH
b. Predictors: (Constant), REGEMOSI, S.ESTEEM

H0 rejected if signifikasi value F test < 0,05.

Result: because of value f test sebesar 0.167 (>0,05) so the null is rejected. This means, the independence variable has linear regression with Dependence variable. The other hands, we can say that self esteem and regulation of emotion has significant effect in student's need of achievements.

After understanding the range of achievement needs of Wisnuwardhana University psychology students, which are mostly in the average category only, it shows that the students' self esteem and emotional regulation abilities are also in a similar level because they have a linear relationship.

In some of the discussions that have been conveyed through the theory in this study, the need for achieving students will show how much they will try to learn and overcome difficulties while through their academic process. Degeng (1997) writes that there is no increase in students' learning motivation triggering them to focus on easy tasks. They will tend to avoid more difficult tasks.

In line with their learning outcomes that are not satisfactory for each teacher, students often show their lack of willingness to read and ask questions about material they do not understand. They take shortcuts to complete tasks by asking for help from others. When they ask for help from others to arrange their tasks, of course it is easier for them to understand the direction of the task completion and understand what they are reporting. However, the bad thing is that it is not uncommon for them to simply collect the completed tasks. Without being willing to take responsibility for what they have written as a scientific method for learning.

This sense of responsibility is part of the learning achievement variable to complete the task as thoroughly and as well as possible. The assumption of self-assessment of students who are participants here often appears that they show the powerlessness to change their understanding for the better. So there is not much effort they show to improve learning patterns or ask if they do not understand a lecture material.

The problem of self esteem is influenced by many factors not just because of intelligence. Also related to their cultural background, social status, income level and the main thing is their parenting since childhood. Their self esteem has been formed so strongly because of these factors. So that their emotional regulation is poorly trained and controlled not to be too protracted in the helplessness they experience in academic matters and daily soving problems.

Inappropriate self-evaluation triggers negative emotions which can cause change of their mindset to control their emotions. As a result when given information, or suggestions from friends and teachers they tend to avoid and do not show any effort to improve it. Such behavior often arises, when they are working on a thesis or case study that is a graduation requirement. So they take a longer study period than the intended target. This is in line with the results of research from Tyson and Hill (2009) on the regulation of emotions that affect students' academic performance when working on daily assignments in the classroom or assignments outside the classroom. That is, there is still a mediator variable in the form of poor academic achievement before academic performance will folllowed.

Perkuns and Stephens (2009) emphasize the important role of emotional regulation in the teaching and learning process. The direction of the learning process involves participants to be able to regulate self-emotional regulation when facing academic difficulties or other obstacles outside of academia. Especially in productive age as a student who must be able to carry out developmental tasks when dealing with authority figures, relations with the opposite sex, and relationships in organizations and academic activities that are certainly different behind the background.

The sample in this study has more or less level of medium variables and tends to be low. This condition demands more self improvement skill and many kind of teaching method in class or out class activity.

## IV. CONCLUSION\

1. In this study, it was concluded that the level of need for presenting psychology students at Wisnuwardhana University were the majority of participants in the intermediate level.
2. The variable of self esteem and emotion regulation directly have a significant influence on the need for achievement.
3. In the teaching and learning process, the emotional regulation ability of each student is a factor that need to be concern. Because good emotional regulation will encourage the emergence of problem solving that is relevant to the problems experienced step by step in classroom meeting.

## SUGGESTIONS

1. The effectiveness of teaching and learning can be improved by helping students who have a position in their emotional problems and self esteem.
2. Involving group learning methods and cooperative groups to increase student need of achievement.

3. Increase student interaction with colleagues to engage in study club to enhancing the culture of learning of the material they have learned.
4. Support the formation of group counseling to get solutions of personal problems from each individual. This group counseling involves fellow students if they have difficulties then it needs to be communicated with the academic supervisor to supervise in counseling process.

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# Decision Making Consumers to Choose a Coffee Shop Based on Product Quality,Price, Promotion, Service Quality

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*This study aims to determine the effect of product quality, price, promotion, quality of service both partially and simultaneously on the consumer decision-making process to choose a coffee shop in Lumajang Regency. This type of research is descriptive with a causal associative approach. This research about decision making was conducted with 100 respondents. The sampling technique used is Simple Random Sampling. Hypothesis testing is done by multiple linear regression analysis for hypotheses through the SPSS 21 for windows program. Based on the results of decision making that product quality, promotion, service quality there is a significant positive effect partially on the decision consumers choose a coffee shop in Lumajang Regency. While the price there is a significant positive partial effect on the decision making of consumers to choose a coffee shop in Lumajang Regency. Simultaneously product quality, price, promotion, service quality have a significant positive effect simultaneously on the decision of coffee shop in Lumajang Regency. The studied variable had an effect of 54.1% on the decision making consumers to choose a coffee shop in Lumajang Regency and the rest was influenced by other variables not examined.*

***Keywords**: Decision Making, Product Quality, Price, Promotion, Service Quality*

## I. INTRODUCTION

Since time immemorial, many coffee shops have been established in Indonesia. If at present what is served at the Coffee Shop is a cup of cappuccino from an espresso machine, then what was served was a cup of coffee from an old kettle. However, classic coffee can still be enjoyed in modern coffee shops, a distinctive taste from coffee from Indonesia that makes some coffee shops can stand for decades.

The proliferation of coffee shops is now the impact of the trend of the 'beautiful coffee' lifestyle that is being loved by millennials. Not only the general public, many celebrities began to glance at the coffee shop business. The increasing level of coffee consumption is also inseparable from the lifestyle of people who like to gather. This factor makes the prospect of a coffee shop business in the future still very promising.

The growth of coffee shop business until the end of 2019 is predicted to reach 15% -20%, an increase compared to 2018 which only reached 8% -10%. Chairman of the Specialty Coffee Association of Indonesia (SCAI), Syafrudin said, currently the contribution of coffee shops to the absorption of domestic coffee production reached 25% -30%. The number is predicted to continue to rise to 35% -40% by the end of this year. With the increasing number of coffee shops that have sprung up, competition in the coffee industry can be tighter. With situation, coffee is required to create a superior strategy. One of the main things that must be done to achieve a competitive to focus on consumers. To achieve these objectives, product quality, price, promotion, service quality activities are indispensable.

Based on the background above, the purpose of this study is to determine the effect of product quality, price, promotion, and service quality partially and simultaneously on the decision making of coffee consumers in choosing a coffee shop in Lumajang Regency.

## II. MATERIAL AND METHODS MATERIAL

### 2.1. Material

According to Kotler and Armstrong (2003:243), product quality is one of the most dependable factors by a marketer in marketing a product. According to Kotler and Armstrong quoted from the journal YunitaSawitri et al, the quality of the product consists of eight dimensions, namely:

a. Performance: Relating to the functional aspects of an item and is a major characteristic, which customers consider in buying the item.
b. Features: Performance aspects that are useful for adding basic functions, related to product choices and development.
c. Reliability: Matters relating to the probability or likelihood of an item successfully performing its function each time it is used within a certain time period and condition.
d. Conformance: Relating to the level of conformity to aspects that have been predetermined based on customer desires.
e. Durability: A reflection of economic life in the form of a measure of endurance on a product's lifetime.
f. Service Ability: Characteristics related to speed, ease of competence, control in providing services for organizational improvement.
g. Aesthetics: Characteristics that are subjective regarding aesthetic values related to personal considerations and reflections from individual references.
h. Perceived Quality: Consumers do not always have complete information about product attributes. However, consumers usually have information about the product indirectly.

According to Swastha (2009:185), the price is the amount of money needed to get a combination of goods and their servants. According to Sabler'sKotler and Armstrong's translation (2012:278), there are four indicators whose prices are:

a. Affordability of prices.
b. Price match with product quality.
c. Price competitiveness.
d. Price matches benefits

Rambat Lupiyoadi (2013:92), defines the notion of promotion as follows, Promotion is an activity carried out by the company to communicate the benefits of the product and as a tool to influence consumers in purchasing or using services according to needs. According to Kotler and Keller (2016: 582), the understanding of each promotional tool is as follows:

a. Advertising (Advertising) Any paid from non-personal presentation and promotion of ideas, goods, or services by sponsors identified through print media (newspapers and magazines), broadcast media (radio and television), network media (telephone, cable, satellite, wireless), electronic media (recordings, video recordings, video disks, CDROMs, web pages), and display media (billboards, signs, posters).
b. Sales Promotion various short-term incentives to encourage trial or purchase of products or services including customer promotions (such as samples, coupons, and premiums), trade promotions (such as advertising and support displays), and business and sales promotion forces ( contests for sale reps).
c. Event and experience activities and programs designed to create company- sponsored daily or specifically related to brand interactions with consumers, including sports, arts,

entertainment, and events and less formal activities

d. Online And Social Media Marketing (public relations and publicity) A variety of programs directed internally for corporate or external employees for customers, other forms, government, and media to promote company image products or individual product communications.
e. Online and Social Media Marketing (online and social media marketing) online activities and programs designed to engage customers or prospects and directly or indirectly increase awareness, improve image, or lead to sales of products and services.
f. Mobile Marketing (market movement) A special form of online marketing that places communication on mobile consumer phones, using smartphones, or tablets.
g. Direct and database marketing (database playback and direct) The use of mail, telephone, e-mail fax, or the internet to communicate directly with or request responses or dialog from certain customers and prospects.
h. Personal selling (face to face sales) face-to-face interaction with one or more prospective employees for the purpose of making presentations, answering questions, and procuring orders.

Quality of public services according to the Wyckoff quoted by Tjiptono, which is as follows: "Service quality is the expected level of excellence and control over the level of excellence to meet customer desires (Tjiptono, 2004: 59). In his study, Parasuraman concluded that there were 5 (five) SERVQUAL dimensions (dimensions of service quality) :

a. Tangibles, or physical evidence that is the ability of a company to show its existence to external parties.
b. Reliability, or reliability, namely the ability of organizations to provide services as promised accurately and reliably.
c. Responsiveness, or responsiveness, is an ability to help and provide fast (responsive) and appropriate services to customers, by delivering clear information.
d. Assurance, or assurance and certainty, namely knowledge, politeness, and the ability of company employees to grow the trust of customers to the company.
e. Empathy, which gives sincere and individual or personal attention given to customers by trying to understand the desires of consumers. (Parasuraman: 1990)

According to Kotler (2005), "Buying decision is a stage where consumers have a choice and are ready to make a purchase or exchange between money and a promise to pay with ownership rights or use of an item or service". According to Kotler (2007: 200), the purchase decision dimension consists of:

a. Problem / need-recognition (Recognizing needs), is the first stage of the buying process when consumers recognize a problem or need.
b. Information search (information search), which is a stage that stimulates consumers to find information about the product or service to be purchased.
c. Evaluation of alternatives (alternative evaluation), is the stage when consumers use evaluated alternative brands and devices of choice.
d. Purchase decision (decision to buy), is the stage when consumers actually make a product purchase.
e. Post-purchase behavior (buyer loyalty), which is the stage when consumers take further action after buying based on satisfaction and dissatisfaction.

## 2.2. METHODS

This type of research used in this study is an explanatory (explanation) with a quantitative approach. The location of this research was carried out in Lumajang. The population in this study is an infinite population, which is a population size that is so large that it cannot be counted (uncountable). Sampling according to Roscoe (1982 in Sugiyono, 2015: 164) mentioned the number of sample members at least 10 times the number of variables studied. The sample in this study was 100 respondents (20 respondents X 5), with a sampling technique using simple random sampling is a sampling technique from population members carried out randomly without regard to strata that exist in that population (Sugiyono, 2002). Data taken in the study came from primary data, this data obtained directly from respondents through questionnaires. The data testing technique used is multiple linear regression test using SPSS 16.00 for windows.

In this study, the process of distributing questionnaires was addressed to 100 respondents namely consumers of coffee shops in Lumajang. With the criteria of coffee shop consumers at least twice come to the coffee shop. Respondents in this study consisted of 63 men and 37 women. Age 21-30 years as many as 48 respondents, 31-40 years as many as 36 respondents, 41-50 years as many as 16, and> 50 years as many as 0 respondents. High school / high school education is 49 respondents, S1 is 37 respondents, S2 is 14 respondents, and S3 is 0 respondents.

**Instrument Test**

All question items (indicators) on all research variables produce corrected item-total correlation values whose values are greater than r tables so that it can be said that the question items that measure each research variable can be declared valid. It is known that the magnitude of the Cronbach's alpha value on each research variable is greater than 0.60, thus the question items that measure the research variable are stated to fulfill the reliability or questionnaire reliability requirements.

**Classic Assumption Test**

Multicollinearity test results show that all variables used as predictors of the regression model show a fairly small VIF value, where all of them are below 10 and the tolerance value is more than 0.1. This means that the independent variables used in the study do not show the presence of multicollinearity symptoms, which means that all of these variables can be used as mutually independent variables. Heteroscedasticity test results show there is no clear pattern of these points. This shows that the regression model has no symptoms of heteroscedasticity, which means that there is no significant interference in this regression model.

The results of the normality test show that the residuals are normally distributed, this is evidenced by the symmetrical shape of the pliers, not to the right or left.

Hypothesis testing Multiple Linear Regression

Table: Test Analysis

| Model | B | t | Sig | Information |
|---|---|---|---|---|
| Constant | 2,938 | | | |
| Product Quality → Purchasing Decisions | 0,068 | 2,024 | 0,046 | Significantly influential |
| Price → Purchase Decision | 0,159 | 1,811 | 0,073 | No significant influential |

| | | | | |
|---|---|---|---|---|
| Promotion→ Purchase Decision | 0,450 | 2,228 | 0,028 | Significantly influential |
| Service Quality →Purchasing Decisions | 0,104 | 2,076 | 0,041 | Significantly influential |
| | | | **F test** | 27,941 |
| | | | **Determinant Coefficient** | 0,541 |

Source: Primary Data in 2019

Based on the results of multiple linear regression analysis obtained the regression line equation as follows:

Y=2,938+0,068X1+0,159X2+0,450X3+0,104X4

## Partial Test (t-test)

The results of the t-test analysis are as follows:

1. Testing the significance of the effect of product quality on purchasing decisions. The significant value of the product quality variable is 0.046<0.05 then Ho is rejected and it is concluded that the product quality variable has a positive and significant effect on purchasing decisions, so the first hypothesis that reads: "Product quality has a significant effect on purchasing decisions" is proven true.
2. Testing the significance of the effect of prices on purchasing decisions. The significant value of the God variable is 0.073 <0.05 then Ho is accepted and concluded that the price variable has no positive and significant effect on purchasing decisions, so the second hypothesis which reads: "Price has no significant effect on purchasing decisions" is proven true.
3. Testing the significance of promotional influences on purchasing decisions. The significant value of the promotion variable is 0.028 <0.05, so Ho is rejected and it is concluded that the promotion variable has a positive and significant effect on the decision to submit a multipurpose loan for the finite, so the third hypothesis which reads: "Promotion has a significant effect on purchasing decisions" is proven to be true.
4. Testing the significance of the effect of service quality on purchasing decisions. The significant value of the service quality variable is 0.041<0.05 then Ho is rejected and it is concluded that the service quality variable has a positive and significant effect on purchasing decisions, so the fourth hypothesis which reads: "Service quality has a significant effect on purchasing decisions" is proven true.

## F Test (Model Accuracy Test)

Based on the results of the regression analysis in the above table, the significant value obtained is 0,000 <0.05 then Ho is rejected, meaning the model used to test the effect of product quality, price, promotion and service quality on purchasing decisions can be said to be right.

## Coefficient of Determination

The regression analysis results in the table above show that the adjusted R Square value obtained is 0.521. This shows that the contribution of product quality, price, promotion, and service quality simultaneously influences the purchasing decision of 52.1%, while the remaining 47.9% is influenced by factors outside product quality, price, promotion and service quality.

## III. RESULT AND DISSCUSION

The results of research on product quality, promotion and service quality on coffee purchasing decisions indicate that coffee buyers will decide to buy coffee if consumers have tasted or obtained information on coffee at the coffee shop, this shows the quality of products, promotions and service quality at the coffee shop really makes consumers satisfied so that consumers, without doubt, come back even recommend the coffee shop to other consumers, especially consumers of coffee lovers. Because consumers who coffee lovers will look for and come to shops that can process or mix and have a special coffee. Coffee that has specificities can make coffee lovers satisfied with the quality of coffee products. Besides the quality of service from the coffee shop is also one of the determinants of coffee consumers coming back to the coffee shop. Because satisfying service and without waiting too long makes consumers more satisfied and comfortable at the coffee shop. As for the promotion at the coffee shop, sufficient quality of the products and excellent service will directly and cannot promote the coffee shop to coffee-loving consumers.

As for the price of coffee purchasing decisions, it shows that consumers, especially coffee lovers, have never seen the price of coffee served if consumers are satisfied with the quality of coffee products and the services provided by the coffee shop. Because the price is relative, the price is said to be expensive if the product offered is not in accordance with the product offered. While the product is said to be cheap if the product offered matches the quality of the product provided. Not only excellent service quality but also make the price of a product meaningless. With services that can make consumers satisfied, the price they spend is comparable to what consumers receive. This can all make the price have no effect on purchasing decisions.

However, based on the results of this study it is still advisable to pay attention to product quality, price, promotion and service quality, because these four elements are needed to improve coffee shop purchasing decisions in Lumajang Regency in particular. If the four elements are not fulfilled, it is feared that there will be irregularities in consumer purchasing decisions, bearing in mind the four elements are factors that influence coffee purchasing decisions. So product quality, price, promotion, and service quality must still be considered in improving coffee purchasing decisions.

This discussion is related to the results of testing the second hypothesis which states that product quality, price, promotion, and service quality have a significant positive effect simultaneously on coffee purchasing decisions in coffee shops in Lumajang Regency. The results showed that simultaneously or together product quality, price, promotion and service quality had a significant influence on coffee purchasing decisions at Lumajang Regency coffee shop.

The results of this study are consistent with previous studies conducted by Christy Jacklin Gerung, et al (2017), Agnes LigiaPratisitiaWalukow, et al (2014), Subagyo, et al (2017), and MelitaYesi Agustin (2016), which simultaneously stated that the research contained a significant positive effect between product quality, price, promotion, and service quality that has a significant positive effect simultaneously on coffee purchasing decisions at Lumajang Regency coffee shop.

Why is simultaneous product quality, price, promotion, and service quality that have a significant positive effect simultaneously on coffee purchasing decisions at Lumajang Regency coffee shop While partially only the price variable has no effect? This can be explained, however, that in principle consumers of coffee lovers in coffee shops need good quality coffee and good service quality. Because of the quality of the perfect coffee makes visitors or coffee lovers come to the coffee shop that is intended and loved. Because of the foaming taste provided by the coffee shop, besides that the quality of the coffee shop's service to visitors or coffee lovers is also one of its own attractions and satisfaction for coffee lovers. Not escape from these two factors, the atmosphere of the coffee shop and the conversation of the coffee shop that had or had visited the coffee shop, made one of the unexpected promotions of the coffee shop owner. So that coffee shop owners in addition to having quality products to sell must also pay attention to the quality of service and atmosphere of the shop.

Therefore it is suggested to keep paying attention to product quality, price, promotion and service quality on coffee purchasing decisions in Lumajang Regency's coffee shop to be even better.

