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The Effect Of Leadership And Motivation To Performance Of Education And Training Participants

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Abstract. The purpose of this research is to know how far participants education and training at Human Resource Development Centre of Transport Apparatus became the object of research to take the extent of the condition of leadership and performance effect on there work unit participants education and training and by SPSS through linear regression analysis showed that: Partially t test results showed that the leadership (X1) has a strong and significant influence on employee performance (Y), for t> t table is 4.829 > 1.96. Similarly, the X2 form of motivation showed t count> t table is 6.639> 1.96. The independent variable X1 (Leadership) and X2 (performance) simultaneously tested by F test strong and significant influence on the dependent variable Y (Performance Officer), since F count> F table (614.059> 3.07).Results of regression equation y = 2.254 + 0.411 X1 + 0.541 X2.The diversity of variable Y is influenced by the diversity of variables X1 and X2 for the remaining 91.7% 8.3% influenced by other factors. This was due to factors leadership and performance indispensable and always needed to obtain an increase motivation of participants education and training.

Keywords: leadership, performance, motivation

I. INTRODUCTION

In order to support these policies, the necessary human resources are formidable. Human resources in this case is the State Civil Apparatus (ASN) which is an integral part in the management of the Indonesian government. To that have passed Law on Civil State Apparatus No. 5 of 2014 in the article shall include the type of status and position of the State Civil Apparatus (Law No. 5 of 2014: Chapter III). Correspondingly, in order to support national development, so as to support the national defense strong and realization archipelago insight nationals, it is necessary to unite the archipelago including through the reliability of the national transportation system, namely the sectors of Transportation (land, rail, sea and air) has a role berdemensi very vital and strategic for national development, given its nature as a driver and the driver of the various aspects of community activities and the smooth wheels of government. To that end, the government's policy in the management of the transportation plays an important role related to the fulfillment of the public transport services. Therefore, the performance demanded fulfillment of transport services providers and managers of transportation services, the Human Resources (HR) professional quality.

The Ministry of Transportation is an element of government as policy makers in the transport sector which in practice can not be separated on performance goals Ministry of Transportation conducted through three stages: (1) Identification of 27 (twenty seven) Key Performance Indicators (KPI) of the thirteen (13) Goals ; (2) Measuring the gains of each KPI (in percentage) through a comparison of the realization of the target; and (3) the gains of each KPI is calculated based on the achievement of the performance of each group of activities to achieve the targets that have been set. Correspondingly, the work program has been poured into the Strategic Plan of the Ministry of Transportation including the Strategic Plan 2015-2019. Ministry of Transportation Strategic Plan 2015-2019 period is the third segment of a five-year Long-Term Plan of Transportation (RPJP), so expect the period 2015-2019 Strategic Plan of the Ministry of Transportation will facilitate economic growth throughout the region, especially to improve competitiveness as cost reduction efforts logisti. (Strategic MoT: 2005-2025).

To achieve qualified human resources in the Ministry of Transportation, the required human resource development are sustainable. The development is intended to do through education and training to improve the competence and ethical professionalism. In relation has been designated by Government Regulation No. 51 of the Human Resources in the Field of Transport which includes the Education and Training in the Field of Transport, hereinafter called the Training and Transport is organizing teaching and training in order to improve the knowledge, expertise, skills, and attitude formation behavior source human resources needed in the management of transportation. Human Resource Development Centre of Transport Apparatus organizational unit is part of Human Resources Development Agency of Transportation, the Ministry of Transportation. Transportation Development Centre Apparatuses have the task and delivery functions of Administrative Training in the Ministry of Transportation (PM.189 2015).

But in terms of the process of education and training of personnel can not be separated from the problem of motivation is influenced and performance and there is a

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relationship influence the leadership and motivation of human resources to run the organization, as well as statements Hadari Nawawi (1998: 42) that humans require organization and vice versa organizations require human, which is the driving force, without human organization will not work. To that end, the need to reform management leadership and motivation are able to contribute to improving the competence of the ASN in the Ministry of Transportation. With the change in leadership management and motivation will be the realization of the integration in improving the ability of the Ministry of Transportation Apparatus that support the tasks and functions of the unit organizations participating in education and training in an effective, efficient, transparent and accountable, professional, productive and accountable.

Increased motivation must also be coupled with the professionalism of leadership and performance. For leadership serves as directing the activities of the work undertaken by program staff executing tasks. Through the leadership of the weight, then the employees / staff can improve performance, as well as employee / staff must have the motivation that is able to mobilize all the potential ability to increase the duties and responsibilities in improving organizational performance through competency development in education and training at the Center for Resource Development human Apparatus of Transportation. As the development of quality human resources, will manage the agency well too. Management here is the management of all fields of work, including the care and planning. How to improve and develop human resources with education / training, either through on-the-job and off the job training.

Noting the above description, to know how to influence the leadership and performance of the motivation of education and training at the Transportation Development Centre Apparatuses, it is necessary to study.

1. Identification of problems

In any implementation of research generally depart from problems that require discussion or resolution. According to Nasution (1995: 11), "the problem is the formulation of some of the questions thrown to be solved or a settlement that is vague, brief, including concepts used". Essentially, the problem is the gap between expectation and reality. The main problem is the research has not increased motivation of participants in education and training as expected. It is influenced by various factors such as education and training, leadership, performance, ability, experience, organizational climate, other means of support.

2. Scope of problem

Based on the identification of the above problems, the authors limited to three (3) variables with a focus on leadership and performance of the independent variables and the dependent variable motivation of education and training in Human Resource Development Centre of Transport Apparatus.

3. Formulation of the problem

Based on the identification of the above problems, the problem in this research is formulated as follows **:**

a. How much influence leadership training on employee performance in education and training participants in the Human Resource Development Centre of Transport Apparatus?

b. How much influence the performance of the motivation on education and training participants in the Human Resource Development Centre of Transport Apparatus?

c. How much influence leadership training and performance of the motivation of education and training in Human Resource Development Centre of Transport Apparatus?

4. Research Objectives and Purpose

This research was conducted for the purpose of preparing the Scientific Writing (KTI) as requirements for the implementation tasks Widyaiswara key element in professional development environment Widyaiswara Young Expert in Human Resource Development Centre of Transport Apparatus. The purpose of this study was to:

a. Knowing, understanding and analyzing the influence of leadership on the performance of education and training participants.

b. Knowing, understanding and analyzing the effect of the performance of the motivation of education and training in education and training participants.

c. Knowing, understanding and analyzing the influence of leadership and motivation at a time or simultaneously on the performance of education and training participants.

Furthermore, the utility expected from this research are:

a.Usability research theoretically, is expected to add to the repertoire of science education research, the concept of leadership, employee performance and motivation of education and training.

b. Practical usefulness of the research, is expected to provide input for the work unit object of research focused on increasing motivation of education and training. Moreover, it can also provide additional information for advanced research related to the same problem.

II. LITERATURE, FRAMEWORK FOR THINKING AND HYPOTHESES

1. Literature

Education and training according to Nasution (2000: 71) "Education is a process, technical and teaching and learning methods with the intention of transferring knowledge from one person to another according to predetermined standards. While Pont (1991: 46) "The training is to develop people as individuals and encouraging them to become more confident and capable in life and work. According perspective Ahwood and Dimmoel (1999: 32): " Education is more theoretical in general knowledge, social and oriented to the needs of individuals, while training is a process of developing the skills of employees to do the work in progress and jobs in the future. "the use of the term education and training in an institution or organization is usually incorporated into training (education and training).

Sejalan dengan berberapa teori tentang pengertian pendidikan dan pelatihan tersebut diatas, maka pemerintah menetapkan bahwa pendidikan dan pelatihan disingkat Diklat adalah proses penyelenggaraan belajar mengajar dalam rangka meningkatkan kemampuan Pegawai Negeri Sipil (PP.101 Tahun 2000). Dalam implementasi Diklat dibagi menjadi 2 (dua) jenis diklat yakni Diklat Prajabatan dan Dalam Jabatan.

Next, understanding government is inseparable from the notion of an organization or institution. According to Robbins (1995: 97) that the organization is the entity (entity) which coordinated social conscious, with a relatively identifiable boundary, which works on the basis of relatively continuously to achieve a common goal or group of destinations. menurut Martani Huseini dan Hari Lubis (1987:33) bahwa organisasi merupakan suatu sistem yang terdiri elemen-elemen yang saling berhubungan, yang memerlukan input, melakukan transformasi input menjadi output yang dikeluarkan pada lingkungan diluar organisasi.

Apart from that organization closely associated with leadership.and according to Hersey and Kenneth H. Blanchard (1977: 84) that leadership can be defined as follows: "that leadership is the process of Influencing the activities of an individual or a group in the effort toward goal achievement in a given situation" or in other words that Leadership is the process of influencing the activities of a person or group in its efforts to achieve the objectives in a given situation.

Motivation is tied to leadership and according Martives (1988: 154), namely: "motivation is the instrinsic inducement that peoples and individuals to thinks, feel, and perform incertain ways it is internalized an exclusive yet the most important determinant of work behavior". But according Hasibuan (1995: 158), that the motivation as giving the driving force that creates the excitement of one's work to get them to work effectively and integrated with all means.

Maslow (1980: 131) classifies human needs in five types of needs which are briefly described as follows: physical needs, a sense of security / protected, social needs, esteem needs, and self-actualization needs. Motivation patterns as proposed by Mc. Chlelland are as follows:

1. Achievement Motivation, is a desire to overcome or defeat a challenge, for progress and growth.
2. Affiliation Motivation, is the impetus for relationships with others.
3. Competence Motivation, encouragement to be able to control the situation and the tendency to take risks in the destruction of the obstacles that occur.
4. Power Motivation, encouragement to be able to control the situation and the tendency to take risks in the destruction of the obstacles that occur. These properties are often carried out by people who are involved in politics. Power motivation this result is not too bad, if followed by the achievement, affiliation and motivation competence good.

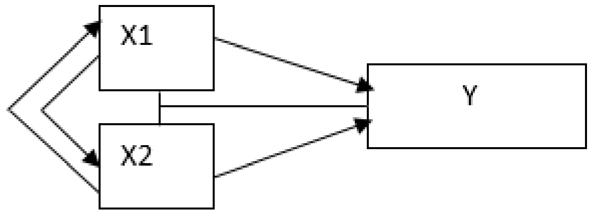
For next, beside motivation, performennce should known such as defined in the Indonesian Dictionary published by the Department of Education (1996: 503) said that performance means: (1) is achieved, (2) achievement is concerned, (3) the ability to work. However, to know more needs to be an explanation of the performance. Maier, as cited by As'ad (1995: 47), says that "the performance of a person's success in conducting a job". In line with this Lawler and Porter cited by As'ad (1995: 47) argues that the performance is "Successful role achievement" that gain from his actions.

2. Framework For Thinking

a. Employees as well as education and training participants should try to improve its performance. Therefore, the challenges faced by these organizations become more complex. For that leaders must streamline its leadership in order to direct the employees, so that they can improve motivation. Thus, leadership can affect motivation

b. As noted above, participant education and training should increase the motivation given the problems facing the increasingly complex work unit. This condition can be realized if education and training participants have the motivation to work. Say so, because through motivation then they can have the power to work effectively, and even improve the results. Thus, it can be said that the performance effect on employee motivation.

c. The Influence of Leadership and Performance on Motivation
The charges against employees in accordance with the increase the complexity of the issues facing organizations is that they have to increase motivation. This can be realized if supported by leadership and employee performance. Say so, because it is through these two things, in addition to an employee can be directed to the working conditions are better, they also will have the ability and strength in carrying out their duties, and even improve the results. Thus, it can be said that the leadership and performance affect the increased employee motivation.



X1 : Leadership
X2 : Performance
Y : Motivation

€ (epsilon) other factors beyond X1 and X2 affecting Y, but it's not investigated

PYX1 : the simple correlation of X1 to Y
PYX2 : the simple correlation of X2 to Y
PYX1X2 : the simple multiple of correlation in coincide of X1 and X2 to Y

3. Hypotheses

According to Good and Scates (in Natsir, 1999: 182) says that the hypothesis is an estimate or a reference to be sent home and accepted for a while that could explain the observed facts or conditions are observed and used as a guide for the next research steps. So in this study hypotheses can formulate :

a. Leadership Influence on Motivation

b. The influence of Performance on Motivation

c. Leadership and performance together to affect the motivation

III. RESEARCH METHODOLOGY

Design Research collection of quantitative data consist of primary data and secondary data and operational data is a variable which the independent variable. The first independent variable in this study is the leadership that the score obtained by measurement using a questionnaire that describes the performance of employees at the agencies. The population in this study were all participants in the education and training of the Center Human Resources Development for Communications Aparatus.

There are two conditions that must be met in the sampling procedure, namely: representative sample (represent) and the size of the sample should be sufficient. To meet these two conditions used statistical approach in taking good sample size, by determining the error or errors are tolerated in the sampling. In this study sample is determined through a formula Slovin (Rachmat, 1996: 100), namely:

$$n = \frac{N}{N(d)^2 + 1}$$

From the above calculation, then the resulting sample in this study amounted to 120 persons from 150 person which consist of participant education and training Procurement of Government Goods and Services. As for the procedures and data collection techniques used by means of questionnaires and documentation Spread like studying various regulatory and books related to the study. Furthermore, for the method of data analysis used descriptive and inferential statistical analysis, and analysis scheme would hypotheses

IV. RESULT OF RESEARCH AND DISCUSSION

In relation to research carried out in the education and training of participants, the technical data collected in this study, is to deploy a list of questions (questionnaire) to the samples or the respondent who has been determined as many as 120 copies. From the questionnaire distributed all questionnaires can be collected, so the number of copies of the questionnaire were analyzed as many as 120 copies. In this statement the list contains peryantaan-statements that refer to the three research variables, namely Variable Leadership (X1), Variable Performance (X2) and motivation (Y).

1. Data Analysis and Testing Hypotheses

a. Leadership variable (X1)

Leadership variables examined in this study, the results of computer calculations obtained:

Statistical leadership

N Valid	120
Missing	0
Mean	54.8596
Median	53.0000
Mode	63.00
Std. Deviation	6.0234
Variance	36.2810
Range	23.00
Minimum	45.00
Maximum	68.00

For a description of the results of research data variable frequency Leadership (X1), can be presented in a frequency distribution as follows:

Distribution Frequency Data Leadership

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45.00	4	1.8	1.8	1.8
	46.00	6	5.3	5.3	7.0
	47.00	4	3.5	3.5	10.5
	48.00	6	5.3	5.3	15.8
	49.00	6	5.3	5.3	21.1
	50.00	9	7.9	7.9	28.9
	51.00	8	7.0	7.0	36.0
	52.00	14	12.3	12.3	48.2
	53.00	5	4.4	4.4	52.6
	54.00	5	4.4	4.4	57.0
	55.00	2	0.9	0.9	57.9
	56.00	2	0.9	0.9	58.8
	57.00	2	1.8	1.8	60.5
	58.00	3	2.6	2.6	63.2
	59.00	4	3.5	3.5	66.7
	60.00	8	7.0	7.0	73.7
	61.00	5	4.4	4.4	78.1
	62.00	6	5.3	5.3	83.3
	63.00	15	13.2	13.2	96.5
	64.00	4	2.6	2.6	99.1
	68.00	2	0.9	0.9	100.0
		120	100.3	100.3	

a. Variable Performance (X2)

Performance variables examined in this study, the results of computer calculations obtained:

Statistical Performance

N Valid	120
Missing	0
Mean	54.8509
Median	53.5000
Mode	50.00
Std. Deviation	6.2912
Variance	39.5793
Range	24.00
Minimum	43.00
Maximum	67.00

Distribution Frequency Data Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45.00	4	1.8	1.8	1.8
	46.00	6	5.3	5.3	7.0
	47.00	4	3.5	3.5	10.5
	48.00	6	5.3	5.3	15.8
	49.00	6	5.3	5.3	21.1
	50.00	9	7.9	7.9	28.9
	51.00	8	7.0	7.0	36.0
	52.00	14	12.3	12.3	48.2
	53.00	5	4.4	4.4	52.6
	54.00	5	4.4	4.4	57.0
	55.00	2	0.9	0.9	57.9
	56.00	2	0.9	0.9	58.8
	57.00	2	1.8	1.8	60.5
	58.00	3	2.6	2.6	63.2
	59.00	4	3.5	3.5	66.7
	60.00	8	7.0	7.0	73.7
	61.00	5	4.4	4.4	78.1
	62.00	6	5.3	5.3	83.3
	63.00	15	13.2	13.2	96.5
	64.00	4	2.6	2.6	99.1
	68.00	2	0.9	0.9	100.0
		120	100.3	100.3	

b. Motivation variable (Y)

Motivation variables examined in this study, the results of computer calculations obtained:

Statistical Motivation

N Valid	120
Missing	0
Mean	54.7368
Median	52.5000
Mode	50.00[a]
Std. Deviation	6.0573
Variance	36.6912
Range	23.00
Minimum	45.00
Maximum	68.00

Distribution Frequency Data Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45.00	2	1.8	1.8	1.8
	46.00	2	1.8	1.8	3.5
	47.00	4	3.5	3.5	7.0
	48.00	11	9.6	9.6	16.7
	49.00	7	6.1	6.1	22.8
	50.00	13	11.4	11.4	34.2
	51.00	11	9.6	9.6	43.9
	52.00	7	6.1	6.1	50.0
	53.00	5	4.4	4.4	54.4
	54.00	2	1.8	1.8	56.1
	55.00	3	2.6	2.6	58.8
	56.00	2	0.9	0.9	59.6
	57.00	3	1.8	1.8	61.4
	58.00	2	0.9	0.9	62.3
	59.00	2	1.8	1.8	64.0
	60.00	10	8.8	8.8	72.8
	61.00	7	6.1	6.1	78.9
	62.00	13	11.4	11.4	90.4
	63.00	4	3.5	3.5	93.9
	64.00	4	3.5	3.5	97.4
	65.00	3	0.9	0.9	98.2
	66.00	2	0.9	0.9	99.1
	68.00	1	0.9	0.9	100.0
		120	100.1	100.1	

2. Test Requirements Analysis

For the purposes of testing the normality of the data, carried out in two ways: created histogram for the distribution of standardized residuals, and graphed Normal Probability Plot on every model. To obtain accurate results, calculations are performed with SPSS version 11, a result the researchers pointed out as follows:

Based on chart illustrating the relationship between the value predicted by Studentized Delete Residual (picture attached chart), it appears that the distribution of data around the zero point and did not seem the existence of a certain pattern on the distribution of the data. Thus the regression model complies with the requirements specified.

3. **Hypothesis** Testing

In this study, the hypothesis proposed to identify and analyze the effect of the three variables, namely:

a. The first hypothesis to determine the effect on the performance leadership variables on education and training participants.

b. The second hypothesis to determine the effect on the motivation of performance variables on education and training participants.

c. The third hypothesis to determine the effect of variables of leadership and performance on the motivation of the participants of education and training.

4. t test for Hypothesis One

Ho : b1 = 0 : there is no influence on the Performance Leadership variables on education and training participants.

H1 : b1 # 0 : there is a variable effect on the Performance Leadership on education and training participants.

If point of $t_{hitung} > t_{tabel}$, so hence Ho refused and H1 accepted. From the data processing research with the aid of computer calculation program SPSS version 11 obtained t value of 4.829 while the amount of t table with degrees of freedom (df) 120 on the α (0,05) 1,96. Thus the t (4.829)> t table (1.96), so that Ho refused and H1 accepted, as shown in Table 4-3 below

Coeficients

Model	Unstandardized Coeficients		Standardized Coefisients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
1.(Constant)	2.524	1.517		1.664	.099			
Leadership	.411	.085	.409	4.829	.000	.940	.417	.132
Motivation	.541	.081	.562	6.639	.000	.949	.533	.181

With proven t count> t table, it can be stated that leadership and significant positive effect on the of education and training participants.

5. t test for Hypothesis Two

The second research hypothesis proposed is: there is an influence on the performance of participants Motivation on education and training, or the mathematical formula can be described as follows

Ho : b1 = 0 : there is no influence on the Performance variables on motivation education and training participants.

H1 : b1 # 0 : there is a variable effect on the Performance on motivation in education and training participants.
If point of $t_{hitung} > t_{tabel}$, so hence Ho refused and H1 accepted.
From the data processing research with the aid of computer calculation program SPSS version 11 obtained t value of 6.639 while the amount of t table with degrees of freedom (df) 120 on the α (0,05) 1,96. Thus the t value (6.639)> t table (1.96), so that Ho refused and H1 accepted.
With proven t count> t table, it can be stated that the motivation of the performance on education and training participants.

6. t test for Hypothesis Three

The third research hypothesis proposed is: there are significant variables and Performance Leadership jointly positive and significant impact on the motivation of education and training, or by the following formula:
Ho : b1 = b2 = 0 : there is no influence of Leadership and Motivation together on the Performance of the education and training participants.
H1 : one or both b1 # 0: there is an influence of Leadership and Motivation together on the Performance of the education and training participants.
If the value of F count> F table, then Ho is rejected and H1 accepted, as seen in Table below:
Tabel : ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1.	Regression	3802.433	2	1901.216	614.059	.000[a]
	Residual	343.672	118	3.096		
	Total	4146.105	120			

From the data processing research with the aid of computer calculation programs obtained SPSS calculated F value of 614.059 while the amount F table with degrees of freedom (df) 2 and 113 in the α (0.05) of 3.07. Thus F count (614.059)> F table (3.07), so that Ho refused and H1 accepted.
With proven F count> F table, it can be stated that the Leadership and Performance bersam both the motivation.

7. The coefficient of determination (R2)

The coefficient of determination used to determine the level of diversity variael bound Y (Performance) caused by the difference in the independent variable X1 (Leadership) and independent variables X2 (Performance). With the help of computer processing of research data is based on the calculation of SPSS version 11 was obtained R2 value of 0.917. This means that the diversity performance of 91.7% due to the diversity of leadership and performance, while the remaining 8.3% is caused by other factors not examined.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.958[a]	.917	.916	1.7596	1.942

a. Predictors : (Constant), Performance, Leadership
Dependent Variabel : Motivatin

8. Multiple Regression Equations

Multiple regression equation is a regression model to see the effect of variable Leadership (X1) and Performance (X2) the motivation variable (Y). From processing computer based calculations SPSS version 12, is obtained:
$\hat{Y} = 2{,}254 + 0{,}411\ X_1 + 0{,}541\ X_2$
That mean :

a. Each increase of 1 scores leadership variables affect the increase in variable performance score of 0.411 with the assumption that work motivation variable is constant.
b. Each penigkatan 1 score motivation variable influence on the increase in variable performance score of 0.541, assuming constant Leadership variable / fixed.

9. Discussion

Referring to the results of analysis of the effects on the Performance Leadership and Motivation in education and training participants, need to be discussed further existence of each variable as follows:

a. The effect on the performance of leadership on education and training participant.

Based on the results of the research with the help of data processing calculation program SPSS version 11 obtained t value of 4.829 while the amount of t table with degrees of freedom (df) 120 on the α (0,05) 1,96 thus the value t count> t table, so Ho: rejected, H1: accepted.
Although the results of hypothesis testing has proved their leadership influence on the performance significantly, but should continue to be taken innovative steps and constructively in order to improve performance through a variety of approaches.

b. The effect on motivation performance in education and training participants.

Based on the results of the research with the help of data processing calculation program SPSS version obtained t value of 6.639, while the amount of t table with degrees of freedom (df) 120 on the α (0,05) 1,96 thus the value of t> t tab, so Ho: rejected, H1: accepted.
Although the results of hypothesis testing has proven the influence of motivation on performance is significant, but the need continues taken steps inovatifasi and constructively in order to improve performance in education and training participants.

c. The ffect of Leadership and Performance together to Motivation

From the results obtained by the data processing calculated F value of 614.059, while the amount of F table with degrees of freedom (df) 2 and 113 in the α (0.05) of 3.07. Thus F count> F table, so Ho: rejected, H1: accepted.

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In other words, the better the application of good leadership is accompanied by a high motivation, it will also increase the performance of the education and training participants. In addition, the views of the coefficient of determination seen that, it turns out the degree of variation of 91.7% performance in education and training participants caused by Leadership and Performance is the dominant factor in increasing motivation, which is only 8.3% Motivation is influenced by other factors in this study were not analyzed.

From the description above, it can be said that the better leadership with high motivation, it will improve the performance of education and training of participants, in addition, is expected to give a good contribution to the process of improving the performance of employees in education and training participants

V. CONCLUSSION AND RECOMMENDATIONS

1. Conclusions

a. Leadership has a significant influence on the motivation and education and training participants. In other words, the better the performance of education and training participants. This is consistent with the calculation results SPSS that t for X1 (Leadership)> t table.

b. Motivation and significant influence on the performance of education and training participants. In other words, the higher the motivation the participants' training, the better their performance. It is based on the results of data processing obtained t value for the variable X2> t table.

c. Leadership and Motivation jointly and significant influence on the performance of education and training participants. In other words, the better the level of Leadership with high motivation, the better anyway. This is consistent with the results of data processing in which the value of F count> F table, so that Ho refused and H1 accepted.

d. The coefficient of determination (R2) of 0.917, meaning that 91.7% of the diversity of education and training participants performance caused by the diversity of Leadership and Motivation, while the remaining 8.3% caused by the other factors in this study were not analyzed further.

2. Recommendations

a. Given the high influence on the motivation of leadership education and training, the need for concrete measures to maintain the existing level of leadership; even should continue to be improved. This is done by running and doing a good leadership to protect subordinates and remains responsible for all activities undertaken by the officers / employees.

b. his study shows the influence kepesertaa Motivation on education and training. Motivation can be defined as the process of observation of the conduct of all activities that can be responsible for the results obtained. Thus, the motivation to do should be seen as an activity that is very helpful in carrying out its duties and functions as the executor of activities or can be said as a control in implementing work mechanism applies, so as to improve employee performance. Therefore, it semestinyalah motivation to do really apply the principle of transparency.

C. Need to do further research on other suspected factors can affect the motivation of education and training, so that the results can be more representative again

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Influence of Corporate Credibility and *Public Figure* in Consumer Attitudes Toward Advertising and Brand (Survey on Consumer Motorcycles in Makassar)

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Abstract. Characteristics of *public figures* in the advertisement is often a critical success factor in promoting or advertising a product. Lately Another factor to note is the company's credibility. The company's credibility becomes an important point that is always questionable consumer. Credibility turned out to be the basis of the formation of long-term confidence that proved to be a crucial point in the development of a business. The purpose of this study examines the effect of the company's credibility and *public figures* in advertising on consumer attitudes and brand image. The method used is descriptive research and verification. Surveys of the owner and user of the motorcycle in the area in Makassar. This study took a sample of 200 consumers as respondents. The analytical method used LISREL. The results of the analysis confirm that the credibility of the company has a strong influence on consumer attitudes toward advertising and brand image, while the characteristics of *a public figure* has a strong influence on attitudes toward the ad and brand image. The findings suggest that the credibility of the company plays an important role in consumer behavior shortly stimulus good attitude toward the ad and brand image, regardless of the role of as important characteristics *public figure* as commercials.

Keywords**:** corporate credibility, *public figure*, consumer and brand attitude

I. INTRODUCTION

Business in the automotive field still to be excellent in developing countries like Indonesia. Needs and lifestyle affect the development of this business. However, important notes are drastically increase motorcycle sales in Indonesia. Total industry engaged in this field has also increased since 2000, so there is no dominance of one player just as it did in previous decades.

Indonesia motorcycle production growth is an interesting phenomenon to observe, it is due to the high competition among manufacturers of motorcycles in Indonesia. Especially the competition among Japanese products such as Honda, Yamaha, Suzuki and Kawasaki who has had extensive market share in Indonesia. Also coupled with the influx of products from China that kept flowing seeking new markets. In fact, then Korea, Taiwan and India were also enliven the new motorcycle market in Indonesia.

Brand vehicles Honda and Yamaha is no stranger to the automotive fans in Indonesia, while emerging brands that enliven the motorcycle market in Indonesia, the brand name of Honda and Yamaha never deterred and still have value high credibility among other brand even more many communities have *minded brand* with these brands.

Yamaha optimize *brand awareness* (consumer knowledge about the existence of a brand) through television advertising and nationwide activities, such as holding Yamaha Religions and several *events.* motor racing Sales continued to rise since the Yamaha MotoGP rider Valentino Rossi moved from Honda to Yamaha and quickly presents the MotoGP title in his first season with Yamaha. Yamaha is very observant and took this opportunity to raise brand image will be a fast motorcycle and same quality as the brand used by MotoGP champion, even had also made ad Yamaha with Valentino Rossi as the star of its ads. This has never been done by the previous Honda, which is interesting also see from the ads Yamaha lately, to the product Yamaha (Jupiter, Vega R and Mio), ad Yamaha highly related to one ad to another ad seemed to be a story , supported also by using an advertising model public figure that is strong enough(Dedi Mizwar, Didi Petet and Komeng) the scope of the events in the fictional village called Cibebek village.

If the previous note Honda also has a similarly themed ad starring a public figure by patron Doel (Rano Karno, Basuki and Mandra) also had on repeat with the players from Bajaj Bajuri, whose ads does not last long. Lately to maintain brand image Honda tried to float the strategy of its advertising by displaying public figure singer and film star Agnes Monica as an advertising model for product scooter Honda Vario, this ad is quite successful because it often becomes a reference of comparison for consumers when viewed ads scooter brand other. Based on the results of direct observation in the field for some time seen consumers Honda Vario users will compare riding a motorcycle Agnes Monica acting as stars ad with himself. This further tighten the second competition in the motor industry manufacturers.

Every businessperson perform a variety of ways to increase their competitiveness in the market concerned, such as improving the quality of products and make innovations to create new things to attract consumers. Companies that are already well-established and have a good reputation should maintain the good name that still trusted by the other party or the consumers. Consumer confidence in the company is the realization of the company's credibility. Consumer confidence in the company must be constructed, either through human resources or through the product being marketed. The credibility of the company must continue to be improved so the company to remain competitive and able to maintain brand image of its the target market [12].

The credibility of the company is not built overnight, but the achievements of all the company's founding, the company's credibility will always be an important point that will always be questioned either by the internal or by outside parties such as investors and even consumers. According to [17] honesty of the company, the company's expertise and confidence(trust) from stakeholders into the basic formation of the company's credibility.

In addition to the company's credibility that affect consumer behavior, marketing strategies identified will affect consumer behavior, one of which is advertising. Advertising contribute to building awareness of the existence of a product or service offered, to increase consumer knowledge about the product or service being offered, to persuade potential customers to purchase or use products or services, and to differentiate themselves companies of the other companies that support the positioning products or services [35], [13].

The question is of course what kind of effective advertising. Experts say the success of an ad is determined not only by the notion proffered agencies. But also of how the consumer gets the message from the environment, process it and make it the foundation to spend money. Many elements in the ad that concern the company in designing an advertisement for their products, including the use of a public figure as commercials. Selection and use as commercials is an interesting phenomenon to study. Public figure acts as commercials in many cases have been successful in increasing the interest and consumer confidence in an ad. With a public figure and attractive advertising, consumers will easily remember, so that by itself would improve consumer recognition and increase consumer confidence in the product.

In connection with the motorcycle industry we often watch advertisements, both print and television, featuring a variety of well-known commercials to promote the brands of motorcycles from Honda, Yamaha and Suzuki as described previously. Do unthinkable correspondence between the types of products advertised by the selection of the star. Often the question arises among sellers of motorcycles, whether the use of commercials public figure influential or not the motorcycle sales. The question was not easy to answer because it equally difficult to prove that the effect exists or does not exist. This is supported by observation and interview a limited field that consumers choose a motorcycle is more likely to be determined by the company's reputation or credibility of the public figure in the ad, however, the use of a public figure rather the awareness of your brand or product itself.