## IV. CONCLUSION

Based on the results of the research and discussion described above, several conclusions can be drawn as follows:

a. Product quality, promotion, and service quality have a significant effect on coffee purchasing decisions in Lumajang Regency's coffee shop, while other variables namely price do not affect coffee purchasing decisions in Lumajang Regency's coffee shop.
b. Price, promotion, and service quality have a significant simultaneous effect on coffee purchasing decisions at the Lumajang Regency coffee shop.
c. Coffee shop owners are expected to further improve the quality of service by providing facilities such as free WiFi, power outlets, and so on. This will make it easier for those who want to enjoy coffee while working.

## ACKNOWLEDGMENT

We thank you infinitely to the coffee shop owner in Lumajang Regency, so that can be seen does not pay attention to product quality, price, promotion, and service quality so that consumers continue to buy coffee at the coffee shop, this is because the coffee purchasing decision at the coffee shop will be achieved optimally if the environment around the coffee shop is supportive.

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# Analysis Of Critical Thinking Ability Using Online Discussion Forum In Chemical Material With Blended Learning

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*Education is a key change in the improvement of human resources in the field of cognitive knowledge construction. Especially as internet technology advances and enters the 4.0 era we are required to be able to develop learning that focuses on the construction of knowledge independently supported by the use of internet technology. Blended learning is one way of learning innovation in learning activities by using online discussion forums to improve critical thinking skills. The research method with linear regression analysis and correlation uses SPSS version 26 to see the effect of online discussion forums on the level of critical thinking. The results of the SPSS standard deviation study were normal data distribution in the amount of 5.99305 and 4.07308. Pearson correlation results showed a value of 0.666 with a probability of significance of 0.000, this indicates the correlation between online discussion forums has a strong degree of closeness to the ability to think critically. Simple linear analysis results obtained an output coefficient of determination R square of 44.4%. Based on data analysis, there is a link between critical thinking skills and the use of online discussion forums.*

***Keywords:*** *blended learning, critical thinking, online discussion*

## I. INTRODUCTION

The development of information technology in the field of Education has felt increasingly widespread and its development has been growing rapidly at all levels of education. This is because of the demands of the progress of the era and the digital era at this time. Especially entering the era of industry 4.0 launched by the government and globally in general, this makes the importance of research that examines learning methods that are more productive and innovative. In addition, the learning model that emphasizes the constructivist ability of students also becomes the focus of learning development.

Innovative learning activities are by activating students in the learning process, ranging from searching for literature independently, constructing knowledge cognitively by finding answers to questions conclusively to how to utilize internet information technology to explore that knowledge. Face-to-face learning activities between lecturers and students can feel more meaningful if done by raising critical questions that build students' analytical power so that they can explore their knowledge independently. So it is necessary to encourage learning activities that bring together class meetings with distance learning that is collaborative between classroom learning and interactive online. Combining online discussion forums and case study analysis students a high-quality learning environment. According to the study, this blended model encouraged collaborative learning and contributed to the improvement in cognitive learning (Seethamraju, 2014).

Increased cognitive abilities in the level of critical thinking are needed in learning concepts in the field of science including chemical material that is considered abstract and requires a comprehensive understanding. In learning, chemistry material requires literature or analogy that is descriptive so that it can provide a thorough understanding of chemistry. The concepts given can be well absorbed if in the process students can unite a variety of complete and comprehensive literature. Thus the selection of suitable media is needed in the delivery of chemical material to be studied. There are five specifications of chemistry, namely physical chemistry, analytical chemistry, organic chemistry, inorganic chemistry and biochemistry (Skoog, 2004).

The characteristics of chemistry, among others: (1) most of the chemical concepts are abstract, (2) chemical concepts in general are a simplification of the actual situation, and (3) concepts in chemistry are sequential and rapidly developing. Therefore, learning chemistry uses learning resources that are able to describe chemistry according to its characteristics and use learning media that can facilitate the understanding of the material (Kean & Middlecamp 1985: 8).

Electronic learning (e-learning) is learning that is presented in various ways, one of which is an online learning program that combines activities and information that is very similar to other forms of distance learning. In addition, it can be interpreted that online learning that directs humans through online and offline. In learning with e-learning, students can download wider learning resources (Thorne, 2003).

Over the past seven years, institutions of higher education have reported that online enrollments have been increasing significantly faster than overall higher education enrollments (Allen & Seaman, 2010). As reported in Campus Computing 2003, more than half of all college courses now reportedly use internet-based resources, and about half of all courses in public research universities have a course Web site. All college courses employ a course management system to facilitate access to online resources and interactions (Dziuban, 2004):

The forum is not only a platform for knowledge- sharing and problem- solving but also highlights questions of participants that can be gathered, and then the teacher especially explains them in the classroom (Cuijiao Fu et al., 2017). In conclusion, I suggest that the discussion forum offers an excellent way in which lecturers can engage effectively with students studying through distance education (Mokoena, Sello. 2013)

Some scientific trial results show that the use of learning resources from the internet has been widely used, especially among universities and proven to improve learning outcomes. Other research suggests that blended learning applied to a number of materials including carbon, molecular and other chemical materials can improve student learning outcomes and can be used in learning that can provide positive perceptions with blended learning using redox and electrochemical teaching materials. Through blended learning, more comprehensive quality of learning is obtained because it can provide solutions to the limitations of the literature, students can construct their own knowledge, transfer of knowledge can occur between students and lecturers.

## II. MATERIAL AND METHODS

According to Sugiyono (2017: 10), quantitative research methods are research methods based on the nature of positivism, used to examine specific populations or samples that have the aim of testing hypotheses that have been determined and generalized. The type of research used in this study is the type of explanatory research. Explanatory research is research used to explain causal relationships between variables through testing hypotheses that are formulated or often referred to as explanatory research.

This research has a high level because it not only has an independent or comparing value but also serves to explain, predict, and also control a phenomenon with a quantitative approach. The analysis used in this study uses SPSS, an analysis of simple linear regression equations is performed to determine the magnitude of the influence between the independent variables (satisfaction of using online discussion forums) on the dependent variable (critical thinking ability). After regression analysis, it will be known whether the two variables have a significant effect and how they are affected. To measure how much and how the relationship between satisfaction of using online discussion forums) to the dependent variable (the ability to think critically with the Pearson correlation method.

Basis of decision making significance level <0.05 if there are a correlation and guidelines for the Pearson value relationship:

Table 2.1. Guidelines for the degree of Pearson value relationship

| | |
|---|---|
| **0.00 – 0.20** | There is no correlation |
| **0.21 – 0.40** | Weak correlation |
| **0.41 – 0.60** | Medium correlation |
| **0.61 – 0.80** | Strong correlation |
| **0.81 – 1.00** | Perfect correlation |

Source: Santoso, 2016.

## III. RESULT AND DISCUSSION

The results of data processing obtained in this study, interpreted the SPSS output results, as follows:

a. Descriptive Interpretation

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| kepuasan forum diskusi | 25 | 25.00 | 50.00 | 39.8000 | 5.99305 |
| critical tinking | 25 | 12.00 | 25.00 | 19.4400 | 4.07308 |
| Valid N (listwise) | 25 | | | | |

Figure 3.1 Results of descriptive analysis with the SPSS version 26

Descriptive statistical results show the average value and standard deviation of both satisfaction using discussion forums and critical thinking skills. With a sample of 25 respondents. Standard deviation values smaller than the mean indicate the tendency of the data to be normally distributed.

b. Interpretation of partial correlations

**Correlations**

| | | kepuasan forum diskusi | critical tinking |
|---|---|---|---|
| kepuasan forum diskusi | Pearson Correlation | 1 | .666** |
| | Sig. (2-tailed) | | .000 |
| | N | 25 | 25 |
| critical tinking | Pearson Correlation | .666** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 25 | 25 |

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 3.2 Results of partial correlation with SPSS version 26

Pearson correlation results showed a value of 0.666, based on the degree of relationship guidelines showed that there was a strong correlation with a significant probability of 0,000, according to the basis of decision making that significance <0.05 so that the correlation between the use of online discussion forums with the ability to think critically. Conclusion: the use of online discussion forums has a strong degree of closeness to the ability to think critically.

c. Simple linear regression analysis

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .666[a] | .444 | .419 | 4.56642 |

a. Predictors: (Constant), critical tinking

Figure 3.3 Results of R prices with the SPSS version 26

The table above explains the value of the correlation/relationship (R) that is equal to 0.666. If related to table r guidelines, it is concluded that there is a positive correlation between the use of online discussion forums with critical thinking skills. From the output obtained a coefficient of determination (R squared) of 0.444, which means that the influence of the independent variable (use of online discussion forums) on the dependent variable (critical thinking ability) is 44.4%.

d. ANOVA analysis

**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 382.399 | 1 | 382.399 | 18.339 | .000[b] |
| | Residual | 479.601 | 23 | 20.852 | | |
| | Total | 862.000 | 24 | | | |

a. Dependent Variable: kepuasan forum diskusi

b. Predictors: (Constant), critical tinking

Figure 3.4 Results of ANOVA Analysis with the SPSS program

From the output, it is known that the calculated F value = 18,339 with a significance level of 0,000 <0.05, then the regression model can be used to predict the participation variable or in other words there is the influence of the variable use of online discussion forums (x) on critical thinking skills (y).

An online discussion forum is one good place to see students discussing in working on or analyzing the material being discussed but also finding answers to questions that require a variety of literature through browsing. The success of the integration of asynchronous online discussion forums into the classroom is based on the theories of constructivism. The foundation of constructivism is rooted in the ideas of educators and psychologists including John Dewey, Jean Piaget, and Lev Vygotsky (Syring Ryan, 2013). Some of the advantages of online discussion for learning activities are as follows:

1. Feeling comfortable and deeper
   Online discussion forums can convey students' opinions about material that is discussed comprehensively according to each student's understanding whose time can be arranged how convenient for everyone. The discussion can be more in-depth and comprehensive because each student can search for literature online and study it so that they can answer questions and discuss it among students better.
2. Can be more focused
3. Because of convenience, they can be more focused on the topic being discussed. Lecturers and students can spend time online with in-depth discussions to search for literature so that they will be preoccupied with material discussion activities. Small talk and off-topic conversations can also be minimized. In their study, it was discovered that online members became more engaged in discussions and interacted effectively when they were set to appropriate tasks (Scott and Ryan, 2009).
4. Learn to express the results of independent thinking analysis
5. In online forums, students develop their autonomy in language learning. Each participant is given more authority to shape or lead the discussion in the direction they prefer, while teachers may have relatively less control over the learning interactions (Kaur. 2011).
6. Provide opportunities that have an introverted character
7. reality, many students cannot give opinions or the results of the analysis of a problem.

Shyness, lack of confidence to feel afraid of being wrong are some of the reasons for the emergence of introverted characters students.With blended learning allows giving their facilities to better explore the results of the construction of understanding.

8. Wider sources of literature
   By utilizing internet technology, it must be easy access to find a very broad literature and can be more in-depth. Starting from national journals to internationally reputed or not that have been tested, online textbooks, and a lot of reliable and valid literature. Being an important force in constructing critical thinking understanding.

## IV. CONCLUSION

The use of blended learning that combines face-to-face activities with discussions through online discussion forums is a more effective learning tool. Based on the results of the study and tested by Analysis using SPSS version 26 shows a significant effect between the use of online discussions with critical abilities on students for learning chemistry.

From the explanation above, we can conclude that the need to carry out learning activities that utilize internet technology to improve the quality of education in Indonesia. The online discussion forum can expand the scope of knowledge exchange between students without regard to space and time limitations. Students also get more fun learning facilities and get training in critical thinking indirectly that can construct their knowledge independently.

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# Local Wisdom as Landslide Conservation in the Gede Catchment Malang Regency

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*Abstract: Gede Catchment is located in the upper slope of Bromo Mountain. It is located in the Malang Regency, East Java Province. The wide of Gede Catchment is around 17 Km$^2$. Based on the analysis of landslide mapping, this area has high potential of landslide around 52,9%. There were several rotational and translational that has been occurred in this area. Based on the physical condition, actually this area is not appropriate for living of human. In the other hand, there were communities from several villages that survived to live harmony with the high of potential landslide. The aim of this paper is elaboration of local wisdom of society as landslide conservation which had been survived in landslide prone area. The method was carried by field survey including observation and in-deep interview to the Gede Catchment's community regarding adaptation strategies for surviving to live harmony with high potential landslide prone area. Field survey for data collection was carried out by grounded research technique. Based on the real condition, the Gede Catchment's community has local wisdom for landslide conservation, so that they can survive in the landslide prone area. The local wisdom in this area is regarding about planted local plantation which considering the unit morphology. It is the local wisdom of Gede Catchment community. The plantation is the effective protection to soil movement.*

***Keywords***: *Local Wisdom, Landslide, Conservation, Gede Catchment*

## I. INTRODUCTION

As general, the physical condition of geomorphology has affect for living society. Extreme geomorphological process can be risk for sustainable living of society. Geomorphology process embedded at our physical environment that modifies our land characteristic along the time (David and Szabo, 2006). The human activities will have affect to geomorphology process such landslide and erosion. But in the other hand, the human activities in the prone area sometimes can be conservation these area such local wisdom. As human who living in this area will have challenge how to be surviving including how to conserve their environment.

Landslide disasters are hydro meteorology disaster which the most occurred in Indonesia. Based on the DIBI 2019, there were 512 landslides that occurred in Indonesia. Mostly, landslides will occur in the hilly area and in the peak of wet season (Igwe, 2015). The potential of landslide will increase when the population of people who lives in the prone area had been increasing. Geomorphology is the once of landslide's trigger (Qiao, et al., 2013). Mostly, the landslide will be occurring in the rough morphology. But in the other hand, landslide potential can be accelerated by human activities (Skilodimou, et al., 2018; Barnard., et al., 2001; Zhang, et al., 2012). But in the other hand, the activities of human in the prone area also can be conservation their environment. Sometimes, as community who lives in the high potential of landslide has their own way how can live survived in their environment. There were several way one of them is thorough local wisdom of community.

The community of Gede Catchment mostly has been known that their area has high potential of landslide. But they don't to move for their living. The community of Gede Catchment has their own way how to survive with their environment. They have local wisdom to manage their environment and decrease potential of landslide. Their local wisdom was planted the local plantation. Local behavior in preserving their living environment as strategy adaptation for landslide conservation might be the best way as the best solution which considering soil condition, local plantation of agrofrestry system and sustainability economic income, however the community has no sufficient knowledge to explain their community adaptation strategies. The societies of Gede Cathment have been living successfully with extreme of geomorphological process in their environment such landslide. They have local strategy as adaptation for their environment that has high potential landslide. They are introducing of new strategy adaptation for landslide prone area with the local agroforestry plant. It is based on the society local knowledge. There were some important values of the local environments that have been neglected and presumed belonged to the similar systems of the new model. The local society may have the best knowledge of their living environments (Tuladha, et al., 2015).

Conservation based on the local wisdom is general to do in landslide prone area, but local wisdom which combining vegetative approach with physical condition is still rare to do, so that this research is to elaborate the local wisdom as landslide conservation in the Gede Catchment.

Gede catchment is the part of Bromo Volcano System. It is located in the Malang Regency, East Java Province. The wide of Gede Catchment is around 17 $Km^2$ (Fig.1). Its located in the middle slope of Bromo Volcano Mountain. The subsurface material is dominated by deposition of Bromo Volcano material.

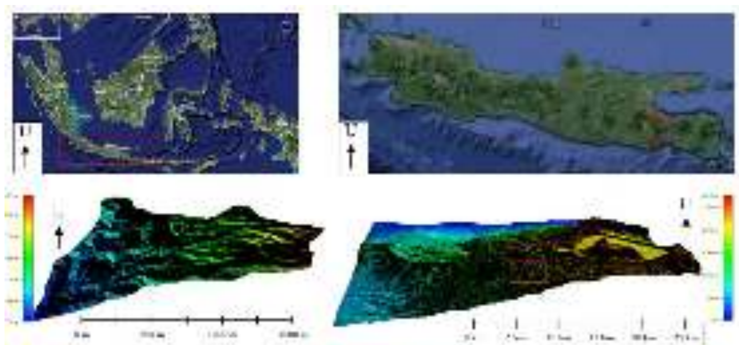

Fig 1: The Study Area

## II. MATERIAL AND METHOD

The method of this research is using DEMNAS data for landslide prone area map. From the DEMNAS data we could extract several data such elevation. The elevation data is the necessary for making landslide susceptibility map which created by geomorphometric approach involves several steps i.e 1) DEM download processing; 2) DEM processing, 3) landslide susceptibility map processing, 4) Field check and 5) layout landslide susceptibility map. DEM processing was done by Integrated Land and Water Information System (ILWIS) open source software. The field survey was done for accuracy of landslide susceptibility map and observation of some local effort to control landslide as well as socio economic assessment. The fields survey including observation the kind of local agroforesty or local plantation which had been growth in each morphology. The grounded research was done to observe the local community behavior in their environment including planting, managing and harvesting the local plantation. The field survey also completed with in depth interview local society. The result of this research is the concept of local wisdom as landslide conservation in the Gede Catchment. The formula scientific explanation is based on literature study which had been mixed with the real condition. We found several fact that the local wisdom in the Gede Cacthment could be conserve the landslide prone area.

## III. RESULT AND DISCUSSION

### 3.1 Landslide in the Study Area

Landslide as the natural disaster has characterization including their physiographic characteristic. It will influence to how to conserve soil as material of landslide. The characterization of landslide that has significant influence of landslide i.e surface material, landuse, slope and rainfall which have significant influence each others. Landslides will increase in thick soil material and unconsolidated soil (Wang, et al., 2016). Inappropriate of land use on thick soils which has high inclination of slope will increase the potential for landslides. Land use has an effect on soil mass loads (Zuazo and Pleguezuelo, 2008). If land use exceeds the threshold of land mass load, the potential for material movement of the soil increases during the rainy season.

The physic condition of study area of landslide is in the Bromo Volcano system. Its located in the upper slope of Bromo Volcano. Mostly, the morphology of the study area is middle slope. The subsurface material is dominated by deposition of Bromo Volcano and it has thick soil. It can be observed by identified of landslide scarp. The elevation in the study area until 2761 mean sea level. Whereas, for the slope until 89 degree. It makes this area has high potential landslide.

Landslide was become the environmental problem in the study area. There have been several landslides in this area which have caused losses in agriculture and damage to roads and settlements. The inclination and the thick soil condition become the most influencer to landslide occurrence. In addition, the cut of slope inclination more than 15% also become the main factor. It makes unstable slope, thus it will increase the landslide potential.

The typology of landslide in the study area is rotational and translational landslide. Both of landslides are including active and inactive landslide and it is used for land farming with the local agroforestry plantation. Each landslide type has their own characterization based on the road association, river and local agroforestry in the landslide's body. Mostly, the body of inactive rotational landslide is used land farming with vegetation like carrot, potato, apple, coffee, and broccoli. The society were used this inactive landslide because the material of landslide makes the surface material more fertile. Whereas, for the active rotational landslide with cassava vegetation. The body of translational active landslide is not used because the shape of landslide body is planar, steep slope, and having lower density vegetation and the soil material is thinner than the body of rotational landslide. Mostly, the typology of landslide in the study area is the rotational landslide.

Based on the landslide susceptibility mapping this area consist stable zone such landslide area and unstable zone. For the stable zone is in the peak interfluves and foot slope (Fig.2). Both of them has low slope thus there are not energy to move the soil material. Whereas, for the unstable zone is started from upper slope until lower slope. The topographic position of the slope is started from peak interfluves until channel bad. Soil material starts to move in the topographic position of the upper slope. The geomorphological process found on the upper slope as an indicator of movement of soil material is the presence of cracks (soil cracks) and erosion. Both geomorphological processes can initiate the movement of soil material, so that it can initiate material movements (Samodra, 2014).

The topographic position of the slope that has no force to move the material, namely alluvial and colluvial plains. The topography of the Gede Catchment is largely unstable because of slope cutting for road and river.

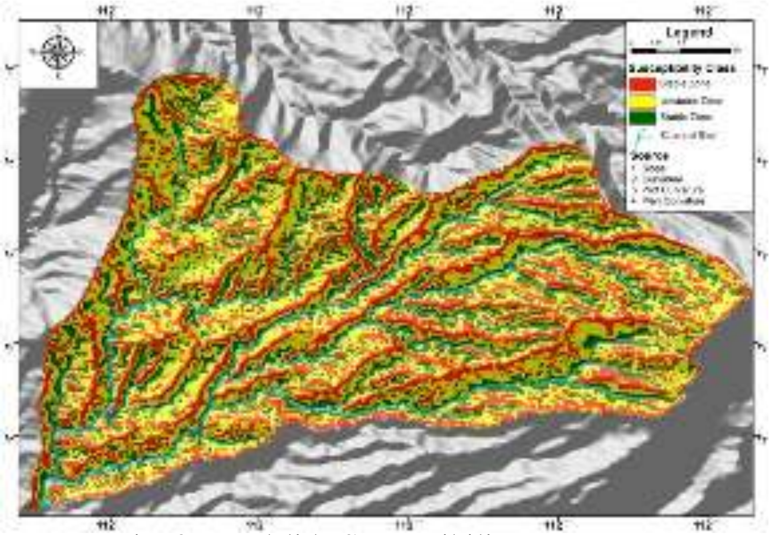

Fig. 2: Landslide Susceptibility Map

3.2 Local Wisdom as Landslide Conservation in the Study Area

Mostly the community of Gede Catchment has known well that their environment has high potential landslide. But, the community of Gede Catchment still living harmony with their environment. The community of Gede's Catchment has local wisdom for living harmony. The local wisdom in this research area can be one of the mitigation ways for landslide risk potential. The local wisdom of Gede Catchment's community is tend how conserve their environment to harmony with landslide potential. The Gede Catchment's community has local wisdom such planted local plantation which considering of economic income, environment and sustainability. The local plantation had been managing with agricultural settings. It means that the local plantation in the study area are based on the ecologically and natural resource management system. Both of them were consider to increase economic income and environmental sustainability. Agroforestry with local mixed gardens can be one of the solutions in environmental management (Zuazo and Pleguezuelo, 2008). This happens because plants are one of the factors that have an influence on soil conditions. This includes influencing the infiltration process, run off, and soil mass load. Mostly, the land without vegetation has a greater run-off than infiltration. This affects the process of moving soil material during the rainy season.

Landslides as one of the geomorphological processes can be influenced by human activities (Preuth, 2010). It means landslides can occur because they are initiated by humans, but humans can also make conservation efforts through various means as mitigation efforts and reducing the risk of landslides. Community behavior in managing land is the main factor which has influence environmental condition. Therefore, environmental condition has affected and has strongly linked with the human behavior.

Gede Catchment's society had been awareness of living in the study area that has high potential of landslide. The community more selective for determining the type of vegetation in the each unit morphology and considering land cultivation and land uncultivation. Both of them has influence to landslide potential occur. The inclination of slope will be changes if the landslide occurs. It will affect to soil erodibility, run off, and infiltration. The society of Gede Catchment had limited utilize the land that has high slope inclination. As far, the societies don’t use the landslide scarp for cultivation. They just cultivated the depositional part of landslide. Nevertheless, the community cannot plant plants carelessly without considering the type and unit of morphology. Communities may only plant several types of plants in certain morphological units. This is important because the type of plant will affect the mass load of the soil.

The land utilization in the Gede Catchment shows spatial arrangement based on physical characteristic in the study area. The spatial arrangement are including type of vegetation, unit morphology and landslide site. The type of vegetation such bamboo, clove and other woody plants has planted in the peak interfluves. The mixed garden such combining of coffee plantation with the holticulture plant such carrot, apple, potato was applied in the upper slope until lower slope. For the foot slope was applied for seasonal vegetation.

The spatial arrangement also applied in the landslide site. There are differences between spatial arrangement in active landslide and inactive landslide. For the active landslide the type of vegetation just grown naturally without planted by society. It will differences with the inactive landslide. Mostly, the society planted several local agroforestry plantation in the spatial arrangement of landslide site. At the crown area, the society planted woody plantation such clove and bamboo. The society has assumed that these plants could conserve the soil movement. But, in fact in the study area the landslide still occurs. Generally, the woody plantation could conserve the soil movement, but it is not appropriate in the study area because the study area has thick soil. Thus, it makes the wood plantation as triggers of landslide because this exceeds the soil mass load. At the landslide body, the society plant holticulture plants such apple, carrot, cassava and coffee with the terrace technique. In the toe of landslide, the society plant the mixed garden also with the type of vegetation such chili and tomato. The spatial arrangement between type of vegetation with the landslide site and unit morphology as community adaptation in the landslide prone area.

## IV. CONCLUSION

The study area is the mountainous area that has high potential of landslide and intensively for agriculture. As far, the societies are very aware how to conserve their environment. They had been planting local plantation with the agroforestry system and considering the unit morphology and landslide site as adaptation strategy. This strategy adaptation had been considerate the economic income and environmental conservation. The very appropriate conservation is combining environmental aspects and community income. Sometimes, conservation that appropriate for the environment but does not support community income could not apply for a long time.

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# Student Image Representation To Solve Problem About Numbers

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*This study aimed to describe the representation of images that have been made by students in solving problems related to numbers. Numbers are one of the essential foundation concepts in mathematics. This research was a qualitative descriptive study. Subjects were 26 students in mathematics education in the first semester. The data collection of this study used the test method of giving problem-solving problems related to numbers. The questions presented are open-ended. Open-ended questions are questions that have more than the right solution. The results showed that students made various kinds of image representations which included tree diagrams and stacked charts. Some students wrote a solution by writing words coherently about everything that was known. Then based on the preparation of these words, students began to arrange solutions to problems. Image representations made by students could make information about students' creative thinking. The ability to think creatively was an indication of higher-order thinking*

***Keywords****: image representation, problem, numbers*

## I. INTRODUCTION

Numbers are one of the essential foundation concepts in mathematics. For increasing mathematics achievement, It can be started with build number skill (Shanley, et, all, 2018). A number is an idea or an abstraction that represents a quantity (Musser, 2006). Number is a complex and multifaced concept (Walle, 1990). The discussion about numbers was very broad like about more and less relationship, counting and what that tells, special relationship with other number, recognition of special pattern arrangement of object without counting, combination of numbers in a part-part whole context and so on. To make numbers have meaningfully, numeral have been developed. Number has closely related with counting learning. There are three principles idea in counting learning like the sequence of number words, one to one correspondence and cardinality (Johnson, et all, 2019). Numeral is the symbol or representation of number that we see and write to show the quantity. Number concept also has a connection with set. Why? NCTM standar explained that all student should count with understanding and recognize"how many in sets of object. So we can conclude that number concept has a relationship with sets.

Because of number concept was complex, so we need scaffolding to help understanding about it. Visual or image representation is one of important step to abstract representation. One of tool can be used to support learning was virtual manipulative (Damayanti, 2018). Virtual manipulatives is a tool which use software for supporting learning

## II. METHODS

This research could be categorized qualitative descriptive research. This research intended to describe about the the representation of images that have been made by students in solving problems related to numbers. Qualitative data that have obtained will be analyzed and then described or elaborated to see the student's working in constructing image to solve the problem. Subjects in this research are three students which in third semester from the mathematics education study program. The data collection of this study used the test method of giving problem-solving problems related to numbers. In this research, not all subject make image representation. There are totally 25 subjects. Four students from it can make image representation. They used it as a scaffolding for helping them solve the problem.

The questions presented are open-ended. Open-ended questions are questions that have more than the right solution. the problem given was as follows.

*One rabbit saw six elephants heading for the river. Every elephant saw two monkeys heading for the river. Each monkey carried one cricket. How many animals went to the river*?

## III. RESULT AND DISCUSSION

The results showed that students made various kinds of image representations which included tree diagrams and stacked charts. Some students wrote a solution by writing words coherently about everything that was known. Then based on the preparation of these words, students began to arrange solutions to problems. Image representations made by students could make information about students' creative thinking. The ability to think creatively was an indication of higher-order thinking. The image representations made by students are as follows.

a. Subject MR

The MR subject made a diagram depicting 6 elephants symbolized by the letter G, 1 rabbit symbolized by the letter K and 2 monkeys seen by each elephant given the symbol M. The MR subject also drew a picture of 1 cricket carried by each monkey symbolized with the letter J. Subject MR answered that there were 25 animals heading for the river. The image representation made by the MR subject was as follows

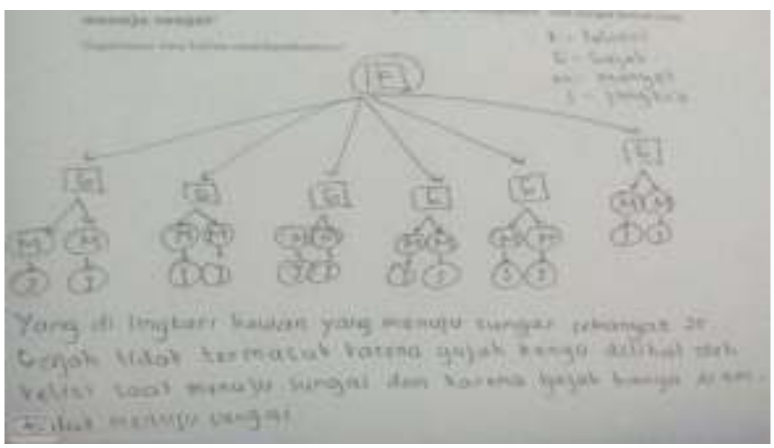

*Figure 2.1 the Work of the Subject MR*

AR subjects make diagrams resembling half circles. Then concluded that there were 6 elephants, 12 monkeys and 12 crickets headed for the river. So that there are 30 animals heading for the river. The image representation made by the AR subject was as follows.

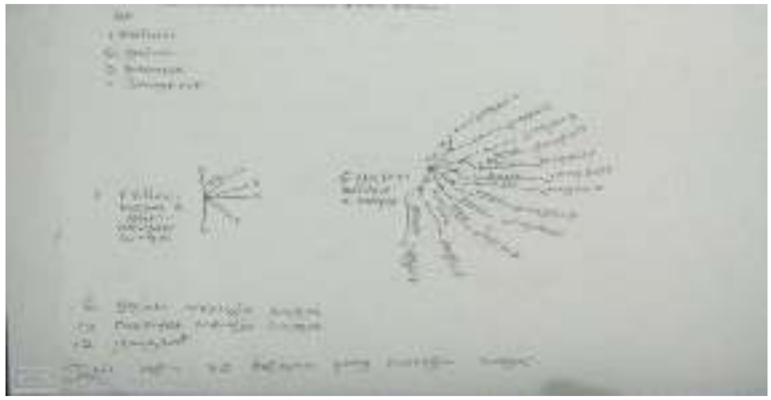

*Figure 2.2 the Work of the Subject AR*

The DW subject made visual representations in the form of elephants, monkeys and crickets. The DW subject also made an illustration in the form of a river picture. The DW subject answered that there were 30 animals going to the river with the details that there were 6 elephants going to the river and each elephant saw 2 monkeys. So there are 18 animals heading for the river. Then each monkey carries 1 cricket. So that there are 30 whole animals heading for the river. The image representation made by the DW subject was as follows.

*Figure 2.3 the Work of the Subject DW*

The AL subjects made visual representations of monkeys, crickets and elephants that illustrated the problem. The AL subject also drew a picture of the river. The AL subjects answered that there were 30 animals heading for the river with details of 6 elephants, 12 monkeys and 12 crickets. The image representation made by the AL subject was as follows.

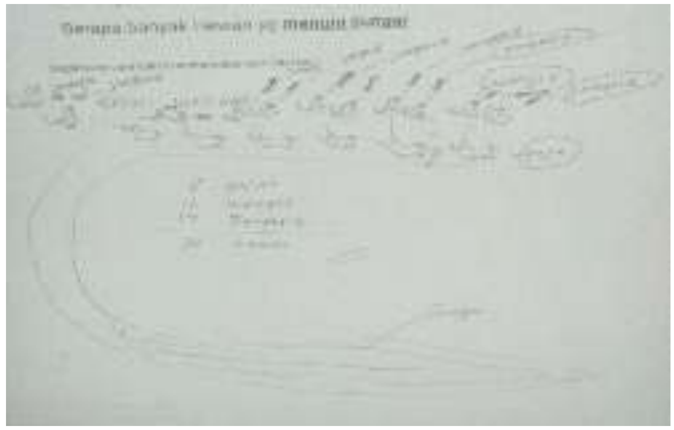

*Figure 2.4 the work of the subject AL*

Preliminary concept about number was started with counting (Frye, et all, 2013; Gersten, 2009, NCTM, 2006, NMAP, 2008). Based on the theory of Jones (2011) phase counting on students is as follows.

- Counting in the proper sequence
  When children first learn to count, they may count in the wrong sequence. For example he count the first object ‘one’ then ‘two’, and then he count the next object with ‘four’, not ‘three’.
- Using one to one correspondence
  Children need to develop the concept of one-to-one correspondence between the number name and the object being counted. Before learning this concept, they may name one object with more than one number. For example he used one to one correspondence to count the object. Then he starts with ‘one’ for the first object. Next he count with ‘ two for the next object. Next he should count with ‘ three, but it was not done. He count with ‘ two’ again for the different object.
- Not recounting the same number twice
  Children need to count in such a way as to not recount objects. They may point to the object being counted, move it, or mark it to recognize that it has already been counted. In this phase he can do well to count all of object.
- Cardinality
  Children need to develop cardinality, the understanding that the last number counted always gives the cardinality or number of objects in the group. If he can subitize, that is one indication he can do cardinality. Subitizing is a part the most essential pre-number concepts for children to learn (Jones, 2011). There are two kind of subitizing. Here there are.
  1. Perceptual subitizing
     Students can realize many objects without going through a mathematical process. This is usually for number of small object.
  2. Conceptual subitizing
  3. Students can recognize the object because of the arrangement for the object. He can realize it as the sum of its parts

## IV. CONCLUSION

Students made various kinds of image representations which included tree diagrams and stacked charts. Image representations made by students could make information about students' creative thinking. The ability to think creatively was an indication of higher-order thinking

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# COMPETENCY AND ASSESSMENT OF PERFORMANCE MANAGEMENT SYSTEMS AFFECTING POSITION PROMOTION IN KENDARI RESORT POLICE

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*The efforts made by the National Police to increase public trust by carrying out internal bureaucratic reforms at the central point of human resources as a manifestation of the objectives of Law No. 2 of 2002 concerning the Indonesian National Police. This research uses a quantitative approach with a survey method. The study population consisted of 206 non-commissioned officers/brigadiers who held officers' positions. The sampling technique was done by accidental sampling, as many as 136 respondents. Data analysis techniques used multiple linear regression, partial test and simultaneous test. The results showed that the regression coefficient value of the competency variable ($X_1$) is 0.349 and the value of the performance management system variable ($X_2$) of 0.177 has an effect on the promotion of position (Y) with the assumption that the other independent variables are considered constant. Each independent variable partially has a significant influence on job promotion, because the Sig value of each variable is 0,000 and 0.028 (smaller than 0.05). This can conclude that competence and performance management systems have an influence on job promotions.*

***Keywords:*** *competence, performance management, promotion position*

## I. INTRODUCTION

Internal bureaucratic reform in the National Police program aims to create professional, modern and trusted National Police personnel. The central point is on human resources as the most important asset to realize the objectives of Law No. 2 of 2002 concerning the Indonesian National Police in the context of maintaining public order security (kamtibmas), law enforcement, as well as providing protection, aegis and services to the community.

Achievement of organizational goals is reflected in the increase in contributions resulting from good recruitment, it will produce good resources as well. Similarly, employees who have worked professionally, certainly expect an increase in their work status as evidence of institutional appreciation for their performance in the form of mutation and promotion of positions (Siagian, 2007: 27).

Research questions asked:

1. Is there an influence of personnel competence and the evaluation of Performance Management System (SMK) on the promotion of positions in the Kendari Police Precinct?
2. Is there an influence of personnel competence on the promotion of position in the Kendari Police Precinct?

**3.** Is there an influence of the performance management system (SMK) evaluation on the promotion of position in the Kendari Police Precinct?

## II. MATERIAL AND METHODES

### a. THEORY BASIS

### 1. Competence

Competence shows the skills or knowledge that are characterized by professionalism in a particular field as the most important and superior. Armstrong (2005:102) competence refers to the behavioral dimension of a role or behavior needed by someone to be able to carry out their work satisfactorily. Wibowo (2007:87), competence is the basic foundation of people's characteristics and indicates how to behave or think, equate situations, and support for long periods of time.

According to Mangkunegara (2005:40) human resource competencies are competencies related to knowledge, skills, abilities, and personality characteristics that directly affect performance. According to Spencer, quoted by Surya Dharma, competence is defined as the underlying characteristics of a person and related to the effectiveness of individual performance in his work, namely: motive, traits, self concept, knowledge, knowledge and skills skill).

### 2.Performance Management System (SMK)

The performance evaluation of the National Police personnel uses a performance management system (SMK) consisting of various subsystems, elements, and related elements, including: employee subsystems, management subsystems, performance management subsystems and human resource management subsystems. These subsystems are interrelated and interact with each other which then forms a performance appraisal system for National Police personnel consisting of four basic principles in conducting assessments, namely: transparent, clean, accountable, objective.

### 3. Job Promotion

Promotion as a step to foster personnel is absolutely carried out by the management system. So that promotion as an activity that has received prior planning priority, and is not a spontaneous activity. Promotion is a reward for the achievement of the personnel concerned. The manifestation of attention, effort, and encouragement that can be done by the company towards its employees, including by carrying out the promotion of positions that are objective, fair, and the right placement (Awaloedin, 1995:183)

Promotion requirements according to Hasibuan (2008:111) are not always the same depending on the respective companies. The general promotion requirements are as follows: Honesty, Discipline, Job Performance, Cooperation, Skills, Loyalty, Leadership, Communicative, Education.

## III. RESEARCH METHOD

The research approach used is quantitative survey methods. The population in this study was Kendari Police personnel totaling 206 people, with a sample of 136 respondents taken by non-robability sampling techniques, namely, accidental sampling techniques where the determination of samples was based on coincidence/pointing system ie, anyone who accidentally met with the researcher. Data collection techniques using a questionnaire as a research instrument totaling 20 statements that had previously been tested instruments to measure the value of validity and reliability. For data analysis techniques using multiple regression analysis, simultaneous tests, and partial tests.