In this regard, it is to do assessment of the effect of the company's credibility and public figures in advertising on consumer attitude and its impact on consumer purchase interest in the motorcycle industry.

Based on the above, the formulation of the problem is the following:

1. The extent to which the company's credibility and public figures on consumer attitude.
2. The extent to which the company's credibility and public figures on the image of the brand through consumer attitudes.

A. Company's credibility

Credibility is a multi-dimensional concept which is defined as the level of acceptance of a person against an information. This concept will continue to be interesting to academics and practitioners in various fields of science, especially marketing and advertising. [29] explained that there has been a lot of researchers using the concept of credibility. In the field of marketing, especially marketing communications concept has been widely applied credibility as the credibility of the source or the more popular is the credibility endorser or spoke person. The concept of the credibility of the advertising model has received considerable attention in the academic literature. Lately the concept of credibility has been developed as a concept that not only measure the credibility of the source but also corporate credibility some experts who developed this concept [24], [13], [18]. Therefore it is very interesting to study because the advertising is not just the credibility of sources that may affect consumer attitudes toward advertising but identified the credibility of the company also influence it. [7] states the company's credibility is an important aspect of the company's reputation, which describes the representation perceptual of what the company has done and future prospects that an assessment of the aggregate private lot about the company.

The credibility of the company is built using a number of factors. [4] establish the credibility of the company to conduct a factor analysis, the results of the study explained that the company's credibility can be built using dimensions trustworthiness, competence, and dynamism. [13] mentioned expertise and trustworthiness as an important element of the company's credibility. [20] using the trustworthiness and Expertise. [2] describes the company's credibility is a multi-dimensional concept that is built includes three dimensions, namely cognitive expertise, honesty and trust. While [17] measure the credibility of a company with three sub-scale multi-item by dimensions: experience, honesty and reliance.

Based on some of the measurement concepts are basically there are three dimensions or indicators used to gauge the credibility of the company are: expertise, honesty and reliance

/ trustworthiness. Expertise is seen as the perception of the company accumulated competence in providing products or services. Honesty is the perceived level of truth. Reliance / trustworthiness express a sense of security, thereby to measure a company's credibility in this study will use the dimensional measurement used by [19], namely expertise, honesty and reliance / trustworthiness.

B. Public Figure

In general, public figure is someone who gets media attention, often refers to the concept of celebrities in popular culture is a famous person recognized in the society or culture. [32] defines public figures as "a famous person," or "renown, fame".

Public figure in marketing is a means of advertising that is often used to move the cultural values to a product. The term is often used use public figures as commercials are is an advertising model (endorser) or spoke person. Advertising model is a person or character that is included in advertising to support the advertised product. Advertising model is defined as a supporter deliver a message and or demonstrate a product or service [22]. According to [26], the ad model can be classified into three groups of experts, commercials pseudonym (lay endorser), and public figures / celebrities (Celebrity endorser).

Expert is someone or a group who were perceived to have special knowledge in a specific field. They were chosen because of his knowledge gained through experience, training and studies. Expert is required to use the advertised product, so that consumers have the same assessment of the product and should be able to strengthen / justify the product's attributes as advertised [26].

Scrim advertising model that is a person or a previously unknown characters who appear in the ad. They were chosen because it resembles / approaching the target segment, and enable targeted segments to take sides on an advertising model and the message delivered. This alias advertising model may be real or fictitious and unknown at first. Scrim advertising model must be the general public. Experiences in advertising should be strengthened by the advertisers to be an experience that can be felt by consumers with a significant proportion [26].

Public figures who became the advertising model is generally derived from the world of entertainment or from the world of sport, whether it's a movie star, singers, comedians, athletes, and models. [22] describes advertising model public figure is any individual who gained recognition from the public or the public and on behalf of loyal consumers by showing himself in an ad.

Things to consider in selecting a public figure as the advertising model is the effect of which may be incurred through advertising a product. Use of public figures is needed to enhance the effect of marketing communication with the consumer's attention to a specific product, and generate interest of consumers to buy the product.

The concept of measuring the characteristics of a public figure has been basically established and has many previous studies of the early research about the use of a public figure to do them [26], [22], [30] They developed the characteristics of measurement a public figure using dimensions are different-depending of which [36] to measure the three-dimensional namely Safety, Qualification, and Dynamism. [22] measurement on four dimensions: trustworthiness, Expertness, Dynamism, and Objectivity, where as [26] using two dimensions, trustworthiness and Competency. Another study [15] using the four dimensions of trustworthiness, Competency, Dynamism, and Objectivity.

Based on studies carried out previously, this research to measure public figure based on the three dimensions of the "attractiveness, trustworthiness and skills (expertise).

C. Consumer Attitudes

Attitude is the process of organizing motivation, emotion, perception and cognitive long-term and related to aspects of the surrounding environment. [34]. According to [27] attitude is statements or evaluative judgments related to the object, person or an event. According to [33], the attitude is defined as a general feeling, both negative and positive, sustained against or evaluative judgments against a person, an object, or something of a problem. [15] defines the attitude is the evaluation, feeling and a consistent trend over a person's likes or dislikes towards objects or ideas.

While consumer attitudes toward advertising is a tendency to respond in a way that is favorable or unfavorable to a particular ad, as a stimulus for a certain exposure opportunity, and consumer attitudes toward advertising as audience ratings liking or disliking generally to an advertisement. Attitudes toward the ad was generally viewed as a mediator choice of brand, through attitude toward the brand has the potential to influence purchasing decisions [16], [27].

Consumer attitudes toward advertising in this study will diopersionalisasikan with indicators of good ads, the attractiveness (Interesting) advertising, A (Like) on advertising, creativity (Creative) advertising, informativeness (Informative) advertising. Goodness advertising to gauge consumer attitudes toward advertising had ever seen if consumers give an assessment is good or bad on the ad, the attractiveness (Interesting) advertising to measure the extent of consumers assess the level of the attractiveness of an ad I've ever seen, A (Like) against advertisement to measure the extent to which consumers assess the degree of preference for an ad I've ever seen, creativity advertising to measure the extent of consumers assess the level of creativity of an ad I've ever seen, and informativeness advertising to measure the extent of consumers assess the level of informativeness of an ad I've ever seen ,

D. Brand image

Brand image refers to the schematic memory of the brand which contains interpretations of the target market regarding product attributes, benefits, usage situations, users, and the characteristics of the manufacturing marketing [17], [18]. According to [24] The image of the brand is everything that exists in the mind of someone who is totally covered the whole of the information they receive about the brand of the product either from experience, word of mouth, advertising, packaging, service and so forth. This information is then processed and modified based on opinion or selective perception, beliefs held beliefs, social norms and others.

Based on some of the above it can be concluded that brand image is essentially a mental picture of the brands owned by the consumer, which shows a number of images, impressions and beliefs of a person to a brand. Presenting the overall brand image and brand perception is formed of information and past experience to the brand. Consumers with a positive image of a brand are more likely to make a purchase, and therefore the main usefulness of the ads include building a positive image of the brand and advertising models as a messenger ads can represent the image of a brand and always maintain the perception of consumers to always be positive so as to influence consumer purchase decisions.

According to [13] that the brand image measurement can be done based on aspects of a brand, namely: the strength of brand association, the uniqueness of brand associations, and advantages of brand association. Brand image in this study will be operationalized as variables that include the perceived quality dimensions , self-esteem and personality. Perceived quality is customer assessment of the overall excellence or superiority of a brand relative to alternative brands.

II. METHODS:

This study aims to examine the company's credibility and *public figure* and examine the impact on consumer attitudes and brand image. The method used in this study is the verification method. The verification method used to view and show how the degree of relationship the company's credibility and public figures on consumer attitude and degree of relationship the company's credibility and *public figures* to the brand image, both directly and through consumer attitudes.

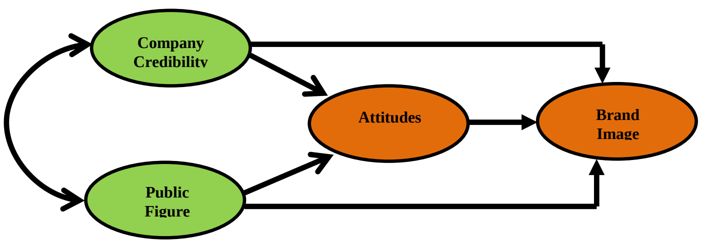
The focus in this study is consumers motorcycle in Makassar. Sampling technique used technique *purposive sampling* to take samples are consumers motorcycle in Makassar with the overall sample size of 200 sample.

For more details, Operationalization of research variables can be seen in the following table:

Table 1
Operational Research Variables

Variable	Sub variable	Indicators	Size
Credibility Company	**Honesty**	This view of the honesty of the company	Level view of the honesty of the company.
		Conformity with the promised quality	level of conformity with the promised quality.
		Honesty towards the promised specifications.	The level of honesty towards the promised specifications.
	Trusted	Consumer confidence in the company.	The level of confidence in the company.
		Confidence in the products manufactured.	The level of confidence in the products manufactured.
		Security in the transaction.	The level of security in the transaction.
	Expertise	company expertise	skill levels of the company
		The company's experience	level of experience of the company's
		enterprise knowledge	level of knowledge of the company.
		Professionalism of the	The level of professionalism of the companycompany.
Public Figure	**Expertise**	Skills of public figures	Levelof public figure in his field expertise.
		Experience public figure	Level of experience of public in the field figures.
		The quality of public figures	quality level public figure in the field.
		Skills public figure	Skill level of public in the field figures.
	Trusted	Eligibility for believed	eligibility rate public figure to be trusted.
		It does not pretend / honest	level of pretense, the level of honesty public figures
		Telling the truth	Suistability public figure telling the truth.
		Sincere, not feigned	sincerity level of public figures.
		Open, pure, do not cheat	Level openness or degree of purity, never cheat
		Responsible behavior	Levels of responsibility in behavior.
	Attractiveness	attractiveness of the	level of attractiveness of the eye and enchant
		Neat and beautiful	rate favored by the public as neat and picturesque
		beauty and handsomeness	level of beauty and good looks, unsightly
		beauty in behavior and style	Level beauty of behavior and style
		Sex appeal	Levels sexiness
Consumer Attitudes		goodness (Good)	Level goodness online advertising
		Attractive (Interesting	level of attractiveness of the online advertising
		passions (Like)	Level A on online advertising
		Creative (Creative)	the level of creativity online advertising
		Informative (Informative)	the level of informativeness online ads
Brand Image		performance / performance	level of performance / performance
		the product quality of	level of the product quality
		product uniqueness	level of uniqueness
		trust in a brand	level of confidence in the brand
		personality brand	personality level of brand

Research model consists of the company's credibility, public figures, consumer attitudes and purchase interest. For more details can see in the image below:



Picture 1
Research Model

Based on the above research models the research hypothesis of this study is:

1. Credibility companies and *public figures* have some impact on consumer attitudes either partially or simultaneously.
2. The company's credibility and public figures have an influence on brand image, both directly and through consumer attitudes.

Data collection techniques in this research is pursued in three ways: a questionnaire. observation, and interviews. In analyzing and interpreting the data processing, using relevant statistical tests are LISREL.

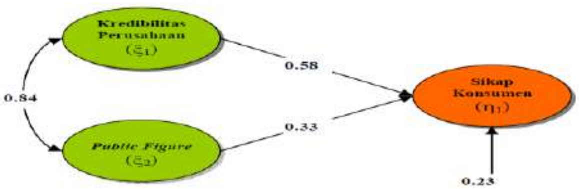
III. RESULTS

After performing a series of test data to qualify for the processing of the model with, then through *lisrel* can be analyzed and calculated as the estimated value of the effect of one variable to another variable and the probability that indicates the level of significance of the effect of one variable to another variable

1. The effect of the company's credibility and *public figures* to consumer attitudes either partially or simultaneously.

The results of data processing showed structural equation as follows:

$$\begin{array}{llll} \text{Sikap} = 0.58^{*}\text{KredPer} & + 0.33^{*}\text{PubFig}, & \text{Errorvar.} = 0.23 & , R^2 = 0.77 \\ \quad (0.042) & \quad (0.042) & \quad (0.015) & \\ \quad 13.97 & \quad 7.96 & \quad 14.95 & \end{array}$$



Picture 2
Influence company credibility, public figure and attitude

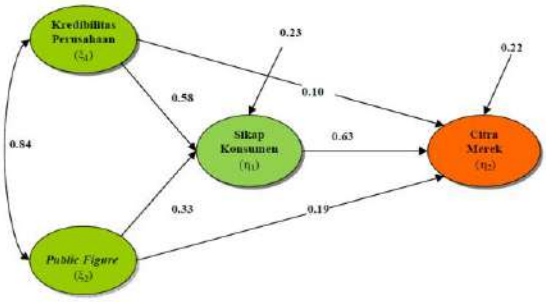
Based on the equation above can be explained that the consumer attitude variables positively affected by variables company's credibility and public figures respectively 0:58 and 0:33. Based on the value of significance, from the equation shows that the value of independent variable influence the company's credibility and public figures on the dependent variable consumer attitudes are quite large, which is above 1.96, respectively at 13.97 and 7.96, This shows that **the company's credibility and public figures influence the consumer attitudes** proved significantly.

The results of data processing also shows the value of R2 to the above equation is equal to 0.77, this illustrates that consumer attitudes are affected simultaneously by the company's credibility and public figure by 77 percent, the value of R2 also indicates that there are still other factors that influence consumer attitudes outside the company's credibility and public figure indicated by the error variance, at 0.23 or 23 percent. The amount of the high error possible variants there are still other variables to consider that can influence consumer attitudes in addition to the company's credibility and public figure.

2. The influence of the company's credibility and *public figures* to the brand image, both directly and through consumer attitudes.

The results of data processing showed structural equation as follows:

$$\begin{array}{lllll} \text{Citra} = 0.63^{*}\text{Sikap} & + 0.10^{*}\text{KredPer} & + 0.19^{*}\text{PubFig}, & \text{Errorvar.} = 0.22 & , R^2 = 0.78 \\ \quad (0.047) & \quad (0.049) & \quad (0.044) & \quad (0.015) & \\ \quad 13.39 & \quad 2.00 & \quad 4.39 & \quad 14.95 & \end{array}$$



Picture 3
Influence company credibility, public figure, attitude and brand image

Based on the equation above can be explained that the brand image variables positively influenced by the credibility of the company, by 0:10, it means that the higher the credibility of the company it is possible the company's brand image will be higher. The magnitude of this coefficient showed a very low even though the test results show significant results. Nevertheless indirectly affect the credibility of the company's brand image through attitude toward advertising is high enough it can be seen from the magnitude of the coefficient between the company's credibility and attitudes toward advertising are quite large.

This indicates that consumer attitudes are intervening variables to the credibility to the brand image. Another thing also can be seen from the contribution of direct influence variable consumer attitudes to brand image influence was dominant compared to the others that is equal to 0.63, while the magnitude of the indirect influence corporate credibility to the brand image is at 0:36 (0:58 x 0.63) with t-value 9.67. Variable brand image positively influenced by characteristic public figure, of 0.19 can be interpreted that if the public or consumer perception towards figure, the better public it will enhance the brand image of the company. As previously described the brand image variables positively affected by attitudes toward advertising, amounting to 0.65, this means that the higher the positive attitude of consumers towards advertising will be possible will be higher consumer perceptions of brand image. The magnitude of the indirect effect of public figures on the attitudes is the brand image of 0:21 (0.33 x 0.63) with t-value of 6.84. based on the t-value greater than 1.96 then it implies that the company's credibility and public figures on the image of the brand through consumer attitudes are acceptable.

Based on the value of significance, from the equation also shows that the attitude of consumers to the brand image is very high above 1.96, ie at 13,39. The coefficient of variables influence the company's credibility on the image of greater than 1.96, namely of 2.00, while the value of variables influence public figure to the brand image is large enough above 1.96, ie at 4,39, This shows that the hypothesis 2 which states that the brand image is affected the credibility of the company, public figures and consumer attitudes shown to be affected by the company's credibility, public figures and consumer attitudes positively.

In addition, from the data processing also shows the value of R2 to equation 2 above is equal to 0.78, or 78 percent. This indicates that the three variables that affect the brand image that the company's credibility and public figure and attitude of consumers is large enough. The amount of the contribution is determined by consumers' attitude that is equal to 54.81 per cent ((0.63 x 0.87), 0.63 = coefficient standardize consumer attitudes toward the brand image, 0.87 = correlation between consumer attitudes and brand image), the contribution of the company's credibility contribution of 7.92 per cent ((0.099x 0.80), 0099 = coefficient standardize corporate credibility to the brand image, 0.80 = correlation between a company's credibility and brand image), the contribution of public figures in the amount of 15,01 percent ((0:19 x 0.79), 0:19 = coefficient standardize public figure to the brand image, 0.79 = correlation between public figures and brand image). So the other factors that affect the brand image factors outside the company's credibility, public figures and consumer attitudes are still relatively high as indicated by error variant of 0,22 or 22 percent. Thus the two proposed conceptual hypotheses have been tested and accepted.

IV. DISCUSSION

The closeness of the relationship between the credibility of a company and its public figure of correlation coefficient is illustrated in accordance with some expert statements as illustrated by [32] that to accelerate and strengthen the credibility or reputation of a company brand often use the image of public figure or famous celebrity. Likewise a statement [28] states that the use of celebrities as part of a marketing communications strategy is a common practice for large corporations in favor of corporate credibility or image.

The same is stated by [5] declaring the election of a public figure as the company's ambassador because it is believed to have a suitability of personal character with the character of the company. Also supported by [1] A strong public figure can also be positioned as a partner associated with a corporate name. Strong public figures will add brand personality and immediate consumer acknowledgment will become the company's brand identity.

The credibility of the firm produces a positive influence on advertising attitudes, these results are in accordance with some previous research. In accordance with [9], that corporate credibility significantly affects consumer attitudes (attitude-toward-the-ad). [9] also stated that corporate credibility plays a key role in influencing consumer reactions in advertising. This result also conforms to the Dual Credibility concept of [10] that the credibility of the firm and the credibility of the endorser have a positive influence on consumer attitudes even though they differ from one another.

Therefore the results of this study want to re-emphasize the importance of corporate credibility. because of high credibility will greatly determine the ability of a business competition. Businesses that have good credibility, high integrity, experts in the field, will certainly have a high competitiveness and sought after. The company's credibility is about how the company gains trust and confidence from its stakeholders. Credibility is the main foundation for building a reputation. In principle a company that has high credibility will have a high bargaining power, and it will still be sought after (customer).

The selection of public figures is basically related to the concept of brand persona, which is the meaning of the brand. Reliable public figures are an absolute requirement in communicating reliable products and processes [32]. With the confidence that consumers have for a public figure in advertising has important managerial implications, where consumers dare to pay premium prices, give references, even more forgiving when making a mistake.

Marketers believe that using public figures can influence consumer attitudes both on advertising and on products. [33] argue that using well-known endorsers will build a brand image for the product. According to [27] public figure endorsers play an important role in advertising. The use of well-known endorsers such as public figures is judged to have commercial value from their popularity.

The effect of the company's credibility on the brand image shows significant and positive results despite its small effect. The results of this study are in accordance with the explanation on the framework that some research results do not explicitly explain the effect of corporate credibility on brand image, but most of the research finds a positive and significant influence of the credibility of the company on consumer attitudes toward the brand. As the study [20], the results of his study stated that the credibility of the company has a positive and very strong influence on consumer attitudes toward the brand. Based on the results of this study can be stated that the credibility of the company directly affect the brand image.

The influence of public figure on image shows significant result, this result is in accordance with some previous research. [11], [26] stated that the endorser in this case a public figure who has a positive image will also transfer to the product / brand advertised, and vice versa if informed negatively. [19], [20], [18], [20], who consistently find that advertising stars or endorsers who are both credible and appealing have a significant effect on consumer attitudes both on advertising and on brands. [38], one of the main reasons for using public figure endorsers is that it can form a good image for the product through the transfer of meaning from the public figure to the product.

Therefore, companies conducting promotions through advertising, both in print and electronic media, must choose the right ad star and are considered to represent the company's desired brand image. The most important thing in the selection of ad stars (endorsers) is to adjust the endorser with the target audience. Marketers can take advantage of the image and a public figure to associate with the product to be advertised. Public figures that often appear before consumers of course have their own image in their eyes. This image can be formed from the evaluation of consumers to a set of public figures. In the end it is hoped that with the association between image and product, the consumer's view of the product will be affected [10]. If consumers have a positive attitude towards the stars of advertising then the consumer's attention to advertising will increase and consumer's understanding of the message and advertisement will also increase.

V. CONCLUSIONS

The company's credibility and the characteristics of public figures in advertisements need to get the attention of companies who want to advertise their products, because now consumers are increasingly critical in determining the choice of purchases, advertising is basically as a marketing stimulus, to change consumer attitudes companies need to make efforts to maintain, improve the credibility of the company because the credibility of the company becomes an important point for consumers in deciding the purchase, consumers proved more trust in companies that do have credibility, with the credibility of consumer companies will not find too much information about the product produced by the company. In addition, companies also need to pay attention to the characteristics of public figures that will serve as advertising stars to mengendors products, because the public figure will transfer his image to the product if good image will be good on the product and if the image is ugly then likely will also be attached to the product in the endoser

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The Influence of Transformational Leadership, Organizational Fairness, Organizational Trust, Job Satisfaction to Organizational Citizenship Behavior (Study at Private Universities in East Kalimantan)

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Abstract. The aim of the study is to know the influence of Transformational leadership, organizational fairness, organizational trust, work satisfaction to organizational citizen behavior. Basically, the emergence educational legal body phenomenon is to force the private universities in order to organize for changes and innovations. One of the important change factors is human resource factor such as lecturers. Theoretically, the problem occurring in relation to a lecturer is demanded to have innovative and spontaneous characters that need extra roles. In the context of competence based on competition and at the recent change era, organizational citizenship behavior is very crucial. Internally, in order to realize organizational citizenship behavior, we need a strong leadership characters, in this case, the transformational leadership could be able to bring the changes the university itself. The study was conducted among the lectures in the private universities in East Kalimantan which is focused on the influence of transformational leadership, organizational fairness, organizational trust and job satisfaction towards the lectures' organizational citizenship behavior at private universities in East Kalimantan. This study has produced important findings on transformational leadership, organizational justice, organizational Trust, job satisfaction with OCB. It is concluded that transformational leadership plays an important role in improving the quality of higher education especially in the current era of globalization because the ability of the leader is crucial in improving the lecturers contextual performance (OCB) of Private Universities in East Kalimantan while maintaining organizational fairness, organizational trust and job satisfaction,

Keywords**:** transformational leadership, organizational fairness, organizational trust, job satisfaction, organizational citizenship behavior

I. INTRODUCTION

In the middle of this changes, it is required human resources that not only having technical skills but also must be equipped with confidence and good values (Kasali, 2009) due to if the organization is controlled by people who have merely technical ability and ambitious in a certain target it will create a contemporary organizational benefit, on the contrary, if the organization is handled by human resources who having technical skills, a conscience with others, good values relied on morals, spiritual commitment and altruistic attitudes (OCB) (Marshall, 2006) will produce people who enable to compete and changes.

Recently research suggests that employee's engagement in conducting OCB has positive relationship with organizational outcomes such as performance unit and sales (George dan Bettenhausen (1991);Karambayya(1990); Mackenzie et,al (1991), 1993, Organ, (1988),1990; Podsakoff et,al, 1997; Podsakoff and Mackenzie (1994) 1997, then Organ (2006) also said that OCB can contribute to organizational success and competitive advantage for organizations through a). Increase productivity of co-workers and leader, b). Make use of resources decreasing so that more available, c). Reduce the needs to provide resources of maintenance function, d) Smoothen coordination, e) Strengthen organization's ability to recruit and retain the best employee, f) Improve performance organization, g) Adapt more effective to environmental change.

Besides, Bolino, Turnley and Bloodgood (2002) also put that OCB can provide positive opportunities and support the created social capital into the forms: structural, cognitive and relational. The employee who having oriented behaviors (Borman and Motowidlo, 1993; George and Jones, 1997 Graham, 1989; Organ 1988,1990a, 1990b; Smith, Organ and Near, 1993; Van Scotter and Motowidlo, 1996; Williams and Anderson, (1991) will increase social capital structurally through strengthening network so that smoothen transferring information, as well as at organizational learning and execution activity.

Furthermore, social capital can be cognitively boosted by civic virtue (Graham, 1991, Organ, 1988, 1990) so that the felt impact is able to provide knowledge to the employees themselves, whereas relational social capital can be improved when employees perform sport-man ship and courtesy behaviors (Mackenzie et al, 1993, 1999, Podsakoff et al, 1996, 1990; Walz and Niehoff 1996) finally able to increase the trust among of the employees.

Several in depth studies about the antecedent that constitute OCB behaviors such as those done by Bateman and Organ, (1983); Puffer, (1987); Bollon, (1997) and Natemayer et al. (1997) regarding perceptions of leader support (Smith et al. 1993, Setton, Bennet and Liden, 1996). However, Konovsky and Pugh (1994) suggest that the development of OCB theories still impressed sluggish. This statement is reinforced by podskoff et al. (2003) which states that studies related to factors affecting OCB are still at an early stage, as a result the theoretical basis for justification is still weak (Bolino, 2002), there is still a need for further research on OCB, the antecedents that make up the behavior.

The Spontaneous, innovative and extra-role behaviors are patterned activities that exist in an organization and cooperative activities that are interconnected with each other so that these activities become similar to daily habitual behaviors (Katz and Kahn, 1966) and are functional ((1988) as well as organs (1988) say that OCB is a discretionary individual behavior that is not recognized directly or explicitly by formal reward systems and aggregately increases efficiency and effectiveness of the functions / activities of the organization. Opinions about the OCB are disputed by Morisson's (1994) research which says that the OCB developed so far as a behavior that is In role Performance

Meanwhile, Graham et al. (1994) suggests that the above-mentioned criteria make it difficult for researchers to determine which role is within and which are extra roles because this distinction is not constant between different people, occupations and organizations and may differ in different times and situations, to avoid this difficulty then graham et al. (1994) based on an approach based on the foundation of civil citizenship theory (Civic Citizenship) taken from the field of political philosophy and social history. According to this perspective, civil citizenship is all positive behavior that is relevant to the community undertaken by every citizen. Organizational citizenship can be conceptualized as a global concept that includes all positive behaviors that are relevant to the organization performed by each individual member of the organization.

The discourse of OCB theory is whether grouped in ERB or IRB or organizational citizenship based on the meta-analysis performed by podsakoff, organ and mackenzie (2006), graham (1994) and opinion by Carmen Barroso (2004) which states that most studies refer to the definition organ (1988) included in this study it can be concluded that OCB is including extra-role individual behavior, all positive behaviors and includes political behavior such as full and responsible participation in organizational activities, because the main principle of OCB is in aggressive for some time period and many people do so this behavior can increase organizational effectiveness this is because OCB plays an important role in reciprocal social exchange process (Resiprokal) in organization (Graen and Scandura, 1987; Setton, Bennet and Liden, 1996; Wayne , Shore and Liden, 1997).

Faturrahman (2006) argues that in almost all societies there is a norm that providing help or assisting colleagues in one organization and other social behavior (OCB) is the norm of social responsibility (Responsibility) but not everyone has the behavior of likes to help others so that other things that can not be ignored are the Norms of reciprocity (Carrol, 2007: Russell et al., 2005; John Thibaut and Kelley, 1978; Homans, 1969; Blau, 1964), which this norm includes that by doing OCB to someone else then someday someone else will give the same response or reciprocity to the organization or to others as a form of thanks.

Furthermore, with strict social norms and rules are neatly arranged when viewed from the concept of personality and the intrinsic-based will be an obstacle that required stimulus leadership to motivate subordinates to perform OCB by way of exchange between superiors with subordinates or vice versa subordinates with subordinates (Organ , 2006). So that is the reason for transformational leadership, organizational fairness, organizational trust, job satisfaction with OCB being the title of this study method without considering strata (Sugiyono, 2005), According Arikunto (2002) the number of large samples above 100 can be taken at 10% then in this study were 140 respondents permanent Lecturers Private University foundation in East Kalimantan

Analisys

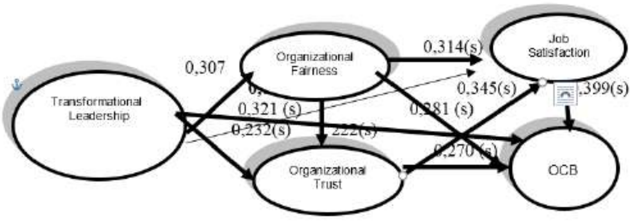
This study emphasizes quantitative analysis by using descriptive analysis and inferential statistical analysis (SEM) with software used is AMOS and qualitative analysis with in-depth interview approach.

II. RESULTS AND DISCUSSION

Tabel 1
Results of Hypothesis Testing Direct Effect

Independent Variable	**Dependent Variable**	Path Coefficient	**p-value**	**Information**
Transformational Leadership (X1)	Organizational Fairness (Y1)	0.307	0.006	significant
Transformational Leadership (X1)	Organizational Trust (Y2)	0.232	0.018	significant
Organizational Fairness (Y1)	Organizational Trust (Y2)	0.222	0.029	significant
Transformational Leadership (X1)	Job Satisfaction (Y3)	0.035	0.741	Non significant
Organizational Fairness (Y1)	Job Satisfaction (Y3)	0.314	0.010	significant
Organization Trust (Y2)	Job Satisfaction (Y3)	0.281	0.006	significant
Transformational Leadership (X1)	OCB (Y4)	0.321	<0.001	significant
Organizational Fairness (Y1)	OCB (Y4)	0.345	<0.001	significant
Organizational Trust (Y2)	OCB (Y4)	0.270	<0.001	significant
Job Satisfaction (Y3)	OCB (Y4)	0.399	<0.001	significant

The results of hypothesis testing the paths of direct influence can also be seen in the following diagram of the pathway:



Ket: ns: Non Significant, s: Significant
Picture 1. Line Chart of Hypothesis Testing Results

Hypothesis Testing 1

The result of SEM analysis the influence of transformational leadership variable (X1) on organizational Fairness (Y1) obtained direct path coefficient of influence 0307 and p-value 0.006, meaning significant. Given the path coefficient marked positive (0.307), it means that the relationship

between these two variables is positive, meaning that the higher the transformational leadership, the higher the organizational fairness. Thus based on the results of quantitative research and qualitative findings, the transformational leadership applied by superiors can give impact to the perception of justice Lectures at private universities in East Kalimantan This study supports the study by Pillai et al. (1999) and Suryanto (2007).

Hypothesis Testing 2

The result of SEM analysis the influence of transformational leadership variable (X1) on organizational Trust (Y2) obtained direct path coefficient of influence 0.232 and p-value 0.018 mean significant. Given the path coefficient marked positive (0.232), it means that the relationship between these two variables is positive, meaning that the higher the transformational leadership, the higher the trust.

Referring to qualitative (interviews) and quantitative findings, they can be concluded that leadership and morals are two words that cannot be separated in managing the organization. The empirical findings of this study get along with research conducted by Bennis and Nannis (1985) and Bass (1985).

Hypothesis Testing 3

The results of the analysis obtained direct path coefficient of influence 0222 and p-value 0.029 means significant. Given the path coefficient marked positive (0.222), it means that the relationship between these two variables is positive, meaning the higher the organizational Fairness (Y1), the higher the organizational trust (Y2). This finding supports some previous research such as research conducted by Alper Arturk (2007) who found that the Fairness variable was found to have a positive and significant relationship with the trust of supervisors. as well as research by Konovsky and Pugh (1994) who found a positive effect of organizational fairness on subordinate confidence in hospital employees in the United States. Based on qualitative findings and quantitative findings it can be explained that good organizational fairness will create high trust to superiors by subordinates.

Hypothesis Testing 4

The result of SEM analysis obtained direct path coefficient 0.035 and p-value 0.741 means non significant So there is not enough empirical evidence to accept the hypothesis

that transformational leadership (X1) has a direct effect on job satisfaction (Y3).

It can be explained that the applied leadership has not been able to give satisfaction to all people this is caused by the emergence of inter-group interests that positioned the "clicks" both in group and group’s .theme this result is different from research conducted by Femska Geijel, Peter, leatherwood and Dorris Jantzi (2003) who found that transformational leadership impacted on several criterion variables such as workforce, trust, performance and OCB.

Hypothesis Testing 5

The result of SEM analysis obtained direct path coefficient of influence 0.314 and p-value 0.010 means significant. Given the path coefficient marked positive (0.314), means the relationship of these two variables is positive, meaning the higher the organizational fairness (Y1), the higher the job satisfaction Y2). Empirical research supporting this research is Arturk’s research (2007) which finds that fairness done by superior influence to subordinates especially impact on job satisfaction and OCB and this become a significant determinant for the improvement of performance and effectiveness.

Hypothesis Testing 6

The result of SEM analysis obtained direct path coefficient of 0.281 and p-value 0.006 mean significant. Given the path coefficient marked positive (0.281), it means that the relationship between these two variables is positive, that is, the higher the trust (Y2), the higher the job satisfaction (Y3). Based on the results of the above study with reference to quantitative findings and qualitative findings, similar findings are found and support research conducted by Charles N Thompson (2008) who found that trust in leadership impacted overall job satisfaction of followers of professional officers in the United States union. Similarly, research conducted by Amarjit S Gill (2008) found a positive and strong relationship between employees' perceptions of trust in job satisfaction.

Hypothesis Testing 7

The result of SEM analysis obtained direct path coefficient of 0.321 and p-value 0.001 means significant. Given the path coefficient marked positive (0.321), it means that the relationship between these two variables is positive, meaning the higher the transformational leadership (X1), the higher the OCB (Y4). Thus, transformational leadership is a determining factor affecting employee attitudes, perceptions and behaviors in which confidence has been strengthened to superiors, thereby strongly motivating subordinates to perform OCB (Podsakoff, 1996), these findings coincide with studies conducted by Whittington, et al . (2004) who found that transformational leadership had an effect on perceived performance, commitment and OCB of employees.

Hypothesis Testing

The result of SEM analysis obtained direct path coefficient effect of 0.345 and p-value 0.001 means significant. Given the path coefficient marked positive (0.345), it means that the relationship between these two variables is positive, that is, the higher the organizational fairness (Y1), the higher the OCB (Y4). This finding is in line with research conducted by Yui team wong et al. (2006) who stated that organizational justice is felt to have a direct impact on OCB employees of state-owned enterprises in China, as research conducted by Gure Pare and Tremblay (2007) stating that the perception of procedural Justice has a positive relationship with OCB IT employee in Canada.

Hypothesis Testing 9

The result of SEM analysis obtained direct path coefficient of 0.270 and p-value 0.001 means significant. Given the path coefficient marked positive (0.270), it means that the relationship between these two variables is positive, meaning the higher the trust (Y2), the higher the OCB (Y4). These findings also support research conducted by Moran Tschannen (2003) who found that subordinate confidence in superiors has a significant effect on OCB on teachers in high school in United State of America

Hypothesis Testing 10

Result of SEM analysis obtained direct path coefficient of influence 0,399 and p-value 0,001 mean significant. Given the path coefficient marked positive (0.399), it means that the relationship between these two variables is positive, the higher job satisfaction (Y3), the higher the OCB (Y4). Quantitative findings are also in line with the results of qualitative findings which conclude that The Lectures motivation Of to do OCB because of the demands of change in universities to immediately make adjustments to the current conditions with a background of conducive organizational conditions and harmonious relationships between Lectures with their superiors. These findings are also in line with a study by Murphy (2002) who concluded that job satisfaction has a significant relationship with the extra-role behavior (OCB) employees.

III. Conclusion and Recommendation

This study has produced important findings on transformational leadership, organizational justice, organizational Trust, job satisfaction with OCB. It is concluded that transformational leadership plays an important role in improving the quality of higher education especially in the current era of globalization because the ability of the leader is crucial in improving the lecturers contextual performance (OCB) at Private Universities in East Kalimantan while maintaining organizational fairness, and job satisfaction,

In order to do so, we need leaders who have ethical standards, honesty, integrity, autonomy, equality, impartiality, reliability and dignity that can serve as role models in making equal decisions in universities

Recommendations

In an effort to improve the motivation of lecturers to conduct OCB, the role of academic leadership oriented towards the transformational behavior of good leaders is needed in order to bring universities to a better condition of change at this time.

Globalization Era at this time requires private universities to make changes in all areas so that the role of leadership in managing existing resources is needed, for that in order to harmonize the vision and mission that has been made then the posture of leaders who have high integrity, strong commitment, and honesty are expected to perform smart strategies to influence subordinates to achieve performance that exceeds expectations and extra role (OCB)

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Improving Student's Social Science Learning Achievement Through Teams Games Tournaments Learning Method With Snake And Ladder Game At SDN 002 Sungai Pinang

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Abstract. Considering student's low score in social science compared with other subjects, the researcher conducted a Classroom Action Research to improve student's achievement by using Team Game Tournament Learning method with Snake and Ladder Game. This study was conducted in class V D at SDN 002 Sungai Pinang and involved thirty students. This research applied three cycles with nine meetings to achieve the learning objectives to improve the student's social science achievement through Team Game Tournament Method with Snake and Ladder Game. Data collection techniques were observation, documentation, tests and triangulation. Data analysis techniques use two types according to research method using Mixed Methods, that is qualitative data analysis and quantitative data analysis. The success criteria of this research is, if 85% of the total number of students reach the minimum level of success or minimum criteria 70. The result showed that the social science learning achievement with the application of Team Game Tournament increased from 58,0 at pre cycle to 75,8 at first cycle. It increased again at second cycle 83,9 and than become 90,2 at third cycle. From observation research is known that the student's motivation and learning spirit also increased during the learning process of Team Game Tournament Method with Snake and Ladder Game. The conclusion of this study is Team Game Tournament Method with Snake and Ladder Game could increase learning achievement of social science in class VD at SDN 002 Samarinda Ilir.

Keywords: *Learning Achievement, Team Game Tournament Method, Snake and Ladder Game*

I. INTRODUCTION

Learning is a fundamental elemen at all levels in education. Which means, the success to reach an education purpose depend on the success of students learning process. According to Slameto (2015), learn is a process business that someone do to get a new behavior change overall as the result of own experience when interact with the environment. While Hamalik (2010) said, learn is modification or reinforce behavior through experience and the process of individual behavior through experience with the environment.

Learning outcomes associated with deep achievement in obtaining capabilities in accordance with the specific objectives planned (Sanjaya,2010). And it is a pattern of action, value, understanding and attitude, and ability (Hamalik, 2010)

Elementary School age children have a unique characteristics, that can be used as a reference for teachers in choosing strategies, models and methods in learning. The characteristics of elementary school age children are as follows:

1. Love to play

Generally, elementary school age children especially children in low class are very happy to play. This requires teachers to carry out lessons that include games primarily for low class. So that, the learning process can take place seroiusly and relaxed. Lesson schedules should also be arranged intermittently between serious lessons such as Mathematics, Science and Social Studies with lessons containing game elements such as Art and Sport.

2. Always Move / Love to move

Adults can sit quiet for hours but elementary school children can only sit quiet about 30 minutes. Therefore, teachers should choose the models and learning methods that allow children to move. Because, having children sit neatly for long periods is a torture for children

3. Love to gather and play in groups

Primary school-aged children love to gather and play in groups. Through the process of gathering and playing, children mingle with peers and learn important aspects of the socialization process such as; learning to meet group rules, loyal friends, independent, learning behavior that is acceptable to the environment, responsible, competing in a healthy way, cooperative, fair and democratic.

4. Love to do something on their own

Based on the psychological theory of cognitive development, elementary school children enter the concrete operation stage. Children learn to connect between new concepts with old concepts, from what is learned at home to what is learned in school. At this time children learn to form concepts about numbers, space, time, bodily functions, gender and moral roles. If the child is directly involved in doing or practice what is taught by the teacher then the learning in elementary school will be more quickly understood by the child. Thus, teachers should select learning models and methods that allow the child to be directly involved in the learning process.

5. Imaginative

Primary school-age children have a high imagination. They will do something according to their mind. Therefore, their books are sometimes full of pictures. They also like to imitate adult styles or styles like their idols.

Social science is a science that is formed creatively and systematically through a process of observation that takes place continuously. It is a collection of concepts, principles, and laws that are closely related to social. Therefore, it takes strategy, model and method in such a way as to accommodate the learning needs in accordance with the characteristics of elementary school age children so that they can learn comfortably and happy.

However, from the results of the observation at SDN 002 Samarinda Ilir, the lessons are carried out in the classrooms are still dry and monotonous. So that students are less passionate in learning especially on social science subjects. The teachers often ask students to do Student Activity Sheets and then collected just like that without any other variations in learning. As a result, over time students are reluctant to work on Student Activity Sheets or work with answers arbitrarily or replied to perfunctory. This has an impact on low student learning outcomes in social studies subjects.

Therefore, to improve students' learning outcomes in social science subjects, especially on materials describing the struggle of the fighters in the Dutch and Japanese colonial period, the Classroom Action Research was conducted using Teams Games Tournaments (TGT) method with Snake and Ladder game on the students of class VD at SDN 002 Samarinda Ilir.

A. Cooperative Learning Model

Cooperative learning is one of the learning strategies which students are divided into small groups of different levels of ability by using various learning activities to enhance students' understanding, learn together, help each other and ensure that everyone in the group is able to achieve purpose or complete the assigned task.

Each member of the group is responsible not only to learn the taught material but also to help the group's peers to learn so as to create an atmosphere of learning that improves learning achievement. Students work through assignments until all successful group members understand and complete the task. This research shows that cooperative learning can improve student academic achievement and learning, improve student recall, increase student satisfaction through learning experiences, help to develop student communication skills, develop student social skills, improve student self-esteem and help to improve positive relationships between races.

Cooperative learning can be more productive than individual learning and competition under certain conditions. These conditions are:

1. Positive interdependence

In cooperative learning, teachers create an atmosphere that encourages students to feel the need each other or positive interdependence that can be achieved through: interdependence to achieve goals, interdependence of tasks, material interdependence or resources, interdependence of roles, and interdependence gift.

2. Face to face interaction

By learning in groups, students will face each other so that they will dialogue. The dialogue is not only done with teachers but with peers as well because students will usually be more flexible and easier to learn with peers.

3. Individual and group accountability

Assessment is shown to know the students' mastery of the subject matter individually. The results of this assessment are then submitted by the teacher to the group so that all groups know who the group needs help and who can provide assistance, meaning that can teach to their friends.

The value of the group should be based on the average, therefore group members should contribute to the group. The point is individual accountability is a group assessment based on the average mastery of all members individually.

4. Interpersonal and small group skill

Social skills should be thought in forging relationship among students. The students who can not establish interpersonal relationship will get a reprimand from teachers and other students. Social skills that must be learned are leadership, decision making, trust building, communication and conflict management skills

5. Group processing

In this case, processing means judging. Through group processing can be identified sequence or stages of group activities and activities of group members. It aims to improve the effectiveness of members in contributing to collaborative activities to achieve group goals.

B. Teams Games Tournaments (TGT) Method

Teams Games Tournaments (TGT) learning methods are generally the same as Student Teams-Achievement Divisions (STAD). The difference is STAD uses individual quizzes whereas TGT uses academic games. Even TGT is very often combined with STAD, by adding certain tournaments to the STAD structure.

The learning steps with TGT are:

a. Division of group

The teacher divides the students into small groups of 4-5 students that representing all parts of the class in terms of academic performance, gender, race and ethnicity. The main function of this group is to ensure that all group members are really learn. At the time of division of the group also delivered the rules in the learning process by using TGT method, so that students focus and not playing around with friends of a group. It also serves to provoke students' curiosity about the game to be played together.

b. Presentation

The teacher presents the material in front of the class like conventional learning. The difference is the presentations should focus on TGT groups. The students should really pay attention to the teacher during the delivery of the materials in the classroom.

c. Games

The game consists of questions whose content is relevant to the subject and material provided by the teacher. The goal is to test the students' knowledge gained from the teacher presentations in the classroom

d. Tournament

The tournament is a structure where the game takes place. Usually implemented at the end of learning.

II. METHODS

This research is Classroom Action Research (CAR). According to Bahri (2012), Classroom Action Research (CAR) is an activity undertaken to observe events in the classroom to improve practice in learning to be more qualified in the process so that the learning outcomes get better.

This research was conducted at SDN 002 Sungai Pinang, Samarinda Ilir, 2016/2017. Subjects in this study were students of grade VD SDN 002 Sungai Pinang, Samarinda Ilir, amounted 30 students consisting of 15 men and 15 women.

This research was conducted in 3 (three) cycles. Each cycle is held in three meetings. Data collection techniques used in this study are observation, test learning results, documentation and triangulation.

This research is a mixed method uconcurrent embedded model. Qualitative data became the main data while the quantitative data as supporting data.

The data of this research will be analyzed by using qualitative and quantitative analysis technique. Qualitative analysis techniques using interactive analysis techniques Miles and Huberman model. While the quantitative analysis technique using SPSS Paired Sample t-test.

The indicator of the success in this study is if 85% of the total number of students in the class is able to reach a value above the minimum mastery criteria of 70.

III. RESULT AND DISCUSSION

The results of pre-cycle observation indicate that during the class teaching, the teacher has never done variations in learning. The students only told to read books and work on student activity sheets. So students tend to be passive and answer questions from the student activity sheet without reading the package book because they want to finish quickly and immediately play with their friends. As a result, learning outcomes in pre-cycle are still far below the minimum mastery criteria that is 70.

The average value of student learning outcomes in IPS subjects in pre-cycle was 58.0. students who complete in learning 4 people while 26 students are not complete in learning.

The average value of student learning outcomes in the subjects of social studies in pre cycle is 58.0. The total number of students who complete in learning is 4 people while 26 students are not complete in learning.

In the first cycle of the first meeting, the students are still confused when combining the ladder snake game with the material of social science. The students are very passionate but still many students play snake and ladder without connecting it with the materials that have been described and do not want to read the book. It happened because students do not understand the rules of the game and how to play this ladder snake game which is slightly different from the usual snake ladder game. Therefore, many students who asked repeatedly to the teacher. So, it takes a long time on learning in the first meeting because the teacher must explain over and over again about the rules and how to play the game. Other than that, the teacher also had to reprimand some male students who squander the game table in his group.

At the second meeting, students have started to understand, the learning process has begun orderly and students have been able to play the game of snake ladder with social science subject matter. Students have begun to associate questions on the game with the answers in the book. The Students who play around are getting fewer. If any, they get a reprimand from the group. Therefore, students' understanding of the rules of the game increases with the increasing competition between groups in the classroom.

At the end of the second meeting, the teacher gives questions of contention. Each group was very enthusiastic and eager to answer the questions and each group gets a turn to answer the questions represented by the group members randomly. The average value of learning cycle I showed an increase of 75.8 compared to pre cycle. The number of students who completed the learning also increased to 23 people while the unfinished 7 people.

In the second cycle, the students have started adept at playing the snake ladder game with Teams Games Tournament method. No students were playing around, all the students answered the question on the snake ladder game seriously and searched for the answers of the questions that they did not know from the book. The time required for learning is also shortened.

At the end of the second meeting, almost all of students able to answer the question of seizure given by the teacher.

The average value of student learning outcomes increased in the second cycle of 83.9 with 29 students complete the learning and 1 student is not complete the learning.

In the third cycles, the students are very adept at playing the game of snake ladder with Teams Games Tournament method. Even students tend to get bored. So, the teacher should give the lure of a gift to the best group to spur the spirit and motivation of the students. However, the students remain enthusiastic and eiger in the questioning session at the end of the second meeting of cycle III. The spirit of inter-group competition remains high. The average value of student learning outcomes increased to 90.2 with a mastery of 30 students. So, 100% students complete the learning in cycle III. The comparison of the average value of student learning outcomes and completeness can be seen in Figure 4.1 below

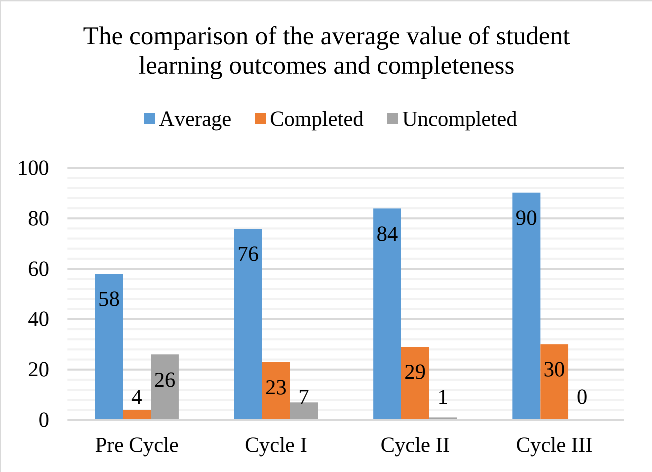

Figure 4.1 The Comparison diagram of the average value of student learning outcomes and completeness in social science learning using Teams Games Tournaments method with Snake and Ladder Game

Based on student completeness, only 13% student who complete the learning in pre cycle. This percentage increase to 77% in cycle I than 97% in cycle II and 100% in cycle III. The percentage graph of student completeness can be seen in figure 4.2 below.

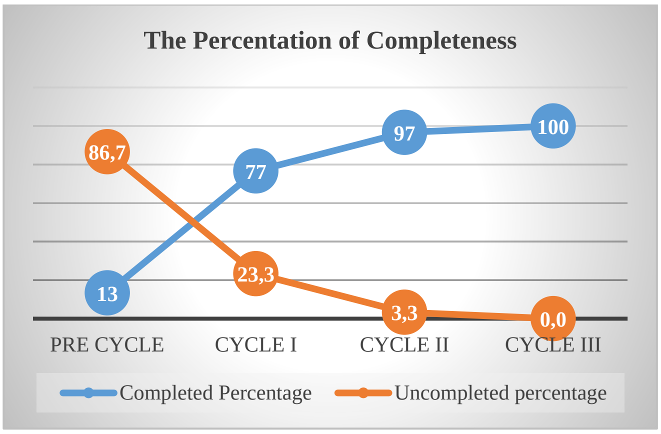

Figure 4.2. The percentage graph of student completeness in social science *Teams Games Tournaments* method with snake and ladder game

This data supported by data processing using SPSS with Paired Sample t-test. It shows that, there is a very significant difference between the average value of pre cycle with the average value of cycle III. The difference can be seen in the significance value of 0.000 less than 0.05. The results of data processing can be seen in table 4.1 below.
It can be concluded that learning using Teams Games Tournaments method with Snake and Ladder game can improve the learning outcomes of social science students of grade V D at SDN 002 Sungai Pinang, Samarinda Ilir.

Table 4.1.The results of data processing comparison of the average value of Cycle III with Pre Cycle

Paired Samples t-Test

	Paired Differences					**t**	**df**	**Sig. (2-tailed)**
	Mean	**Std. Deviation**	**Std. E.M**	**95% Confidence Interval of the Difference**				
				Lower	**Upper**			
Pair 1 Siklus III – Pra Siklus	32.2	11.2	2.1	28.0	36.4	15.7	29	.000

IV. CONCLUSION

Primary school-aged students have a high tendency to play so their attention is easily distracted by the things around them. Therefore, teachers should provide a variety of models and methods in learning so that it is not monotonous and learning takes place comfortably and fun for students.
From the results of this study, learning using Teams Games Tournaments method with Snake and Ladder games can improve learning outcomes of social science students of grade V D at SDN 002 Sungai Pinang, Samarinda Ilir. This is shown by the average value of student learning outcomes and the number of student completeness continues to increase until the third cycle.
However, from the observation shows that in cycle III students have started to get bored. Therefore, teachers must be creative in providing variations of models and learning methods to maintain student motivation and enthusiasm. And if possible teachers should be able to integrate different models and methods in learning so that learning becomes more alive.

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The Writing Ability of Early Childhood at Early Childhood Education (PAUD) in Balikpapan City

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Abstract. Writing is one medium to communicate so that children can convey their meaning, ideas, thoughts, and feelings through meaningful words. The writing ability of childhood education can be known through every phase of development. This research was conducted at early childhood Education (PAUD) in Balikpapan city. Data collection by tests and interviews. The result showed that the ability of writing early child aged 2 to 6 years showed the existence of four categories, that is: scribble stage, linear repetitive stage, random latter stage, letter name writing or phonetic writing.

Keywords: writing ability, early childhood education (PAUD)

I. INTRODUCTION

Language is an apparatus communication fundamental to socialize and interact in the community. The language used in the people have features different. These differences caused by the presence of a variety of factors levels of society. Levels of society can be seen from the social, economic, and culture. The use of language is very important in factors social because in sociable need of language to convey an idea or ideas. People take a lot of the idea of can create in the community. The formation of an idea or ideas that draws all been concluded in education.

Montessori in Asmani (2009: 16-18) claim that education is already started since an infant born, hence babies too must be introduced in those around him, voices, objects, called kidding and conversation that they develop into children normal and healthy. In addition , the atmosphere education to be good and fitting to help children growth to create better and it is developing is in the course of the family spirit and to the principle of asih (love) , grindstones, foster and (guiding) , as well as to receive treatment affection , we are talking about parenting very affectionate , and in a situation of peace and harmony .

Education in the garden of childhoods can help develop varieties of potentials a good boy the psychical and physical which includes the moral and values the religion of , emotional social, cognitive , the language of , the physical condition of the motor , independence and the art of for us to enter basic education . One of the activities in motor physical to all boys and girls especially motor smooth promised to supply would be willing to write . In line with this was conducted with the , Salih (2008: 162) asserted that the operation of that a key from the growth of and child development counseling there is among you he stimulation and moreover there is no.

Gibson in Suyanto (2005: 170) said although at the ages of 12-14 the moon kids is going to make scrawl when it is given a piece of paper and stationery while in the case of the age of 18 months kids is going to make scrawl on its own initiative . Opportunity to discuss these matters were on going and became even more obvious according to the draft bill between writing by drawing .When be mentored to be carried out efficiently , and it shall be in the age of 30 months (2,5 years) the child knows how it can write a issued in their own name .

Another argument was also raised by Mulyanti (2013: 64), habits writing that seen from father, mother and adults others will be inspired writing for children. Age 3 (three) years kids can mimicked the way people adult holding pencils although not perfect. When he was 4 (four) year old kid began to hold with perfect like adults so that can do activities such as draw or write very well.

Learning to write for their first three children early childhood education can be done by the manner of using a line help you dashed in or blank . This method is a method of old one and a lot of applied to children who just learning to 4 would be willing to write . The activities of learning that have been undertaken by children is by way of thicken a line help you dashed in or blank the shape of the letter or figures , essentially and perfectly morally good a phonetic transcription or letters hijaiyyah.

Based on the case , researchers called to do research and development on writing ability for early childhood . It is aimed to know the writing a childhood in every phase of the development . He writer raised this study entitled since writing early childhood program at the city Balikapapan

II. THE THEORY

1 . The Development of A Language Children

The development of a language as one of around the basics of supposed to be possessed children , made up of several stages in accordance with the age of development and characteristics . Development is a change that lasts for life and influenced by various of mutually interact as biological , cognitive , and sosio-emotional . Language is a a system of symbols to communicate that includes phonology (meaning) (morphological unit , meaning) syntactic (variation , and pragmatic) (santrock (the use of language , 1995) . With the language , children can communicate mean , the purpose , thought , and the ellers felt about others .

A theory of the development a language that is it was commonly used as a reference in the audacity the ability of bank notes the nepali language is as follows:

1. The theory of natitivisme the theory nativis pioneered by Noam Chomsky (1974), he views that a mastery of language children are an innate by which it is affected by the development of biologically from on the part of parents . It will be said that since the end of born child have now bring an instrument called language acquisition device (lad) or tools of language acquisition . An instrument of language acquisition this is what groups said charlie hebdo decision will be sent to the the development of a language the son of so that the development of a language that is owned by generally if a child is influenced by the fact that the environment.
2. Behavioristic theory put forward by b.f behavioristic theory . Skinner different with the view put forward by chomsky .The theory of behavioristic views that the development of a language children determined by the environment so the more children interacting with their environment and the sooner owned by the development of a language.
3. The theory of cognitive cognitive theory pioneered by Jean Pageat (1954) who consider that the development of a language for kids not influenced by congenital and environment but determined by cognitive maturity . Experts believe that the development of a language children cognitive determined by an active role in the life of the social environment in processing their information and the structure of a language . This was confirmed by Vigotsky (1986) said that between the development of a language children and cognitive development related and influenced by that culture around child brought up .

Early childhood, especially age 4-5 years could developing vocabulary an amazing. Owens (in Papalia et al) 1990. Suggested that children enrich he said the an incredibly through repetition . They are often repeating vocabulary new and unique though probably not look it . In developing the vocabulary, children use fast mapping that is a process that the creeping the sense of the word then only hear it once or twice in conversation. In the early children these are the start combined syllables into words and words into sentence.

Of all children aged between 4-5 years rata-rata being able to use 900 until 1000 an incredibly different words. And they tapped into the 4-5 a word in one sentence that can be shaped the words of her statement, type of negative, be able to ask one, and the orders . Of all children aged between 4 years teachers have already started to being able to use the words of her a reasonable job as me cry because he is sick. At the age of their conversation was just getting started where is an incredibly a word used are more in number and more complex piece workers can . And how much to give the explanation given by a the development of a language the son of begins with a willing the development of talk , read , found herself listening to and write.

2. The Development of Talking To A Child

When children grow up and it is developing, has been an increase in in terms of either quantity or quality (the grace flexibility and due to the complexity of) tongue making a charge against product figures last week. Generation of kids able shipping companies had increased by bi rate gradually while continuing, it essentially runs up from expressing sound only, until expressing by communication of. Communication that a child may starts with uses movements and a cue to indicated its desire gradually develops into communication through speech precisely and clearly. This can be seen since the beginning of the development of where a baby issued the calling of a war understand and follow its teachings to the point where it was developed without abandoning the be a system of that the symbols the calling of a war that is meaningful. Without given a formal instructions , the son of skilled in the interpretation of phonology , morphology , syntactically , semantic , and pragmatik language. In the indonesian economy although there was a gap in its quickness in to go on in science bank notes the nepali language, but components in a language other than there has been no change. Of the components were consisting of phonology , morphology , syntactically , of semantics and pragmatik (Bromley , 1992) .

3. The Development of is Read on the Child

Raines and Canad (1990) level expressed the opinion that the process of read is not activities are to be implemented translate word for word to understand the meaning of that was found in the recitation. All of the teachers who understanding the concept of whole language will shared the view that the act of reading is a process construction does it mean to be where there are issues involving the interaction between the posts that is read of children with the experience that was ever first official quoted him.

The first step in reading is with seen something and predicts it means. The second phase is to ensure that the meaning writing which is predicted beforehand so that the obtained the decision to melancutkan reading next although there are the probability of errors in predict. The third stage is integrating new information with previous experience, an understanding of reading can be obtained after the read the whole text. Their level of understanding children in reading is strongly influenced by the quality of predictions , samples of , and knowledge children .

4. The Development of Writing on Child

The writing is one of the media to communicate , where you can convey meaning , the idea , through the kata-kata perasaanya thoughts and meaningful . According to Poerwadarminta (1982), writing having limits as following: (1) make a phonetic, and others with a pen , lime and forth: (2) express a thought or feeling like writing , make a and others with writing in tune with the statement Badudu (1982) suggested that writing is used of pens , potlot , ball point on paper, cloth or board that produces the , words and sentences . This writing is not just to make the letters number on paper by using many an alternative media but is an effort to express feelings and thoughts that is with them individuals .

In webster new world dictionary (1988), writing interpreted as an activity makes patterns or wrote, the letters, or symbols in such a surface by cutting, carve or mark with a pen or a pencil. Activities writing in kindergarten have to take readiness and ripeness children. Such activities could be done if the development of motor smooth child has ripe where actually appear to be from the ability to in holds a pencil. At first only child of holding pencils to scribble, but as her an update children will concentrate the his fingers to write better. There are two the skill sets required children to write that is the ability imitate forms, and the ability move stationery.

According to brewer , there are 4 the stages in writing ability as follows:

a. To scribble stage of the, in the crossing out or make scratches. At this stage members of the son of are starting to make by means of a utensil level playing field wrote. At this stage members of they only learn about the language writing competition and journalism in the manner of do from a written note reflected the bank sound assets.
b. Linear repetitive stage of the , in the the repetition of a linear. At this stage members of the son of trace the shape of a piece of writing that horizontally.
c. Random a letter stage of the , in the writing random. During the preparatory phase of this child learns about a variety of forms of which it is an writings and took the children of israel different words on the great commission nor the words of her.
d. A letter namewriting persons of very writing a phonetic , in the writing the name. At this stage members of the son of began to formulate and connecting between the posts and its sound. The son of started to write the name of and the whirring noise made at the same time.

Morrow (1993) his hand has portioned edom since writing the son to be 6 steps:

a. Writing via drawing , promised to supply writing with how to draw
b. Writing via scribbling manner , promised to supply write by way of were to stroke. The son of a lot of times when crossing out towards the left without his leave equity on the right hand as if he were trying take examples from a written note of the adult population is writing
c. Reporting via making letter- like for, promised to supply write by way of making the form like the letter. The child does not only make scratches , but it has been is involving him to up his game
d. Writing via reproducing well-learned unit or lletter stings , namely write by way of produce the letters or units are good. Children writing the letters with follow for example tried to write down his name.
e. Writing via invented spelling , that is writing by trying to spell one by one .In this stage boy tried to spell by means of try wrong
f. Writing via conventional spelling , namely write by way of spell directly .In this stage child has can spell is right both in terms of the arrangement of.

Feldman (1991) gave them different restrictions about the stages to go on in science writing ability as follows:

a. To scribble on the page , promised to supply make scratches on paper. At this stage the removal the son of make an image on the great commission that is separated.
b. Copy of spoken word pieces , pt pgn promised to supply modeled after the th letter .The son of have become intrigued to modeled after as in a word mama , papa and so forth. Invented selected, promised to supply learn to spell .At this stage the removal the son of start finding ways to spell and i wrote out letters according to came to me saying .

Of some opinion put forward by some of about stages writing ability that will be used for as a reference in this research activity is the judgement brewer that divides writing ability to 4 a stage in as follows:

a. Stage to scribble stage, namely the crossing out or make scratches.
b. Linear repetitive stage, namely stage repetition linear. At the this child trace the shape of writing that horizontal.
c. Random a letter stage, namely stage writing random. At this stage child learns about the various shape that is a the literature and repeat different words or sentence.
d. Random a letter stage, namely stage writing random. At this stage child learns about the various shape that is a the literature and repeat different words or sentence.