## IV. RESULTS AND DISCUSSION

### 1. Multiple Linear Regression Analysis

The results of multiple linear regression analysis obtained from the results of processing and computerization using SPSS version 15, as follows:

**Table 1**
**Multiple Linear Regression**
**Coefficients**

| | Unstandardized Coefficients | | Standardized Coeficients | | | Collinearity Stastitic | |
|---|---|---|---|---|---|---|---|
| Model | B | Std. Error | Beta | t | Sig | Tolerance | VIF |
| 1 (Constant) | | | 30,878 6,545 | 4,718 | ,000 | | |
| X1 | ,376 | ,086 | ,349 | 4,372 | ,000 | ,983 | 1,017 |
| X2 | ,237 | ,107 | ,177 | 2,215 | ,028 | ,983 | 1,017 |

a. Dependent Variable: Y
Source: results of primary data processing by researchers

Based on table 1, multiple linear regression equations are obtained as follows:

### 2. Determination coefficient

Analysis of the determinant coefficient in multiple linear regression is used to determine the percentage contribution of the influence of the Independent variable (Personnel Competence and Vocational Assessment) simultaneously to the dependent variable (Job Promotion).

**Table 2**
**Coefficient of Determination**
**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Eror of the Estimate |
|---|---|---|---|---|
| 1 | ,441[a] | ,169 | ,156 | 3,74013 |

b. Predictors: (Constant), X2, X1
c. Dependent Variable: Y
Source: results of primary data processing by researchers

It can be concluded that the Adjusted R Square value of 0.156 or 15.6%, the Position Promotion variable can be explained by the two variables namely personnel Competency and Performance Management System while the remaining 84.4% is explained by other variables outside the research.

**3. Concurrent Test (Test F)**

The results of the F Test obtained from the results of processing and computerization using SPSS version 15, as follows:

**Table 3 F test: ANOVA[b]**

| | Model | Sum of Squares | df | Mean Squares | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 377,052 | 2 | 188,526 | 13,477 | ,000[a] |
| | Residual | 1860,477 | 133 | 13,989 | | |
| | Total | 2237,529 | 135 | | | |

d. Predictors : (Constant), X2, X1

e. Dependent Variable : Y

Source: results of primary data processing by researchers

Table 3 above shows the Sig value of 0,000 where the value is smaller than $\alpha = 0.05$ so that there is an effect of Competency and Performance Management System on Job Promotion simultaneously.

**4. Partial Test (t Test)**

Based on the data in table 1 can be seen in the variable Coefficients $X_1$ (Personnel Competency) there is a sig value of 0,000. The sig value is smaller than the probability value of 0.05 or the value of 0,000 < 0.05, then Ho is rejected. It was concluded that the Commission for Personnel Personnel has a significant and positive influence on the promotion of position.

Assessment of performance management system can be seen in the variable Coefficients $X_2$ there is a Sig value of 0.028, a sig value smaller than a probability value of 0.05 or a value of 0.028 < 0.05 then Ho is rejected. It was concluded that the assessment with a performance management system had a significant and positive influence on job promotions.

**5. Influence of Personnel Competence and Performance Management System Evaluation on Job Promotion in Kendari Resort Police.**

Job performance and leadership are one indicator of promotion, Hasibuan (2008: 111) leadership is one of the requirements in promotion. If the leadership and other indicators are aligned, it will indirectly improve the performance of Kendari Police personnel.There are only 2 (two) personnel who hold officers' positions at Kendari Police Station. The rest occupy officers' positions and have the required competencies. For the career management system assessment, perceived by Kendari Police personnel influence in the promotion of position, but not so significant when compared with the influence of personnel competence.

**6. Effect of Personnel Competence on Job Promotion in Kendari Resort Police.**

Simanjuntak (2005:11), to improve a person's ability can be done through education and training that can form and increase knowledge about something faster and more precisely. Of the total number of personnel of the Kendari Police Resort as many as 906 people, 709 people already have competency and have attended vocational education or training, and personnel who have been placed according to their competence are 834 people (92.56%). This means that the competency of

the personnel will affect the promotion of the position to be given by the leadership.

**7. The Effect of Management Systems on Position Promotion in the Kendari Resort Police.**

The performance appraisal system for the National Police personnel is established by National Police Chief Regulation Number 16 of 2011 concerning performance appraisal for civil servants at the Indonesian National Police. Performance Appraisal can be used as a medium between leaders and employees to improve, develop, and improve their competencies.

This is in line with the vision and mission of the realization of National Police human resources that are professional, superior, moral and modern, in the context of maintaining community security, law enforcement, as well as providing protection, protection, and service to the community.

## V. CONCLUSIONS AND SUGGESTIONS

### 1. Conclusions

Based on the results and discussion, it can be concluded that there is a positive and significant influence on the competence of personnel and an assessment of the performance management system on job promotions. Sig value of 0,000 <0.05, so that the influence of personnel competence of 0.349 will affect the promotion of positions assuming other independent variables are considered constant. And for the assessment of performance management systems the effect of 0.177 on the promotion of positions assuming other independent variables are considered constant as well.

### 2. Suggestions.

f. It is recommended to form a conceptual drafting team for the competency assessment formulation of each position which can be used as a guideline or standard in implementing more objective and transparent promotion at the Bintara level.

g. For further research activities, can look at other factors such as: loyalty, seniority, leadership, and education that affect job promotion. And for competency assessment personnel can use measuring instruments with competency tests.

## ACKNOWLEDGMENTS

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# Tutor's and Student with Intelectual Disability's Gesture to Solving Mathematical Problems

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*Researchers conduct explorative qualitative case studies to evaluate the processes of student's and tutor's move while solving mathematical problems. The research data consisted of descriptions of the types of gestures used to find their role in solving mathematical problems. The data collection process was carried out with audiovisual activities of all students and tutor during the process of solving mathematical problems in SDLBN Lamongan. There are three mentally retarded students and one tutor who has described the role of gestures in solving mathematical problems. The choice of subject matter is based on a summary of the gestures used during solving mathematical problems. Data analysis is carried out explanatively and continuously until it is completed, so that the data is saturated. The use of gesture tutors and retarded students in simple complexes of deictic gestures and iconic gestures. The movements used by tutors in combining special educational interventions for mentally retarded students in supporting the cognitive processes of mentally retarded students are related to the problem of operating numbers in the form of story problems and introducing 3- dimentionalfigur. Suggestions in this study discuss the important role of gesture as good communication in providing support for mentally retarded students during various kinds of challenges in solving mathematicalproblems*

***Keywords:*** *Student with intelectual disability**,** Mathematical problems, gesture*

## I. INTRODUCTION

Developmental students have a slightly different principle of learning from other common children. They have learning problems that are caused by obstacles in the development of intelligence, mental, emotional, social and physical. There are three levels of criteria in classifying mental retardation students, namely (1) mild mental retardation, (2) moderate mental retardation , (3) severe mental retardation. All three have characteristics that different. Characteristics of these include (1) the limitations of intelligence , (2) the limitations of the social, (3) the limited functions of mental, (4) rarely live up to the feeling of pride; bear responsibility and the right to social, (5) experience delays in the development of attitudes. In a study of this, children tunagrahita in focus on tungragita with levels of light. Seen in detail, the intelligence to think of children retarded light most high together with the intelligence of a child of normal age of 12 years. They have a level of intelligence of the most high among the group tunagrahita the other, with the IQ range 50-70. Although intelligence and adaptation of social hampered, however they have the ability to thrive in the field of teaching academic, adjustments to the social, and the ability to work (Astati, 2003).

Based on the founder of Surya Institute, Prof. Yohanes Surya PhD. Said that mathematics is still a frightening specter for children because it is not taught attractively (Satya, 2014). Especially for students with special needs, based on observations of researchers, mathematics is also considered a daunting material b agi students retarded . Research conducted by ShintaSaputri, et al (2017) regarding the analysis of the difficulties of mentally retarded students in completing the addition operation problem at HarapanIbu Metro Extraordinary school shows that mental retardation students experience difficulties. in the form of calculations, showing numbers, and the use of incorrect processes in addition.

The researcher made preliminary observations at SDLBN Lamongan and detected similar things during the teaching and learning process in the classroom. And based on a survey conducted by researchers at SDLBN Lamongan, obtained information that students' learning achievements in the material operation of summation is not satisfactory. Based on the results of research Saputri, et al (2017) and the initial observation at least students need special handling that is different from students in general. Thus the tutor seeks to help deal with the learning difficulties of retarded students in the teaching and learning process. Ningsih (2017) states that if the teacher shows a positive attitude during learning, there will be a fun learning process that can encourage students to become more enthusiastic.

BandhiDelphie (2012) states that the development, abilities and functional weaknesses of their students require a teacher to be able to compile a program of teaching and learning activities by utilizing a pattern of motion media that is adapted to the conditions and special characteristics of students. With this movement, learning is expected to lead to things that are fun and not tedious. In addition, body movement based learning programs are expected to be more directed at providing special treatments or interventions, so that they can manipulate tools or media, material sources, and the situation of the schoolenvironment.

Difficulty learning of students with special needs is a psychological disorder that includes understanding, language, and writing. B erdasarkan preliminary observations retarded students have a habit that is difficult to focus on a case, so long as students solve a lot of activity in the process of teaching learn some vital lessons. But there are important things observed by researchers about spontaneous movements made by students during problem solving. These movements make a thing that shows the ability that is realized through these movements. So researchers want to observe further whether the movements they do have an important role both for themselves and for others.

The spontaneous movement or gesture merupaka a proof that the body is involved in thinking and talking about ideas were submitted Alibali& Nathan, 2011). By thus *gesture* can be used as evidence that the knowledge can be realized through the body (Hosetetter&Alibali, 2008) No exception the spontaneous movements made by retarded students and tutors are also expressions of the mind when dealing with mathematical problems. Therefore, researchers want to examine more deeply about spontaneous gestures or movements made by tutors and retarded students in solving mathematical problems. Researchers want to know how the role of gestures performed in the learning and teaching process of mentally disabled students in SDLBN Lamongan.

## II. MATERIAL AND METHOD

### 2.1 MATERIAL

Mental *retardation (tunagrahita)* is derived from the word *tuno*which means loss while gahita is from the word nggrahita which means I don't think so. So mental retardation can be interpreted as lack of thinking power. They have a level of intelligence far below the average of normal children, so they are unable to attend school programs intended for normal children. They need special education services. Based on the opinion of Mohammad Amin (Astati, et al, 2003) quoted from Government Regulation number 72 of 1991 as a mentally retarded child. Based on the opinion of Edgare Dole (Smith, et al, 2002), several characteristics of mentally retarded children include: (a) not socially capable and unable to manage themselves to an adult level, (b) mentally below average, (c) late intelligence from birth, (d) late maturity, (e) mental disability caused by inheritance from illness or illness, and (f) incurable. *The American Association on MentalDeficiency/AAMD*defines mental retardation as a disorder that includes below average general intellectual functions, namely IQ 84 and below based on tests and appears before the age of 16 (Astati, et al, 2003).

According to AAMD Moh. Amin (Astati, et al, 2003) Mental retardation can be classified under three conditions:

a. Mild retardation (able to educate), namely children with IQ intelligence levels ranging from 50-70. Children have the ability to develop in academic subjects, social adjustment and work ability, are able to adapt to a wider environment, can be independent in society, able to do semi-skilled work and simplework.
b. Medium retardation (able to train), namely children with IQ intelligence levels ranging from 30-50. Children are able to learn school skills for functional purposes, are able to perform *self-help* skills , are able to carry out social adaptations in the closest environment, are able to do routine work that needssupervision.
c. Developmental retardation is heavy and very heavy (capable of caring) ie children with an IQ level less than 30 have almost no ability to be trained to take care of themselves. Some are still able to train themselves, communicate simply and adapt to a very limited environment.

In general, mental retardation characteristics according to Moh Amin (Astati, et al, 2003) asfollows:

a. The intelligence of learning capacity is limited, especially in abstractmatters.
b. In social terms, they cannot take care of themselves, tend to get along with normal children under their age, and are easily influenced.
c. In mental functions, they have difficulty focusing, avoiding things related to thinking, and easy to forget. Vulnerable attention is very small and quickly switch so quickly give up when faced with the task. Her memory tends to be short and has difficulty expressing amemory.
d. Encouragement and emotions, children with mild mental disabilities have emotional life that is almost the same as other normal children, but lackdiversity.
e. Organisms, both structured and functioning, are generally less than normal children. His attitude and movements are less beautiful, some of them are not able to distinguish differences andsimilarities.

## 1. GESTURE

*Gesture is* defined by McNeill (1992) as arm and hand movements that correspond to speech. More broadly Becvar, et al (2008) define *gesture* as all body movements, especially the arms and hands, which are integrated both with speech and not and are used as a tool to communicate something. *Gesture* is often used as proof that the body is involved in thinking and talking about ideas that are conveyed through *gestures* such (Alibali& Nathan, 2011). Therefore *gesture is* used as proof that true knowledge is manifested through the body (Hostetter&Alibali, 2008). *Gesture* can take many forms, can be produced by hand, head or other body parts that direct attention to or away from the speaker and is culturally related to the representation made by the speaker (Cartmill, et al, 2012).

McNeill (1992) categorizes *gestures* into four main categories, namely (1) decticgestures or pointing *gestures* , (2) iconic *gestures* , (3) metaphoric *gestures* and (4) beat *gestures* . *Gesture* deiktik is a *gesture* pointing that *gesture* pointing to objects, events, location or person. This *gesture* is often marked by the use of fingers but sometimes with other fingers or with the whole hand. The example shows a cube which shows that what is meant is a cube. *Gesture* iconic is a *gesture* that shows the relationship of conformity with the semanticcontentof theconversation.*Gesture*iconic describe a concreteentityor event, such as through a hand shape or motion trajectory. *Gesture* metaphoric is a *gesture* that describes the semantic contents through allegory without a physical form. *Beat gesture* is also called baton, which is motor movement, rhythmic movement (conversation).

## 2. MATHEMATICALPROBLEMS

Mathematics is science that is obtained by reasoning. Therefore, in the process of learning mathematics students are often faced with problems that must be solved. It aims to practice the ability of students to reason in dealing with a problem. Problem solving is an exercise involving the use of the brain or mind to make connections through reflection, articulation, and learning to see differences in views. In the problem solving process, problem scenarios and their sequences help students develop cognitive connections. The ability to make intelligent connections is the key to solving real-world problems. Training in problem solving helps in increasing connectivity, data collection, elaboration and information communication. (Zuhro, 2019)

## 2.2 METHODS

This research is a qualitative case study with descriptive-explorative type. Research qualitative is research that the data entrusted to the collection of data qualitatively the form of data non- numeric . In this study the data obtained were in the form of audiovisual recordings of three mentally retarded students and one tutor in solving mathematical problems related to number operations and the introduction of geometric space provided by researchers. This study aims to determine the role of *gestures* from the types of *gestures* performed by students and tutors while solving mathematical problems. To get a picture of the role of the gesture, the researchers analyzed the *gestures* of students and tutors while solving mathematical problems. The data obtained are then described based on the actual situation. Data analysis is done by organizing the data, describe the data to the units, perform the classification , compiled into the pattern , choose which are important and which are to be assessed so that can be made a conclusion to be presented to the other. The process of data analysis begins from the time the researcher enters the field , then continues when the researcher is in the field until the researcher completes activities in the field . In doing the research is the researcher acting as an instrument lock yanki where the researcher is absolutely necessary and not be represented by the other .

## III. RESULTS ANDDISCUSSION

The results were obtained from three students in VII VII of Lamongan Extraordinary Elementary School who had a learning disability (retarded student) and one mentor who was retarded while completing a mathematical problem. These three students were selected based on the preliminary observations of researchers from nine mentally retarded students in grades V, VI and VII. Subjects were chosen based on the exploration of gestures performed while solving mathematical problems. The third student is Ft, St, Ag me rupakan student mild and moderate mental retardation .Where retarded students are students with learning conditions that cannot be left alone to solve problems. So they always need the help of teachers (researchers) to assist them in the problem solving process. So that researchers also observe spontaneous movements made by tutors during solving mathematicalproblems.

In the process penyelesaia problem is researchers focused observed the student body and tutors obtained from the arm and hand movements and facial expressions when solving math problems on a number of topics and the introduction of waking up space.

**Students use *gestures* to concretize the problems.**

When observing the first problem related to the number operations that are manifested in the form of images, they (both mild and moderate mental retardation) directly use the dictic*gesture* using a pencil to solve the problem. As shown in the recording of the completion processbelow:

Figure 1. Deictic gestures by Ft accompanied byspeech

Figure 2. Deictic gestures by Ag accompanied byspeech

In Figures 1 and 2 spontaneously deictic gestures performed by mentally disabled students give them more attention and focus on the problems they are facing. In Figure 1 it can be seen that without reading the questions they have understood the picture and are able to answer the problem with the help of spontaneous *gestures* . This also shows that by pointing at the picture it helps them to express what they are thinking. However, in certain conditions (for moderate mental retardation students) picture 2 deictic gestures alone are not enough to solve the problem. Figure 2 is done by students to write down the number of pencils in the form of numbers that are being counted below the picture. To continue the problem, tutors need help to guide students to understand the problem. During the process of working on problem number one, the tutor provides a stimulus in the form of deictic gestures continuously to maintain students' attention to problem number one. This gesture is accompanied by remarks so that students are more focused on the problem at hand. With the help of gestures given tutors to students students (Ag) help to concretize the operation of the numbers that are being faced. Ag gave a good response by raising his hands. As recorded in the dialog below:

*Tutor : what was the first drawing? (pointing to picture)*
*Ag : four (with hand movements)*
*Totor : next picture? (pointing to picture)*

*Ag : there are three*
*Tutor : now try to add up Ag :.......*
*Tutor :ifso .... what about thefour?*
*Ag : (shows by lifting all four fingers)*
*Tutor : if there are only three, what do you do, mas?*
*Ag : (bend with three fingers)*
*Tutor : try to be like mother, the other hand is four, this hand is three, then we count all the fingers, ok? (Accompanied by hand movements)*
*Ag : raise both hands (like picture 3)*
*Tutor : cook three like that? Let's try to count slowly Ag : raise his hand back*
*Ag : ......*
*Tutor : yes, one, two, three, good ... let's add all the fingers together (put the fingers together)*
*Ag : one, two, three, four, five, six, seven (while nodding his fingers)*

Figure 3.Ikonoik gesture displayed by Ag in completing a number operation

Figure 4.deiktik and iconic *Gesture* tutors assist students solve the problem

The dialog and the picture above give a real picture that mental retardation students still have difficulty in solving the problem of operating numbers in abstract form, they are easier to understand the problems faced in concrete forms. Like in the picture below

Figure 5. Student expressions when given *gesture* assistance by a tutor

In Figure 5. The eyes of students focus on the fingers of the tutor when connecting question number one. And in the end students are able to answer the question well. For students tutors provide real help to communicate the problems facing her . This supports the research of ShintaSaputri, et al (2017) that mentally retarded children still have difficulty in solving the problem of basic number operations . In addition, it is still difficult for students to have abstract thinking. Therefore they need scaffolding in the form of gestures to help concrete the problems they are facing. With mengikonikan numbers in the form of hand gestures providing assistance to them in reducing their cognitive load in order to more easily convey the information considered by the mer e ka. This indicates the help of students' *gestures* able to innovate in solving their problems so that they are able to get answers to the problems they face creatively. In accordance with Bandi Delphi (2012) that the motion rhythm (gesture) is an important study and is particularly relevant in the context of education for children with special needs, in order to assist the teachers in the context of learning is in elementary schools and junior high schools so that children are able to develops creativity and thinking, affective development andcreativity.Tutors use *gestures* to communicate problems with number operations

In the fifth minute the average student starts working on the next problem. Problem is still associated with operating a number, but the matter described in the form about the story so that students require reasoning in menyel e saikannya. At the time of reading the questions mild and moderate mental retardation students have not been able to understand the purpose of the question. So the tutor tries to read the question again. When the tutor reads the retarded students they still don't understand what the questions want . So the tutorreads the problem accompanied by gestures to students. As recorded in the image below:

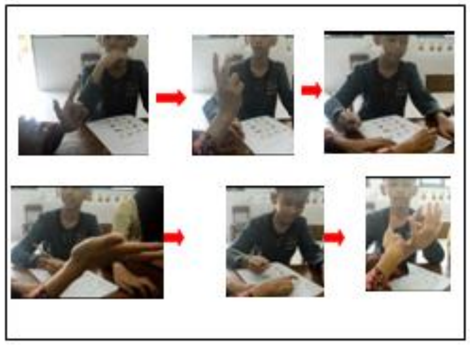

Figure 6.*Gesturing* Tutor to demonstrate the problem of a number operation story

*Tutor: What does it mean, plus what is reduced by mas?*
*(while moving hands) Ag: ehm ... reduced.*
*Tutor: ok ..now 6*
*minus 4 what is it? Ag:*
*...........*
*Tutor: 6 minus 4, how much is it?*
*Ag: 6 minus 4*
*(observing finger tutor)*
*Tutor: how many fingers*
*do you bend?*
*Ag: one, two, three, four (while looking at the tutor's finger and showing it)*

In Figure 6. Tutors are very important in solving mathematical problems in the form of story problems. Because based on Moh. Amin (in Astati, et al, 2003 ) retarded students have limited ability, so they have not been able to reason with problems in social life. Therefore the tutor tries to give a concrete explanation about the problem. At the beginning the tutor only reads the problem, but they have no response that is able to give a real picture of the solution to the problem. Retarded students instead turn to playing with friends beside them. However, when a tutor gives a problem accompanied by student movements, the focus is always on the tutor. Seen in the picture the movement of the eyes of students is always in the movements of the tutor's arms and hands both in the air (when marking numbers) and on paper (whenpointing).