Letter name writing or a phonetic writing, namely stage write a name. At the this child began to formulate and links between the literature and saying. Children start writing the name and sound simultaneously.

III. RESULT AND DISCUSSION

1. **The Kind of Research**

The kind of research will be done is research descriptive qualitative. The qualitative study according to bogdan and taylor (in Sujarweni, 2014: 19) explained that the data descriptive can be greeting or the literature and behavior those who observed.In this case the data were drawn of writing ability early childhood. A qualitative approach is expected to produce the quality of the shape of the early childhood in the city Balikpapan. Place research in this research would yield a description of of ability writing early childhood aged 2 to 6 years.

2. **The Place of Research**

Research would be conducted in an institution of early childhood education paud in the city of will be for Balikpapan. Of institutions to provide assistance of early childhood education paud would otherwise be selected out who having the place of a child care service from , play groups , and kindergarten. It is aimed the can be obtained this official data on writing ability of a child with her every phase the development of 2 age of the total up to 6 years.

3. **Data Collection Method**

a. Test method

Test will be used to see writing ability early childhood in the city balikpapan.Every child will be an assignment to write individually. In its implementation researchers assisted by teachers paud who follow in the classroom targeted research.

b. Interview a method

This interview shall be done for teachers of early childhood education paud and students parents to obtain information about the process of learning to write at the school. While the objective of the interview to parents who do not used to obtain information about the habit of learning to write in the house of.

IV. RESEARCH RESULT

The results of the study conforms to the theory of put forward by brewer that are categorized writing ability a panorama of the four phases step is to scribble stage of the , linear repetitive stage of the , random latter stage of the , a letter name writing persons of very writing a phonetic , the results of research conducted in the city of will be for Balikpapan study also found some ability a writing a usia dini early childhood education 2 old son adrien agreed that second biggest investor in indonesia with 6 years shows that there has been the four categories of reflected the bank sound asset. After going through the process of of the data analysis found the four categories of as follows:

1. Stage to scribble

Stage from 31 son who is a respondents research between the ages of two to six years is as follows:

a. Children ages 2 years as many as declared seven children,
b. Children ages 4 as many as 11th son of
c. Children ages 5 years as many as 6 people
d. The age of 6 years as many as 2 people

2. Linear stage repetitive

Stage like stage to scribble stage , at the next is the stage linear repetitive there are 19 people with details as follows:

a. Children age 4 years as many as 13 people
b. Children aged six years by one children

3. The stage of random latter

Stage of the during the preparatory phase of is found as many as 13 passenger with details as follows:

a. The age of three year is about 1 kid on the way
b. Were four years old as many as 3 kid on the way
c. Five years of age as many as 8 kid on the way
d. Six years of age as many as 1 kid on the way

4. Stage a letter name writing or a phonetic

Writing at this stage there were 26 people with details as follows:

a. The age of four years old found four children
b. The age of five years old found 15 children

Six years of age 7 children

V. CONCLUDING

Although the ability early childhood in wrote it following in order the ability according to the theory the development of writing ability in general it can be said that since writing early childhood always starts of the stage to scribble stage then increase in stage linear repetitive stage, random latter stage , and last at the letter name writing or a phonetic writing. When views based on the age , for the to scribble stage not just reached by the son the age of 2 years. From 31 son who is a respondents research three-year-old are still at the to scribble stage as many as seven kids , children ages 4 years is still in to scribble stage as many as 11th son of while children ages 5 years are still produce the rest of the stage scrabble stage as many as 6 people. For children aged 6 years are still is that produces the rest of the stage to scribble stage as many as two people.

Like stage to scribble stage , at the next namely linear repetitive also found in some age of three years up to 6 years. Although in generally stage linear repetitive reached by children aged three years , but was also found children aged 2 years have got to the repetitive as many as six children. So for the linear repetitive can also reached by children aged three years as many as 13 people and was a age of 6 years be at the linear repetitive as many as one. The highest stage for its stages writing ability early childhood is the stage a letter name writing or a phonetic writing. This stage found only for children aged three years up to 6 years.

The result of this research also found there are several children who are still 4 years old but have can produce a few letters almost form of a word while of that age teachers have not teach forms letters. It turns out that the results of interviews with their parents, they are taught first although teachers have not teach read and write. Motivation parents when teach read and write triggered absence of the sense of worry when the child will enter primary school. There were several schools that to enter primary school should have can read and write letters in indonesian language.

The phase that be the reference could not adapted by age because they were not age which is used to to measures the but the quality of developt children must be trained babies to can pass through that have been over explain by brewer. Divided based on domain reflect put forward by bloomfill writing ability including in the domain of skill. To improved

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the skills of have need of exercise repeated. The more trained so skill writing will increase hence parents should be introduce the rudiments writing ability early. This having been demonstrated through the research activity that do in the city Balikpapan in various institutions paud.

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The Implementation of School-Based Management at The State Junior High School in Samarinda

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Abstract. This research aims to find out: 1) the management of curriculum and teaching program, 2) the management of students, 3) the management of personnel, 4) the management of facilities and infrastructure, 5) the management of budget, 6) the management of the relationship between school and community. This research was conducted at the State Junior High School in Samarinda. This research applied qualitative approach with a case study method. The data were collected through interview, observation, and documentation. The obtained data were analyzed after the validity was tested using triangulation. The research findings showed that 1) the curriculum and teaching program has been managed well in the sense that the school has its own school-based curriculum which was jointly developed; the teaching and learning process has been conducted by applying ICT-Based Contextual Teaching and Learning; the evaluation of teaching and learning process was conducted before, during and after the implementation of teaching and learning activities, 2) the students has been managed well, starting from new student admission, recording students in the registration book, reporting students' progress to their parents periodically, 3) the personnel has been managed well. The personnel recruitment was planned based on the school's need. The working relationship among school members was harmoniously established, 4) the facilities and infrastructure has been collaboratively managed, starting from priority scale analysis, inventorying, maintenance, and repairs. However, there was a facility that needed special attention, namely the school library which had a very small space. 5) the budget has been managed optimally, the school budget was prepared by the entire school members in an annual working meeting, 6) the relationship between school and community was well-established; the students' parents involved in school planning, management, and development.

Keywords: the implementation of school-based quality management

I. INTRODUCTION

According to there are three factors which hinder the equal improvement of educational quality (Fattah, Nanang, 2006; the Ministry of National education, 2007; Directorate General of Primary and Secondary Education, 2009). First, the development program of national education applies Educational Production Function Approach or input-output analysis but this approach is not consistently implemented. Educational Production Function gives more emphasis on educational input but gives less attention to the educational process. Second, the implementation of national education policy is bureaucratically-centralized (macro-oriented).

Consequently, schools do not have their independence, motivation, and initiative in developing and improving their institutions, including the improvement of educational quality which is one of the national education goals (John Hall, et.al, 2010; Komariah, Aan dan Cepi Triatna, 2007).

In addition, because educational management is macro-oriented, regulated by bureaucrats at the central level, a lot of factors projected at the macro (central) level do not work appropriately at school or at micro level.

Third, the participation of the community, especially students' parents in the educational management is still very low. This creates a perception that the educational management is the full responsibility of the government. Therefore, it is not surprising if the participation of the community nowadays focuses only on the responsibility to support a certain educational input (fund) and not on educational process (decision making, monitoring, evaluation and accountability).

Based on the background of the research, the focus of this research is the implementation of School-Based Management which covers Curriculum and Teaching Program, Students, Personnel, Facility and Infrastructure, Budget, the Relationship between School and Community at SMP Negeri 10 Samarinda.

Considering its focus, this research aims to find out the implementation of school-based management which covers: Curriculum and Teaching Program, Students, Personnel, Facilities and Infrastructure, Budge, the Relationship between School and Community, at SMP Negeri 10 Samarinda.

The definition of educational administration or management is as an entire process of joint activities in the field of education which cover planning, organizing, directing, coordinating, supervising, financing, and reporting by using or utilizing existing facilities, including personal, material and

spiritual aspects in order to effectively and efficiently achieve educational goals (Ministry of National Education of Republic of Indonesia, 2007; Engkoswara, 2008; Hasibuan, 2008). In accomplishing these jobs, managers involve in various activities which are called management functions. According to Terry in Julitiarsa (2010) and also Chan, M., Sam et all (2006) management Functions include: (1) planning, (2) organizing, (3) directing, and (4) supervising.
Based on the above definition, it can be concluded that educational management is a process which consists of activities such as planning, organizing, directing, acting, coordinating, and supervising in the field of education or schools to achieve predetermined goals. Management is a form of job and the person who is in charge of the job is a manager or a leader.

II. METHODS

This research applied qualitative approach. The essence of this approach according Sudarwan Danin (2010) is an understanding about the uniqueness, dynamics, and holistic nature of human existences and the interaction with their socio-historical situation.
This research was designed by using a case study design with qualitative approach. According to Boglan dan Biklen (Donald Ratelift. 2009), a case study is a deeper study on a certain setting, or an object or a document or a data storage, a detailed study on a scene or single subject or a certain event, which aims to maintain the unity or object, This means that the data
are collected in order that the case is studied as an entirety which is integrated in the form of a study on the Implementation of School-Based Management at SMPN 10 Samarinda.

Procedures of Data Collection and Data Analysis
The data in this research were collected using the following ways: 1) Observation, 2) Interview and 3) Documentation. In this qualitative research, data triangulation was done by examining the data and information from different sources. The purpose of doing this is to find out and ensure the validity and the significance level of the data before drawing a conclusion of the research.
The data are analyzed in order that the obtained data are more significant. The data in this research were analyzed qualitatively, covering data reduction, data display and conclusion drawing or verification.
The indicators used to find out the implementation of school-based management at SMP Negeri 10 Samarinda include:

Table for SBM indicators

No	Aspects	Indicators
1.	Management of curriculum and teaching program	1. Planning of TLP 2. Implementation of TLP 3. Evaluation of TLP
2.	Management of Students	1. Admission of New Students 2. Learning Progress 3. Guidance and Discipline Development
3.	Management of Personnel	1. Personnel Planning 2. Personnel Recruitment 3. Working Relations Performance Evaluation
4.	Management of educational facilities and infrastructure	1. Planning 2. Supplying 3. Storing 4. Inventorying 5. Maintenance and Repair
5.	Management of budget/cost	1. Planning 2. Budget allocation 3. Accountability
6.	Management of the relationship between school and community	1. Main functions 2. Goals 3. Operational Forms

III. FINDINGS AND DISCUSSION

After accomplishing a sequence of research activities which include data collection through interview, observation and documentation study and then the data were conformed with the focus of the research that had been previously described, the researcher found various data or facts existing in the field as follows:
Research Findings
Aspect of Management of Curriculum and Teaching Program. The findings related to this aspect include the following: (1) The school applied School-Based Curriculum which was collaboratively arranged by developing Competency Standard and Basic Competence as what has been stated by the central government. (2) Local Content subjects available at SMPN 10 Samarinda include bead arrangement, plaiting, Japanese clinic. (3) The Teaching and Learning Process (TLP) had been well-planned. Annual Program, Semester program and Lesson Planning were prepared by the Vice Principal for

curriculum affairs and acknowledged by the Principal. (4) The teaching and learning process was implemented by using a variety of methods, including ICT-Based CTL, (5) The Evaluation on TLP was conducted by the teachers by giving pre-test and post-test in every TLP, returning the results of the evaluation to students, giving homework to students in order that their parents acknowledge it.

Aspect of Management of Students; The findings related to this aspect include: (1) New student admission activities were organized by a committee of new student admission, starting from registration, selection (entrance test), and re-registration. (2) The school kept the complete data of the students and recorded in the form of main registration book, report book for students' condition, students' attendance lists, achievement report book, grade promotion report book, and mutation report book. (3) The progresses of the students were reported to their parents periodically every semester. (4) The school provided guidance and facilities to students having problems related to their learning achievement, emotional and social problems. The internalization of discipline attitudes also got a great attention

Aspect of Management of Personnel. The findings relating to this aspect include: (1) Personnel planning had been conducted according to the needs of the school. (2) There was an intervention of the government related to teacher and personnel recruitments. (3) Working relationship among the school members was established harmoniously both within and outside the school. (4) The performance of teachers and administrative staff was evaluated objectively and accurately and the evaluation focused on the individual achievement and participation in the school activities.

Aspect of Facilities and Infrastructure. The findings relating to this aspect include: (1) The school library was not representative. (2) The school facilities and infrastructure had been jointly maintained by doing an analysis on the priority scale, inventory, care, repair and replacement for the defective stuffs.

Aspect of Management of Budget/Cost. The findings relating to this aspect include: (1) the school finance was supported by the central government, School Operational Assistance, and School Committee. (2) There was a difference in tuition fee between wealthy and indigent but brilliant students. (3) The school budget was prepared by all of the school members in a working meeting. (4) The financial accountability was reported transparently.

Aspect of Management of the Relationship between School and Community. The findings relating to this aspect include: (1) The relationship between school and the community was well-established, indicated by the fact that student' parents were always involved in the activities of school planning, management and development.

After the research was conducted for a certain period of time, in which the researcher had obtained the necessary data and the data had been further analyzed, the findings of the research on the implementation of school-based management at SMPN 10, Samarinda are discussed as follows:

Management of Curriculum and Teaching Program

The management of curriculum and learning process at SMPN 10 Samarinda had followed the predetermined standards. For example, the school principal is responsible for the preparation of school-based curriculum, the development of curriculum based on the school condition, community's socio-cultural condition, and the characteristics of the students; every teacher is responsible for preparing syllabus of the curriculum; in preparing their teaching instruments, the teachers work collaboratively with other teachers whose subjects belong to the same group.

SMPN 10 Samarinda has Vice Principal for curriculum and teaching program and is mainly responsible for school curriculum and learning and teaching processes which apply school-based curriculum. In implementing SBM the curriculum should apply teaching approaches which give emphasis on the improvement of the quality of students' learning, that is, by applying school-based curriculum. In relation to the management of curriculum and teaching program in this school, it would be more effective and efficient if the curriculum were managed by an expert in the field of curriculum. This consideration was adopted from the teachers' ideas, and by doing so, it is believed that the school would have a typical and quality design of curriculum and would mutually correlate with the existing levels. Thus, the curriculum and teaching program can be performed in the implementation of school-based curriculum in the teaching and learning process, which is the main activity of the school; teachers have applied active, innovative, creative, and fun learning approach, where the learning process is student-centered.

Harmonious working teams who worked creatively to increase the quality of education in this school were also available. This is in line with what Oteng Sutisno in Suryosubroto affirmed that in democratic educational management, a school will be able to create democratic environment if the teachers as individuals participate in managing the school and supporting democratic teaching programs.

In the teaching and learning process at SMPN 10 Samarinda the teachers apply the strategies and techniques which are suitable with the characteristics of the students and the school. Learning strategy is an action plan (a sequence of activities) including the use of methods and the utilization of resources and potency in the learning process. Learning strategy is arranged to achieve certain goals. This means that target of all decisions regarding the preparation of the strategy is to achieve goals. Therefore, the preparation of learning procedure, the utilization of learning facilities and resources, all of them are directed to the efforts to achieve goals.

Management of Students

The management of students in relation to SBM at SMPN 10 Samarinda has run well. This can be seen from the admission of new students. New student admission activities were organized by the committee of new student admission,

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starting from registration of prospective new students, selection (entrance test), which is based on the available seat capacity for grade VII, the announcement on the accepted new students and re-registration (recording all of the new students who are positively accepted), matriculation, and new student orientation.

Guidance and Discipline Development at SMPN 10 Samarinda is categorized as good. The school has provided guidance and assistance to students who have learning, emotional and social problems so that they can grow and develop optimally according to their own potentials. Based on the results of observation and interview with Vice Principal for student affairs, he stated that the school was responsible for controlling the student discipline and development, student well-being, which covers mental well-being (providing a space for praying, Guidance and Counseling, religious internalization), physical well-being (Health Care Unit, security, learning comfort), academic well-being (library, laboratory, sufficient learning space, learning guidance), student organization (OSIS) and extracurricular activities.

Management of Budget

In relation to the accountability of school budget, especially relating to the financial management, SMPN 10 Samarinda has transparent and accountable financial statements to achieve good school finance because the school has financial control and circulation. In line with this, Oteng Sutisno stated that the Principal should allocate school budget which is precisely planned and has the details about financial sources needed to run all of the school programs for a certain period of time. Financial consideration or management is also needed especially for the allocation of fund that should be done by the school. Financial activities and school financing include the contribution from the school committee paid by the students every month. Understanding and methods of how to spend the money effectively and efficiently should be possessed by the school administrators.

Management of Facilities and Infrastructure

Facilities and infrastructure are essential factors that influence students' learning process. Educational facilities and infrastructure play very important roles in supporting, stimulating and developing the talent, interest, and all potency of the students. M. Nahdi said that if facilities and infrastructure are not available, it is impossible for the learning process to take place. The quality of learning process is also greatly determined by the availability of sufficient facilities and infrastructure. This means that school building must be equipped with other facilities such as seats, desks, laboratory, library, books/learning media and so on, all of which are needed to achieve success in an educational process.

Facilities and infrastructure are effective interactional media in producing superior products in education. Suharsimi and Suwito in Suryosubroto stated that if viewed from their function and role in the teaching and learning process, facilities and infrastructure can be divided into three types: (1) learning media, (2) visual aids, and (3) instructional media. Facilities and infrastructure have a great effect on the students' achievement. Achievement is the effect of or the result of an activity called learning and the learners will learn maximally if supporting facilities and infrastructure are available. Therefore, the management of facilities and infrastructure is considerably needed by SMPN 10 Samarinda considering that this school has facilities which can be used maximally based on the principles of solidarity and in a family atmosphere.

Thus, being supported by good facilities and infrastructure, it is expected that all students will enjoy learning, feel comfortable and at ease in the school. School is like the second home for the students so that it should be able to fulfill what they need and and what they want. Another factor that also needs an attention is the ratio of the number of students and the area of the school rooms and other educational tools.

Management of the Relationship between School and Community

Community participation at SMP Negeri 10 Samarinda in educational provision, especially in the implementation of SBM policy is a form of extensive participation. Community participation tends to increase. (Sudarmono, Ranu. 2009; Ananda, Rizki. 2010) said, however, the increasing community participation in supporting the school is still dominated by physical support in the forms of building and other tools.

Active participation of community in the process of decision making, planning, and implementation of educational policy is one of the keys and realizations of effort to improve the quality of education. Therefore, the community needs to be approached in order to increase their active participation in education and the school should give them a room for their interests and initiatives and this effort should be made continuously and seriously.

IV. CONCLUSION

The results of research activities and the analysis of data which were obtained by the researcher and with the explanations of relevant theories, it is concluded that School-Based Management at SMP Negeri 10 Samarinda has been fully implemented as what has been expected. Specifically, the conclusion of this research is as follows: the management of curriculum and teaching program has run well as what is expected. The school has applied school-based curriculum which is collaboratively prepared by teachers by developing Competency Standard and Basic Competence that have been stated by the central government. The planning of teaching and learning process has run well. Annual program and semester program, and lesson planning have been prepared by the teachers before the beginning of new academic year. The implementation of teaching and learning process applies various methods; the teachers apply ICT-based CTL. The teaching and learning has been evaluated before, during and after the learning activities take place. The students have managed well, starting from new student admission, selection, and registration in the form of main registration book, achievement report book, students' condition report book, attendance list, grade promotion list, and mutation book. The progresses of the students are reported to their parents periodically. The school also provided guidance and assistance to students who have learning, emotional, and social problems. Management of personnel has run well. Personnel planning had been conducted according to the needs of the school. However, there was an intervention of the government related to teacher and personnel recruitments. Working relationship among the school members has been established harmoniously both within and outside the school. The performance of teachers and administrative staff was evaluated objectively and accurately. The school facilities and infrastructure had been jointly maintained by doing an analysis on the priority scale, inventory, care, repair and replacement for the defective stuffs. The school budget has been managed optimally. The school budget is prepared by all of the school members in a working meeting. The school finance is supported by the central government, national school operational assistance, local school operational assistance and its accountability is reported transparently. The relationship between school and the community was well-established. The student' parents are always involved in the activities of school planning, management and development.

Suggestions

Human resources (teachers, educational administrators) should be improved in order for them become more creative and innovative in teaching by participating in training which is relevant with their background, either conducted by the school or other institutions. Furthermore, the local government should have a planning in program development about SBM policy. In addition, there should be fund allocation for the improvement and development of educational facilities and infrastructure. School Principal should optimize the operational relationship between school and community in the aspect of academic facilities to that the number of facilities is available according to the students' needs. It is expected that the next researchers will develop their analysis ability with quantitative approach so that the results of the study will not only be in the form of narratives but also significant percentage with comparative correlation.

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Violence to Senior High School Students in The City of Abepura

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Abstract. This research aims at understanding (1) the quantity level of the violence to high school students in the city of Abepura; (2) the types of violence to the students; (3) the actor of violence to the students; and (4) the factors causing the violence. This research used descriptive design. The sampling technique of proportional random sampling was applied. The population was 748 students and 72 teachers. The subject of this research was 112 students and 12 teachers. The data analysis of quantitative descriptive was used. The finding of this research shows that: (1) 86.6% of the students experienced violence, consisting of 40.18% physical violence and 44.64% psychological violence; (2) the students who experienced violence and doing violence were 31.56%, consisting of 15.79% physical violence and 15.79% psychological violence; (3) cultural violence to the students was 43.16%, consisting of 24.21% physical violence and 18.95% psychological violence; and (4) the factors causing violence were superiority, revenge, the effect of violence exposure, money, and addiction.

Keywords: violence, senior high school students, Abepura city

I. INTRODUCTION

In this decade, violence is a rife phenomenon in all levels of education, from elementary school (SD) to college. In the second week of January 2017, Indonesians were shocked by the death of Amirullah, a Jakarta first semester of Shipping School Science (STIP) student who was persecuted by five of his seniors in his boarding house (TV One, 2017). The case that occurred in STIP was not the first, but it also happened in 2014 and 2008. A very distressing case occurred on January 25, 2017 which happened to the Student Activity Unit (UKM) students of nature lovers (MAPALA) of Universitas Islam Indonesia (UII) the basic education of MAPALA that killed 3 new members (TV One, 2017). As a result of the death of three UII students, UII Rector resigned from his post. Another case was the video of a child's beating done by his classmates going on at SD in Bukit Tinggi (BBC, 2014) uploaded on Yutube. Violence events in high school (SMA) occurred in various cities, among others occurred in Buton (Kompas.com, 2016), Jakarta (Detik News, 2016; Viva, co.id, 2011), Makassar (Koran Sindo, 2016) , Pare-pare (Tempo.co, 2015), Semarang (Suseno, et al., 2016), and Tangerang Selatan (Oke Zone Campus, 2016).

Violence is not only happening in the educational environment, but it happens in all our living environments. There have been many cases of domestic violence and violence in public spaces (stations, terminals, ports, airports, recreation areas, etc.). The last case occurred in Jakarta at the end of December 2016, the robbery at Doddy Triono's house with violence (11 people locked up in a narrow bathroom) which eventually claimed 6 lives (TV One, 2016).

Violence also occurred in respected state institutions, for example in the House of Representatives of the Republic of Indonesia (DPR-RI), the criminalization of officials namely the unlawful arrested of Bambang Wijoyanto (KPK Chairman / KPK), and also against Abraham Samad (Chairman of KPK). Clashed between two community organizations in early January 2017 occurred in front of the West Java Regional Police Headquarters between the Islamic Defenders Front (FPI) and the Indonesian Underworld Movement (GMBI) that killed Suratman a teacher from Bogor (FPI member).

Violence can be interpreted as intentional or intentional behavior (verbal or non verbal) aimed at injuring or damaging others, whether physical, mental, social or economic attacks that violate human rights, contrary to values and the norms of society. (Textbook Material, 2012). Jehel (2003) restrains violence as a form of behavior of the dominance of others in its various manifestations, such as physical, verbal, moral and psychological. In short, violence is the action of an individual or group of people who harm others, both physiologically and psychologically.

Violence discussions are often paired with discussions about "bullying". In general, bullying can be interpreted as an aggression (attacking) of a person or group in order to harm others both physically and mentally (Academia, 2007). Elsewhere, Olweus, 2003) defines bully behavior as a negative behavior perpetrated by one or more people over and over. The form of negative behavior is manifested in physical actions, such as hitting, kicking, pushing, and the like. Verbal behavior, among others, in threats, mocking, calling with a derogatory name. According to the writer's opinion, violence with bullying has the same essence, which is equally as a form of negative behavior by an individual or group, which involves and harms others, both physiologically and psychologically.

Psychologists and Sociologists seem unable to reach agreement with the concept of violence. Lystad (Thalib, 2013) distinguishes the behavior into four types, namely (a) instrumental violence, (b) expressive violence, (c) cultural violence, and (d) noncultural violence. Lawson (Psychologimania, 2016) states that violence can be divided into four types, namely (a) physical violence, (b) emotional violence, (c) verbal violence, and (d) sexual violence. Texbuk Materia (2012) shows three violent beliefs, namely physical violence, psychological violence, and structural violence. Diponegoro (2013) describes various forms of psychological violent behavior that include: (a) mocking, (b) criticizing, (c) calling others with disenfranchised titles, (d) look for the faults of others, and (f) gossip.

Based on various opinions of experts regarding violence, the author proposes three forms of violence, namely (a) physiological violence, (b) psychological violence, and (c) cultural violence. The physiological forms of violence include, among other things, killing, punching, slapping, throwing, kicking, pushing, pulling, pulling, pinching, twinkling and similar behaviors. Physiological violent behavior can result in physical injury to individual victims of violence.

Psychological violence includes actions or behaviors such as threatening, suppressing, mocking, ridiculing, sneering, harassing, humiliating, denouncing, yelling, stigmatizing and the like. This psychological violence can result in hurt feelings, hurt self-esteem, lower self-esteem, make individuals feel contemptible, feel small, feel weak, feel ugly, feel useless and feel helpless.

Cultural violence, is violence caused by the prevailing cultural system and is preserved by policy-makers related to the culture. School environment, family environment, community environment, and work environment have their own culture. The school environment upholds and upholds discipline for students, and of course the discipline for educators and educators. Students who are undisciplined or violate school rules will get "punishment". The punishment for students who violate this discipline is highly dependent on the individual (teacher) who punishes. This punishment is, in essence, a form of violence. Cultural violence may take the form of physiological, psychological or combined behavior of both.

Violence is not caused by a single cause but is influenced by various factors. A study conducted by Partino (2016) it was found some factors as the cause of violence to students. These factors include: Violent students feel themselves superior, feel stronger, as retribution resulting from treatment when the School Orientation Period (MOS), imitating violent scenes (from family, community, school, or television viewing), no money, influenced by alcohol, influenced by psychotropic substances, especially marijuana. Liquor and consumption of marijuana have entered schools in Jayapura City, both junior high and high school or vocational high schools. Even when the break time, students dare to drink liquors behind the school building, although not to get drunk. This kind of event was once uploaded to WhatApps Forum (Rembuk BK) showed four female junior high school students and still used the school uniform packing of liquor in a certain location. The event was uploaded on September of 2016.

A very alarming event occurred in SMA Negeri 70 Jakarta. Violence has occurred for decades, it has a tradition of violence, even said by Musni Umar (70 Chairs of School High School Committee) that violence has been entrenched (Viva news.com, 2011). Furthermore, Wanda Hamida, a member of the House of Representatives, stated that violence in SMA Negeri 70 has been going on for years. The problem was the omission in the school. The facts showed that the third grader of SMA Negeri 70 pressed the 1st-grade students to ask for money. If the request was not met, then they would be hurt, tortured, and would be a false. This kind of event has been going on for decades.

Based on unstructured observations and unceremonious reports, high school students in Abepura City experienced violence. If it is true that violence, to test the statement must be done a research. The research problems can be formulated in the following questions: (1) How high is the level of violence against high school students in Abepura City?; (2) What types of violence happened to students?; (3) Who are the perpetrators of violence against students: and (3) what are the factors that cause violence?

A violent event occurring in both the formal and the wider community environments are symptoms of icebergs. The actual violence occurred far beyond what was reported by various print and electronic media. The violence that occurred in Indonesia can be declared as already entered in the stage of "chronic and emergency". Expressed as chronic and emergency based on field facts as follows.

Anies Baswedan as Minister of Education and Culture (then) stated that 84% of students suffered violence at school (Campus Oke Zone, 2016). This case is the same as stated by ICRW survey results (2015) that 84% of Indonesian children experience violence in schools. Even worse, 45% of male students stated that sexual violence was perpetrated by teachers and school officers at SMA Negeri 8 Cirendeu Tangerang Selatan (Oke Zone Campus, 2016). Elsewhere, KPAI (2012) conducted a study in 9 Provinces with a large sample of 1,000 students, found that 87.6% of school violence occurred.

Violence is not just happening in big cities, but it is also occurred out in a small town or district city, as in Buton violence was very alarming. A female junior high school student was beaten by a high school woman with punches and kicks. This event occurred after coming home from school and directly in the empty garden of the population, recorded and duration 8 minutes 58 seconds. This violent video was uploaded to the FaceBook on April 17, 2016 (Kompas.com, 2016). While the other friends watched, it seemed like a fresh entertainment after school. Another case was the beating of a female junior high school student it was done by a group of SMA students in Sentani Capital District of Jayapura. This case occurred after the learning process activity or when they went home from school (Cenderawasih Pos, 2016). This case of violence has been reported to the Jayapura District Police Resort, and finally taken the path of peace by both sides.

Violence has occurred in all environments of human life, which occurs in the family environment, community environment, school environment, work environment, and in the public space. In the family environment there is a lot of Domestic Violence (KDRT). Domestic violence is usually a husband or wife. Domestic violence can happen to husbands, wives and children, as well as other people such as domestic servants and people who join the family. Partino's and Khairuddin's research (2008) found that there was sexual violence against women in the public sphere, i.e. 54.1% occurred in the village and 45.9% occurred in the city of Jayapura.

Violence in the community can take the form of extortion for various reasons, such as contributions to the construction of a predetermined environment without prior deliberation at the RT, RW or Village / Village levels. If a family does not fulfill its obligations, then the individual concerned and his or her family will be ostracized or complicated when handling documents in RT, RW or Kelurahan.

Violence in the school environment can be done by educators (teachers), education personnel (administrative staff, laboratory staff, security unit / SATPAM, and hygiene service personnel). Campaign Oke Zone Report (2016) shows that 45% of SMA Negeri 8 Cirendeu students experience violence perpetrated by teachers and education personnel. In addition, violence can also be done by students and parents of students. Violence can affect students, educators, and education personnel. A violence case beating occurred by parents to teachers at State Vocational Secondary School 2 (SMKN-2) Makassar (Koran Sindo, 2016). Another case occurred at SMA Negeri 70, based on violent incidents occurring in the students, then the Principal was reported to the National Commission on Human Rights (KOMNAS HAM) (Viva co.id, 2011). There are still many violent incidents happened to teachers reported by parents to the police. The results of the parents' report indicated that the teacher being detained at the police office for a few days and finally receiving a probation sentence every week to report to the judiciary.

The discussion of violence in this article is limited to violence against high school students in Abepura City, both within school and outside the school environment. Violence that occurs in the household environment (KDRT), community environment and workplace environment becomes a separate topic in future research.