Ag spontaneously sees and mimics what the tutor is doing using his finger (as in Figure 6). This shows that with the *gestures* he did aim for himself to focus more on the object being discussed. Also seen the facial expression displayed by Ag indicates that Ag focuses on imitating the *gestures* performed by the tutor so that Ag is ready to solve the problem that is being faced.

Figure 7 . Students imitate the tutor's *gesture*

Not long after that students perform deictic *gestures* that coincide with iconic gestures. Because Ag felt unable to express his thoughts with his own hand movements. Ag tries to point the finger of his tutor to solve the problem, as recorded in the following dialogue andimage:

*Tutor : how much bro?*
*Ag : 6 minus 4 (pointing tutor'shand)*
*Tutor : yes try to doit*
*Ag : one, two, three, four, five six (moving the hand around the number)*
*Tutor : try to continue with minus four, which means how much is bent?*
*Ag : four*
*Tutor : let's try reducing it*
*Ag : one, two, three, four (bending his fingers one by one)*
*Tutor : how much do you have left?*
*Ag : two*
*Tutor : well....*
*Ag : write (with happy expressions)*

Figure 8 . The process of solving students' problems with tutors is accompanied by gestures

Based on these interactions, students' faces look very serious and focus in solving problems. His eyes always move following the finger he is pointing at. This situation shows that students concentrate on one thing, and focus their attention on real objects. They have a heavy burden of thinking in solving these problems so they need tools that can reduce their burden of thinking. Through scafolding gestures given by tutors and gestures they do provide assistance to them in planning problem solving. This is evident from the last interaction shown by Ag with a very happy facial expression able to find solutions to the problems he faces. After understanding the scafolding given by the tutor, students independently work on the problems they face, accompanied by *gestures* both iconic and deictic and accompanied by speech or not. For Ag *gesture is* very helpful in solving these problems.

At the moment solve the problem of the introduction of waking up space students retarded light more remember the names wake of color space that has been provided. In the process of connecting images that exist in everyday life with the names of the right wake- up space students do a lot of dectic gestures. As shown in the picture below

Figure 9.Tunagrahita’sDeictic gesture

During solving the problem of building relationships with objects around students, many students pointed to building space in the form of form rather than the term. The shape of the space is above the previous problem. This gives the meaning that the mentally retarded student remembers the building of the space in concrete form and designates the building of space in the form of a picture rather than the term is the result of students' conceptual alignment with the dectic gesture.

**Tutor gestures and retardation students in discussing mathematical problems**

From these results it was found that during the problem solving process students and tutors did a lot of spontaneous gestures. Gesture students can do is move a n-simple movement which is good for the students themselves and for others (tutor). There are two types of gestures performed by students, namely deitic gestures and iconic gestures. Deictic gestures are gestures that are used by mentally retarded students by hand or writing. Alibali and Nathan (2007) assume that dectic*gestures* can also be performed using a pencil (stationery) as a pointing device. This gesture is a form of students in showing an object, picture, or other thing that is in the spotlight for retarded students. Deictic gestures are often done by students using speech. This is in accordance with the opinion of Alibali& Nathan (2011) in expressing new knowledge in the form of previous *gestures* they convey it with words. Speech delivered by students gives the meaning that students are able to provide action on the problem being faced. in accordance with research conducted by Rasmussen, et al (2004) that the *gestures* performed give the meaning that *gestures are* not something that occurs separately from the others. as shown in Figure 1, spontaneously retarded students perform deictic gestures accompanied by words to point to a pencil and count the amount, this shows there is a good combination between the expression of meaning in students' minds with real problems. *Gesture* becomes an important communication tool when discussing ongoing mathematicalproblems.

*Gesture* iconic is lengkan and hand movements used by students to represent objects in concrete. retarded students use this gesture in the air a lot. Iconic gestures seem to be used more by retarded students in solving numbers problems either for themselves or others. Gestures used by mentally retarded students are movements that are used to describe the state of their mind in a concrete form such as clicking an integer using their fingers. for mentally retarded students the situation gives a bit of a real picture because mentally retarded students have difficulty to translate abstract things. As said by Alibali and Nathan (2007) that gesture provides a semantic content picture (a unit of ideas in the brain) either in writing or metaphorically through the hands or a series of movements. Besides that, there are also many iconic gestures done by students to give responses to tutors. When tutors read problems to them, they provide information with iconic gestures as a form that students focus on what they arefacing.

B FEW role of *gesture* performed by retarded students in solving mathematical problems.

1. Scaffolding for MentalStudents

The learning characteristics of retarded students are the same as other normal children if seen from their development. The most noticeable difference is the capacity of the information obtained and the level of difficulty. Because mentally retarded students need more time to process information when compared with other normal peers. Judging from the research results of mentally retarded students in solving the problem of operating numbers in the form of story problems, they have difficulty accessing the information in question from the questions. So that the stimulus needs to be done by the tutor in completing it. In addition, students also practice and hone their skills in the form of movements that are iconic *gestures* . As shown in Figure 7 students solve problems by being given a stimulus by the tutor. The rest they try to hone their skills with spontaneous movements that come from reducing their thinking to reduce the workload of the brain. So for mentally retarded students, these movements provide their own assistance for mentally disabled students in solving mathematical problems. This supports the research conducted by Alibali& Nathan (2011) that gestures are able to be a good concept representation for students in trying to remember and help students integrate different parts of an information when they process a problem with many steps.

2. Reflecting student attention

Learning characteristics that are seen in retarded students are attention that persists in the short term and also has less attention (Dunn John & Carol, 2006). Based on the results of research many students do deictic gestures which are used by mentally retarded students to focus their attention in solving problems. Deictic gestures used by students at the beginning of solving problems are nothing but tools for students themselves to give more focus in solving mathematical problems.

In addition, when the tutor's stimulation in solving mathematical problems students do deictic gestures accompanied by icons which are used by students in focusing their attention so that concentration is focused on the problem being faced. *Gestures* by students provide more assistance for student attention because based on the characteristics conveyed by (Mumpuniarti, 2016) retarded students experience a chaotic focus of attention in the selection of stimuli that are concerned. This is also natural to find because retarded students also try to explore what is in their memory so that it is easier to convey all the information they are thinking toothers.

The *gesture* play performed by the tutor during the process of solving mathematical problems is to communicate mathematical concepts. With the help of gestures performed by tutors students find it easier to solve mathematical problems. Retardated students are children with special needs who have low abilities. When they are given a mathematical problem, they are considered successful if they are able to solve the problems they face. In solving their problems many spontaneous movements are not realized. The research data shows that while solving the problem of operating numbers in the form of story problems, students inform their thoughts through *gestures,* both deictic gestures, iconic gestures andwriting gestures. For mentally retarded students when unable to solve problems, gesture can be a good support for students when they find no other way to solve the problem. As in the activities of students in Figures 1, 3 and 4, students do variations in *gesture* while solving mathematical problems. This is used by students to communicate to others and themselves about the mathematics they are thinking about. As expressed by Francaviglia&Servidio (2011) that students use different *gesture* patterns to communicate their mathematical ideas.

## IV. CONCLUSIONS

The findings in this study are explained in the form of the important role of gesture as good communication in providing support for mentally retarded students while facing various obstacles in solving mathematical problems. The important role that tutors give during gesturing to mentally disabled students is as a communication tool to convey mathematical concepts. As for the students' gestures, they play a role both for themselves and others. These roles include (1) Scaffolding for mentally disabled students (2) focusing student attention.

This study demands more researchers to broaden these findings. Because in this study the problem-solving arrangements are made in small groups one-on-one. This finding is only as a basis that retarded students also *embodied cognition* similar to those done by general students in other studies (Elvierayani, 2016). With this finding can provide an overview of basic knowledge for further research on the use of *gestures* in students with specialneeds.

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# INCREASING STUDENTS' INTEREST IN LEARNING ENGLISH THROUGH CULTURE-BASED INSTRUCTION

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*As the teacher or lecturer, it is important to raise student interest in learning, especially learning what subject that feared by the students. Today, English is still as one of the "killer" subject for the students. So that, researcher wants to give other reference method of learning English. Here, culture-based instruction, it provides the some topics that relate of local wisdom especially about traditional Indonesian's cakes such as; putu, getuk lindri, getuk, lapis legit, lapis, lupis, onde-onde, and klepon. This strategy hoped can raise the students' interest in learning English. This research used classroom action research. The cycle consists of four main stages: (1) planning, (2) implementing the action, (3) observing, and (4) reflecting. Before having the planning stage, the researcher conducted the preliminary study in order to identify the problem in the teaching of writing as the basis data.*

***Keywords****: Students' interest, learning English, culture-based instruction*

## I. INTRODUCTION

The students have different backgrounds with unique academic needs, culture, language, interests and attitude towards learning. So that, Teachers are trying as hard as they could to find out the students' needs in their learning. Teaching language is a complicated task for teachers. He/she should to have the right techniques and strategies to deliver effective language learning especially in English. There are many obstacles and difficulties in learning English such as; first, most of English teacher lack of proficiency in teaching English, most high school teachers are not fluent in English and they are unable to teach. They teach English in the form of written language to students and this is not a hundred percent learning. Second, it is the lack of interest and motivation of students.

Almost students consider that learning English as a foreign language is one of the most difficult subjects they have learnt. Most students are not interested in learning the language and just think about passing the course, thus because they are not interested, they do not listen to their teacher and do not learn anything, even if they learn something they will forget it quickly. So that, "interest" is one of the strongest motivations for learning English. Due to the difficulties in learning, English language can make students lose their interest easily.

Motivation has long been identified as one of the main factors affecting English language learning. Parsons, Hinson and Brown (2001) state that motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve knowledge. By learning, we can gain new knowledge and skills, motivation pushes and encourage us to go through the learning process (Wimolmas, 2013). As teachers, we need to explore more fully the factors that are involved in motivating students to perform tasks well because this is something that teachers have some control over (Ellis, 1997). Therefore, it is important to find out the possible factors in which affect students' motivation and interest in learning English. This study was conducted to give the other reference strategies for the teachers to arouse students' interest in learning the English language as foreign language in the senior high schools trough culture-based instruction. It is the instruction based on the culture's topic as define a local wisdom. There some topics of traditional cakes, such as; putu, getuk lindri, getuk, lapis legit, lapis, lupis, onde-onde, and klepon. Hopefully from the study, teachers will be able to use this method to boost students' interest as well motivation in learning English effectively.

## II. METHOD

This study used classroom action research (CAR). Meanwhile, the design of classroom action used in this study is a cyclical process adapted from the model proposed by Kemmis and Mc.Taggart (1998), which means that the cycle can be repeated until the criteria of success, is accomplished. The cycle consists of four main stages: (1) planning, (2) implementing the action, (3) observing, and (4) reflecting. Before having the planning stage, the researcher conducted the preliminary study in order to identify the problem in the teaching of writing as the basis data.

The action research can be represented as a spiral such: Procedure. Adapted from Kemmis and Wilkinson in Arikunto (2010:132)

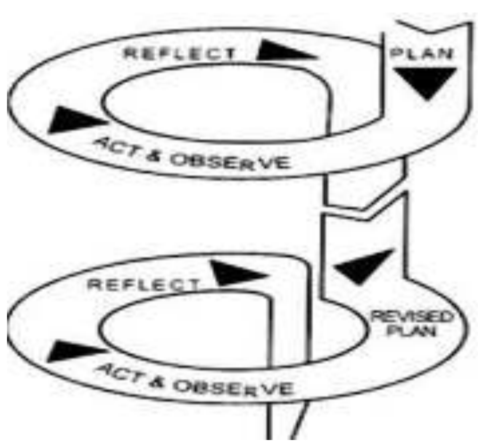


Figure 1. The Models of the Classroom Action Research

This research was conducted at MA Sunan Drajat Sugio Lamongan. The subject of the research was the tenth grade, which consists of 32 students. The action research was conducted through the following procedures: planning, implementing, observing, and reflecting. In planning stage, the researcher planned the implementation of culture-based instruction; prepared the teaching strategy, designed a lesson plan, provided media, made assessment sheet, and determined criteria of success. In the implementation stage, the researcher applied the strategy. In observing stage, the researcher collected the data. In reflecting stage, the researcher evaluated the result of the implementation of the strategy and drew the conclusion whether the strategy was success or not by comparing to the criteria of success.

## III. FINDINGS

The findings of the study are presented based on the result of student's observation and s tests gained from 4 meetings within two cycles.

Finding Cycle I

In this cycle, the researcher conducted four steps : planning, action, observation, and reflection. In this cycle by using culture-based instruction in process of learning, It was conducted in two meeting with the time 2 x 45 minutes in the first meeting and 2 x 45 minutes in second meeting. The topic is about traditional Indonesian cake "putu" and "getuk lindri". A test was given in the end of learning process. In the planning step, the researcher prepared the teaching procedure as teaching technique based on the topic. The researcher prepared the lesson plan with the topic "putu". Learning sources and the learning media were prepared.

In the action step, there are several activities carried out by the researcher, including: introduction, core activities, and closing. In the introduction, there are several activities carried out by researchers, such as: (1) explaining the purpose and procedure of learning. (2) performed perceptions with students greeting, asking student attendance lists, and asking students about the topic. In core activities, there are several activities that have been carried out by researchers, such as: (1) explaining about traditional Indonesian cakes (2) giving example. (3) discussing with students about the topic (4). (5) closing, in closing there are several activities that have been carried out by researcher, such as: (1) Finding ways to better appreciate the efforts and results of learning (2) The teacher and students conclude the material. Based on the data, that there are 53% students who success in Cycle I while 47% students are failed. All students got the value under the criteria of success. But the students felt enjoy in the class.

Findings Cycle II

It was conducted in two meetings with the time allotment 2 x 45 minutes and 2 x 45 minutes and the topics are about "kelpon" and "onde-onde". The researcher prepared the teaching procedure as teaching technique based on culture-based instruction. The procedures are same with the cycle II but it was different on the topics. Based on the data on the teaching learning process on cycle II, the researcher made a conclusion that the implementation of culture-based instruction in teaching English was fun and enjoy, the students are happy and enthusiast. It proved by the score, the students did not achieve the criteria of success yet. there were 84% or about 28 students criteria of success. But it is better than before.

## IV. DISCUSSION

The implementation of culture-based instruction was run well. In the first time, students did not interact enough. They feel difficult and tried to adapt with the method. But in the cycle II, the students felt enjoy and fun with the topics and felt that they are not in the school but in the cake's shop of cafe. They also felt happy because the topics are popular and familiar with them. They can brought that cakes to the school, ate and learned. In the other side, The scores of the students also improved step by step following the cycle step. In the first step the scores are under KKM 75, but after getting some action from the researcher, finally the students score above the KKM, and most of them have interested, fun and enjoy with the topic about their local wisdom.

## V. CONCLUSION

Culture-based instruction increased the students' interest in learning English at the tenth grade in MA Sunan Drajat Sugio Lamongan. There are four steps in this research; those are planning, action, observation, and reflection. Actually, there many topic in a book, but the researcher applied some topics; putu, getuk lindri, kepon and onde-onde. They were very enthusiast and attracted in the topics. They felt familiar with them.

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# Economic Literacy As A Student Financial Management Efforts To Achieve Primary School In Kedungkandang Malang

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*Elementary school students' understanding of the economics will lead them to be more proficient in understanding financial literacyin the future. This study aims to find out more in the form of economic understanding literacy for elementary school students can manage their finances early on where it can be affected by several factors. The informant in this research that some elementary school students in the district of Malang Kedungkandang. The method used is the method of qualitative research phenomenological approach. Data collection using observation, interview, and dokumentasi.Teknik analysis using qualitative descriptive method that is inductive. Research findings showed that a basic understanding of economics students of primary schools in Kedungkandang district stratified according to age, a fairly good understanding of the economics that children aged ten years and older in a simple form related to the ability to set aside an allowance to buy the school supplies they needed. They were able to suppress the desire for snack excessive use their pocket money. There are three factors that affect children's financial literacy is a basic understanding of economics (economic literacy), economic education family and peers. Implementation consume still not showing rational behavior, as evidenced by some of the following findings, the first to meet the needs, the informant only some time had a desire to put aside their pocket money for savings.*

***Keywords**: financial literacy, elementary school students*

## I. INTRODUCTION

Economics is the study of how individuals utilize the limited resources it has. The science shows that human needs are not limited to, must be met by means of pemuasnya are limited and rare. Understanding of economic literacy (literacy economy) basically constitutes an understanding of the economics that deals with human action to meet the varying needs and evolve with existing resources so as to apply them in everyday life. According to Nugroho (2017) the importance of understanding the economics for students is to introduce students to the facts about events and economic problems, provides some basic concepts of economics as guidance in economic behavior, equip values and business ethics and fostering entrepreneurial spirit,

Talking about the determination of choice when connecting in economics the word choice or take a decision already familiar, such as a trade off and oppotunity cost. Beracuan of these definitions, the researchers are interested in knowing the extent to which basic economics that have received primary school students to prioritize their needs with limited resources. In addition to an understanding of economics there are also factors family received economic education elementary school students and the extent of the influence of peers in determining the fulfillment of their needs. Of these three factors, the researchers are interested in seeing the consumption patterns of primary school students today are beracuan on rational consumption patterns.

According Jayatri (2018: 6) viewed from the stale economic education, the family has a great influence on the maturation towards an independent individual. The process of economic education in the family usually does not have a special program so that the educational process takes place at all times. One of the many parents message to their children that the pattern of life-saving. In such a process, it is exemplary and daily attitude of parents at the time at home is very important for the continuity of economic education elementary school students.