II. RESEARCH METHODS

This study uses descriptive research design, which describes the actual situation and conditions that occur at the present moment (Partino, 2015, Suryabrata, 2007). The study population was 748 students of high school grade, consisting of 332 male and 416 female students. The sample was determined as much as 15% by random proportional technique (Creswell, 2014; Sugiyono, 2013; Partino, 2015). Thus, the whole samples are 112 people, consisting of men 50 people and women 62 people. The population of teachers who teaches high school students in grade 12 is 72 people. Samples are taken purposively, i.e. sampling with a specific purpose. Individuals who are closest to the students are the vice principal affairs of student and teachers Counseling Guidance (BK). Thus all the Vice Principals (WAKASEK) become a sample member. BK teachers are also considered very close and very concerned with the behavior of disturbed students. Therefore, 4 BK teachers are used as a sample member. In addition to WAKASEK and BK teachers, all Principals are members of the sample. This is based on the consideration that the Principal is the policy maker in the SMA concerned. Because the school consists of one public SMA and 3 private SMAs, then the number of samples consists of 12 teachers who have additional positions as Head of School and WAKASEK and BK teachers.

III. RESEARCH RESULTS AND DISCUSSION

Violent acts occur both in school and outside the school, such as on the streets when students come home from school. In general, 95 students (84.82%) had experienced violence, especially when they attended School Orientation Period (MOS). Violence also occurs when students sit in class XI and class XII. Violence on male students were 51 people (53,68%) and female students were 44 people (46,32%). Physical violence experienced by students consisted of 45 people (47.37%), male students consisted of29 people (30.53%) and female students consisted 16 people (16.84%). Psychological violence was experienced by 50 students (52.63%), male students consisting of 22 or (23.15%) and female students (28.48%). The reported hardness can be summarized in table 1 as follows.

Table 1. Types of Violence against High School Students in Abepura
(Based on Number of Student Samples, N = 112)

No	gender	Physical abuse	%	Violence Psychic	%	Total	percentage %
1	Male	29	25,89	22	19,64	51	45,53
2	Female	16	14,29	28	25,00	44	39,29
	Total	45	40,18	50	44,64	95	84,82

Table 2. Types of Violence against High School Students in Abepura
(Based on Number of Students Experiencing Violence, N = 95)

No	Gender	Physical abuse	%	Violence Psychic	%	Total	percentage %
1	Male	29	30,53	22	23,15	51	53,68
2	Female	16	16,84	28	29,48	44	46,32
	Total	45	47,37	50	52,63	95	100,00

In addition to students having experienced violence, the students concerned have also committed violence against other students. A total of 30 students (31.58%) committed violence against other students. Violence committed by male students consisted18 people (18.95%) and female students were 12 people (12.63%). Physical abuse was done by 10 students (10,53%) and psychological violence was done by 20 students (21,05%).

Table 3. Violence by High School Students in Jayapura City (Based on Number of Shiva Dealing with Violence, N = 95)

No	Jenis Kelamin	Physical abuse	%	Violence Psychic	%	Jumlah	percentage %
1	Male	10	10,52	8	8,42	18	18,94
2	Female	5	5,27	7	7,37	12	12,64
	Total	15	15,79	15	15,79	30	31,58

Table 4. Violence by High School Students in Abepura (Based on Number of Perpetrators of Violence, N = 30)

No	Gender	Physical abuse	%	Violence Psychic	%	Total	Percentage %
1	Male	10	33,33	8	26,67	18	60,00
2	Female	5	16,67	7	23,33	12	40,00
	Total	15	50,00	15	50,00	30	100,00

Cultural violence also occurred and happened to high school students Abepura City. A total of 41 students (43.16%) had experienced violence by educators and education personnel. Cultural violence affecting male students were 23 people (24.21) and female students consisted 18 people (18.95%).

Table 5. Cultural Violence High School Students in Abepura (Based on Number of Students Experiencing Violence, N = 95)

No	Gender	Physical abuse	%	Violence Psychic	%	Total	Percentage %
1	Male	15	15,79	8	8,42	23	24,21
2	Female	8	8,42	10	10,53	18	18,95
	Total	23	24,21	18	18,95	41	43,16

Factors that cause violence include feelings of superiority, revenge, the influence of violent scenes, no money, and additives. In more detail, the results of this study can be described as follows:

Table 6. Factors Causing Violence of High School Students in Abepura (By Rank Percentage)

No	Factors that cause violence	Percentage Average
1	Superiority	34,45
2	Revenge	28,31
3	the influence of violent scenes	19.82
4	No Money	11,89
5	Additive	5,53
	Total	100,00

The results showed that 84.82% of students had experienced violence, whether physical violence or psychic violence. This violence was very high. This result was higher than the Anies Baswedan and ICR's findings. At 84% (coverage 6, 2015), this result was lower than the KPAI finding of 87.6% (KPAI, 2012). The author believes that the number may be lower than the actual fact. This fact can be traced, required samples of limited research only class XII. If a larger sample of research related to Class X and Class XI may result in a different and much more valid. However, the results of this study can be used as an entrance for research with larger scales and more complex variables.

The results of this study indicate that the phenomenon of violence is not only happening in big cities, such as Jakarta, Bandung, Surabaya, Makassar, and Medan, but also happened in Abepura Town (District City and as student city). Thus it can be stated that violence is a global problem, occurring in big cities, towns or city districts, and even sub-district towns as revealed by Partino and Khairuddin (2008). Nowadays, violence has become a very serious problem for our young generation. Violence will give rise to greater and more violent. Therefore, the chain of violence must be immediately decided to give birth to a young generation filled with love and affection.

In general, physical violence is lower than psychic violence. However, if observed, physical violence for male students was higher than violence against female students. The findings on physical violence were in line with previous reports, such as the case at Sentani (Cenderawasih Post, 2016), in Central Buton (Kompas.Com, 2016), Parepare (Tempo.co, 2015), in Jakarta (Detik News, 2016) Tangerang Selatan (Oke Zone Campus, 2016). Physical violence can result from victims of wounded violence, from minor injuries to severe injuries, even to death. Hopefully still very fresh in our memory, violent cases that occurred in January 2017 and claimed the lives of three Students Nature Lovers Islamic University of Indonesia (TV One, 2017).

Psychic violence has also occurred, even higher when compared with physical violence. Psychic violence is not a trivial event for students who are victims of violence. Psychic violence may be fatal for students who experience it. As a result of psychic violence, students can become quiet, moody, stressful, depressed, even to the point of suicide (Academia, 2017). This suicide case occurs to female students who are often teased by friends at school because of a seller of porridge. The findings of Sejiwa Foundation (2006) have occurred 30 cases of suicide due to psychic violence.

Cultural violence reached 43.16% divided for male students 24.21% and female students 18.95%. This cultural violence is perpetrated by teachers and education personnel. This violence occurs because students do not obey school rules or undisciplined. Undisciplined behavior includes not doing homework (homework), joking or talking to a friend next to her when the teacher carries out the process of learning, cheating, late in the classroom.

Cultural violence occurring in high schools in Abepura was lower than in cultural violence occurring in senior high schools of 45% (ICRW, 2015). This violence occurs because of circumstances that require a person to commit violence. For example the teacher should punish the disciplinary student. The cultural violence occurring in high school in Abepura was lower than that it does not matter to schools, parents, communities, and government. No matter how small the name of violence should be attempted to be abolished. Expected in the absence of violence in schools, the atmosphere of the school, including the fun learning process. This condition is very coveted by the educational community, as quoted by Partino (2015) that is realizing Active, Creative, Empathic, and Exciting Learning (PAIKEM).

The research results have identified five factors that trigger violence against students. These factors include feeling superior, revenge, the influence of violent scenes in the environment, no money, and addiction (additive substances). Students who feel superior to violence to inferior students. This case is shown by students of high school students in Central Buton who abuse female junior high school students. This high school student was a Martial athlete, so he felt superior to the students being persecuted. The persecuted student received only punches, slaps, kicks without any reply. The occasional victim of this violence just wiped away tears and winced, moaning as a sign of pain.

The results of this study are also in line with the report Viva news.com (2016) that the third graders SMA Negeri 70 pressed and squeezed grade 1 students to ask for money. If the request as not met, then they would be threatened, harassed, tortured, and would be the brats of his seniors. The results of this study also match the experience Partino (2005) when his son was blackmailed after returning from school in SMA Negeri 1 Jayapura

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusion:

1. A total of 4 out of 5 high school students in Abepura City experienced violence, each 2 men and 2 women.
2. A total of 4 out of 5 people suffered physical violence and psychic violence, each 2 male students and 2 female students.
3. As many as 2 out of 5 students have committed violence, each performed by male students and female students.
4. As many as 2 out of 5 people have experienced cultural violence perpetrated by teachers and other education personnel, each beating male and female students.
5. Violent factors include superior feelings, revenge, violent scenes, no money, and addictions.

Recommendation:

1. Seek and cultivate a student-friendly school environment, educators, and education personnel.
2. Implement an active learning process, creative, empathic, and fun.
3. Provide adequate moral education and practical ethics in the family, community, and school environment.
4. Provide specialized and practical training for educators, education personnel, and parents about child development.
5. Should be discussed intensely with regard to the redefinition of the type and level of violence against students

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Correlation Between *Harvard Step Test* Examination and Learning Achievement Index of Medical Faculty Mulawarman University's Student

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Abstract. *Harvard Step Test* is an instrument which is used to measure level of physical fitness that support human's productivity, in such as attempting to get higher level of student's learning effort. This research aim to determine the correlation between *Harvard Step Test* Effort and learning achievement in students of Medical Faculty of Mulawarman University, that used correlative analytical method with a cross-sectional design. Result show that 30 of 60 respondents has a good and very good physical fitness level with 25 of them have learning achievement index as satisfying (22 people) and very satisfying (3 people). The Spearman data analysis indicates that physical fitness level has a relation with learning achievement index (p = 0.027), with weak relation (r = 0.285).

Keywords: Level of Physical Fitness, Harvard Step Test, Learning Achievement

I. INTRODUCTION

Harvard Step Test is an instrument to measure level of physical fitness. This test is in equal level as aerob exercise that include activity, rhytm, intensity, and effort of a few muscles. This test is affected by someone height, weight, motivation, and environment.

Physical fitness is a condition that show somenone body state in order to do daily activities or tasks, including their adaptation toward in charge physical without causing exhausted, and their reserve stamina to defend from illness or do recovery. 1 This condition must be needed to enhance human occupaton's effectivity, which should be supported by good physical fiteness. Current age force human to use their brain rather than muscles, so this will drive our physical to be in bad condition. 2

Current study show that there are a lot risk factors like long-time sitting while work, which is placing in 1 from 10 morbidity and mortality rank in the world. More than 2 million mortalities year rate is caused by lack of move and physical activity. In almost nations, 60% - 85% of adult person have no time to do on their physical activities in order to maintenance their physical state.2

A student must owning good physical fitness in order to increase their intelectual ability. Without good physical fitness, there are no guarantee for a student can do their daily task such as study well.3 Past research explain that there are corelation between body mass index or sleeping time and level of physical fitness on Students of Medical Faculty Mulawarman University in 2009 that using Cooper test showed 55 students (98,21%) have lack of physical fitness, while only 1 student (1,79%) has good fitness. This condition is similar if we look at research on SMA 10 "Melati" students Samarinda in 2009. Cooper test that have been used on them showed that 142 students (94%) have lack of physical fitness, 7 pelajar (5%) have enough level, and only 2 students (1%) have good fitness.4,5

Students may hope to increase their learning competence while try to get their best physical fitness. Improving their physical fitness maybe not their main priority,but they will try as hard as they can enhancing their learning effort every half year.6

In high strata education institution, student's effort on study can be showed in their "Indeks Prestasi Semester" (IP-Semester) and "Indeks Prestasi Kumulatif" (IPK). Those index depend on score that students got while finishing their examinations every end of half year, and can be printed on their "Kartu Hasil Studi" (KHS). There are 4 levels that can be categorized as: 0.00-1.99 (unsatisfied), 2.00-2.75 (satisfied), 2.76-3.69 (very satisfied) dan ≥3,70 (cumlaude / honorable).[7] IPK index is very important for every students, because it can be used to apply for job, like has been written in SK Walikota Samarinda year 2008 that whoever want to apply as new government employee should at least has IPK ≥2.75. The script that research correlation between personal profile and index of learning effort (IPK) on Medical Faculty

Mulawarman University's students showed that base on data from 64 students, there are 29 students have IP < 2,75 and the rest has IP > 2,75.8.

II. METHODS

It This research use correlative-analytic method aiming to find correlation between two variable like Harvard Step Test examination and Medical Faculty Mulawarman University student's learning achievement index, and we use cross sectional design. Research has been done on Department of Fisiologi Medical Faculty Mulawarman University and finished collecting datas from second stage Medical Faculty Mulawarman University's students on Desember 2017.

There are two kinds of data we collected, primary and secondary. The primary were collected from *Harvard Step Test* (HST) examination that asked respondens to step up and step down on small chair continued and following pendulum rhytm at 120 times per minutes for 5 minutes. After that, we check their radial artery pulse 3 times and must be done every 30 seconds. We input radial artery pulse rate on this math formula:

$$\text{Kebugaran Jasmani} = \frac{\text{Waktu yang dibutuhkan (detik)} \times 100}{2 \times (\text{denyut nadi 1} + \text{nadi 2} + \text{nadi 3})}$$

Score from that counting must be categorized on their level like in table 1, so we found every respondens level of physical fitness. 9

Tabel 1. Standar Kategori HST [9]

Kebugaran Jasmani	Hasil Perhitungan	
	Laki-Laki	Perempuan
Sangat Baik	>90,0	>86,0
Baik	80,0-90,0	76,0-86,0
Cukup	65,0-79,9	61,0-75,9
Kurang	55,0-64,9	50,0-60,9
Sangat Kurang	<55	<50

Secondary datas in this research collected from students's learning achievement or Indeks Prestasi (IP) which can be found at their learning achievement card, that can be manually count by this formula:

$$\text{Indeks Prestasi Semester/Kumulatif} = \frac{\sum_1^k(\text{bobot kredit} \times \text{nilai bobot})}{\sum_1^k(\text{bobot kredit})}$$

Learning achievement can be categorized like in table 2 beneath this.

Tabel 2. Kategori IP 7

Indeks Prestasi	**Kategori**
2,00-2,75	Cukup
2,76-3,50	Memuaskan
3,51-3,69	Sangat Memuaskan
	Cumlaude

After we got those categorized datas, we use univariat and bivariat analyze by Spearman correlate test, then we can show them as a tabel or naration.

III. RESULT

In the beginning, we plan to involve all 84 students from year 2016 grade, but in fact we could only get 60 students that accepting our ask to be examined, and the result distribution can be seen in table 3, 4, and 5.

Tabel 3. Distribusi Responden Berdasarkan Tingkat Kebugaran Jasmani

HST \ JK	Laki-Laki		Perempuan		Total	
	Jumlah	%	Jumlah	%		%
Sangat Kurang	-	0,00%	7	22,58%	7	11,67%
Kurang	5	17,24%	7	22,58%	12	20,00%
Cukup	6	20,69%	5	16,13%	11	18,33%
Baik	10	34,48%	10	32,26%	20	33,33%
Sangat Baik	8	27,59%	2	6,45%	10	16,67%
Total	29	100,00%	31	100,00%	60	100,00%

Tabel 4. Distribusi Responden Berdasarkan Prestasi Belajar

IP \ Jenis Kelamin	Laki-Laki		Perempuan		Total	
	Jumlah	%	Jumlah	%		%
Cukup	10	34,48%	7	22,58%	17	28,33%
Memuaskan	17	58,62%	23	74,19%	40	66,67%
Sangat Memuaskan	2	6,90%	1	3,23%	3	5,00%
Total	29	100,00%	31	100,00%	60	100,00%

Tabel 5. Distribusi Responden Berdasarkan Tingkat Kebugaran Jasmani dan IP

IP \ HST	Sangat Kurang	Kurang	Cukup	Baik	Sangat Baik	Total
Laki-Laki	-	5	6	10	8	29
Cukup	-	3	4	2	1	10
Memuaskan	-	2	2	8	5	17
Sangat Memuaskan	-	-	-	-	2	2
Perempuan	7	7	5	10	2	31
Cukup	2	2	1	2	-	7
Memuaskan	5	5	4	7	2	23
Sangat Memuaskan	-	-	-	1	-	1
Total	7	12	11	20	10	60

Table 3 show that majority group student have good physical fitness (n=20, 33,33%) comparing to others, but there are difference between male and female group. Male group show better result, and there are no male has very poor of physical fitness. In other group, we found 22,58% female categorize as very poor of physical fitness ("sangat kurang").

In table 4, majority group have high level learning achievement index that we categorize as satisfied ("memuaskan") (n=40, 66,67%). Not so many difference between male and female group while we see at their IP.

In table 5, there are 30 of 60 respondens having good physical fitness ("memuaskan" or "sangat memuaskan"), and 25 of them have IP that we called "memuaskan" (22 students) and "sangat memuaskan" (3 students).

We did normality test on learning achievement variable (variabel indeks prestasi) and it showed a normal spreading with significancy level *Kolmogorov Smirnov* on 0,200 and p>0,05. But in Harvard Step Test examination showed an abnormal spreading with significancy level *Kolmogorov Smirnov* on 0,011 and p<0,05.

This research use two-tailed hypothesis with significancy level as 95%, and to find correlation between Harvard Step Test examination and learning achievement, we use *Spearman correlation test*. After being analyzed, we got p = 0,027 and correlation coefficiancy (*r*) = 0,285. We can say there are correlation between Harvard Step Test examination and physical fitness level, although there are only weak correlation.

We try to make spreading diagram like in gambar 1 beneath, and it explain there are positive correlation between Harvard Step Test examination and learning achievement (IP), that mean: the higher score from HST equal to students's learning achievement.

Gambar 1. Diagram Tebar HST dengan IP

.

IV. DISCUSS

Harvard Step Test Examination

After *Harvard Step Test* being done by respondens (see table 3), we compare those datas to research by Budiasih (2011) which wer done to employees under 30 years old at PT. Amaco Mitsui. They have 22,7% repondens on enough ("cukup") level of physical fitness, 19,6% have good ("baik") level of physical fitness, and 41,2% have very good ("sangat baik") level of physical fitness.10

Gusbakti (2006) show contrast result, 63,3% students of Medical Faculty USU have very poor level of physical fitness after being tested by *Harvard Step Test*.11 Fitriani (2010) on another research used Cooper Test on Medical Faculty Mulawarman University years 2009 grade, and there were 98,21% students has poor result.4

Those controversion happened because there are a lot of factors affected level of physical fitness including age, sex, genetic, nutrient state, smoking activity, and another physical activities..12 Physical activity hold a keyrole on level of physical fitness. We can imagine that there are difference between student that often do exercise or not. Exercise is a part of physical activity that can be planned and it can enhance individual level of physical fitness. 13 On other vision, we should know that different instrument can show different result.

Learning Achievement Index

Base on table 4, we can explain that every students have passed tight filtering before entering Medical Faculty Mulawarman University. There are 3 ways filtering: SNMPTN Undangan, SNMPTN tertulis, dan SBMPTN. Those student that have been choosed showed that they have special ability.

In table 4, 66,7% have satisfied ("memuaskan") or their IP reach 2,76-3,50. This condition similar with research by Nugroho (2013) which is done on Medical Faculty Mulawarman University students grade 2012, that showed 54,7% gain learning achievement index ≥2,75.8

Applying term while everyone try to get a job that want their new employee have learning achievement index > 2,75 force students to increase their ability and get better and better result although it can push theirself above their maximum capacity.14,15

Correlation Between Harvard Step Test Examination and Learning Achievement of Medical Faculty Mulawarman University Student

After see table 5, we can explain that physical fitness must have correlation to learning achievement.16 Godman (2014) claimed that exercise protect memory and ability to think clearly in direct or indirect mechanism. Exercise reduce brain insulin resistency, enhance immune respon, and induce releasing good chemical brain neurotransmitter. On other way, it can reduce body stress and regulate mood. Someone will get proud and more confident after that, so we can hope that it will continue by raising new spirit that lead to succesful life. 17 In this case, we hope that it will lead student to get better learning achievement index.

This result also supported by Achmat & Wahyuni (2013) while try to examine physical fitness on student from class XI MAN Mojosari. They found that enhancing physical fitness also incresing learning achievement.18

In this research, we got level of koefisien *Spearman* correlation as +0,285, this mean: more result of HST examination will be followed by higher learning achievement index. 0,285 is a score that show level of correlation, and this research only show that there are only weak relationship here.19

Rohman (2009) has ever do reseach about correlation between physical fitness level and learning achievement on athlete and non-athlete. On non-athlete group there are correlation coefficiency (*r*) = 0,6 that mean there are strong relationship.20 It show that learning is not a simple condition to their respondens. A lot factors can affect learning ability, sometime it can be control by ourself.

First hypothesis about this factor is there are internal factor like intelegency, talent, and personality.8 The second is there are external factors like homebase, parental status, income, and environment. 21 Those all hypothesis is supported by Johanes (2009) while do research on KBK's student FK UNMUL. Result show that higher parent income can enhance student's learning achievement index.22

Third hypothesis may correlate to sex hormonal. Ussualy, physical fitness on male and female almost equal before puberty age, until they are affected by sex hormon, specially by testosteron. 12 Testosteron can improve someone muscle until 10 times than before. Testosteron is an anabolic steroid hormon that can make male group have stronger muscle than female group. 23

V. CONCLUSSION

Majority Medical Faculty Mulawarman University's students have good physical fitness level after being examined by *Harvard Step Test*. This result featuring mean learning achievement index as 2,96, and 66,67% of them categorized as satisfied ("memuaskan"), so we can say that there are correlation between Harvard Step Test examination and Learning Achievement Indeex, although it is only weak relationship

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Strengthening Professional Commitment By Reinforcing Self Concept and Creativity of PAUD Teacher

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Abstract. The purpose of this study is to analyze how the professional commitment will be strong by reinforcing self concept and creativity of PAUD teachers. This study is conducted in PAUD in District of South Bogor. The study population is 122 teachers and the number of sample is 95 teachers decided by proportional random sampling. Data was collected by questionnaire. The data analysis technique used correlation regression partial and multiple. The result shows that there is positive correlation between self concept and teacher's professional commitment (the correlation coefficient r_{y1} = 0,44 and the determination coefficient r^2_{y1}=0,20), there is positive correlation between creativity and teacher's professional commitment (the correlation coefficient r_{y2} =0,62 and the determination coefficient r^2_{y2}=0,38), and there is positive correlation between self concept and creativity to teacher's professional commitment (the correlation coefficient $R_{y1.2}$ = 0,70 and the determination coefficient $R^2_{y.12}$= 0,49). Based on the result, it can be concluded that the teacher's professional commitment could be enhanced through self concept and creativity either partially or concurrently.

Keywords: teacher's professional commitment, self concept, creativity

I. INTRODUCTION

Professional commitment is an event in which the individual is very interested in (having attachment to) the values, rules, and goals of his profession. A professional in carrying out his duties will definitely be based on the behavior, attitude and orientation to the profession, this will bring loyalty to the profession. Professional commitment to PAUD educators can be said when they have extensive and profound knowledge in their field of work, possess skills in carrying out their duties, and have the attitudes demanded by their work.

There are several factors that can support the improvement of professional commitment of educators. Among them are self-concept and creativity. Self-concept formed from self-confidence and environmental conditions can build a professional commitment of a well educator, and accompanied by creativity, the intelligence will be able to strengthen the commitment of educators to their profession.

Professional Commitment (Professional Commitment) is one of the important elements in the world of education today, because commitment can affect the success and performance of an educator in his work. This is as defined by Choy (1998) in the International *Journal of Novel Research in Education and Learning*, stating that professional commitment is expected to be openly influenced by professionalism of educators.

Vandenberg and Scarpello (1994) in the *Galaxy International Interdisciplinary Research* (p.535) defines, professional commitment as "one's trust and acceptance the value of the job or line of work it chooses, and / or the willingness to maintain membership in the work, while Wang and Armstrong (2004) in the social psychology journal mention that professional commitment is a critical career attitude for those who may interact over time. According to Hall (1968) in the *Galaxy International Interdisciplinary Research*, professional commitment is the extent to which a person is committed to a job as a profession, the elements identified include the dedication and social obligation of an educator in his work, as defined by Choy (1998) in the *International Journal of Novel Research in Education and Learning* mentions that professional commitment is expected to be openly influenced by professionalism of educators.

Balu (1985) in International Journal of Ayer mentions that professional commitment is a person's attitude towards his profession. This can mean that an educator must have an attitude that reflects his profession. Meanwhile, according to Brooks and Swailes (2002) in the *International Journal of Ayer* mentions that professional commitment as a strong point of individual identification and participation in a particular profession.

Based on some of the above definitions can be concluded that professional commitment is the attachment of individuals in identifying themselves with values, rules, and goals according to the needs of his profession. Educators with strong professional commitment then their behavior is more directed towards obedience to the rules and has more responsibility in fulfilling the tasks assigned to them. The indicators are: 1) moral value, 2) Loyalty, 3) Dedication, 4) Strong desire, 5) Integrity.

Understanding self-concept is the result of how we conduct the process of recognizing ourselves. The process of self-recognition itself is very diverse, ranging from research on physical appearance and non physical. Self-knowledge is the result of an understanding developed from the experience one encounters when living one's life.

According to Ritandiyono (2006: p.24) the concept of self is a picture of a person about himself either physical, social or psychological, obtained through the experience of individuals in interaction with others. The concept of self has three main components: the perceptual component, the perception of a person about the physical, the conceptual component is a person's perception of the special characteristics he possesses, the attitude component is a person's feelings about himself, his attitude towards self-esteem and his self-perception.

McShane and Von Glinow (2006: pp.30-31) suggest that self-concept is an individual's self-confidence and individual self-assessment of himself. The concept comes down to the question of who I am? And how I feel and feel about myself.

Anita woolfolk (2009: h.110), Self-concept generally refers to the individual's knowledge and beliefs about himself, about his ideas, feelings, attitudes and expectations. The concept of self as our attempt to explain ourselves to ourselves to build a scheme that organizes our impressions, feelings and beliefs about ourselves. Self-concept tends to be a person's view of the real thing. A person sees himself as he is today not as he had hoped.

Based on some of the above definitions can be concluded that the concept of self is the idea of self that includes beliefs, views, and assessment of a person to himself, formed through experience and interaction with the environment and affect the activities of life both social, psychological and physical. The indicators are: (1) self-confidence, (2) self-image, (3) self-control, (4) social perspective, (5) moral perspective

Creativity is the most fundamental thing that every individual should have. Through creativity, intelligence will awaken. Since the birth of the individual's ability to actualize oneself has been seen. In reality creativity is very important, because creativity is very meaningful to the process of one's life. It is basically very difficult to define an operational definition of creativity, because creativity is a multi-dimensional concept, so there are so many experts who propose the definition of creativity. The definitions expressed by experts are essentially complementary.

Torrence in Ali (2011.h.43) argues that creativity is not merely a creative talent or creative ability that was born, but the result of an interactive and dialectical relationship between the creative potential of the indicator with the learning process and the experience of the environment. Guilford in Ahmad (2011: hh.112-113), proposes that "creativity is the unique expression of the whole person as a result of the individual's interactions, feelings, attitudes and behaviors.

Based on the above theoretical studies, it can be synthesized that creativity is the use of new ideas that are manifested as innovation in creating something new both in the form of actions and works and looking for alternatives in solving various problems. The creativity indicators are (a) Learning new things, (b) Thinking flexible in acting, (c) Openness of new ideas, (d) Courage in acting, (e) Having great curiosity.

II. RESEARCH METHODS

This study aims to analyze the relationship of self-concept and creativity with the professional commitment of PAUD educators in Megamendung Sub-district. The research method used is a quantitative method with hypothesis testing using proportional random sampling. The population in this study were 122 Paudan educators, the sample was 95 people, with the instrument test of 30 respondents outside the sample. The validity of research instruments is tested through the correlation technique of Product Moment Person. Test reliability of research instrument using Cronbach Alpha calculation. While the data analysis using inferential statistic by using variance and regression analysis test.

The formulation of the problem in research which is then tested by testing the hypothesis as follows: (1) Is there a relationship between self-concept with the professional commitment of PAUD educators; (2) Is there a relationship between creativity and professional commitment of PAUD educators; (3) Is there a relationship between self-concept and creativity together with the professional commitment of PAUD educators.

III. RESULT AND DISCUSSION

Based on the results of hypothesis testing found a positive and very significant relationship between Self Concept with Professional Commitment. The strength of the relationship between Self Concept (X1) and Professional Commitment (Y) is shown by the correlation coefficient ry1 = 0.44 and the coefficient of determination r2y1 = 0.20 means that Self Concept contributes 20% to Professional Commitment. The functional relationship between Self Concept and Professional Commitment is shown by the regression equation $\hat{Y} = 87{,}989 + 0{,}462X1$ which means each increase of one Self Concept unit is predicted to increase Professional Commitment equal to 0,462 unit with constant 87,989.

Based on the results of hypothesis testing found a positive and very significant relationship between Creativity with Professional Commitment. The strength of the relationship between Creativity (X2) and Professional Commitment (Y) is shown by the correlation coefficient ry2 = 0.62 and the coefficient of determination r2y2 = 0.38 means that Creativity contributes 38% to Professional Commitment. The functional relationship between Creativity and Professional Commitment is shown by the regression equation $\hat{Y} = 76.715$

+ 0,521X2, which means each increase of one unit of Creativity is predicted to increase Professional Commitment of 0.521 units with constant 76,715.

Based on hypothesis test result found positive and very significant relationship between Self Concept (X1) and Creativity (X2) together with Professional Commitment (Y). Both go hand in hand which means the higher the Self Concept and Creativity together, the higher the Professional Commitment. Level of relationship of both is shown by correlation coefficient ry.12 = 0,70 and coefficient of determination r2y.12 = 0,49 which means that Self Concept and Creativity together have contribution equal to 49% to Professional Commitment. The regression equation $\hat{Y}$ = 28,08 + 0,349X1 + 0,465X2 this means each increase of one unit of Self Concept and Creativity together can increase Professional Commitment equal to 0,814 unit (0,349 + 0,465) with constant 28,08.

IV. CONCLUSIONS

Based on the results of the analysis that has been done in this study through quantitative data, it turns out the conclusion results show that there is a significant relationship between self-concept variables, creativity with professional commitment of educators. The high value of professional commitment variable Paud educators in Megamendung Sub-district, Bogor Regency is needed as one of the determinants of the success of educational goals achievement both school and national level. It is also indicates that the professional commitment of educators can be strengthened by reinforcing matters relating to indicators of self-conceptual variables and creativity of educators either individually or together. Thus there are many alternative efforts to increase the professional commitment of Paud educators through the improvement of self-concept indicators and educators' creativity.

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Professional Competence Enhancement of Mathematics Teachers of Senior High School in Balikpapan

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Abstract. This study aims to describe the efforts of mathematics teachers in developing professional competences. The type of this research is descriptive qualitative. The subject of research is six mathematics teacher of SMA XX Balikpapan. Data collection techniques used are interviews, observation, and documentation. Steps analysis is done by collecting and treating everything obtained from the field, triangulation of interview data and observation, and drawing conclusions. The results show that the effort to master the competency materials and standards is by discussion, IHT, and follow the MGMP activities. In addition, the effort to develop the creative learning materials is to provide the tasks on the students and develop teaching materials by teachers. The efforts to develop professionalism in a sustainable manner is to follow the UKG, system in on, preparation of Classroom Action Research, and internet usage. In addition, the use of information and communication technologies to develop themselves is by using social media, smart phones, and the internet.

Keywords: professional competence, mathematics teacher, qualitative study

I. INTRODUCTION

Hanif & Arshed (2016) stated that education is one of the most influential areas of economic growth. If a country has a good quality of education then the economy is also good. The implication of that is education becomes one of the important areas that need to be designed well by the government. Based on that, Hanif & Arshed (2016) stated that the government can get better results by investing in education such as improving learning conditions, helping teachers in updating and improving learning technology, helping people to educate children, etc.