Based on these guidelines the family has a role as a pioneer of financial literacy education in children. Provide knowledge about financial literacy is an important thing to do family that children are able to manage their finances wisely. Based on these reasons, the researchers want to find out more in the form of economic understanding literacy for elementary school students can manage their finances early on with some of the factors that influence it.

## II. MATERIAL AND METHODS

### 2.1. Materials

Economy Literacy

Financial literacy education that is given early expected to help children as adults in the management and decision-making about their finances. Elementary school students' understanding of the economics will lead them to be more proficient in understanding financial literacy. The ability to understand very closely related to the maturity level of students' thinking. Maturity of thought had cognitive stages according to Jean Piaget are as follows:

*Table 2.1. Cognitive Development Piaget*

| Step | Estimated Age | Main Achievement |
|---|---|---|
| Sensorimotor | 0-2 years | • Start using imitations, memory, and thoughts<br>• Begin to recognize object permanence<br>• Starting from reflex action to activities directed at the goal |
| Preoperational | 2-7 years | • Develop language and symbolic thinking skills<br>• Uses one-way logic<br>• Think eoocentrism and centration |
| Concrete Operational | 7 -11 years | • Resolve concrete problems in a logical way<br>• Understand conservation laws and use classification<br>• Understand reversibility |

| | | |
|---|---|---|
| Formal Operational | 11 ears old-adult | • Think more scientifically<br>• Able to solve abstract problems through systematic experiments<br>• Develop attention about social issues, identity |

*Source: Jean Piaget's theory in Kadijah , 2016*

Based on the theory of cognitive stagesfront, the elementary school students starting from the age of seven to twelve years are included in preoperational stage, concrete operational and formal operational. Students in grade one to grade four elementary schools do not yet have a concrete understanding of the economy. Students in preoperational and concrete operational stage should receive more support from those closest to give an insight into the financial management well. While the students starting from grade five to grade six who have entered the formal stage of operation has begun to understand and apply simple economic pattern that manage their pocket money by setting aside some for savings.

In accordance with the fundamental problems of the economy that human needs are basically unlimited, while the means of satisfying the needs are limited, rational consumer will determine priorities about which needs should be prioritized first.

### 2.1 Methods

This type of research used in this study is a qualitative research. This study uses a phenomenological approach to psychology which many more researchers describe the experience of informants (Moustakas's in Cresswel, 2007). The research was conducted in the district Kedungkandang Malang. The reason researchers conducted a study in this location because researchers wanted to know the form of economic understanding literacy of primary school students to the stage of having the ability to manage finances (financial literacy) early on with some of the factors that influence it. Sources of data in this study using primary data sources. Sources of primary data in this study are the words and actions of elementary school students as subjects in the study, obtained through observations and interviews.

## III. RESULT AND DISCUSSION

Based on deep interviews and observations that researchers do, these researchers describe forms of understanding the economic literacy of primary school students. Schools needs primary school students is a primary requirement to be met. School needs, including books, stationery, and photocopy materials. According to some informants, the school needs is a requirement that must be met first because it will be exposed to the problem if it does not have it all. Here are some snippets of interviews with informants with an age range of ten to twelve years.

The results of this interview with the informant who sat in the sixth grade elementary school
According to the informant, the limitation of pocket money is one of the obstacles to meeting all their needs and desires. However, based on the results of the interview, the researcher was able to draw the conclusion that children are able to make a selection of needs as follows.
"The point is, if it is important and really needs it, I have to buy it, for example I need ex type and my mom hasn't come home yet so I can buy first using her savings money"

*Source: W / INF 1 / February 4th, 2019*

Based on the exposure in front of it is apparent that students were able to meet urgent needs in the future. They are able to manage pocket money given by parents wisely. Exposure front line with research findings Lusardi and Mitchell (2014: 17) that older people give themselves a score very high on the financial literacy of their own, although it scored poorly on financial literacy basic (Lusardi and Mitchell 2011a; Lusardi and Tufano 2009a) and not just in the US but also other countries (Lusardi and Mitchell 2011c). Here, the interviews about saving patterns of primary school students (SD).

*Source: W / INF 4 / February 6th, 2019*

According to the informant, parents provide direction to set aside some of their allowance as follows.
'Yes, parents always tell that the rest of the allowance is told to put the incipient, if the benefits are so that the future is better because there are savings

Financial management pattern on the front, showing that children with imitation abilities they are able to follow the train of thought of parents as long as they benefit from these activities. Money management in each student depends on financial intelligence possessed (Mayangsari, 2018). Primary school children were sitting in the class of five and six have the maturity to think better so that they can apply the pattern of the parents in our daily lives.

Based on interviews with informants footage in front then the next exposure to informants with different age ranges are students of class three elementary schools (SD). Here are excerpts of the interview that researchers have found.

The researcher asks about the stages of fulfilling the informants' needs
"Do you sort out the items needed or just buy those that are important like?"
"Never sort, what I see is good, yes I buy"
"There was never a plan, if you want so just buy it"

*Source: W / INF 3 / February 7th, 2019*

Based on different age ranges then the level of thinking and decision-making of the different elementary school students. Based on the trailer in front of the students attending third grade of elementary school (SD) has not been able to make the right decisions to manage their finances. Another interview footage can be seen as follows.

> According to the informant, parents did not provide direction to set aside part of their allowance as follows.
> "Have your parents ever explained about saving activities and the benefits of
> saving?"
> "No, but sometimes I have saved money, if the benefits are to be able

*Source: W / INF 5 stars / February 7th, 2019*

Based on several different redasional ahead, the informant with an age range of seven to nine years has not been able to create levels of their own needs. Stages of cognitive preoperational and concrete operational only able to use a logic one direction (one way-logic) to meet their needs. Unlike the students who sit in fifth and sixth grade of elementary school (SD), which is capable of implementing a financial literacy though simple. They were able to set aside part of the resources (allowance).

Based on research Jayatri (2018: 5) notice of financial capability possessed it in deciding the purchase of goods must always take into consideration the financial capability. If it is the ability unreached they tend to consider it. If they are not able to fulfill his wish, they will fulfill in the future.

The formation of primary school students' ability in financial management did not escape the presence of several factors. Here are some factors that researchers have found in the field associated with that focus.

1) BasicUnderstanding of Economics (Economic Literacy)

Elementary school students' understanding of the economics are expected to bring them to be more proficient in understanding financial literacy. In accordance with the fundamental problems of the economy that human needs are basically unlimited, while the means of satisfying the needs are limited, rational consumer will determine priorities about which needs should be prioritized first. Based on the findings, the researchers pull the picture that elementary school students have basic needs that are limited to the needs of the schools but their desires beyond the needs of a very large school while the means of gratification in the form of very limited pocket money. According to Lusardi and Mitchell (2007: 39) states that the low level of financial literacy will cause problems in themselves, so that policy makers would be concerned because of the potential implications of financial literacy for economic behavior. The serious impact of his not understanding economics resulted in financial management are too low.

According to the theory Pindyck & Rubinfeld (2001: 75) on the budget then the budget line is defined as the overall combination of items from the total amount of money spent is equal to income. So that elementary school students were able to spend the entire allowance (income) they are to meet the needs of schools, it can be said that the child has a good economic understanding. But the research findings, the use of resources in the form of pocket money is used more to meet needs beyond the needs of the school. Some of the findings on the front showing that primary school students aged seven to nine years has not been able to sort out the use of the allowance,

2) Family Financial Management Education

Judging from the stale economic education, the family has a great influence on the maturity towards an independent individual. The process of economic education in the family usually does not have a special program so that the educational process takes place at all times. Likewise with elementary school students today. They have a pattern similar family economic education. One of the messages from parents to their children is a frugal lifestyle by setting aside some pocket money to save. Also based on the data in the field then most parents are taught to buy things the child wants to use their savings so that when they do not have an automatic saving money they can not buy the goods they want.

Based on research Jorgensen, Bryce L (2007) in a study titled financial literacy of college students: parental and peer influences found that there is a correlation between financial literacy, financial attitudes and financial behavior. Parents can significantly affect the financial understanding of their child. Without a proper understanding to handle personal finances, they will tend to get financial mismanagement in the present and the future, their contribution bad financial behavior will be reflected in their social activities. Meanwhile, according to the Organization for Economic Cooperation and Development (OECD) in Lusardi and Mitchell (2007: 36) defines "financial education" as:

> "The process by which financial consumer / investors improve their understanding of the product and financial concepts and, through information, instruction, and / or suggestions objective, develop the skills and confidence to become more aware of financial risks and opportunities to make informed choices, to know where to seek help, and to take other effective actions to improve their financial well-being."

In connection with the findings in front of the elementary school students need to get more financial education, as long as it was important for their lives better. According to Lusardi and Mitchell (2014: 20)Financial literacy may start from the family, perhaps when children observe the habits of saving and investing their parents, or more directly by receiving financial education of the parents.In such a process, it is exemplary and daily attitude of parents at the time at home is very important for the continuity of economic education elementary school students.

3) Environmental Peers

Interaction peers who have the same age has a special role in the socio- emotional development of elementary school students. One of the most important functions of the peer group is to provide a source of information and comparison about the world outside the family (Santrock, 2008). Responding to these quotations, it can be seen that peer influence plays a major role in the life of a child in this study is an elementary school student. Adjustments are made so that they are accepted by the group. Adjustment to this is that sometimes encourage them to be irrational to shape consumer behavior. From the influence of peers is that researchers have the opinion that elementary school students will get information about anything to obtain similarity of identity with the group.

## IV. CONCLUSION

From these results it can be concluded that the economic fundamental understanding of elementary school students in the district of Malang city Kedungkandang good enough for primary school students sitting in the class of five and six. It is seen from the decision-making that is able to do the main primary school children to set aside part of his pocket money to buy their school needs. Furthermore, there were three factors that affect elementary school students manage finances (financial literacy) is a basic understanding of economics, education, family financial management and peer environment.

Suggestions of this study, it is expected to parents and teachers to pay more attention and directing students to act and take the time to give an understanding of appropriate financial management early on. For students should familiarize themselves life-saving and is not easily affected by the environment / friend who finally plunges on things that are less useful.

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# EFFECT OF USE OF DIFFERENT LEARNING STRATEGIES AND COGNITIVE STYLES TOWARDS LEARNING OUTCOMES IN CLASS VII STUDENTS OF SMP NEGERI 2 TAMAN SIDOARJO

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*This study examines learning strategies and cognitive styles that are poorly understood by teachers and students in carrying out the learning process, which aims to determine the effect of the use of different learning strategies and cognitive styles on PPKn learning outcomes of seventh-grade students of Taman Negeri 2 SMP. This research uses Pretest-Posttest Control Group Design with data analysis techniques using a design (2x2 ANOVA). The total sample of this study is 64 students of class VII of SMP Negeri 2 Taman. Based on the data analysis found 1) p-value of 0.044 <from a significant level (α) of 0.05 means that there is no effect on the use of Problem Based Learning learning strategies and cooperative group investigation learning strategies on PPKn learning outcomes 2) p-value of 0.171> from a significant level (α) of 0.05, it means that there is no effect on the use of cognitive style on PPKn learning outcomes, 3) p-value of 0.180> of a significant level (α) of 0.05 means that there is no influence of interaction between learning strategies Problem Based Learning and cooperative learning strategy group investigation with different cognitive styles on learning outcomes PPKn VII grade students of Taman Negeri 2 SMP.*

***Keywords**: Learning Strategies, Learning Outcomes, Cognitive Style*

## I. INTRODUCTION

Learning can be described as a material and procedure used by teachers to get learning outcomes from students. According to Hamalik in Rahman (2013: 24) explains learning is a complex activity, in which there is an interaction between teaching and learning. In this stage of the process, we will be able to see various factors namely, teacher, students, goals, media, methods, assessments, strategies and so on. The linkages of one component to another exist, so it becomes very important and must be present in every learning activity.

Learning practices in schools also involve the active interaction of students and teachers, as teacher behavior is teaching and student behavior is learning.

Good interactions between teachers and students need to be prepared well and planned so that they can produce good learning. The teacher is expected to be able to create a learning strategy to help students learn easily, but this does not mean that the teacher has a greater role and minimizes the role of students. There must be a mutual interaction between teacher and student that will create good learning practices. Good learning will help students to gain knowledge and can print students to become qualified human beings.

Fathurrohman (2015: 115) states that learning objectives will be achieved if supported by effective, efficient learning strategies. Learning that is still teacher-centered tends to make learners more passive because only teachers explain and talk more in front of the class, but now learning is student-centered, while the teacher acts only as a facilitator, which facilitates students to actively solve problems and build knowledge in pairs or groups.

In this regard, the application of learning strategies that can be used in the subjects of Pancasila and Citizenship Education (PPKn), especially to encourage students' learning abilities, is a scientific approach. In the scientific approach, several strategies can be used in learning PPKn, while the learning strategies that can be developed include learning strategies Problem Based Learning and Cooperative Group Investigation. In the learning strategy, Problem Based Learning requires students to be able to learn to solve a problem that has been given by the teacher. Likewise, Cooperative Group Investigation learning provides broad opportunities for students to be involved directly and actively in the learning process, from planning to how to learn and solve a problem topic.

The accuracy of the selection of learning strategies in improving the learning outcomes of Pancasila and Citizenship Education (PPKn), teachers must also have a foundation and understanding of student characteristics. In this case, the most important is the Field Dependent cognitive style and the Independent Field cognitive style that students have. This cognitive style is important because it can determine the achievement of student learning outcomes in learning, teachers who can understand each student's cognitive learning style will make it easier for students to achieve optimal learning outcomes. (Subini 2011: 5) states that by recognizing learning styles it will be smarter in determining learning styles that are more effective and effective for yourself. Witkin in Nugraha and Awalliyah (2016: 72) divides cognitive styles into two groups namely the Field Dependent cognitive style and the Field Independent cognitive style.

In connection with the above to overcome learning problems, especially problems in the learning process to improve student learning outcomes, especially in the subjects of Pancasila and Citizenship Education (PPKn), then learning strategies can be used Problem Based Learning and Cooperative Group Investigation. Besides, the use of these learning strategies must also be based on an understanding of the different cognitive styles students have. The learning strategy used is expected to realize good learning as expected so far. Based on the description above, a further study can be carried out under the title

"The Effect of Using Different Learning Strategies and Cognitive Styles on Learning Outcomes of PPKn for Class VII Students of SMP Negeri 2 Taman

## II. METHODS

The method used in this research is Quantitative Research (quantitative research). The quantitative approach emphasizes numerical data (numbers) that are processed by statistical methods. The research design used was Pretest-Posttest Control Group Design, in this design there were two classes selected, namely two classes as the experimental class. In this case, the research design is used as an analysis of the problems that exist in learning, especially in terms of knowing the effect of giving pretest and posttest on learning outcomes PPKn VII grade students of SMP Negeri 2 TAMAN who have different cognitive styles.

**O1 X1 Y O2**
**------------------------**
**O3 X2 Y O4**

Diagram version of non-equivalent control group design
Information:
O1,3: Pre-Test
O2,4: Post-Test
X1: PBL learning strategy
X2: KGI learning strategy
Y: Cognitive style
-----: Whole Group

The population in this study were students of class VII-A to class VII-K SMP Negeri 2 TAMAN with a total of 359 students. In this study, the sample used was students of class VII-A and VII-D with the number of each class 32 students obtained using the technique of random sampling or random groups. this technique is carried out randomly without regard to strata that exist in that population. This technique was chosen to aim to make it easier for researchers to choose which class or population to use as a sample to retrieve research data.

This research instrument is also called a measuring instrument in research, so it can be explained that the research instrument is a measuring instrument used to measure and find out the social or natural phenomena that will be observed, in this study there are two instruments used as follows: a) Result Test Learning PPKn: learning outcomes test consists of 10 multiple choice questions used to determine student learning outcomes, this test is carried out on experimental class students before getting treated and after getting treatment strategies learning Problem Based Learning and Cooperative Group Investigation. b) Cognitive Style: in this study is the Group Embedded Figures Test (GEFT) test. This test was developed by Witkin and is used to determine the cognitive style of Field Dependent type students and the Independent Field type cognitive style.

Data analysis techniques in this study to analyze or process the data collected in the study. Because this research is quantitative research, the data analysis technique used is statistics. The purpose of data analysis is to obtain answers to problems that have been raised. In this study,the data analysis used is as follows:

1. Test Requirements Analysis

   Normality Test in this study uses the SPSS version 22 application and performed with the test criteria: If the significance> 0.05 then H0 is accepted and Ha is rejected which means the data is normally distributed and if the significance is <0.05 then H0 is rejected and Ha is accepted which means the data not normally distributed.

   A homogeneity test is used to determine the similarity of samples from homogeneous populations or not. This means that the data obtained is sourced from populations that differ from one another. The decision making criteria of the homogeneity test results through the application of SPSS 22, with the following criteria guidelines: where stated homogeneous data if the significance value> 0.05 then H_o is accepted and H_a is rejected. If the significance value <0.05 then H_o is rejected and H_a is accepted, which means that the range of data is not homogeneous.

   Test Analysis of Variants of two ways (ANOVA 2 x 2). Testing the hypothesis in this study using the two-way Analysis Of Variance test (ANOVA 2 x 2). So ANOVA 2 x 2 is an abbreviation of "Analysis of Variants". Analysis of the Variant of Two Way is one of the tests used to test the difference in mean (average) data of more than two groups. As in the ANOVA 2X2 data analysis design table

   The above design explains that there are two experimental classes in learning namely, using Problem Based Learning Strategies and Group Investigation Cooperative Learning Strategies, each experimental class has students with different cognitive styles namely Field independent and Field dependent.

   In the first experimental class, class VII-A, 25 students have independent Field cognitive styles and 7 students who have Field dependent cognitive styles using Problem Based Learning learning strategies. While the second experimental class is class VII-D which has 25 independent Field cognitive styles and 7 dependent fields as many as 7 students using the Coopertif Group Investigation learning strategy. So that in the total column there are two experimental classes of 64 students.

## III. RESULT AND DISCUSSION

The results of this study were obtained based on the description of all variables that have been studied and all existing variables will be processed using quantitative techniques such as using the normality test, homogeneity test, and the 2 x 2 ANOVA test.

The data in this study consisted of two types namely the Group Embedded Figures Test (GEFT) and the PPKn learning outcomes test viz. In this Embedded Figures Test (GEFT) Group researchers do not make their own but rather adopt a test that has been developed by Witkin. Whereas this PPKn learning achievement test is in the form of a pretest and posttest made by the researcher without going through validation due to time constraints.

Based on the results of this study the normality test above can be seen the significant value of the Kolmogorov Smirnov test PPKn learning outcomes pre-test and post-test in class VII-A of 0.32 and 0.57 then in class VII-D of 0.68 and 0, 15. So it can be concluded that the two classes have obtained results that are greater than the significant level of 0.05, which means that the learning outcomes of PPkn pre-test and post-test both classes are normally distributed and can proceed to the homogeneity test. To test homogeneity, the researchers used the Levene Statistic test. If the result is significant at 290 and the value is greater than the significant level of 0.05. Then it can be stated Ho is accepted and Ha is rejected and can proceed to the ANOVA test.