Teacher is a profession that aims to develop students' skills in terms of cognitive, affective and psychomotor. A teacher should have extensive and profound knowledge, especially on the subject matter of his or her expertise. It is called professional teacher competence. This competence is one of the competencies from the four competence of a teacher.

Indonesia is a country that has many islands and tribes. There are various cities that have an important role for Indonesia one of which is Balikpapan. The Planning Experts Association in 2014 released that Balikpapan got the highest score of 71.12 percent as a habitable city. As a habitable city, Balikpapan residents always develop the quality of their people especially in the field of education.

Balikpapan Education Department in improving education is to apply the 2013 curriculum. There are three Senior High School that are willing to use it, such as SMA XX Balikpapan. This secondary school is the third best school in Balikpapan based on the results of National Exam value in 2014. There are six teachers who teach math subjects at this school.

Based on UN 2015 results, mathematics is one of the areas of study whose average value has decreased from the previous year. In addition, mathematics is also one of the areas of study worried by students. Based on the observation, there are students who stated that mathematics is a difficult lesson because of the many formulas that must be memorized and complicated matters. Based on these results then the learning of mathematics needs to be improved one way is to develop the professional competence of teachers.

Schools and governments as educational planners should assist teachers in developing competencies. Based on the results of research conducted by Mas (2012) it is known that there is a relationship between presonal competence and professional teachers with student learning motivation. In addition, professional competence also contribute positively to classroom management (Handini & Widyaningrum 2016). Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 on Academic Qualification and Teacher Competency Standards in the professional competence section of teachers SMA / MA explained ability that must be owned.

There are several things that need to be considered the school and government in facilitating teachers to target the right. These things are still not known clearly so that the need for research to identify them. Furthermore, the Government and schools can design appropriate actions to develop professional competence in accordance with the conditions of each school environment. Based on these problems researchers want to know what the teacher's efforts in developing professional competence.

Based on the above explanation, the purpose of this study is to describe the efforts of mathematics teachers in developing professional skills. The theoretical benefits of this research can be used as information in describing the efforts of teachers in developing professional competence. While the practical benefits can be differentiated into benefit for Teachers, which is a material input for other teachers to develop professional competence. In addition, the benefits for School and Government, as a suggestion in planning activities to assist teachers in developing professional competence.

II. METHODS

This type of research is qualitative descriptive research. Qualitative data is obtained by interview and observation. This research was conducted in SMA XX Balikpapan. The study took place from October 2015 to February 2016. Researchers followed teachers' activities in developing professional skills. The subjects were six math teachers at SMA XX Balikpapan. Each teacher has different academic qualifications such as length of service and employment status. In order to simplify the data analysis, coding is G1, G2, G3, G4, G5, and G6 as teachers.

Data collection techniques used were interviews and observation. Interview techniques is used to find out what efforts have been made by math teachers in developing professional competence. As for knowing in detail the activities of teachers then held observations.

The grid of interview and observation guidelines was developed in the opinion of Slameto (2011), namely the development and development of teachers' profession and career, as well as the general education personnel, implemented through various strategies in the form of education and training and not training.

Data analysis is done during and after data collection. The first step of data analysis is to collect and process all data obtained from the field. Furthermore, triangulation of interview and observation data is conducted to identify what has been done to develop professional competence. The results of interviews with one teacher were compared with other teachers.

The final step is to make conclusions based on the analysis of interview data and observations about what efforts have been made to develop professional competence. Interview data on teacher's efforts were developed based on Slameto's opinion while the conclusions were about professional competence based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 Year 2007 on Academic Qualification Standard and Teacher Competence. So in the data analysis Researchers classify any efforts that support certain professional competencies.

III. RESULT AND DISCUSSION

The results of the study came from interview and observation data. The results of interviews of six mathematics teachers in SMA XX Balikpapan are as follows

TABLE I
Professional competence enhancement of mathematics teachers

<table>
<tr><th>No</th><th>Professional Competence Enhancement of Mathematics Teachers</th><th>G1</th><th>G2</th><th>G3</th><th>G4</th><th>G5</th><th>G6</th></tr>
<tr><td colspan="8">Education and Training</td></tr>
<tr><td>1.</td><td>In-House Training (IHT)</td><td colspan="6">Once in semester</td></tr>
<tr><td>2.</td><td>Internship program</td><td colspan="6">never</td></tr>
<tr><td>3.</td><td>School partner</td><td>sister school</td><td colspan="5">never</td></tr>
<tr><td>4.</td><td>Distance learning</td><td colspan="6">never</td></tr>
<tr><td>5.</td><td>Tiered training and special training</td><td colspan="6">never</td></tr>
<tr><td>6.</td><td>Short course</td><td colspan="4">English course</td><td colspan="2">never</td></tr>
<tr><td>7.</td><td>Internal founding</td><td colspan="6">MGMP</td></tr>
<tr><td>8.</td><td>Advanced education</td><td colspan="3">Magister</td><td colspan="3">Bachelor</td></tr>
<tr><td colspan="8">Not training</td></tr>
<tr><td>1.</td><td>discussion</td><td colspan="6">Ever</td></tr>
<tr><td>2.</td><td>conference</td><td>0</td><td>0</td><td>1</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>3.</td><td>workshop</td><td colspan="6">Ever</td></tr>
<tr><td>4.</td><td>research</td><td>3</td><td>2</td><td>2</td><td>2</td><td>0</td><td>0</td></tr>
<tr><td>5.</td><td>Composing books/teaching materials</td><td colspan="6">Ever</td></tr>
<tr><td>6.</td><td>Composing learning media</td><td>2</td><td>1</td><td>1</td><td>1</td><td>0</td><td>0</td></tr>
<tr><td>7.</td><td>Composing technology/art creation</td><td colspan="6">Never</td></tr>
</table>

The table above is the result of research from six math teachers at SMA XX Balikpapan. Based on the above table IHT must be done every once a semester with the material needed at that time. Internship programs, distance learning, tiered training and special training were never undertaken by teachers.

In addition to interviews, data acquisition is also done by observation. Researchers do two observations that is by attending MGMP High School Mathematics. At the first MGMP agenda discussed was about the lattice about the UKG to be implemented. While at the next meeting the activities undertaken are the preparation of the new MGMP structure and discuss the UKG issues that have been implemented.

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 Year 2007 regarding Academic Qualification and Teacher Competency Standards in the professional competence section of SMA / MA teachers on page 7, there are 5 capabilities a teacher must possess. Based on the above, the researcher divides the 4 sections to be discussed.

The first is mastering the material and standard of competence. This is in line with Novauli (2012) and Nurtanto (2016) where teachers have mastered the professional competence shown by the mastery of scientific substance related to the field of study. Furthermore, according to Morallos, Ballado, Arandia, & Muncada (2014) and Kordestani, Aghdam & Daneshfar (2014) one of the lowest indicators in the quality of a teacher profession is the mastery of own materials.

With the emergence of Olympic questions in textbooks, teachers have difficulty in determining the solution of the problem. One of the teacher's attempts to solve the problem is to ask colleagues both with fellow math teachers at school and outside school. The math teacher outside the school gathered in a group called the Subject Teachers' Meeting (MGMP).

Based on the guidelines for the development of KKG and MGMP activities (2010: iv) it is explained that the MGMP is a forum of professional activities for the same subject teachers at SMP / MTs / SMPLB, SMA / MA / SMALB and SMK / MAK levels at the district / municipal level consisting of a number of teachers from a number of schools. Based on G2's account, MGMP Mathematics SMA is quite actively proven by holding meetings every one month. Based on observations quite a lot of math teachers who attended the meeting.

One of the core programs of the MGMP routine is the discussion of learning problems and the deepening of the material (2010). Based on observations, the activities undertaken during the MGMP were discussions on Master Competency Test (UKG). The teachers discussed the grid of questions to be tested during the UKG. In addition, high school mathematics supervisors also provide guidance.

The second part is developing creative learning materials. One of the roles of a teacher is to convey the science of knowing according to his field. In the process of delivery of such knowledge a teacher must have some strategy, one of which is to develop creative learning materials. The development of such materials can be in the form of props and teaching materials.

The assignment of students to make props is also applied by G2. Based on the results of interviews with G2, the learning media found that the job assignment to students by G2 is in the form of video making as an example of probability. Students must find problems related to probability and determine the number of ways to solve the problem.

One of the roles of a teacher is as a facilitator. Teachers develop creativity in developing learning. In order for students to more easily understand the material then G3 believes that students must learn by doing. Therefore G3 gives the task to make props. In addition to G3, G2 also implements cooperative learning strategies. This is in line with Lalor, Lorenzi & Rami (2015) where student-centered learning not only helps teachers develop professional competence but also shows that a teacher requires a learning experience and self-correction.

The development of materials by teachers can be accomplished by following the training. In addition to attending various trainings, internal factors are also the cause of the increased professionalism of a teacher. One of the factors that can improve teacher professionalism is teacher commitment in developing education (Utami, 2012). This is also in line with Yusutria (2017) which states the professional figure of the teacher is shown through responsibility in carrying out all devotion.

Based on the above data then the teacher's efforts in developing learning materials that are creatively managed is to make props and compose teaching materials. Both of these are made by the teacher himself or by the students as the task.

The third part is to develop professionalism in a sustainable way by taking reflective action. One way to reflect on teacher performance is through the implementation of the Teacher Competency Test (UKG). In the UKG, teachers solve problems related to the focus of the field of study and pedagogic competence. Each teacher should follow the UKG as including six math teachers SMA XX Balikpapan.

The result of G1 is the result obtained by low satisfactory because in the implementation feel no load. The problem solved relating to the subject matter and pedagogic competence with the number of 60 questions. During implementation, G1 still has difficulty in solving some problems. One of them is the problem applied to the physics lessons related to the rules of sinus and cosinus.

Based on the implementation guidance of Teachers Competency Test (2015) explained that the UKG is the assessment of teacher performance in the framework of career development rank and position. In addition, one of the goals of UKG (2015) is to obtain information about the teacher's competency picture, especially pedagogic and professional competence in accordance with predetermined standards. This activity will also become a regular agenda for teachers to know the level of competence so that teachers want the competencies measured periodically.

Each worker must have competence to the field that they do. The test is one way of knowing the competence of workers to their field. No exception for teachers. The central government provides an online written test to every teacher called the Teacher Competency Test (UKG). Based on the guidance of teacher competence test (2015: 7), one of the objectives of UKG is to gain teacher competence which will be the consideration in determining the type of education and training that teachers must follow in the program of teacher professional development and development in the form of sustainable professional development activities CLA). This objective is consistent with the G1 narrative.

In addition to UKG as a way to reflect the performance of teachers there is also an in system. This program is implemented to find out teacher's performance, especially professional and pedagogic ability, as described by G2. The result of interview with G2 is G2 never do system in on. The in-on system is a teacher teaching in a class that is evaluated by another teacher namely Chairman of MGMP Mathematics High School. Before the duty of evaluating, young have attended the training from the center. As for things that are evaluated in terms of professional ability and pedagogic.

One indicator of the success of the MGMP (2010: 13) is the increased knowledge, skills, attitudes, and performance of MGMP members in implementing a more professional learning process which is shown by changes in better teaching behavior in the classroom. Suggestions from other teachers are suggestions for improving teaching behavior in the classroom.

ased on the results of the research, the teacher's efforts in reflecting on his own performance on a continuous basis is to follow the UKG and the system in on. The UKG must be followed by every teacher while the in-on system is implemented as one of the MGMP activities.

Based on the results of the above discussion, it is known that the evaluation results from the UKG is to follow the training in accordance with the values that have been obtained. The evaluation results of this system is in the form of suggestions from other teachers that will be used in the process of learning in the classroom.

One way to improve the professionalism of teachers is with Classroom Action Research (). This is in line with the opinion of Nurtanto (2016) where one of the competencies developed by teachers in preparing the learning that is implementing the and then publish the results of these studies. Based on interview results, four out of six teachers implemented .

Based on the attachment of the Regulation of the Minister of National Education Number 35 Year 2010 regarding technical guidance on the implementation of functional position of teachers and credit score (2012) note that doing scientific publications in the form of research results or ideas of science in formal education is one of the details of subject teachers activities. In addition, one of the requirements of promotion from IVa to IVb (2012) is to prepare research papers and articles published in journals at district / city, provincial and national levels.

The government as a regulator has designed various regulations to increase teacher competence. One of them is to conduct scientific publications based on research. One type of research that teachers are interested in is the . Sanjaya (2010) states that can be interpreted as a process of studying learning problems in the classroom through self-reflection in an effort to solve the problem by performing various actions planned in real situations and analyze any influence in the treatment. Based on these definitions, the results of the is the solution of the problems in the class so that will help expedite the learning process in the classroom. In addition with the preparation of then the knowledge of teachers in preparing the research more honed.

Based on the above discussion it is known that four of the six mathematics teachers in SMA XX Balikpapan have implemented . After carrying out the research the teacher can find solution of problem in class and ability in making research especially become better.

Murdiono explained that in this era of increasingly advanced technology as now the internet has enormous benefits for education. The Internet is very helpful to the world of education because with the internet can be obtained the latest information from all over the world. The Internet is actually very helpful for teachers to obtain the source of teaching materials so that the material given to students is the latest material. The use of the Internet as a learning resource is used by G6 in the preparation of modules or teaching materials. This source is used because it is very easy to get that is using computer or smart phone. Besides it does not need to spend a big cost.

Based on the above discussion, one of the learning sources that follow the progress of the times is the use of the internet. This resource is used because it is very efficient in terms of cost and time.

The fourth part is utilizing information and communication technology to develop themselves. Discussion on the deepening of materials among teachers in one school is easier than the different schools that only meet during leisure time. Whereas teachers of different schools can meet at the MGMP or use communication tools, as revealed by G2.It is in line with Mulyawan's opinion that experience in training is the greatest factor affecting teacher professionalism.

Based on the results of interviews with mathematics teachers note that the Internet is one source of information to deepen the material. In addition, the use of the Internet is also used when the UKG. Each school computer is connected to the headquarters so that the value of each teacher can be immediately known

IV. CONCLUSSIONS

Based on the results of research and discussion it can be concluded that the efforts of mathematics teachers in developing professional competence is the effort to master the materials and standards of competence is to discuss, IHT, and follow the activities of the MGMP in particular activities related to pengasaan material. In addition, the effort to develop the creative learning materials is to provide the tasks on the students and penyusunan teaching materials by teachers. The efforts to develop professionalism in a sustainable manner by doing reflective action is to follow the UKG and the system in on, doing research of class action, and using the internet as a source of learning. In utilizing information and communication technology to develop themselves, such as using social media, smart phones , and using the internet.

After conducting the research, there are some suggestions for teachers that are always follow the activities both held by schools, MGMP, and government. In addition, schools and governments must ensure follow-up of an activity. Not only organizing activities but also to monitor the results of these activities

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The Effect of Headmaster Supervision and Teacher Satisfaction toward SMP Negeri 2 Sendawar Kutai Barat Teachers Performance

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Abstract. Supervision is done to SMPN 2 Sendawar teachers to create a conducive working environment and develop the professionalism of teachers and to reward and acknowledge the achievements of teachers that impact on changes in the quality of the school becomes more. Headmaster supervises on scheduled and organized in order to improve the performance of teachers and pay attention to the satisfaction of teachers in the work because this factor is closely related to the achievement of objectives and the smoothness of learning activities. This study aims to determine (1) the influence of headmaster supervision on teacher performance, (2) the influence of job satisfaction on teacher performance and (3) influence of headmaster supervision and job satisfaction together to teacher performance. The research was conducted in SMP Negeri 2 Sendawar Kutai Barat East Kalimantan. Techniques for collecting data by observation, interview, questionnaire and document. The result of the research shows that (1) there is a significant influence between headmaster supervision on teacher performance that is equal to 33,3%; (2) there is significant influence between job satisfaction to teacher performance that is equal to 46,9%; (3) there is significant influence between supervision of headmaster and teacher work satisfaction together to teacher performance that is equal to 24,6%. For that supervision is needed for teachers to get rewards and performance-related satisfaction.

Keywords: supervision, satisfaction, performance of teachers

I. INTRODUCTION

The quality of good teachers will greatly determine the success of education in schools. Teachers are one of the key factors in education because teachers are assumed to be the reformer agents that enable the creation of a good education in being responsible and behaving. A good quality teacher is called a teacher who has high performance. The performance of teachers includes activities to educate, teach, guide, direct, assess, train and evaluate students in school. In addition, the performance of teachers appears in positive attitudes towards the job that becomes his responsibility such as discipline, like working hard, maintaining the quality of his work, being responsible and so forth [1].

Supervision of teachers conducted by principals as well as Ash and Persall's opinion that principals should be able to create an enabling environment for teacher co-operation in developing their professionalism and rewarding and recognizing teachers' achievements that impact on better quality of school changes over time time [2]. Recognition of teacher achievement will give satisfaction for teacher.

Job satisfaction for teachers as educators is needed to improve their performance. Teacher job satisfaction impact on job performance, discipline, and quality of work. If teachers are satisfied with their work, their performance will increase, and even have a positive impact on improving the quality of education. The performance of the teacher or work performance is a work achieved by a person in performing the tasks assigned to him based on his skills, experience, and sincerity as well as time [2]. Teacher performance will be good if the teacher has done the elements consisting of high loyalty and commitment to teaching task, mastering, and developing lesson materials, discipline in teaching, creativity in the implementation of teaching, cooperation with all school citizens, , a good personality, honest and objective in guiding the students, as well as responsibility for the task.

SMP Negeri 2 Sendawar Kabupaten Kutai Barat is a pilot school and a favorite of parents and students, so every year the number of applicants is always abundant. This is an indicator of the success of school principals and teachers in managing the school, many of the devotees.

Success or failure of education and learning in a school is strongly influenced by the ability of a principal in managing all the components of the school either with teachers, educational staff, students, and society. The ability of the principal is primarily related to the competencies that a principal must possess: Personality Competency Dimension, Managerial Competency Dimension, Entrepreneurship Competence Dimension, Dimension of Supervision Competence, and Dimension of Social Competence

For that we need to do research related to school quality and principal competence, especially supervision competence. Because through supervision will be known performance of teachers and give a sense of satisfaction to the teacher.

II. METHODS

The method used in this research is survey method. The survey was conducted to determine the supervision process conducted by the principal against teachers at SMP Negeri 2 Sendawar. In addition, interviews were conducted to find out teacher satisfaction and teacher performance observation.

This research uses correlation technique because this research tries to investigate the influence between some research variables, principal supervision variable and job satisfaction as predictor variable with teacher performance as criterion variable. This correlation study will use correlation and regression analysis.

III. RESULT AND DISCUSSION

SMP Negeri 2 Sendawar is supported by 55 teachers. With the composition of civil servant teachers as many as 28 people, teachers are not fixed 15 people, and teachers honorary as many as 10 people. With the level of post-graduate education as much as 3 people, 51 undergraduate education teachers, and D3 as much as 1 person. The teaching and learning activities at SMP Negeri 2 Sendawar are supported by administrative staff as many as 10 people consisting of civil servants with civil servant status as much as 4 people and honor as many as 6 people. The legality of education owned by TU employees are as many as 5 people with a Bachelor's degree, as many as 3 high school graduates and 2 elementary school graduates.

A. Principal Supervision Data

The data of the research on Supervisory variable of Headmaster were collected through questionnaire of 55 teachers. Principal Supervision Principal Questionnaire revealing a Principal's ability to supervise or supervise, with indicators:

- conduct class visits,
- conduct class and administrative observations,
- carry out supervision of teaching and guidance programs,
- guide and instruct teachers,
- service solving teaching and learning problems, and conducting activity evaluation meetings.

Head SMP Negeri 2 Sendawar has conducted supervision, with the following results:

TABLE 1

CATEGORY OF SUPERVISION RESULT

No	Category	Score	Frequency	Percentage
1	Low	83 ≤ X ≤ 99	10	18.18
2	Medium	100 ≤X≤- 123	42	76.36
3	High	124 ≤ X ≤ 137	3	5.45
	Total		55	100%

Based on the table 1 category of supervision results are mostly in the medium category (76.36%), then low (18.18%), and high (5.45%). For more details shown by the following picture:

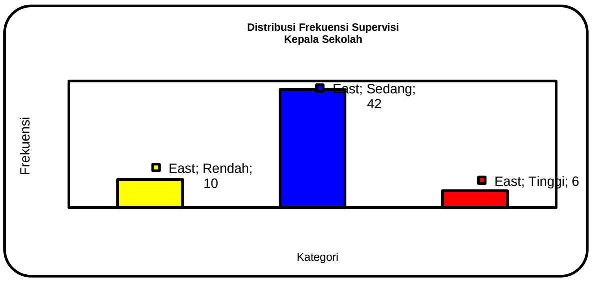

Figure 2. Category of Supervision Results

B. Teacher Satisfaction Data

Data of research result about variable of Satisfaction of Teacher Worker of SMP Negeri 2 Sendawar which was collected through questioner from 55 teachers. Questionnaire of teacher work satisfaction that revealed about:

- challenging work,
- supportive working conditions,
- supportive colleagues,
- appropriateness between work personality,
- rewards / income,
- creative and innovative, and
- work performance

This questionnaire is a 28 item statement using Likert scale score scale 1 to 5. Furthermore, to know the category of job satisfaction score of SMPN 2 Sendawar teacher can be seen on the distribution of teacher work satisfaction data (X2) as in Table 4.11 below.

TABLE 2

CATEGORY OF WORK SATISFACTION

No.	Category	Score	Frequency	Percentage
1	Low	55 ≤ X ≤99	6	10,90
2	Medium	100≤X≤ 123	41	74,54
3	High	124 ≤ X ≤ 139	8	14,54
	Total		55	100%

From the above distribution table the teachers of SMP Negeri 2 Sendawar have a moderate job satisfaction. To further clarify the propensity spread of the distribution of teacher job satisfaction score score of SMP Negeri 2 Sendawar graphically can be seen in the following histogram images.

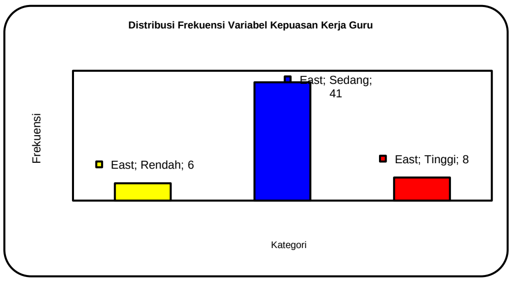

Figure 3. Frequency Score of Teacher Job Satisfaction

C. Teacher Performance Data

Data of research result about teacher performance variable of SMP Negeri 2 Sendawar Kutai Barat which was collected through questionnaire on 55 teachers. The teacher performance questionnaires were outlined on several indicators, namely:

- plan a learning program,
- implementation of learning programs,
- implementation of evaluation,
- evaluation analysis,
- follow up on evaluation results

Teacher SMP Negeri 2 Sendawar has a high performance. Based on descriptive analysis results, high category when mean = 119.33 + (1 x standard deviation (SD) = 12.306) whose result is 131,636. Low category 119.33 - 12.306 = 107.024. While the medium category between 107 and 131. For more details can be seen in the following table:

TABLE 3
TEACHER PERFORMANCE CATERORY

No	Category	Score	Frequency	Percentagee
1	Low	91 ≤ X ≤ 106	7	12.73
2	Medium	107 ≤ X ≤ 131	43	78.18
3	High	132 ≤ X ≤148	5	9.09
	Total		55	100%

The distribution table above, if illustrated in the Bar Diagram, is as shown below.

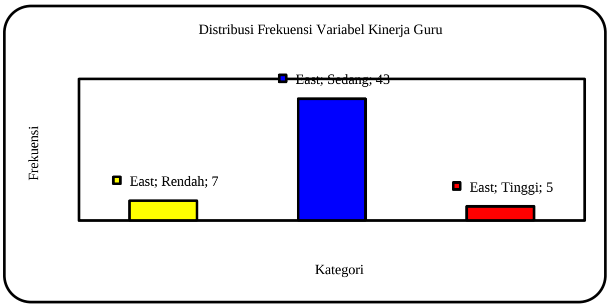

Figure 4. Teacher Frequency Distribution Performance

Thus it can be said that the satisfaction of teachers SMP Negeri 2 Sendawar mostly have medium category. These results when depicted in the Chart Pie chart are as follows:

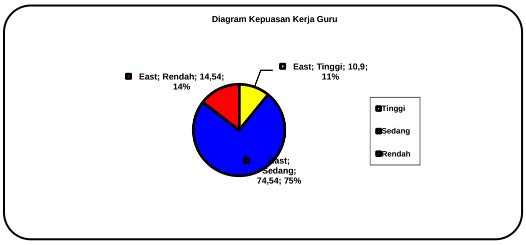

Figure 5. Pie Chart Master Work Satisfaction

D. Effect of Headmaster Supervision on Teacher Performance

Kimbal Wiles quoted by Syaiful Sagala asserts that supervision seeks to improve teaching-learning situations, foster teacher creativity, support and engage teachers in school activities, thereby fostering a sense of ownership for teachers.

Based on the above discussion it can be concluded that Principal Supervision has a positive influence on teacher performance, if implemented regularly and appropriately, using proper supervision techniques. While research has been done by researchers that Supervision Head SMP Negeri 2 Sendawar have a positive and significant influence on the performance of teachers SMP Negeri 2 Sendawar. Thus the researcher believes that in order to improve teacher performance related to teaching and learning process in school, the activity of coaching or giving of aid need to be done continuously and continuously.

Principal Supervision with Teacher Performance gives meaning that principal supervisory activities such as conducting class visits, conducting classroom and administrative observations, supervising teaching and guidance programs, guiding and instructing teachers, teaching and learning problem solving services, and conducting evaluation meetings, proved to be able to contribute significantly to the performance of teachers SMPN 2 Sendawar.

The principal as an educational leader has the task of integrating elements of the school with its cultural environment, which is a condition for the creation of an effective school. Thus the principal is an educational leader who plans, organizes, coordinates, oversees, and completes all educational activities at school, in the achievement of educational and teaching objectives. The principal has seven roles, principals as Educators, Managers, Advisors, Supervisors, Leaders, Innovators, and Motivators (EMASLIM).

Meanwhile, to test the significance of regression coefficient coefficient between Headmaster Supervision variable (X1) and teacher performance variable (Y) hypothesis used by Ho that stated that Principal Supervision variable does not influence teacher performance variable. And the alternative hypothesis (H1) mentions that the Principal Supervision variable affects the Teacher Performance variable

TABLE 4
RESULT OF REGRESSION ANALYSIS

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	79.918	15.402		5.189	.000
	x1	.356	.138	.333	2.572	.013

E. The Influence of Master Work Satisfaction On Teacher Performance

Test the correlation between teacher satisfaction with teacher work performance shows that have a positive influence hence the higher the teacher job satisfaction the higher the performance of the teacher. From the results of the analysis proves the second research hypothesis that suspect there is influence between Job Satisfaction on Teacher Performance SMP Negeri 2 Sendawar.

The result of hypothesis research and testing of the influence between job satisfaction and teacher performance gives meaning that factors such as challenging work, supporting working conditions, support colleagues, suitability between job personality, rewards / income, creative and innovative, and job performance need pay attention in improving teacher work satisfaction.

The fulfillment of the various wants, wills and needs of teachers greatly determine their attitudes and behavior in work. Satisfaction is defined as "a set of feelings about the fun or unpleasant of a job, both the content of the work itself and the context around the job, such as personnel policy, leadership supervision and etc." Job satisfaction is a set of employee feelings about fun or unpleasant their work.

In relation with the achievement of satisfaction, according to Sinungan Muchdarsyah in Yuniarsih Tjutju and Suwatno, which asserts that: The achievement of productive performance needs to be supported by: "high willingness work, work capability in accordance with work content, comfortable working environment, income that can meet the needs of life minimum, adequate social security, humane working conditions and harmonious working relationships.

Another opinion explained Arni Muhammad mentioned that there are 2 (two) things that may cause people not satisfied with his work. First, if the person does not get the information needed to do the job. Secondly, if the relationship of fellow co-workers is not good. Or in other words work dissatisfaction is related to communication problems " .

This opinion supports this research that performance is influenced by job satisfaction, although teacher performance is not only influenced by teacher work satisfaction but also influenced by other factors. Many factors affect the performance of teachers in carrying out their duties and responsibilities as educators such as; work competence, work environment, income, social security, working conditions, and harmonious working relationships among fellow workers. Thus, in an effort to improve the performance of teachers SMPN 2 Sendawar, job satisfaction factors need to get attention.

To cultivate a sense of responsibility for the performance of his duties, a teacher must have meaningful and important feelings, if the teacher does his job well. So efforts to improve the quality of work is also high. With a high sense of job satisfaction, it will have an impact on improving self-motivation, better work performance, greater job satisfaction, increased ability to innovate, and reduced attendance.

Based on the above discussion shows that the satisfaction of teachers work has a positive influence on teacher performance. Thus, the researcher argues that teacher's job satisfaction is determined by several factors from within the teacher, that it is necessary to generate feelings of meaning and importance when performing tasks as a teacher, need to feel responsible for the end result of the business and the work done, and the principal needs creating conditions that support the smooth implementation of teacher tasks, so as to lead to improved teacher motivation, better work performance, greater job satisfaction, and reduced attendance.

F. The Effect of Principal Supervision and Teacher Work Satisfaction On Teacher Performance

The correlation test between principal supervision and job satisfaction together with teacher performance shows that it has a positive influence. Thus, the higher the Headmaster Supervision and the teacher work satisfaction the higher the performance of the teacher. This provides evidence that the Principal Supervision and Job Satisfaction of teachers has a very important meaning in improving the performance of teachers SMP Negeri 2 Sendawar. The presence of good Principal Supervision will not provide meaning if it is not supported by efforts to increase the satisfaction of good work. Thus the existence of one variable is not able to stand alone in improving teacher performance without supported by other variables.

The results of the study indicate that the two variables can simultaneously affect teacher performance. Therefore, it is important for the principal to work on improving teacher performance through principal supervision activities. In accordance with the rules of supervision based on the competence of the principal accompanied also grow teacher job satisfaction

IV. CONCLUSION

Based on the results of research, data analysis and discussion it can be concluded that Principal Supervision Affects Teacher Performance of 33.3%, Job Satisfaction Influences on Teacher Performance of 46.9%. and Principal Supervision and Job Satisfaction Teachers together affect the Teacher Performance of 24.6%

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The Effect of Using Multimedia Web-Based Learning to Student's Learning Outcomes on The Pattern Making Subject in Vocational High School

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Abstract. The background of this research is pattern making subject study in Public Vocational High School or Sekolah Menengah Kejuruan Negeri 6 Surabaya (SMK Negeri 6 Surabaya), departement of Fashion Design is using power point as instructional media. Students who learn using power point are difficult to understanding materials of pattern making. This research is using multimedia web-based learning on pattern making subject to trousers pattern making according to the design competency. This study uses quasi-experimental design research which consists of two classes of experimental and control classes. In experimental class, students learn by using multimedia web-based learning, and in control class, students learn by using power point. Non-random sampling is used in this study with target population are two classes from second grade of Fashion Buotique in SMK Negeri 6 Surabaya which consists of 26 students in each class. The study findings are: (1) cognitive, affective, and psychomotor domain learning outcomes for students who learn by using multimedia web-based learning, significantly higher than students who learn by using power point in Pattern Making subject for second grade of Fashion Boutique in SMK Negeri 6 Surabaya.