In the ANOVA test also explained that the results of the Analysis of Variance two way (ANOVA 2 x 2) on cognitive style produces a value of 0.171 greater than the significant level of 0.05, it can be concluded that H0 is accepted and Ha is rejected, meaning that there is no influence of cognitive style on learning outcomes of PPKn VII grade students of SMP Negeri 2 Taman

| **Source** | **Type III Sum of Squares** | **Df** | **Mean Square** | **F** | **Sig.** |
|---|---|---|---|---|---|
| Corrected Strategi | 2832.152[a] | 3 | 944.051 | 5.119 | ,003 |
| Intercept | 205628.5 | 1 | 205628.580 | 1114.892 | ,000 |
| **Gaya** | 353.580 | 1 | 353.580 | 1.917 | **,171** |
| **Strategi** | 777.009 | 1 | 777.009 | 4.213 | **,044** |
| **Gaya * strategi** | 339.509 | 1 | 339.509 | 1.841 | **,180** |
| Error | 11066.286 | 60 | 184.438 | | |
| Total | 328900.000 | 64 | | | |
| Corrected Total | 13898.438 | 63 | | | |

Then the results of the analysis of the data obtained from table 4.10 can be seen from the results of the Analysis of Variance two way (ANOVA 2 x 2) showing the interaction between the Problem Based Learning strategy and the cooperative learning strategy investigation group with different cognitive styles obtained a value of 0.180 greater than the level significant that is 0.05, it can be concluded that H0 is accepted and Ha is rejected, meaning that there is no interaction effect between the Problem Based Learning learning strategy and cooperative learning strategy group investigation with different cognitive styles on the learning outcomes of PPKn grade VII students of SMP Negeri 2 Taman.

Based on the explanation above, the cause of the lack of interaction effect between Problem Based Learning learning strategies and group investigation cooperative learning strategies with different cognitive styles on the learning outcomes of PPKn is due to 1). During this time students from the two experimental classes only learned to use conventional learning strategies (lectures) and then were given assignments. This has made students in grades VII-A and VII-D less active and enthusiastic in participating in the PPKn learning and did not get better learning outcomes. Not only that which causes no effect of the use of the two learning strategies but in previous learning never used instructional media, after researchers applied student learning media too focused on learning media that has been made by researchers. 2). Some students do not use their time well, the Group Embedded Figures Test (GEFT) test sheet is poorly understood by students. Many students assume that the Group Embedded Figures Test (GEFT) test sheet is like a math and psychological problem because it contains a shape. Besides that, the Group Embedded Figures Test (GEFT) test is also too easy, many students also cheat on one another to cheat which results in unsatisfactory results.

## IV. CONCLUSIONS

Based on the results of data analysis and hypothesis testing, it can be concluded as follows: that the learning strategy problem-based learning and cooperative learning strategy group investigation with different cognitive styles then does not affect the learning outcomes of PPKn VII grade students of SMP Negeri 2 Taman. Based on the above conclusions In the learning process teachers are advised to be able to know and understand the characteristics of their students, namely in this case the cognitive style Field Dependent and Field Independent so that they can adjust the learning strategies that are appropriate to the cognitive style of their students. Teachers are advised to be able to choose and implement appropriate learning strategies and following the conditions of students and class conditions, so that it will produce good learning, able to involve students in the learning process.

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# Nursing Student's Achievement in Applying Alternative Assessment Portfolio "CRADLE" in CLT for English Nursing

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*New forms of assessment are needed to replace traditional items that test lower-order skills. One alternative assessment in CLT is portfolios. In portfolios "CRADLE", students collect assignments with specific goals that demonstrate the efforts, progress, and achievements in mastery English in nursing. This R&D aims to develop an assessment tool for learning English in nursing based on CLT adapted from Borg and Gall's method. The subjects involved 45 students, 2 teachers, 2 nursing experts, and 1 hospital practitioner. The results showed that students' understanding was sufficient category with average score of 26.11 and the maximum score 32 achieved by students was 10 students (22.2%), the majority of respondents were getting score 25. After intervention, level of students' understanding was obtained average score 27.22. Data analysis results of Wilcoxon Sign Rank Test was obtained p=0.020 and Z-score = -2,324. Giving intervention increased level of students' understanding of 12 respondents (26.7%), decreasing understanding of 3 respondents (6.7%) and a constant understanding of 30 respondents (66.6%). The minimum score obtained by students after intervention was 19 and the maximum score was 36. In conclusion, the students had increasing understanding in order to develop assessment by maximizing students' competency in CLT for English in nursing through alternative assessment. It can be used to build a comprehensive picture of what students can do in a second language.*

***Keywords:*** *Portfolios, CLT, English for Nursing*

## I. INTRODUCTION

Today, condition for globalization demand where nurses with English-language competencies are needed to be able to fill the many opportunities to work in international hospitals and opportunities abroad. It requires competence in the field of English nursing. The fact is that many nurses are not yet competent in communicating in English in carrying out nursing duties so many attempts to send nurses to work abroad have failed because of poor mastery of their English. This identifies that the existing nursing English program is not optimal and has not been able to meet the demands in the world of work so it still needs to be optimized so that it can truly meet the required nursing competency standards. To meet these needs, a nursing work standard English competency is needed which can be used as a reference in assessing the competence of a nurse in the field of English nursing. (Keputusan Menteri Tenaga Kerja dan Transmigrasi No.123/Men/VII/2010). In teaching English in nursing, learning assessment tools compiled based on communication competencies are seen as alternative assessments in achieving goals in the teaching and learning process. One alternative assessment in the framework of communicative language teaching (CLT) can use portfolio development.

**Portfolios**

In portfolio, students collect assignments with specific goals that demonstrate the efforts, progress, and achievements in a particular area (e.g. mastery of English in nursing). Now, learners of all ages and in all fields of study are benefiting from the tangible, hands-on nature of portfolio development. Gottieb (1995) in Brown (2004) suggested that the development scheme based on actual (natural) goals of the portfolio, the use of "CRADLE" acronym can be designed into 6 parts, namely Collecting, Reflecting, Assessing, Documenting, Linking, and Evaluating.

1) **Collecting**, portfolios are expression of students' lives and identities. The appropriate freedom of students to choose what to include should be respected, but at the same time the purposes of the portfolio need to be clearly specified.
2) **Reflecting**, its practice through journals and self-assessment checklist is an important ingredient of a successful portfolio.
3) **Assessing**, Teacher and student both need to take the role of assessment seriously as they evaluate quality and development over time.
4) **Documenting**, we need to recognize that a portfolio is an important document in demonstrating student achievement, and not just an insignificant adjunct to tests and grades and other more traditional evaluation.
5) **Linking**, A portfolio can serve as an important link between student and teacher, parent, community, and peers; it is a tangible product, created with pride that identifies a student's uniqueness.
6) **Evaluating**, finally, evaluation of portfolios requires a time-consuming but fulfilling process of generating accountability.

It is the *alternative assessment* that provides a strong link between teaching and assessing through feedback that teachers provide by monitoring. Self-assessment, portfolio assessment, learner-centered assessment, and project and presentation are some common forms of alternative assessment. They have appeared in reaction to unsatisfactory results of traditional assessment and separation of assessment and teaching. Applying portfolio as an assessment method is considered as one of the most famous alternatives in assessment.

**Advantages of using portfolio assessment**

Portfolio is the most effective system of assessment since students are required to write, but within this requirement, they can select the topic, audience, responders in the class, revision strategies etc. They are also free to select from their works the pieces they want to include in their portfolios (Gallehr, 1993; cited in Penaflorida, 2002). It increases students' motivation and to give them learning by thier selves. It also gives a more comprehensive portrait of students' writing ability than one essay composed under limited circumstances (Hedge, 2000). Moreover, it helps teachers to provide ongoing feedback that informs both teaching and learning (Dysthe, 2008).

According to Brown (2004), Portfolios can fail if objectives are not clear, if guidelines are not given to students, if systematic periodic review and feedback are not present, and soon. Sometimes the thought of asking students to develop a portfolio is a daunting challenge, especially for new teachers and for those who have never created a portfolio on their own. Successful portfolio development will depend on following a number of steps and guidelines.

1) **State objectives clearly**. Pick one or more of CRADLE attributes named above and specify them as objectives of developing a portfolio. Show how those purposes are connected to, integrated with, and/or a reinforment of your already stated curricular goals. A portfolio attains maximum authenticity and wash back when it is an integral part of a curriculum, not just an optional box of materials. Show students how their portfolios will include materials from the course they are taking and how that collections will enhance curricular goals.
2) **Give guidelines on what materials to include**. Once the objectives have been determined, name the types of work that should be included. There is some disagreement among “expert” about how much negotiation should take place between student and teacher over those materials. Hamp-Lyons and Condon (2000) suggested advantages for student control of portfolio contents, but teacher guidance will keep students on target with curricular objectives. It is helpful to give clear directions on how to get started since many students will never have compiled a portfolio and may be mystified about what to do. A sample portfolio from a previous student can help to stimulate some thoughts on what to include.
3) **Communicate assessment criteria to students**. This is both the most important aspect of portfolio development and the most complex. Two sources – self-assessment and teacher assessment – must be incorporated in order for students to receive the maximum benefit. Self-assessment should be as clear and simple as possible. An option that works for some contexts is to include peer-assessment or small group conferences to comment on one another’s portfolios. Where the classroom community is relatively closely knit and supportive and where students are willing to expose themselves by revealing their portfolios, valuable feedback can be achieved from peer reviews. Such sessions should have clear objectives lest they erode into aimless chatter. Checklist and questions may serve to preclude such an eventuality.
4) **Designate time within the curriculum for portfolio development**. If students feel rushed to gather materials and reflect on them, the effectiveness of the portfolio process is diminished. Make sure that students have time set a side for portfolio work (including in-class time) and that your own opportunities for conferencing are not compromised.
5) **Establish periodic schedule for review and conferencing**. By doing so, you will prevent students from throwing everything together at the end of a term.
6) **Designate an accessible place to keep portfolios**. It is inconvenient for students to carry collections of papers and artwork. If you have a self-contained classroom or a place in a reading room or library to keep the materials, that may provide a good option. At the university level, designating a storage place on the campus

may involve impossible logistics. In that case, encourage students to create their own accessible location and to bring to class only the materials they need.

7) **Provide positive washback-giving final assessments**. When a portfolio has been completed and the end of a term has arrived, a final summation is in order. Should portfolios be graded? be awarded specific numerical scores? Opinion is divided; every advantage is balanced by a disadvantage. For example, numerical scores serve as convenient data to compare performance across students, courses, and districts for portfolios containing written work.

**Communicative Language Teaching**

According to Richard (2006) CLT can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. CLT sets as its goal the teaching of communicative competence. Communicative competence includes the following aspects of language knowledge: (1) knowing how to use language for range of different purposes and functions. (2) knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication). (3) knowing how to produce and understand different types of texts (narratives, reports, interviews, conversations). (4) knowing how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies).

In recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as: (1) interaction between the learner and users of the language, (2) collaborative creation of meaning, (3) creating meaningful and purposeful interaction through language, (4) negotiation of meaning as the learner and his or her interlocutor arrive at understanding, (5) learning through attending to the feedback learners get when they use the language, (6) paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence, and (7) trying out and experimenting with different ways of saying things.

The kinds of classroom activities that best facilitate learning with CLT began a movement away from traditional lesson formats where the focus was on mastery of different items of grammar and practice through controlled activities such as memorization of dialogs and drills, and toward the use of pair work activities, role-plays, group work activities and project work.

CLT is a method of teaching and learning. The purpose of this method is to guide students have English skills better. This method is also intended to achieve communicative competence. Its competence is designed through the implementation of student centered learning in the classroom. The idea of student-centered learning is shown through task-based language teaching (Task-Based Language Teaching-TBLT) as the core of the communicative approach or CLT. The important concept in this approach is to engage students in real world communication through a series of communicative duties with the balance between fluency and accuracy (Harmer, 2007). Teachers provide communicative task to give description that build student competence in producing and enriching the English proficiency on nursing. To achieve communicative competence as a goal in language classes,

Characteristics of task-based language teaching (TBLT) as the core of the communicative approach, TBLT and content-based instruction involves students not only focus on the form of the language or the language itself, but also focus on how to use the language in communicative interactions, conversations, and the use of language (Lightbown and Spada, 2001). In fact, in a social context or in the workplace, it is almost impossible to ask students about the structure of language such as the present tense, past tense, simple passive sentences, and grammar. What happens in the interaction between people is based on science that has students. However, it does not mean that the grammar is not necessary in the real world communication. TBLT not mean grammar totally ignored by paying priority meaning in communication. There are two approaches applied in TBLT to make accurate and objective communicative activities: focused approach focused approach forms and meanings. Focus on form comes before the students engage in communicative activities. The purpose of this method is intended communicative students can apply the structures they have learned in real-world tasks. Educators try to teach students about grammar communicative to limit inaccuracies although they are welcome when generating a language with many inaccuracies. Educators give students the opportunity to use the language in the classroom to authentic communication with a focus on the meaning (Willis and Willis, 2007).

Current communication is not limited to oral communication but also includes written communication, such as e-mail and text messages. Communication consists of four skills, namely reading and listening as receptive skills and speaking and writing as productive skills, in other words communication competencies need to be improved. Nursing students have language skills that are in accordance with nursing competencies are very necessary, because the challenges of the world of work in the era of Asean economic society (MEA) require nurses to have the skills / competence to communicate in English in carrying out nursing duties.

**Nursing Competencies**

Based on Keputusan Menteri Tenaga Kerja dan Transmigrasi No.123/Men/VII/2010, The Indonesian National Work Competency Standards that have been prepared and have received recognition by stakeholders will be felt useful if they have been implemented consistently. The mastery of competencies according to established standards, a nursing staff has the following English language skills: Doing a task or work in relation to excellent service; Organizing activities so that service work as nursing staff can be carried out well and professionally; Determine what steps should be taken when something different happens with the nursing English management plan; and Use the abilities they have to solve problems or carry out excellent service tasks as nursing staff.

This assessment guide is used to assist teachers in conducting assessments/tests on nursing competency including:

1) Explanation of the things needed in the assessment include: procedures, tools, materials and place of assessment and mastery of certain competency units, and competency units that must be mastered before as the initial requirements needed to continue mastering the competency units being assessed and their relevance to the unit other competencies.
2) Test conditions are a condition that affects the achievement of work competencies, where, what and how and the scope of the assessment which should be done, for example testing is done by written test methods, interviews, demonstrations, practice at work and using a simulator.
3) Knowledge needed, is knowledge information needed to support the achievement of performance criteria in certain competency units.
4) The skills needed are information skills needed to support the achievement of performance criteria in certain competency units.
5) Critical aspects are aspects or conditions that must be owned by someone to identify work attitudes to support the achievement of performance criteria in certain competency units.

Key competency is a capability requirement that must be possessed by someone to achieve the performance required in the implementation of tasks in certain competency units distributed in 7 (seven) key competency criteria including: (1) Collect, analyze and organize information; (2) Communicate ideas and information (3) Plan and organize activities; (4) Cooperate with other people and groups; (5) Use ideas mathematically and technically; (6) Solve the problem; and (7) Using technology.

Teachers prepare learning assessment tools based on communication competencies as a learning evaluation tool for students is a challenge. In teaching English Nursing, learning assessment tools compiled based on communication competencies are seen as the main evaluations in achieving goals in the teaching and learning process. The alternative learning assessment tool in the form of a portfolio plays an important role in the evaluation of teaching. The benefits of utilizing the development of portfolio assessments to students include: (1) increasing self-motivation, responsibility and sense of belonging; (2) increasing student-teacher interaction where the instructor is a facilitator; (3) improve independent learning and reflect the uniqueness of each student; (4) provide authentic evidence of the results of student assignments; (5) facilitating critical thinking, independent assessment, and the revision process; (6) provide opportunities for collaboration between students; and (7) provide opportunities for multi-dimensional assessment of language learning.

## II. MATERIAL AND METHODS

The research design was research and development (R&D). According to Latief (2013:171), "educational research and development is a research design aimed at developing educational products, like curriculum, syllabus, textbooks, instructional media, modules, assessment instrument, etc". This R&D aims to develop an assessment tool for learning English in nursing based on CLT. The development method used was adapted from Borg and Gall's model. This paper discussed the first step of model (needs analysis) that consisted of giving questionnaires to collect students' needs and reviewing literature, reviewing the contents of the existing syllabus, and other relevant sources. The subjects involved 45 students, 2 teachers of English in nursing, 2 nursing experts, and 1 hospital practitioner who were concerned with teaching English in nursing. Data collections were quantitative and qualitative data. The quantitative data was presented in distribution frequency. Students' needs discussed from different angles and the theoretical basis of needs analysis is derived from the ideas of communicative competence in order to develop assessment by maximizing students' competency in CLT for English in nursing through alternative assessment of portfolio CRADLE. A model of framework is presented below.

**Student Needs Analysis**
(1) Giving questionnaires to collect students' needs. (2) Reviewing literature, reviewing the contents of the existing syllabus, and other relevant resources.

⇩

**Developing Portfolios "CRADLE" in CLT**
(1) Making goals of learning assessment. (2) Selecting types of portfolio assessment. (3) Mapping materials and portfolio assessment through FGD. (4) Searching for relevant resources.

⇩

**Validation by Experts**
(1) Giving draft product of portfolio assessment to the experts. (2) Collecting of data (revision) from experts.

⇩

**Revision**
Revising draft product of portfolio assessment based on the collection data from the experts.

⇩

**Try-out the Product**
(1) Trying out the product in the real classroom. (2) Collecting data from students to determine the acceptability of the product.

Figure 1. Material Development Model adapted from Borg and Gall (1986).

## III. RESULT AND DISCUSSION

### Obtaining Information

In this step, the researcher gave questionnaire for obtaining information before assessment of portfolio to 45 students who take English for Nursing in sixth semester. The questionnaire was given to the students at May 18, 2019. This questionnaire consisted of 10 questions related to the students' prior knowledge for English in nursing. In this question, the researcher asked to the students related to prior knowledge about: (1) There are balanced and integrated language skills (listening, speaking, reading and writing) in each unit. (2) There is an opportunity for differentiation in students in goal setting. (3) There is a consistent level of language, developing at the right pace, all units. (4) There are adequate activities, as well as useful for both lecturers and students. (5) There is a vocabulary presented in a functional context.(6) There are sections related to grammar contextually embedded in the text. (7) There are activities that attract the interest of students. (8) There are critical thinking skills that are promoted or embedded in activities. (9) There is an organization and text layout that is easy to follow. (10) There is a visual layout of the text appealing to nursing students and support instructions. The students were asked to give score (number 4 - strongly agree, 3 - agree, 2 - disagree, 1 - strongly disagree) on each question. The result for this question was presented in a table with its interpretation.

Table 1. Frequency Distribution Before Assessment of Portfolio

| | | Frequency | Percent | Valid Percent |
|---|---|---|---|---|
| Valid | Sufficient | 41 | 91,1 | 91,1 |
| | Good | 4 | 8,9 | 8,9 |
| | Total | 45 | 100,0 | 100,0 |
| | | Mean | | 26,11 |
| | | Minimum | | 20,00 |
| | | Maximum | | 32,00 |

Based on Table 1 It showed that majority knowledge of English in nursing with sufficient 41 students (91.1%) and 4 students (8.9%) with good category. The average score 26.11.