Keywords: Instructional Media, Web-based learning, multimedia, power point, and learning outcomes.

I. INTRODUCTION

Fashion design departement is one of the expertise which is contained in Vocational High School (Sekolah Menengah Kejuruan/SMK). SMK Negeri 6 Surabaya is one of the Public Vocational High School in Surabaya which has Fashion Design departement. In accordance on the attachment of Permendikbud Number 60, the Year 2014, curriculum of 2013 SMK/MAK, and attachment of Permendikbud Number 24, the Year 2016, Pattern Making is one of the subjects which are contained in SMK throughout Indonesia including SMK Negeri 6 Surabaya.

Pattern Making subject second grade of Fashion Boutique uses instructional media in the form of power point, for a whole Basic Competencies of Pattern Making subject, including Trousers Pattern Making According to the Design for second grade of Fashion Boutique in SMK Negeri 6 Surabaya. The using of power point unable to attract student's interest, to learn Trousers Pattern Making According to the Design. This is can be causes need longer time for students to learn and understand both of theories and its procedure.

Pattern Making subjects is learning based on the practice which related to the process of making the product in the form of clothing patterns. The process consists of several procedures and as the basics of clothing manufacturing process that should be understood and mastered by the students. Through these thoughts, multimedia web-based learning has been chosen as instructional media which capableto illustrate materials of Trouser Pattern Making According to the Design, both of theories and procedures.

The conclusion from previous studies that related to multimedia web-based learning is, by using multimedia web-based learning giving a positive effect on student's learning outcomes (Kritiko, 2014; Deejring, 2015; Dina and Ciornei, 2015; TirziudanVrabie 2015; Kaewkiriya, 2013; Feszterová, 2015; Ziden and Rahman, 2013; Oproiu, 2014; andGorbunovs, 2016). Through these conclusions, it is expected that the using of multimedia web-based learning on Trousers Pattern Making According to the Design, can optimize student's learning outcomes which are consists of cognitive, affective, and psychomotor domain learning outcomes for second grade of Fashion Boutique in SMK Negeri 6 Surabaya.

The research questions are: (1) how the difference of cognitive domain leaning outcomes between students who learn by using multimedia web-based learning, with students who learn by using power point in the Pattern Making subjects, second grade of Fashion Boutique in SMK Negeri 6 Surabaya?; (2) how the difference of affective domain leaning outcomes between students who learn using multimedia web-based learning, with students who learn by using power point on the Pattern Making subjects, second grade of Fashion Boutique in SMK Negeri 6 Surabaya?; and (3) how the difference of psychomotor domain leaning outcomes between students who learn by using multimedia web-based learning, with students who learn by using power point on the Pattern Making subjects, second grade of Fashion Boutiqe in SMK Negeri 6 Surabaya?

A. Pattern Making

Clothing patterns are pieces of paper or woven material used as an examples, guidelines or prints in cutting the material before being sewn into clothing. Fashion pattern is a part of the system in making clothes. Patterns consists of various clothing where each of the various patterns has advantage and disadvantage. The clothing patterns consist of: (1) flat pattern; (2) dropping pattern; (3) combination pattern; and (4) finished the pattern. The clothing pattern that will be taught to students for this study is flat the pattern in the form of construction patterns drawn on paper.

The fashion patterns construction technique is the way of making clothing patterns based on size of the model's body which depicted on the paper, so it can be drawn the figure of the body's shape front and back in accordance with each system of construction pattern. The Making of construction patterns is more complicated than the standard pattern and it is time consuming, but the construction pattern is fiter on the model's body than standard the pattern. There are various construction patterns, such as dressmaking system, So-en, Charmant system, Aldrich, Meyneke, and the others (Unesa, 2001; Elly, 2013; Ernawati, 2008; Widjiningsih, 2013). Trousers' archetypal that are taught to students of the second grade of Fashion Boutique in SMK Negeri 6 Surabaya are Porrie Muliawan and Winifred Aldrich systems. These trousers' archetypal can be made to patterns according to the designs that have been made by the students.

B. Multimedia

Multimedia is a combination of various media which are consists of text, images, animations, graphics, videos, and sounds. This combination can be presented structured or differently that managed by computer systems which are capable to engaging many senses and organs during the learning process (Munir, 2013; Rosyada, 2013; Heinich, 2002 ; Anderson, 2013).

Multimedia web-based is a multimedia whose the information accessed via the internet using World Wide Web (WWW) operating systems, called the web. Interconnected network or internet is a global network which connects one computer to the other computers in all around the world. The most popular internet information access systems are World Wide Web or www, that commonly known as web (Munir, 2013 and Heirich, 2002).

The web is a series of protocol communications between the client and the server. This protocol provides information inside the documents that can be connected to the other documents and stored on the computer via the internet. The web is a global system that can access files which stored on all machines, connected via internet. Web presenting great advances in information retrieval by making the process of presenting information fast, cheap, efficient and graphical (Heinich 2002, p. 265 – 266).

Multimedia presentations are used to describe the theoretical materials in classical learning, both for small and large groups. There are many kinds of multimedia presentations, one of them is a power point. By using power point, presentation activities become easier, dynamic and attractive (Rosyada, 2013).

C. Cognitive Domain Learning Outcomes

Learning outcomes are the student's experiences as the result of interactions with the physical and its environment, where the learning outcomes depend on what learner has been done. The level of cognitive domain learning outcomes begins from the simplest to the most complex (Suyono and Hariyanto, 2015, p. 165-167). The method of categorizing cognitive domain learning outcomes was designed by Bloom, Englehart, Hill, Frust, and Krathwohl in 1984 (Kubiszyn and Borich, 2013, p 116). The level of cognitive domain learning outcomes from Bloom Taxonomy was revised by Krathwohl in 2001, the revisions are as follows: (1) remembering; (2) understanding; (3) apply; (4) analyze; (5) evaluating; and (6) create (Basuki and Hariyanto, 2015, p. 163).

Cognitive domain learning outcomes on Pattern Making subjects are measured through the following indicators: (1) understanding the materials of trousers pattern making based on design; (2) apply the materials of trousers pattern making based on design; (3) analyze the materials of trousers pattern making based on design; and (4) evaluating the materials of trousers pattern making based on design.

D. Affective Domain Learning Outcomes

Affective domain learning outcomes describes the reflections of emotions and feelings developed by Krathwohl, Bloom, and Masia (1999). This taxonomy explains the processes of the other people, individuals, society's idea, beliefes, customs, philosophies, attitudes, etc gradually accepted and internalized by individuals, groups or society. The affective domain learning outcomes process begins from the lowest levels to complete interaction of the personal systems in each individual (Kubiszyn and Borich, 2013, p. 120). The level of affective domain learning outcomes according to David, Krathwohl, Bloom and Masia as follows: (1) receiving; (2) responding; (3) value; (4) organizing or conceptualizing values; and internalization and determining the characteristics of value (Basuki and Hariyanto, 2015; Suyono and Hariyanto, 2015).

The affective domain learning outcomes assessment on Pattern Making subject is student's attitude during the class is taking place. This assessment accordance to the First Core Competencies which is related to spiritual attitudes and the Second Core Competencies which is related to social attitudes. The assessment of the First and Second Core Competencies on Pattern Making Subjects is measured by the following indicators: (1) praying before and after carrying out the learning of Trousers Pattern Making Based on Design; (2) say greeting before and after carrying out the learning of Trousers Pattern Making Based on Design; (3) Responsibility in learning and working well during the learning of Trousers Pattern Making Based on Design; (4) confidence during the learning of Trousers Pattern Making Based on Design; and (5) tolerance in learning and working well during the learning of Trousers Pattern Making Based on Design.

E. Psychomotor Domain Learning Outcomes

The psychomotor domain learning outcomes was developed by Harrow according to the planning and assessment of physical learning, and art that emphasizes physical activity. Psychomotor domain learning outcomes developed by Dave and it is the most widely used. The levels of psychomotor domain learning outcomes according to Dave are: (1) imitation; (2) manipulation; (3) precision; (4) articulation; and (5) naturalization (Suyono and Hariyanto, 2015, p. 173; Muslim, 2013).

Psychomotor domain learning outcomes on Pattern Making subject is the student's ability during the practice of making trousers pattern. The assessment of psychomotor domain learning outcomes on Pattern Making subject based on procedures and product reference. These assessment based on prosecures reference are measured by the following indicators: (1) formulating the hypothesis; (2) writing the theoretical basis; (3) identifying variables; (4) identifying operational variables; (5) writing the experiment result; (6) analyzing data; and (7) making a conclusions. These assessment based on products reference are measured by the following indicators: (1) Designing female trousers; (2) analyzing female trousers design; (3) preparing tools and materials for trousers pattern making; (4) taking measurement of women's body; (5) making female archetypal trousers; (6) making female trousers pattern according to the design; and (7) designing the material and price of female trousers according to the design.

II. METHODS

A. Research Design

The research design uses in this study is quasi-experimental as shown in the Table 1.

Table 1
Research Design Quasi-Experimental

Group	Pretest	Treatment	Posttest
Experiment Class	O_1	X_1	O_2
Control Class	O_3	X_2	O_4

Source: Sukmadinata (2015)

Explanation.

O_1 : The pretest of experimental class before treatment.
O_2 : Thepostest of experimental class after treatment.
O_3: The pretest of control class before treatment.
O_4: The postest of control class after treatment.
X_1: Learning by using multimedia web-based.
X_2: Learning by using power point.

B. Population, Sample, and Reseach Subject

The students of SMK Negeri 6 Surabaya are used as population for this study with target population is the students of the second grade Fashion Boutique in SMK Negeri 6 Surabaya. The population consists of five classes using non-random sample. The Sample consists of two classes of experiment and control class. Each class from experiment and control class consist of 26 students.

C. Data Analysis

The technique of statistical test that used to test the hypothesis of cognitive, affective, and psychomotor domain learning outcomes are independent sample t-test and Mann-Whitney U test, with the help of SPSS software.The statistical teqnique of independent sample t-test uses if the data is normally distributed and homogeneous. If the data is not normally distributed and not homogeneous, The Mann-Whitney U test will be used.

Normality and homogeneity data test is the requirement analysis test, so these test performed prior to hypothesis test. The statistical test of normality data that used is One-sample Kolmogorov-Smirnov with the help of SPSS software, while homogeneity data test, used Levene is used.

Hypothesis in this study consists of cognitive, affective, and psychomotor domain learning outcomes. The following is the hypothesis of cognitive domain learning outcomes.

H_0: There is no difference in the mean score of cognitive learning outcomes, between students who lean by using multimedia web-based learning with students who learning by using power point.

H_1: The mean score of cognitive domain learning outcomes for students who learn by using multimedia web-based learning, significantly higher than students who learn by using power point.

Hypothesis of affective domain leaning outcomes.

H_0: There is no difference in the mean score of affective domain learning outcomes, between students who leanby using multimedia web-based leaning with students who learn by using power point.

H_1: The mean score of affective domain learning outcomes for students who are learn by using multimedia web-based learning, significantly higher than students who are learn by using power point.

Hypothesis of psychomotor domain leaning outcomes.

H_0: There is no different in the mean score of psycomotor domain learning outcomes, between students who lean using multimedia web-based learning with students who learn using power point.

H_1: The mean score of psychomotor domain learning outcomes for students who learn by using multimedia web-based learning, significantly higher than students who learn by using power point.

III. RESULT AND DISCUSSION

A. Normality Test of Cognitive Domain Learning Outcomes

The result of normality test of cognitive domain learning outcomes data for experiment and control classes are shown in Table 2.

Table 2

Normality Test of Cognitive Domain Learning Outcomes Score, Experiment and Control Classes

One-Sample Kolmogorov-Smirnov Test

		Control Class	Experiment Class
N		26	26
Normal Parameters[a,b]	Mean	75.6115	81.4769
	Std. Deviation	5.61963	5.60288
Most Extreme Differences	Absolute	.133	.190
	Positive	.125	.190
	Negative	-.133	-.129
Test Statistic		.133	.190
Asymp. Sig. (2-tailed)		.200[c,d]	.017[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Table 2 shows that significance degree of the result of normality data test from cognitive domain learning outcomes data in experimentclass is 0,017 < 0,05, while in control class is 0,200 > 0,05. Based on the significance degree, it can be concluded that cognitive domain learning outcomes in experiment class is not normally distributed, while in control class is normally distributed.

B. Normality Test of Affective Domain Learning Outcomes

The result of normality test of affective domain learning outcomes data for experimental and control classes are shown in Table 3.

Table 3

Normality Test of Affective Domain Learning Outcomes Score, Experiment and Control Classes

One-Sample Kolmogorov-Smirnov Test

		Control Class	Experiment Class
N		26	26
Normal Parameters[a,b]	Mean	80.0000	85.0000
	Std. Deviation	8.00000	5.09902
Most Extreme Differences	Absolute	.164	.231
	Positive	.164	.163
	Negative	-.164	-.231
Test Statistic		.164	.231
Asymp. Sig. (2-tailed)		.072[c]	.001[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Table 3 shows that significance degree of the result of normality test from affective domain learning outcomes data in experiment class is 0,01< 0,05, while in control class is 0,72 > 0,05. Based on the significance degree, it can be concluded that affective domain learning outcomes in experiment class is not normally distributed, while in control class is normally distributed.

C. Normality Test Psychomotor Domain Learning Outcomes

The result of normality test of psychomotor domain learning outcomes data for experiment and control classes are shown in Table 4.

Table 4

Normality Test of Psychomotor Domain Learning Outcomes Score, Experiment and Control Classes

One-Sample Kolmogorov-Smirnov Test

		Control Class	Experiment Class
N		26	26
Normal Parameters[a,b]	Mean	84.5462	87.2808
	Std. Deviation	4.14065	4.20181
Most Extreme Differences	Absolute	.098	.113
	Positive	.085	.113
	Negative	-.098	-.108
Test Statistic		.098	.113
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Table 4 shows that significance degree of the result of the normality test from affective domain learning outcomes data in experiment and control class is 0,200 > 0,05. Based on the significance degree, it can be concluded that psychomotor domain learning outcomes data, both of experiment and control classes are normally distributed.

D. Homogeneity Test Cognitive Domain Learning Outcomes

The result of homogeneity test of cognitive domain learning outcomes data for experiment and control classes are shown in Table 5.

Table 5

Homogeneity Test of Cognitive Domain Learning Outcomes Score, Experiment and Control Classes

Test of Homogeneity of Variances

Experiment and Control Classes

Levene Statistic	df1	df2	Sig.
.001	1	50	.973

Table 5 shows that significance degree of the result of homogeneity test from cognitive learning outcomes data in experiment and control classes is 0,973 > 0,05. Based on the significance degree, it can be concluded that data variance of cognitive domain learning outcomes, both of experiment and control classes is homogeneous.

E. Homogeneity Test of Affective Domain Learning Outcomes.

The result of homogeneity test of affective domain learning outcomes data for experiment and control classes are shown in Table 6.

Table 6

Homogeneity Test of Affective Domain Learning Outcomes Score, Experiment and Control Classes

Test of Homogeneity of Variances

Experiment and Control Classes

Levene Statistic	df1	df2	Sig.
9.938	1	50	.003

Table 6 shows that significance degree of the result of homogeneity data from affective domain learning outcomes in experiment and control classes is 0,03 < 0,05. Based on the significance degree, it can be concluded that data variance of affective domain learning outcomes for experiment and control classes is not homogeneous.

F. Homogeneity of Psychomotor Domain Learning Outcomes

The result of homogeneity test of psychomotor domain learning outcomes data for experiment and control classes are shown in Table 7.

Table 7

Homogeneity Test of Psychomotor Domain Learning Outcomes Score, Experiment and Control Classes

Test of Homogeneity of Variances

Experiment and Control Classes

Levene Statistic	df1	df2	Sig.
.921	1	50	.342

Table 7 shows that significance degree of the result homogeneity test from psychomotor domain learning outcomes data in experiment and control classes is 0,342 > 0,05. Based on the significance degree, it can be concluded that data variance of psychomotor domain learning outcomes in experiment and control classes is homogeneous.

G. Hypothesis Test of Cognitive Domain Learning Outcomes

The result of hypothesis test of cognitive domain learning outcomes using Mann-Whitney U test on SPSS are shown in the Table 8.

Table 8

The Result Hypothesis Test of Cognitive Domain Learning Outcomes

Test Statistics[a]

	Posttest Score
Mann-Whitney U	164.500
Wilcoxon W	515.500
Z	-3.203
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: Instructional Media

Table 8 shows that the significance degree of Mann-Whitney U is 0,001 < 0,05. The significance degree shows that H_1 is accepted and H_0 is rejected. Therefore it can be concluded that the mean score of cognitive domain learning outcomes for students who learn by using multimedia web-based learning, significantly higher than students who learn by using power point.

H. Hypothesis Test of Affective Domain Learning Outcomes.

The result of hypothesis of affective domain learning outcomes using Mann-Whitney U test on SPSS are shown in Table 9.

Table 9

The Result of Hypothesis of Affective Domain Learning Outcomes

Test Statistics[a]

	Affective Score
Mann-Whitney U	219.000
Wilcoxon W	570.000
Z	-2.245
Asymp. Sig. (2-tailed)	.025

a. Grouping Variable: Instructional Media

Table 9 shows that the significance degree of Mann-Whitney U test is 0,025 < 0,05. The significance degree shows that H_1 is accepted and H_0 is rejected. Therefore it can be concluded that the mean score of affective learning outcome for students who learn by using multimedia web-based learning, significantly higher than students who learn by using power point.

I. Hypothesis Test of Psychomotor Domain Learning Outcomes

The result of hypothesis test of psychomotor domain learning outcomes using independent sample t-test on SPSS are shown in the Table 10.

Table 10

The Result Hypothesis Test of Psychomotor Domain Learning Outcomes

Independent Samples Test

		t-test for Equality of Means						
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Psychomotor Score	Equal variances assumed	-3.936	50	.000	-4.35769	1.10726	-6.58169	-2.13369
	Equal variances not assumed	-3.936	49.880	.000	-4.35769	1.10726	-6.58182	-2.13356

Table 10 shows that the significance degree of independent sample t-test is 0,000 < 0,05. The significance degree shows that H_1 is accepted and H_0 is rejected. Therefore it can be concluded that the mean score of psychomotor learning outcomes for students who learn by using multimedia web-based learning, significantly higher than students who learn by using power point.

J. Discussion Cognitive Domain Learning Outcomes

The finding of this study on cognitive domain learning outcomes is that cognitive domain learning outcomes for students who learn by using multimedia web-based learning significantly higher than students who learn by using power point. Thus it can be interpreted that multimedia web-based learning can give positively effects on cognitive domain learning outcomes for students in second grade of Fashion Boutique in SMK Negeri 6 Surabaya, on Pattern Making subject with Trousers Pattern Making According to the Design Basic Competency.

The result of this study are reciprocal with the result of Kritikou's study, et al (2014), entitled "Cognitive web-based vocabulary learning system: the results of a pilot test of learning greek as a second or foreign lagnuage", which concluded that student's performance from all level of knowledge and learning style significantly increased, when using a partivular vocabulary learning system in greek as a second foreign language.

Other study that are reciprocal is Djeering's study (2015), entitled "The validation of web-based learning using collaborative leaning techniques and a scaffolding system to enchance learners' competency in higher education", which concluded that the result of the external validation indicate that learning by using web-based learning has a high level of competence score and able to increase the learners' competence. Likewise, with the result of Kassim's study (2013), entitled "The Relationship Between Learning Styles, Creative Thinking Performance and multimedia learning materials", which concluded that using Multimedia Learning Tools (MLT) indicates it can help students to understand learning materials.

Another study which are reciprocal is the result of Tirziu and Vrabie's study (2015), entitled "Education 2.0: e-learning methods", which concluded that if "learning outcomes" are understanding that including broader societal, is the effect on cognitive and affective domain learning outcomes, then it can be said that e-learning has a number of positive impacts on cognitive learning outcomes.

The result of this study are also reciprocal with the result of Kaewkiriya's study (2013), entitled "A design and development of e-learning content for multimedia technology using multimedia game", which concluded that through multimedia game based on e-learning, students gain more knowledge, increasing student's knowledge, and students feel getting extra time to play games while learning.

K. Discussion Affective Domain Learning Outcomes

The finding of this study on affective domain learning outcomes is that affective domain learning outcomes for students who learn by using multimedia web-based learning significantly higher than students who learn by using power point. Thus it can be interpreted that multimedia web-based learning can give positively effects on affective domain learning outcomes for students in second grade of Fashion Boutique in SMK Negeri 6 Surabaya, on Pattern Making subject with Trousers Pattern Making According to the Design Basic Competency.

The study finding on affective domain learning outcomes mentioned above, reciprocal with the result of research conducted by Songkram (2015), entitled "E-learning System in Virtual Learning Environment to Develop Creative Thinking for Learners in Higher Education", who found that this research result can answer the reseach question that technology supports: (1) learning; (2) the role of the students; (3) the role of instructor; direct evaluation and self; and (5) evaluation and eight processes, consisting of student preparation, indentifying objectives, finding facts, finding the problem solutions, creating products, evaluating, and receiveing products.

Other results are also in line is the result study conducted with Dina and Ciornei (20!5), entitled "Developing good academic practice on learning business english with open web-based educarional resources: the results of a pilot study", which concld that learning web-based with online system in order to develop good academic practice in Bussiner English lesson, it is effective, as long as the strategy is in accordance with the needs, the level of skill and interest of students.

The result of this study are also reciprocal with the research result of Tirzu and Vrabie (2015), entitled "Education 2.0: e-learning methods", which concludes that, if "learning outcome" is an understanding that covers the wider social aspect of impact on affective learning outcomes, it can be said that e-learning has a number of positive impacts on affective learning outcome.

The result study by Oproiu (2014), entitled "A study about using e-learning platform (Moodle) in university teaching process", is also reciprocal with this result study. Oproiu (2014) finds the advantages of using moodle that have been identified by students. These advantages are: (1) students get courses and topics in the form of virtual libraries that can be accessed anytime, based on the availability of student research; (2) students can collaborate with colleagues in doing homework; (3) students that are familiar with the electronic environment, so students feel the learning method by using moodle is easy; (4) students can create information and post it on forums or blogs; (5) students may contact the professor directly; (6) online assessment is more objectie than the traditionla one; and (7) self-assessment can be easily solved.

Other study are reciprocal are Gorbunovs, et al (2016), with the titled "Self-dicipline as a key indicator to improve learning outcomes in e-learning environment", which concluded that self-discipline has a positive impact on learning outcomes. Self-dicipline is a key factor that affects and allows students to reach the ultimate goal. Thus, self-dicipline in the routine knowledge acquisition process is a indicator of improving learning outcomes.

This study are reciprocal with the study of Lin and Wu (2015), entitled "Effects of web-based creative thinking teaching on students' creativity and learning outcome", which found that teaching creative thinking web-based can enhance students' creativity in solving problem. Therefore, today's popular web-based creative thinking teaching can enable flexible learning methods, enhance peer interaction, criticize, and clarify problem-solving methods positively, and achieve the learning objectives of the curriculum.

L. Psychomotor Domain Learning Outcomes

The finding of this study on psychomotor domain learning outcomes is that psychomotor domain learning outcomes for students who learn by using multimedia web-based learning significantly higher than students who learn by using power point. Thus it can be interpreted that multimedia web-based learning can give positively effects on psychomotor domain learning outcomes for students in second grade of Fashion Boutique in SMK Negeri 6 Surabaya, on Pattern Making subject with Trousers Pattern Making According to the Design Basic Competency.

The study finding on psychomotor domain learning outcomes are reciprocal with the result of research conducted by Songkram (2015), entitled "E-learning System in Virtual Learning Environment to Develop Creative Thinking for Learners in Higher Education", who found that this research result can answer the reseach question that technology supports: (1) learning; (2) the role of the students; (3) the role of instructor; direct evaluation and self; and (5) evaluation and eight processes, consisting of student preparation, indentifying objectives, finding facts, finding the problem solutions, creating products, evaluating, and receiving products.

The result of this study are also in reciprocal with the study result of Feszterová (2015), entitled "Implemetation of e-learning in to OHS education", which found that the goal of presenting e-learning in lectures is not only to ensure access to quality information and gain knowledge but also to: (1) provide opportunities in order to link theory and practice; (2) providing a new approach to vocational education; and (3) innovate both in teaching and learning.

IV. CONCLUSIONS

A. Conclusions

Based on the discussion of results study, it can be conclusion, as follows: (1) there is the difference of cognitive domain learning outcomes between students who learn by using multimedia web-based learning, significantly higher than students who learn by using power point in Pattern Making subject, second grade of Fashion Boutique in SMK Negeri 6 Surabaya; (2) there is the difference of affective domain learning outcomes between students who learn by using multimedia web-based learning, significantly higher than students who learn by using power point in Pattern Making subject, second grade of Fashion Boutique in SMK Negeri 6 Surabaya; and (3) there is the difference of psychomotor domain learning outcomes between students who learn by using multimedia web-based learning, significantly higher than students who learn by using power point in Pattern Making subject, second grade of Fashion Boutique in SMK Negeri 6 Surabaya.

B. Implications

Implication of result study are: (1) the use of multimedia web-based learning guided and observed by teacher during the learning process, slowly can attract students' attention to learn the materials of making pattern of female's trousers according to the design which is in cognitive domain learning outcomes; (2) learning by using multimedia web-based learning requires students to learn independently or in groups, so that students are able to responsible for all tasks that given, confident in all of tasks that have been done, and students are able to tolerate and discuss with colleagues; and (3) students of second grade of Fashion Boutique in SMK Negeri 6 Surabaya are more interested in the materials wich delivered not only through texts and images, but also through audio and video, because multimedia web-based learning can loads images, text, video, and audio, through the use of multimedia web-based learning can attract students' interest to implement the learning process including in improving psychomotor domain learning outcomes.

C. Suggestions

Based on the conclusions and implications, suggested things as follows: (1) multimedia web-based learning is not only used in the subject of pattern making, but also used for other subjects contained in the major of Fashion Design in SMK Negeri 6 Surabaya: (2) students get internet access in the form of school wifi with sufficient speed, so that students do not get barrier in accessing multimedia web-based learning during the learning process taking place; and (3) teacher are expected to be able to modify or incorporate other technology-based learning media, in order to attract students' attention to learn.

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Improving Reading Comprehension of Third Semester Students of ABA Balikpapan Academic Year 2016/2017 through Concept Mapping

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Abstract. This study dealt with an aspect on how to implement Concept Mapping strategy to improve students' reading comprehension. The improvement was intended to solve the problems in reading. The objective of the research were; To find out that concept mapping to improve reading comprehension of the eight grader students of ABA Balikpapan, and to know what the perceptions of eight grader students of ABA Balikpapan toward the implementation of concept mapping in reading comprehension. The design of this research was a collaborative classroom action research. Based on the research findings, it was concluded that the implementation of the concept mapping strategy in reading in teaching comprehension reading could enhance the students' comprehension on reading was proved by the students' comprehension reading achievement.

Keywords: Reading comprehension, concept mapping, reading achievement

I. BACKGROUND OF STUDY

Living in the world with thousands of language used by the people, English appears to be an indispensable language in international communication for its wide acceptance as the number one international language. It is stated in learning English, there are four basic skills that students need to master, they are ; listening, reading, speaking, and writing skills. First, the students must have been prioritized reading in curriculum that claims to integrate the four basic skills to accommodate the changing orientation. Second, the students are still nationally tested by using reading and multiple choice questions.

In many second language teaching situations, there are some reasons why reading receives special focus. First, reading is the most important goal of English language learners. Second written texts serve pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition.

Reading is one of the receptive skills because reading covers the process of identifying words from the visible letters and identifying words that have different meaning in different sentences (Street,1993 in Hudson:7). Thus, in learning reading, students should be able to recognize every words or sentence on the text well and intrepret the words based on the content accurately.

Reading is a complicated process, which is why so many children struggle to become strong readers. The process of learning to read can be particularly challenging for English language learners. Reading is an extremely broad topic. It is also important for parents, lecturer and speech language pathologists to teach relational vocabulary as much as possible. When teaching reading, it is important to ensure a learner to understand the words being taught. Successful methods in teaching reading will affect students' understanding on the written text they have read. But in fact, teaching reading to the students is not easy. The lecturer needs various techniques to obtain satisfactory result. Reading is central to obtain knowledge of any kind of science.

Renandya (2004 in Cahyono & Widiati, 2000) states that the objective of English instruction in the school system in Indonesia is to develop the reading skill of the Indonesian students to be able to understand to the English scientific texts as clearly stated the English curriculum about the language skills which should not be neglected, However, Renandya (2004 in Cahyono & Widianti 2006: 48) argues that the primary objective of the English instruction is reading ability.

Reading is one of the English skills in ABA Balikpapan. The researcher finds that most of the Third Semester students have problems when they are learning reading. There are three problems which are mostly encountered by the students namely (1). The students have litlle interest in reading texts. (2). The students cannot determine the main topic and the supporting details of the reading text. (3). The students stil found it hard to grasp the outline of the information from the reading text. Then, based on the three problems in teaching reading to the Third Semester students. The researcher thinks that the teaching and learning process of reading in class needs to be improved.

To solve the students' problems in learning English, the researcher plans to apply concept mapping in teaching reading. Concept mapping refers to the concept commonly

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known as mind mapping on semantic map. Furthermore, concept mapping refers to the concept commonly known as mind mapping or semantic mapping. It covers a graphic arrangement describing how the written works are linked with the major and minor ideas. Nodes lead the maps that is drawn like circles, rectangles, or square containing key words or phrase. Lines or arrows that are drawn between the nodes function as the connecting links (Sinatra et al., 1987). Thus, by using concept mapping, the students can read the design of a diagram which contains information from the reading text.

II. METHODS

The purpose of conducting this research is to solve the problem of teaching of reading through the implementation of concept mapping strategy to the eight graders of ABA Balikpapan. Thus, the design of the study used for this research is classroom action research.

Kemmis and Mc Taggart (1982:22) state that action research refers to the development of the self-*reflective spiral*. The spiral covers four stages: planning, acting or implementing plan, systematic observing, and reflecting. Action research is stated by collecting some initial data in the area of general interest (as reconnaissance) and some events within the practice of action research process.

Classroom action research is specially addressed to a lecturer and a researcher. Moreover, Latief (2010:81-82) states that the primary purposes of classroom action research is to increase the quality of teaching in a classroom. The view concerns with the position of the research which also aims at developing innovative learning strategy to students to enhance their learning achievement. This view relates to the position of the lecturer as a researcher. Hence, this research design can be used by the lecturer who have teaching problem in their classroom to develop innovative learning strategy. The model of classroom action research design in this study is proposed by Kemmis and Mc Taggart (1988:14). The model of research design will cover four steps namely, planning, action, observing and reflecting.

Four main steps are performed within one cycle of classroom action research. Latief (2010:81:82) explains that (1) planning refers to classroom learning strategy or learning scenario, (2) Acting refers to implementation of the learning scenario to solve classroom problem, (3) Observing refers to data collection to see how well this learning strategy has solved the problem, (4) Reflecting to the data analysis by comparing the criteria of success to determine whether the next cycle is needed.

In relation to this study, the four steps can be conducted as follow (1) planning is performed by preparing learning scenario of concept mapping strategy which consists of lesson plan, learning objective, material and media and setting criteria of success, (2) Acting is conducted by teaching reading based on the learning scenario of concept mapping strategy. (3) Observing is conducted by collecting data from concept mapping implementation in solving classroom problem. The data are from the results of questionnaire, interview and the records of observation check list, field note, as well as the students' scores. (4) Reflecting is done by analyzing data gained from the observation and the results of the data are compared with the criteria of success to determine whether there is next cycle.