It meant that most of they had already had English knowledge previously. The researcher assumed that they learned and practiced 4-communication skills priority in listening, speaking, reading, writing skills, because they thought English's knowledge was important to support their profession as nurse. Listening, speaking, and writing were the most important to develop in this subject. For nurses, listening was part of nurse's duty because through this skill, they listened some complains from patients and orders or advises as collaboration activities from other health profession. Speaking and writing were also the priority for them; they thought that speaking was important for their field and future carrier as a nurse. The students knew that speaking was important for their field. They wanted to use their background knowledge to improve their communication; they believed that their background knowledge was useful for them to develop their speaking skill. For writing skill, based on this condition, the students learned and practiced written communicative skill without leaving learning grammar. In this case, the students' constructivism (their own knowledge by testing ideas based on prior knowledge and experience) used in writing. There were real writing and display writing in writing skill. In nursing, nurses had duty to make patient's documentation during nursing care. This strategy was similar with what Brown (2007) says that writing to display one's knowledge is a fact of life in the classroom, and can help the students get succeed in further academic pursuits. Meanwhile in reading skill, as a new subject, sometimes reading material helped the students because there were some medical/nursing terminology vocabularies but the students believed that reading was important thing in their knowledge. Reading comprehension can be significantly enhance if background knowledge can be active by setting goal, asking questions, making predictions, teaching next structure, and so on. In reading skill, it gave benefit to the students. The reading material given should relate to students background knowledge suppose they got easily understanding especially in nursing care.

About students' motivation was high and important on every skill, they had motivation to learn English because they had opportunity to practice, they were interested, they had self-motivation by developing communication skills but their classmates or close friends needed to support each other. The researcher assumed that the students had positive motivation because they were interested to practice communication skills orally or written with their classmates and friends in any opportunity. The students had sufficient knowledge of English in nursing. Based on students' need, the researchers planned to develop assessment by maximizing students' competency in CLT for English in nursing through alternative assessment of portfolio CRADLE. Some practice communication materials and assessment consisted of procedures in nursing, which had correlation to their field, and the things related to their future job in assessment of portfolio. The researcher developed various activities to arise students' motivation such as brainstorming, work in pairs, small group discussion, and discover learning, role play/performance and presentation to develop.

**Reviewing of Related Literature and Mapping Assessment of Portfolios**

Doing this step, the researchers review related literature by recheck the contents of already existing syllabus and other relevant document such as curriculum. The institutional curriculum of Bachelor nursing program for Mata Kuliah Pengembangan dan Kepribadian (MPK) consist of 4 credits that were distributed in semester 6, English I (MPK 1205) for 2 credits; semester VII, English II (MPK 2206) for 2 credits. Those stated that the learning outcomes were: (1) Read and explain medical records and/or health teams regarding patient medical records in English; (2) Identify pioneers/instructions in English conversation in class or simulation with health service settings; (3) Write/document in English the nursing care activities given to patients; (4) English communication is active in classroom learning and in health service simulations.

It seemed that English in Nursing was important for the students. It was appropriate for preparing students' language competency as bachelor nurses. Particularly in English in Nursing I, the competency elements that must be achieved were understanding speaking in nursing, reporting in nursing and presentation of nursing activity and its situation related to nursing. The teacher might have different interpretation one to another according to these competencies. Based on this concept so the researchers proposed communicative language teaching (CLT) approach that developed portfolio which had correlation to nursing field in the instructional materials based on nursing process (assessment, nursing diagnosis, planning, implementation, and evaluation). Meanwhile reviewing previous syllabus done to check relevant and appropriate materials taught in sixth semester. The researchers found that the students had received theory of nursing process. According to researchers, the subject was appropriately placed in this semester.

According to Jacobs and Farrell, cited in Richards (2006) suggest that the CLT paradigm shift outlined has led to eight major changes in approaches to language teaching. One of them changes is alternative assessment: new forms of assessment are needed to replace traditional multiple-choice and other items that test lower-order skills. Multiple forms of assessment (e.g., observation, interviews, journals, portfolios) can be used to build a comprehensive picture of what students can do in second language.

Developing alternative assessment of portfolio (Collecting, Reflecting, Assessing, Documenting, Linking, and Evaluating) in CLT for English in nursing that the researcher would plan and propose (optional) some core competencies as follows:

1) Systematic nursing and health assessment.
2) Delivering nursing care plans.
3) Delivering education health.
4) Providing the patient's comfort needs.
5) Improving the patient's ability to maintain body position.
6) Providing the patient's oxygen needs.
7) Providing nutritional needs through NGT.
8) Providing the needs of urine elimination through a catheter.
9) Providing the needs of faecal elimination.
10) Delivering drugs safely and precisely.
11) Providing fluid and electrolyte needs through IV.
12) Giving blood and blood products.
13) Performing wound care.
14) Preparing patients to go home.

The researchers also propose key gradation of level key nursing competency to assess the portfolio in a table with its interpretation.

**Table 3. Key Gradation of Level Key Nursing Competency**

| **Key Nursing Competency** | **LEVEL 1 "Doing Activities"** | **LEVEL 2 "Managing Activities"** | **LEVEL 3 "Evaluating and Modifying Processes"** |
|---|---|---|---|
| 1) Collect, analyze and organize information | Following existing guidelines and recording from one source of information | Access and record more than one source of information | Research and filter more than one source and evaluate the quality of information |
| 2) Communic ate information and ideas | Applying form communication for anticipate communication context according to type and style communicate | Applying information ideas by choosing the style that is most suitable | Choose the appropriate model and shape and improve and evaluate the types of communication in various types and styles of ways communicate. |
| 3) Plan and organize activities | Work under supervision or supervision | Coordinate and regulate work processes and | Combine strategies, plans, arrangements, goals and priorities of |

| Key Nursing Competency | LEVEL 1 "Doing Activities" | LEVEL 2 "Managing Activities" | LEVEL 3 "Evaluating and Modifying Processes" |
|---|---|---|---|
| | | establish work priorities | work |
| 4) Working together with other people & groups | Carry out activities already understood/ activity routinely | Carry out activities and help formulate goals | Cooperate for complete complex activities |
| 5) Using mathematic l and technical ideas | Carry out simple and predetermined tasks | Choosing the right ideas and techniques to complete complex tasks | Collaborating in complete more complex tasks using techniques and mathematics |
| 6) Solve problems | Solve problems for routine tasks under supervision / supervision | Solve problems for routine tasks independently based on guidelines / guidelines | Solve complex problems using a systematic method approach |
| 7) Using technology | Using technology to make goods and services that are repetitive at the basic level under supervision | Using technology to construct, organize or make products of goods or services based on design | Using technology to make design, combine, modify and develop products or services |

Adapted from Keputusan Menteri Tenaga Kerja dan Transmigrasi No.123/Men/VII/2010

These changes in thinking have not led to the development of a single model of CLT that can be applied in all settings. Rather, a number of different language teaching approaches have emerged which reflect different responses to the issue identified above. While there is no single syllabus model that has been universally accepted, a language syllabus today needs to include systematic coverage of the many different components of communicative competence, including language skills, content, grammar, vocabulary, and functions. Different syllabus types within a communicative orientation to language teaching employ different routes to developing communicative competence. (Richards, 2006).

Table 3. Frequency Distribution After Assessment of Portfolio

| | | Frequency | Percent | Valid Percent |
|---|---|---|---|---|
| Valid | Poor | 1 | 2,2 | 2,2 |
| | Sufficient | 30 | 66,7 | 68,9 |
| | Good | 14 | 31,1 | 31,1 |
| | Total | 45 | 100,0 | 100,0 |
| | Mean | | | 27,22 |
| | Minimum | | | 19,00 |
| | Maximum | | | 36,00 |

Based on Table 2 It showed that more than 50% knowledge of English in nursing with sufficient 30 students (66,7%) and 14 students (8.9%) with good category. The average score 27.22.

Table 4. Influence of Student's Achievement Before and After of Assessment of Portofolios

| | Student's Achievement After and Before Intervention |
|---|---|
| Z | -2,324$^{\alpha}$ |
| Asymp. Sig. (2 taled) | ,020 |
| Based on Wilcoxon Signed Rank Test , α < 0,005 | |

Based on Table 1, the results showed that students' understanding was sufficient category with an average score of 26.11 and the maximum score achieved by students was 32 as many as 10 students (22.2%), the majority of respondents were getting a score of 25. After intervention (Table 3), the level of students' understanding was obtained an average score of 27.22. Based on Table 4, the data analysis results of Wilcoxon Sign Rank Test was obtained p=0.020 and Z-score = -2,324. Giving intervention increased level of students' understanding of 12 respondents (26.7%), decreasing understanding of 3 respondents (6.7%) and a constant understanding of 30 respondents (66.6%). The minimum score obtained by students after intervention was 19 and the maximum score was 36. In conclusion, the students had increasing understanding of English in nursing in order to develop assessment by maximizing students' competency in CLT for English in nursing through alternative assessment of portfolios CRADLE. It can be used to build a comprehensive picture of what students can do in a second language.

## IV. CONCLUSION

In conclusion, the students had increased understanding of English in nursing in order to develop assessment by maximizing students' competency in CLT for English in nursing through alternative assessment of portfolios CRADLE. Based on the findings and discussion, portfolio assessment technique would give a significant positive effect on learners' overall language skills. It is an effective instructional technique as well as assessment tool and can provide evidence of knowledge, and skills. In addition, portfolio assessment can offer authentic information about the progress of students and can be used as a means of helping students to overcome their achievement in foreign or second language learning.

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# THE EFFECT OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) AND EMOTIONAL INTELLIGENCE ON EMPLOYEE PERFORMANCE IN PT SWADHARMA SARANA INFORMATIKA SURABAYA

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*PT Swadharma Sarana Informatika is a moving company in the field of Information Technology facilities and ATM management. In achieving company goals that are superior and provide excellence services, the company also wants employees who can provide the best performance related to behavior and emotional intelligence in teamwork in organizations. Employee behavior and criteria are often referred to as Organizational Citizenship Bahavior (OCB) and emotional intelligence. The purpose of this study is to partially test the effect of emotional intelligence and organizational citizen behavior on employee performance and to examine the effect of emotional intelligence and organizational citizen behavior simultaneously on employee performance and to find out which variable is more dominant between emotional intelligence and organizational citizen behavior on employee performance at PT Swadharma Sarana Informatika in Surabaya*.

**Keywords:** *Organizational citizenship behavior (OCB), Emotional Intelligence, and Employee Performance*

## I. INTRODUCTION

Resources are the main source of power in creating movements and activities to achieve a desired goal. The most important resource is human resources where human resources as a synergy in other resources so that it becomes more useful and efficient. Employees are the most important thing in an organization so that today many companies are motivating employees to improve performance in the company. Some employee behavioral criteria that can help the effectiveness of the organization include: having the social capacity to work together with others and having a strong character to survive in maintaining the work team, in addition to having the desire to participate in group / work team efforts as well as a tool to realize shared goals has been established and the moral and psychological balance to achieve individual and corporate goals without harming both parties.

PT Swadharma Sarana Informatika is a moving company in the field of Information Technology facilities and reliable ATM management that was established in 1996. PT Swadharma Sarana Informatika contributes in terms of information technology systems starting from planning, design, installation, and maintenance in the field of technology information. In achieving company goals that are superior and provide excellence services, the company also wants employees who can provide the best performance related to behavior and emotional intelligence in teamwork in organizations. Employee behavior and criteria are often referred to as Organizational Citizenshiip Bahavior (OCB). According to Triyanto (2009) organizations want employees who are willing to perform tasks in their job description. Organizations that have employees who have a good Organizational Citizenship Behavior will have better performance than other organizations (Robbins and Judge, 2008).

Five indicators of emotional intelligence include the following: (1) self awareness is how a person can know the state of self, things they like, recognize their emotions, know their strengths and weaknesses as well as beliefs in their own abilities, (2) self regulation is one's ability to manage the situation in oneself, the ability to control emotions within oneself, the ability to maintain honesty norms, take responsibility for the performance performed, and participate in new information ideas, (3) self motivation is an encouragement that can guide or help achieve goals and objectives. The drive to raise standards of excellence, adjust to the goals of the group or organization, move people to accept failures and obstacles as the beginning of success. (4) Fourth is an awareness of people's feelings, interests and personality, (5) Social skills are the art of one's emotions, persuasion ability, listening to things that are told openly and giving clear messages, the ability to resolve opinions, the spirit of leadership, collaboration and cooperation and team building.

Organizational Citizenship Behavior (OCB) according to Robbins (2008) is behavior carried out by an employee that exceeds formal work obligations, but has a good impact because it supports organizational effectiveness. OCB aspects according to Organ et al (2006) state that:

1. Altruism.
   Behavior of helping co-workers who are experiencing difficulties in the situation at hand regarding company assignments or personal problems. This aspect provides help that is not the responsibility of the main task.
2. Conscientiousness.
   Behavior that shows more effort by employees than company expectations. This behavior is voluntary without considering the rewards or awards that will be received.
3. Sportsmanship.
   The tolerance behavior exhibited by employees when the company is less than ideal without raising objections. This behavior supports a positive climate at work because of the behavior more polite and cooperate with others.
4. Courtesy.
   Maintain good relations with coworkers to avoid personal problems, and tend to show the behavior of caring for others.
5. Civic Virtue.
6. Behavior that dedicates itself to corporate responsibilities such as following changes in the organization, taking initiatives to recommend a change for the sake of efficiency and company progress.

Performance is the desired outcome and individual behavior and performance is the basis of organizational performance (Gibson, 2017). According to Dessler (1992) there are five factors in popular performance appraisal namely: quality of work, quantity of work, supervision, attendance and conservation. Performance is the result obtained by an organization both the organization is profit oriented and non profit oriented which is generated over a period of time (Fahmi, 2011). Performance is basically what the employee does or does not do a job that affects how much they contribute to others including the quantity of output, the quality of output, attendance at work and cooperation (Gordon, 2000). Performance management objectives are of three kinds according to Raymond (2011) strategic, administrative and development. In this study aims to partially test the effect of emotional intelligence and organizational citizen behavior on employee performance and to examine the effect of emotional intelligence and organizational citizen behavior simultaneously on employee performance and to find out which variables are more dominant between emotional intelligence and organizational citizen behavior on performance employee at PT Swadharma Sarana Informatika in Surabaya.

## II. MATERIALS AND METHODS

This type of research used in this study is quantitative research with emotional intelligence and Organizational citizenship behavior (OCB) as an independent variable and employee performance as the dependent variable. The location and object of research used is PT Swadharma Sarana Informatika in Surabaya, located at Jalan HR Muhammad, which is an ATM charging service company. The population in this study amounted to 55 people, and all the numbers from the population were used as samples in the study called saturated samples. Data collection techniques are conducting observations, interviews and distributing questionnaires / questionnaires with a Likert scale as a measurement scale. With a score of 1- 5 namely the category of strongly disagree, disagree, agree, and strongly agree. Analysis of the data used is by using multiple linear regression.

According to Riduwan and Sunarto in (Dwi Cahyono Saputro, 2015) the multiple correlation test serves to find the magnitude of the relationship and contribution of two or more independent variables (X) simultaneously (together) with the dependent variable (Y). Multiple correlation also means the index or number used to measure the closeness of the relationship between two or more variables.

## III. RESULTS AND DISCUSSION

Correlation analysis aims to determine the relationship of two or more variables. If there are two variables, it is called simple correlation, but if more than two variables are called multiple correlation (Priyatno, 2013). In calculating the correlation coefficient correlation will be obtained, the correlation coefficient is used to determine the closeness of the relationship, the direction of the relationship, and the meaning of the relationship.

Table 1 Multiple Correlation Testing Results Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | 0.923[a] | 0.851 | 0.843 | 1.260 |

a. Predictors: (Constant), X3, X1, X2

Based on the results of the multiple correlation test in table 1, the results of the double correlation analysis show that the relationship between the dependent variable (Y) is Employee Performance with the independent variable (X) that is, emotional intelligence and organizational citizenship behavior together is equal to 0.923 or 92.3 %. This shows that the relationship that occurs between the dependent variable (dependent) with the independent variable (independent) is strong. In addition to knowing the significant or not between the dependent variable can be done t test and F test with α = 0.05.

**Table 2. Multiple Linear Regression Test Coefficients**

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | Correlations | | | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **B** | Std. Error | Beta | | | Zero-order | Partia l | Part | Tolerance | VIF |
| (Constant) | **4,190** | 1,560 | | 2,687 | 0,010 | | | | | |
| OCB | **0,457** | 0,129 | 0,253 | 3,539 | 0,001 | 0,703 | 0,444 | 0,191 | 0,570 | 1,755 |
| Emotional Intelligence | **0,913** | 0,169 | 0,427 | 5,388 | 0,000 | 0,830 | 0,602 | 0,291 | 0,464 | 2,156 |

Dependent Variable: Employee Performance
The results of the multiple regression equation are =
From the following regression equation it can be explained that; Y = α + b1X1 + b2X2
Y = 4,190 + 0,457X1 + 0,913X2

1) a = 4.190 is a constant number which means that if the variables X1 and X2= 0, the employee's performance increases by 4.190.
2) b1 = 0.457 This means that X1 has a positive effect on employee performance in or in other words if organizational citizen behavior behavior (X1) is increased by one unit, the performance of employees of PT Swadharma Sarana

Informatika increases by 0.547. assuming other variables that influence are considered cost (a, X1 = 0).

3) b2 = 0.913 coefficient for the variable Emotional Intelligence is 0.913, this means that the variable Emotional Intelligence (X2) has a positive effect on the performance of employees of PT Swadharma Sarana Informatika or in other words if the variable Emotional Intelligence (X2) is increased by one unit, the performance of Emotional Intelligence (X2) employees increased by 0.913. assuming other variables that influence are considered cost (a, X2 = 0).

From the results of the above explanation it can be concluded that from the results of multiple linear regression tests the most dominant factor is Emotional Intelligence (X2) with a regression coefficient of 0.913 or 91%, followed by Organizational Citizenship Behavior (X1) of 0.457.

T Test (Partial)

From the t test results obtained t count 3.539 is greater than t table 2.007, so t arithmetic ≥ t table then Ho is rejected, which means there is a significant influence between the variable X1 (Organizational Citizenship Behavior) with the Y variable (Employee Performance). From the t test results obtained t count 5.388 is greater than t table 2.007, so t arithmetic ≥ t table then Ho is rejected, which means there is a significant influence between the X2 variable (Emotional Intelligence) with the Y variable (Employee Performance).

F Test (Simultaneous)

From the SPSS results it can be seen the F table value of 3.18 with a probability value of 0,000. If the calculated F value compared with the F table then the calculated F value is greater than the F table value in the study, with the results of 97.408 so that Ho is rejected and Ha is accepted. it can be concluded that there is a positive and significant influence of Organizational Citizenship Behavior and emotional intelligence simultaneously on Employee Performance, thus the hypothesis in this study can be accepted

Determination Test

Based on the data from the calculation of the regression analysis in the above equation, the R2 (R Square) value of 0.851 is obtained, which means 95%. This shows that the percentage contribution of the influence of the independent variable (Organizational Citizenship Behavior) to the dependent variable (Employee Performance) is 95% while 5% is influenced by other factors.

## IV. CONCLUSION

Based on the partial t test, the variable organizational citizenship behavior and emotional intelligence variables on employee performance. Of the two variables X has a partially significant effect on the Y variable. Based on the simultaneous F test it can be concluded that all X variables have a significant simultaneous effect on the Y variable (Employee Performance) at PT Swadharma Sarana Informatika Based on the results of research on the linear regression coefficient multiple, it can be seen that the most dominant variable is Variable X2, Emotional Intelligence.

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