Research Setting and Subjects

This classroom action research will be conducted at ABA Balikpapan. The subject of the study in this research are the second semester who learn reading within academic year 2016/2017. The total number of the students is 29 consisting of nine male students and 20 female students.

There are considerations of choosing the second semester of ABA Balikpapan to become research setting and subjects, those are first, the researcher is one of the English lecturer in the campus. Second, when the researcher was teaching reading to the eight graders, he found that most students had some problems of learning reading: (1) the students had little interest in learning reading, (2) the students could not determine the main topic and supporting details, and (3) the students found it hard to grasp the outline of information from a text. Third, based on the preliminary study, the eight grader students have low ability in reading (see appendix 4). The result of questionnaire and interview indicate that the students' difficulties in learning reading are : (1) comprehending the text, (2) following teaching and learning activity that is conducted by the lecturer using translation method, (3) using mapping information for learning reading. Thus, based on the three consideration, the researcher chooses the second semester of ABA Balikpapan to become his research setting and subjects.

Research Procedure

The procedure of the research is the cycling process which consists of several steps namely : (1) Preliminary study which functions to identify the students' problems, (2) planning the action which refers to teaching strategy, (3) implementing to conduct the concept mapping strategy, (4) observing to observe effectiveness of implementation of the learning strategy and data collection, (5) reflecting to analyze data collected from the observation and determine whether there is following cycle is needed (see Figure 3.1)

Preliminary Study

Preliminary study is done before conducting the research study. The purpose of preliminary study is to find out the students' problem of learning reading which occurs in the classroom. The activity of preliminary study was conducted and the researcher observed the class where the teaching learning process took place. The object of the observation is focused on the activities which were done by the lecturer and the students including the teaching and learning strategy that was used by the lecturer. On 14 January 2011, the researcher conducted three activities namely: (1) administering preliminary test to the students, (2) distributing questionnaire to the students, and (3) conducting interview to the students.

The preliminary test was administered to 29 students, Semi-objective test for short answer question was administered to the students (Alderson, 2000:227).

Table 3.1. The score table of the Preliminary Test Result.

Score Range	The number of students	Grade	Passing Criteria
83-89.99	5 students	B+	Passed
75-82.99	5 students	B	Passed
65-69.99	5 students	C	Failed
55-64.99	10 students	D	Failed
00-54.99	4 students	E	Failed

There were 29 students who joined the test but there are only 10 students achieved the minimum passing criteria. The result of the test shows that only 34 percentage (34%) of the students can pass the reading subject. Then, the questionnaires were distributed to 27 students. The questionnaires consisted of 10 statements and five alternative choices. The five alternative choices comprised of (1) strongly agree, (2) agree, (3) can't decide, (4) disagree, and (5) strongly disagree (see appendix 2)

Based on the result of the questionnaire in preliminary study, it is found that : (1) they still have difficulties in comprehending the text, (2) their learning activities are performed through translating the text, (3) drawing outline of information is important (see appendix 7). The interview was conducted to 9 students consisting of one male and eight females. Six questions were asked to the students for the interview

Based on the result of the interview, it is found that (1) they still have difficulties in comprehending an English text, (2) they still follow reading class through translation method, (3) They have opinion the implementation of that mapping information is helpful. The cross-check of information from questionnaire and interview indicates the same responses so that the result of the students' test in preliminary study is under the minimum passing criteria. Thus, these data will be the basis of the analysis and finding in this preliminary study. The cross-check of information can be seen in Table 3.2

Table 3.2. The Cross-check for the Questionnaire and interview in Preliminary Study

No	The main content Of question	Questionnaire	Interview
1.	**Comprehending the reading text**	The students still find difficulties in comprehending the content of the reading.	The students still find difficulties in comprehending the reading because of their lacking of vocabularyy and their learning strategy ignorance
2.	**Teaching and Learning Process**	Most activities of reading learning refer to how to translate the text from English into Bahasa Indonesia	The teaching and learning process is performed through translating and doing exercise
3.	**Concept Mapping (Strategy)**	Drawing outline of information in concept mapping is required by the students.	Mapping of outline of information can aid the students to comprehend the content of the text.

Data and Sources of Data

Latief (2010:88) states that quantitative data consist of number which describe the students' achievement. Meanwhile, qualitative data describe classroom learning atmosphere. The quantitative data are gained from the result of test, questionnaire, and interview. Meanwhile, qualitative data are gained from the records of observation and field notes.

The Criteria of Success

Latief (2010:88) suggests two criteria of success in classroom action research namely: (1) the students' achievement in connection with the product of learning, (2) Academic atmosphere which supports learning process. The criteria of success are used to determine the success of implementation of the concept mapping strategy.

The criteria of success are determined by two criteria. First, the result of the students' achievement test in one cycle. The criteria of success are achieved if the students' average score is equal or above the minimum passing criteria, that is, 70. Second, the criteria are achieved if most of the students are motivated and joyful so that they participate actively during teaching and learning process.

Instruments and Technique for Data Collection

Instrument is a tool which is used to collect the data gained from the research subjects. Five instruments will be used to collect the data namely, questionnaire, observation, field note, test and interview.

Questionnaire will be distributed to students at the end of one cycle of classroom action research. Latief (2010:151) states that questionnaire is a written instrument which consists of a number of questions. The questionnaire is used for gathering the opinion from the respondents. Two main contents of questionnaire are: (1) students' opinion about learning reading, (2) students' opinion about the implementation of concept mapping strategy in learning reading.

The observation will be conducted in each meeting in the cycle of classroom action research. Observation is used to monitor the students' performance and participation during the teaching and learning process. The observation activity will be performed by the researcher and collaborator. The collaborator is one of the English lecturer of ABA Balikpapan

Field note will be used for each meeting to record the phenomena that occur in the classroom activities. The phenomena consist of class atmosphere, interaction between lecturer and students and interaction among students. Two aspects of field note that will be recorded are: (1) strength of the teaching and learning process, (2) the weakness of the teaching and learning process

A test will be administered to students at the end of each meeting. The test used in this study is short answer test because it will be used to measure the students' reading comprehension. The test consists of three texts each with ten questions. The scoring of the test is based on correctly expected answer by using scoring guide (Alderson, 2000:151). The table of scoring scale for the criteria can be seen in Table 3.3

Table 3.3. The Scoring Scale

Score Range	Mark	Criteria
90-100	A	Passed
83-89.99	B+	Passed
75-82.99	B	Passed
70-74.99	*C+*	*Passed*
65-69.99	C	Not Passed
55-64.99	D	Not Passed
00-54.99	E	Not Passed

The scoring scale is issued by ABA Balikpapan. Based on the score range, the minimum passing criteria of the students score is 70.

Interview will be conducted to students at the end of the one cycle. Latief (2010:157) states that interview is collecting data by speaking to the subject or interview directly. Interview can also be used for collecting data about fact like questionnaire. The interaction in interview occurs within direct verbal communication. Three opinions from the main content of the interview are (1) students' comprehension for learning reading, (2) teaching and learning of reading subject, (3) learning strategy

Scoring Guide for Reading Assessment

The assessment of the reading ability is based on the skill of reading. The measurement construct of reading deals with ability to understand the literal meaning from the text (Alderson, 2000:122). The instrument used to measure students' reading achievement is short answer test because this type of test: (1) needs brief response, (2) measure students' understanding of content of text. (3) Requires certain answer (Alderson, 2000:227). Thus, short answer is used to measure the students' comprehension because the students create answer in few words. Scoring is used in scoring process and the judgment for scoring criteria is made explicitly (Alderson, 2000:151). The scoring for each item is 1 for the correct answer and 0 for the wrong answer

III. FINDINGS

This chapter presents the implementation of concept mapping strategy in English Lesson focused on Reading Comprehension that are conducted from the classroom activities in first and second cycle of Classroom action Research

The students who followed the implementation of the concept mapping strategy in reading comprehension were the students who invited to improve their scores and reading comprehension through reading comprehension activities. The number of the students was 29 students.

The result of pre-test in cycle 2 was reflected from the result of posttest in cycle 1 displays that the students' reading comprehension was dissatisfactory. The students could not gain minimum demands of average score more than 70, or 75 % of the students gain score more than 70. Therefore, in this first cycle the criteria of success has not been achieved yet.

Pretest result is shown that 29 students took a reading a passage with 30 questions of multiple choice. The first criterion of success states that average score is equal or above the minimum passing criteria, that is, 70; was fulfilled. As the table states that average score is equal or above the minimum passing criteria, that is, 82.

The second criterion of success states that if most (70%) of the students are participate actively and joyful so that they participate actively during teaching and learning process, while the data stated that 15 students arouse questions while others students seemed did the test quietly with no questions or feedback. The discussion occurrence between peer gained 10 students.

Therefore the data of students' participation was 25/29 x 100% = 86%, meanwhile the second criterion asked for 70% of the class which mean at least 20 students got involved in class participation. After getting this list of score of pretest as pole position, the lecturer prepare for implementing Concept Mapping in her classroom and has done posttest and gained improvement of 26.55

IV. RESULT AND DISCUSSION

The conclusions in this chapter are based on the research findings and discussions presented in the third and fourth chapter to answer how the concept mapping strategy could improve the students' reading comprehension of the eight grader students at ABA Balikpapan.

The concept mapping strategy could improve the students' reading achievement score that uses learning reading procedures covering three steps of learning activities: (1) pre-teaching reading activity, (2) whilst-teaching reading activity, and (3) post-teaching reading activity.

Pre-teaching reading activity consist of two learning scenarios covering concept mapping modeling in the first meeting and pre-teaching reading activity. In the concept mapping modeling, the lecturer divides the students into some groups, gives those reading texts, and distributes hands-out of the diagram of concept mapping. The lecturer displays the reading text and diagram of concept mapping by using screen to explain the students how to implement concept mapping strategy in learning reading. In the pre-teaching reading activity, the lecturer gives the students the reading text, the hands-out of concept mapping, and asks them to guess which information from the reading text that refers to major classification, subsets, or attributes from the diagram of concept mapping on the given hands-out.

In the whilst-teaching reading activity, the lecturer asks the students to read the given reading text carefully to get topic, supporting details and specific examples that support the supporting details. The lecturer asks the students to determine the important information from the reading text. The lecturer asks the students to complete the concept mapping diagram by filling the topic into major classification node, the supporting details into subset nodes, and the specific examples into attribute nodes. The lecturer asks the students to display their works of concept mapping by using screen and asks class to discuss the text and the concept mapping diagram.

In the post-teaching reading activity, the lecturer distributes another reading text and asks the students to complete the concept mapping diagram. The lecturer sums up how to determine topic, main idea and supporting details from the reading text. The lecturer sums up the important information from the reading text that represents to the three elements of concept mapping diagram covering major classification for the topic, subset for supporting details, and attribute for specific examples. The lecturer also gives responses from the students' questions related the concept mapping construction by giving feedback or correction.

The implementation of concept mapping strategy has some advantages in the teaching and learning reading process in the pre-teaching reading activity, whilst-teaching reading activity, and post-teaching reading activity.

In the pre-teaching reading activity, the learning reading activity can create the learning reading interaction between the students and the students to discuss the important information from the given reading text. This learning activity can also create the interaction between the students and the reading text which encourages them to focus on reading the text carefully.

In the whilst-teaching reading activity, the learning reading activity can create the students' learning reading interaction among them to determine the topic and supporting details from the given text and create the students' learning reading interaction with their lecturer to confirm their works of concept mapping diagram. The short reading texts that are given to the students train the student's comprehension of reading strategy.

In the post-teaching reading activity, the learning reading activity can create the students' learning reading interaction among them to share their ideas about their result of their works in completing concept mapping diagram from the given hands-out. This learning reading activity can also create the students' interaction with their lecturer to confirm their result of their works of concept mapping and to sum up the important information from the reading text that represents to the three elements of concept mapping

V. CONCLUSIONS

The conclusions in this chapter are based on the research findings and discussions presented in the third and fourth chapter to answer how the concept mapping strategy could improve the students' reading comprehension of the eight grader students at ABA Balikpapan.

The concept mapping strategy could improve the students' reading achievement score that uses learning reading procedures covering three steps of learning. The implementation of concept mapping strategy has some advantages in the teaching and learning reading process in the pre-teaching reading activity, whilst-teaching reading activity, and post-teaching reading activity.

This learning reading activity can also create the students' interaction with their lecturer to confirm their result of their works of concept mapping and to sum up the important information from the reading text that represents to the three elements of concept mapping.

VI. RECOMMENDATIONS

Suggestions for the English lecturer in relation to implementation of concept mapping strategy are, firstly, it is suggested for the English lecturer who have the same problem in teaching reading to use concept mapping as an alternative learning strategy. Secondly, it is suggested for the English lecturer to uses this learning strategy by some considerations (1) the type of the text should be classification text pattern, (2) the outline of concept mapping diagram should be correctly and clearly arranged, and (3) the given text should train the students' skill of finding topic, main idea and supporting details.

Suggestion for other English researchers who are interested in carrying out research about concept mapping. It is suggested to conduct a research about teaching reading with different models of concept mapping formats such as, narrative, descriptive, and comparative and contrast format or other English skills

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Influence of Learning Media Based On Adobe Flash Professional to Psychomotor Domain Learning Outcomes on PLC Courses Viewed From Level of Creative Thinking Student

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Abstract. This study uses adobe flash professional based learning media for experimental class while in control class using CourseLab media. Learning media based on adobe flash professional designed in the form of applications for smartphones and computers or notebooks. This study aims to determine the interaction and differences in learning result for students who have low and high creative thinking level who learn by using adobe flash professional media than students who use the media CourseLab. This research was conducted in department D3 mechatronic class of 2015 at State University of Trunojoyo Madura (UTM) on PLC course and using factorial design 2 x 2, with total of students in the experimental class as much as 44 people and total of students in the control class as many as 26 people. Data Processing Technique for hypothesis testing, used two-independent-samples test technique. If the prerequisite test of normality and homogeneity is not met, we will use the mann-whitney u test technique. Research finds: (1) for students who have low and high level of creative thinking, learning by using *Adobe Professional Flash* learning media, learning outcomes of psychomotor significantly higher than students learning by using learning media CourseLab; (2) there was a significant interaction between the level of creative thinking of students and learning media, to cognitive learning result, affective, and psychomotor. Research suggests: (1) research subjects used at least more than 150 students, so that obtain good data; and (2) preparation of tools and materials must be in accordance with the needs to used, so the quality of learning is increasing.

Keywords: learning media, adobe flash professional, level of creative thinking, programmable logic controller (PLC)

I. BACKGROUND

Education has a very important position in the development of a country. Good and quality education can create competent and quality human resources. Based on Law no. 20 of 2003 on National Education System Article 3 explained that "National education aims to develop the potential of learners to become human beings who believe and cautious to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and responsible". Thus to achieve a stable economy requires great attention to the achievement of a competitive position in the world market. It's important to look at the ways, how creative thinking can enrich the economic potential. Expected through education, human resources Indonesia has a creative thinking to be ready to compete in the world of work.

National education standards require creative learning models and media, so that lecturers as educators play an important role in implementing the learning process in universities, in order to develop the potential and creativity of students. In relation to this, the learning process needs to be designed and implemented in such a way, including the use of instructional media. One of the facilities and infrastructure that can be used for creative learning process, namely interactive multimedia and e-learning. According to Daryanto (2010, p. 51) interactive multimedia is a multimedia equipped with user-operated controller tools, so the user can choose what is desired for the next process. Learning media based on e-learning is also very needed by students in doing learning activities. Furthermore Daryanto (2010, p. 168), explained that, E-learning is a learning system that utilizes electronic media as a tool to help learning activities. One of the interactive multimedia and e-learning that can be used for PLC courses that is adobe flash professional-based media. Adobe flash professional software is one of the software that can make learning media based on animation, game and simulation.

Students need media support in lecturing process, so that instructional media become an important foundation in influencing student learning outcomes. The facts so far indicate that most of the media used in universities, is still one way. In connection with this, it is necessary to do research about the utilization of adobe flash professional based media. The first step, made initial observations at the University of Trunojoyon Madura (UTM) on the D3 Mechatronics Engineering. The lecturer concerned argued that: (1) in the learning process of PLC courses using CX-Programmer simulation media, has not fully optimized the learning process for the students, because the CX-Programmer software developed by omron is a heavy software in its use and requires computer with high specification; (2) the students do not all have a computer, so it needs supporting media that can cover the weakness of the software CX-Programmer easy in pengoprasiannya, in order to happen interactive learning process; and (3) to optimize the CX-Programmer software required support animation-based media and simulation, so as to create efficient, meaningful and interactive learning.

Based on the results of these initial observations, media required with the following specifications: (1) made with adobe flash professional software; (2) generated media in the form of dot html (. Html), dot swf (.swf), and dot apk (.apk); (3) completed with a file material that can be downloaded online; (4) has an easy-to-use menu and submenu; and (5) equipped with accompanying music. When compared with previous research, this research has novelty that include: (1) difference of adobe flash professional learning media influence compared to learning media of CourseLab; and (2) the interaction between the level of creative thinking with learning media.

Based on the above description of the background, the formulation of the problem in this research are: (1) is there any difference of psychomotor domain learning result between students who have low level of creative thinking, learning by using adobe flash professional learning media compared to students learning by using instructional media CourseLab ?; (2) is there a difference in psychomotor domain learning outcomes between students who have high level of creative thinking, learning by using adobe flash professional learning media compared to students learning by using CourseLab? (3) is there an interaction between the level of creative thinking and learning media, to the learning outcomes of the psychomotor to programmable logic controller courses?.

Based on the formulation of the problem, the purpose of this study is to: (1) analyze difference of learning result of psychomotor domain for student who have low level of creative thinking learning by using adobe flash professional learning media compared to student learning by using learning media CourseLab; (2) analyze the difference of psychomotor domain learning result, for students who have high level of creative thinking that learn by using adobe flash professional learning media compared to student learning by using learning media CourseLab; and (3) analyzing the interaction between the level of creative thinking and learning media, to the learning outcomes of psychomotor in the subjects of programmable logic controller.

II. LITERATURE REVIEW

A. Media

Heinich, Molenda and Russels (1982, p. 15) states that the media is functioning as an intermediary that delivers information between the source and the recipient. Television, films, photographs, radios, audio recordings, projected images, printed materials, and the like are media used as a medium of communication. Meanwhile, according to Kozma (1991, p.8), that the media is a technology that facilitates students in learning, so it can affect the learning outcomes. While Munadi (2013, p.7), considers that the media is anything that can deliver and deliver messages from sources in a planned manner, so as to create a conducive learning environment in which recipients can make the learning process efficiently and effectively.

Futhermore Munadi (2013, p. 153) explains that to design and produce interactive multimedia program, please note the following matters: (1) the criteria of ease of navigation, where the program should be designed as simple as possible, so students do not need to learn computer first; (2) criteria of cognitive content, in which the content of the program must provide the learning experience of the cognitive domain required by the student; (3) knowledge and information criteria; (4) criteria of media integration, in which the media must integrate several other aspects and skills to be learned; (5) interactive learning should place emphasis on integrating various language skills, listening, speaking, writing and reading; (6) to attract students, the program must have an artistic appearance, then aesthetics is also a criterion; and (7) the last performance criterion is the overall function. The program developed should give the students the desired learning in its entirety, so that when a person finishes running a program he / she will feel he has learned something.

In multimedia presentation, according to Green & Brown (Munir, 2013, p. 112) there are several methods used: (1) paper-based, eg books, magazines, brochures; (2) light-based, eg slide shows, transparencies; (3) sound-based (Audio-based), eg CD Players, tape recorders, radio; (4) Moving-image-based, for example: television, VCR (Vidio cassette recorder), film; and (5) digital based (Digitally-based), eg computer. The process flow interactivity between multimedia as shown in Figure 1 below.

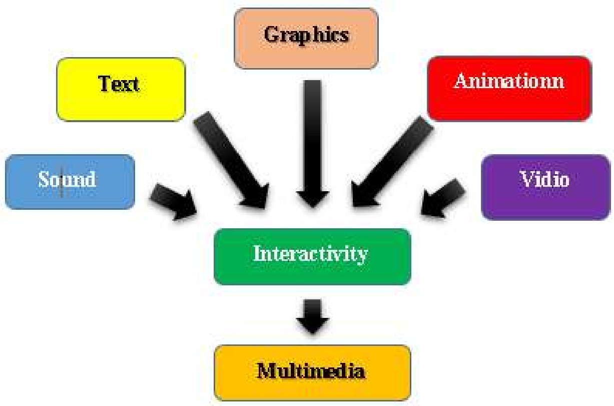

Figure 1
Multimedia interactivity process

In terms of understanding, Huddleston (2010, p.33) explains that "Flash Professional" is a full-featured vector-based design tool. The program includes a set of tools for drawing and creating animations with the help of timeline ". Meanwhile, according to Wahana Komputer (2012, p 2) adobe flash professional is an animated object maker, making presentation, animation ads, games, supporting animation web page, so it can be used for animated film making.

The latest features in adobe flash professional are: (1) provide support for HTML 5; (2) rapid export of symbols and animation sequences to generate sprite sheets to enhance gaming experience, workflow, and performance; (3) provide support for Android and iOS with the latest adobe flash player; and (4) perfomanya gives the loading of large images to be faster. This is realized thanks to the adobe mercury graphics engine that is able to minimize rendering time.

B. Learning Outcomes

Anderson and Krathwohl (2001, p31) have successfully developed a taxonomy of learning outcomes by revising the taxonomy into a teaching-learning and assessment taxonomy. Taxonomy includes two dimensions of the cognitive process dimension (cognitive processes) and the dimension of knowledge (knowledge). The learning outcomes of the cognitive domain includes 6 (six) levels: (1) remembering; (2) understand; (3) apply; (4) analyze; (5) evaluating; and (6) create. Furthermore, Anderson and Krathwohl (2001, p.32) suggest five hierarchies in the affective domain learning result of receiving, responding, give valuing, orgating, and characterizing a value. Accepting is the ability to pay attention to an activity or event at hand. Responding is the provision of reactivity to an activity by involving themselves or participating in it. Values are strongly related to the act of accepting or rejecting the values or norms encountered through an expression of positive or negative attitudes. Organizing means identifying, selecting, and deciding on the value or norm to be applied. Giving character to value means believing, practicing, and demonstrating behavior that is consistent with the values and norms learned. Assessing the competence of skills can be done through observing activities, asking, trying, and reasoning, tasting, and creating. Psychomotor domains, according to Krathwohl, Bloom, and Kibler (Tomei, 2005, p 58), consist of five ranks: (1) imitation; (2) manipulating; (3) precision; (4) articulation; and (5) naturalization.

C. Level of Creative Thinking

According to Torrance (1965, p.9), that creativity is: (1) as a process of feeling and dealing with a problem; (2) it is necessary to make an assumption about the answer to a problem; (3) to identify difficulties in finding answers to a problem; (4) finding solutions and making conjectures, or formulating hypotheses in response to a problem; (5) assess and test such allegations or hypotheses; (6) then change the hypothesis and test it again, so find the answer or the result. This definition describes as a natural process and the human needs involved at each stage of problem resolution.

Accordingly, Silver (1997, p.182) describes that creative people in high-order thinking seem to have a creative character and orientation to their activities. Meanwhile, according to Marrapodi (2003, p.28), that creativity is often defined as an idea parallel to intelligence, but different from intelligence. Creativity is, not limited to cognitive or intellectual function or behavior. Conversely, creativity relates to a mixed condition of complex motivation, personality factors, environmental conditions, accidental factors, and even products. Creativity is a meeting of six different components, but is interrelated, including intellectual ability, knowledge, thinking style, personality, motivation, and environment (Sternberg, 2006, p.43)

In contrast to the above three opinions, Paul and Elder (2008, p.21) describe that creative implies an important component (eg "owning or displaying imagination and artistic or intellectual inventiveness"). Creativity is high-quality thinking contextually in an environment and can produce products (EUA, 2009, p.7). Siswono (2008, p.6) explains that creative thinking is a process that is used when we come up with a new idea. It combines previously unheard of ideas, while Munandar (2014, p.19) considers that creativity is a way of life, a way of perceiving the world.

Measurements on creativity are numerous, including in this study in order to measure the level of students' creative thinking. One tool used to measure the level of one's creative thinking is to use Torrance Tests of Creative Thinking that have been created by Torrance. Kaufman and Sternberg (2010, p.53) revealed that there are seven verbal subtes including: (1) Asking; (2) Guessing Causes; (3) Product Improvement; (4) Unusual Uses; (5) Unusual Questions; and (6) Just Suppose. Meanwhile, according to Munandar (2014, p.43), the creativity scoring scheme used in composing involves four criteria of creative thinking: fluency, flexibility, originality (orosinality), and elaboration. Each of the four criteria consists of five components, so that there are 20 items that need to be assessed. For each eligible item, a score of 1, so the maximum score a person can get is 20.

While Silver (1997, p.76) agrees with Torrance, that creativity judgments can use "The Torrance Tests of Creative Thinking (TTCT)". The creativity assessment used on TTCT is based on three key components including fluency, flexibility, and novelty.

III. RESEARCH METHODE

A. Research Design

This research uses experimental research method. According to Sukardi (2012, p.179) experimental research method is the most productive research method, because if the research is done well can answer the hypothesis that primarily related to causality. In addition, experimental research is also one form of research that requires relatively more stringent conditions when compared with other types of research. This is in accordance with the intent of the researchers who want a certainty to obtain information about which variables cause something to happen and the variables that result from the change in an experimental condition. The research design used intact-group comparison with the factorial model as shown in Figure 2 below.

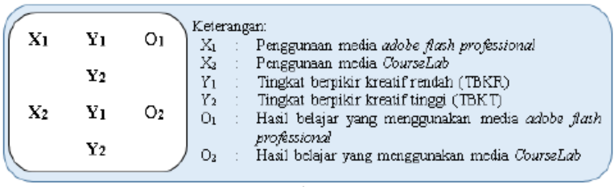

Figure 2
Intact-group comparison with factorial model

Montgomery (2013, p 233) explains that a complete design requires a 2 × 2 × ... × 2 = 2 ^ k design called the factorial design 2 ^ k. Accordingly, Suryabrata (2013, p.111) explains that the simplest factorial random is that using two factors, and each factor uses two categories. This stage is a measure of the presence or absence of differences in learning outcomes between students who have high and low creative thinking levels taught by using adobe flash professional-based learning media, and students who are taught by using CourseLab media, and the presence or absence of interaction between the level of thinking creative with adobe flash professional based learning media on student learning outcomes in the course of Programmable Logic Controller (PLC).

Table 1
Design of Research Analysis

	Tingkat Berpikir Kreatif (A)	
Learning Media (B)	**High Level of Creative Thinking (A_1)**	**Low Level of Creative Thinking (A_2)**
Learning media based adobe flash professional (B_1)	Learning Outcomes (B_1) (A_1)	Learning Outcomes (B_1) (A_2)
CourseLab Media (B_2)	Learning Outcomes (B_2) (A_1)	Learning Outcomes (B_2) (A_2)

Description:

1. **B_1 A_1** is the result of student learning that has a high level of creative thinking who learned by using adobe flash based professional learning media.
2. **B_1 A_2** is the result of studying students who have a low level of creative thinking who learned by using adobe flash based professional learning media.
3. **B_2 A_1** is the result of student learning that has a high level of creative thinking that is learned by using CourseLab media.
4. **B_2 A_2** is the result of student learning which has low creative thinking level which is learned by using CourseLab media.

B. Data Analysis Technique

To test the hypothesis required data analysis techniques. The data analysis technique used is parametric statistic if assumption test is met, and if assumption test not fulfilled, must use non parametric statistic which can be explained as follows.

1. Test Prerequisites

In this study used Levene test as data homogeneity test and Kolmogorov-Smirnov test as data normality test.

2. Test Hipotesis

If the preconditions are met, then hypothesis testing uses Independent-Samples T-Test and if not met then, using Mann-Whitney U Test.

IV. RESULT OF RESEARCH

The result of interview with Head of Department of Mechatronics D3, Trunojoyo University of Madura (UTM) as shown in Table 2 below.

Table 2
Interview Result with Head of Department of Mechatronics D3, Trunojoyo University of Madura (UTM)

No.	Questions Researcher	Respondents Answer	Description
1	What learning media is used in the learning process in the course of PLC in D3 Mechatronics Study Program?	Software CX-Programmer	Respondents' answers are clear
2	How is the media deficient?	Software pretty heavy and requires a computer / notebook with a pretty good specification	Respondents' answers are clear
3	What problems arise if using the media?	Because the software CX-Programmer is a heavy software in its use and requires a computer / notebook with a pretty good specification, so it still needs learning media to equip it	Respondents' answers are clear
4	Whether in the learning process in the PLC courses in D3 Mechatronics requires other media, if need how the specifications?	Yes it requires, (1) there is animation; (2) media can be opened computer, notebook, and smartphone; (3) the medium is not heavy in its operation; (4) has a menu and sub menu that is easy to use; (5) can be accessed online	Respondents' answers are clear

Assessment of the level of creative thinking of students is done once each time in the experimental class and control class, by giving test question description characterized by multiple solution task. The assessment includes fluency, flexibility, and renewal. The results of the assessment are shown in Table 3 below

Table 3
Criteria of Student Creative Thinking Level (LOCT)

Catagory LOCT		Total of Student	
		Experiment Class	Control Class
Students who have HLOCT	LOCT 4	16	7
	LOCT 3	3	5
Students who have LLOCT	LOCT 2	16	2
	LOCT 1	6	9
	LOCT 0	3	3
Total N		44	26

Table 3 shows that the students in the experimental class who get the criteria of high creative thinking level amounted to 19 students and the control class were 12 students. For the criteria of students who have low creative thinking level in the experimental class is 25 students and the control class is 14 students. Furthermore, these criteria, processed into groups for testing the hypothesis. The average grade of students' creative thinking level is shown in Table 4 below.

Table 4
Average Score of Student Creative Thinking Level

Learning Outcomes	Class	Mean
Psychomotor domain learning outcomes for students with LLOCT	Experiment	88,28
	Control	85,00
Psychomotor domain learning outcomes for students with HLOCT	Experiment	85,64
	Control	80,50

Against the psychomotor domains of learning result, assumption test (normality test and homogeneity test). The result of normality test and homogeneity test of psychomotor domain learning result, as shown in Table 5 below

Table 5
Test Results of Normality and Homogeneity

Research Data	Normality Test Results	Homogeneity Test Results
Data of psychomotor domain learning outcomes	The data is not normal	Homogeneous data
Data of psychomotor domain learning outcomes for student with LLOCT	The data is not normal	Homogeneous data
Data of psychomotor domain learning outcomes for student with HLOCT	The data is not normal	Homogeneous data

Because the data is not normally distributed, the hypothesis testing is performed using nonparametric statistics, ie by using Mann-Whitney U Test and Friedman Test. Hypothesis testing is done as follows.

1. Hypothesis Testing 1

$H_0: \mu_{B_1A_2} \leq \mu_{B_2A_2}$

$H_1: \mu_{B_1A_2} > \mu_{B_2A_2}$

Table 6
Statistical test[a] of Psychomotor Domain Learning Outcomes for Students with LLOCT

	Psychomotor Domain Learning Outcomes for Students with LLOCT
Mann-Whitney U	68.500
Wilcoxon W	159.500
Z	-3.057
Asymp. Sig. (2-tailed)	.002
Exact Sig. [2*(1-tailed Sig.)]	.003[b]

a. Grouping Variable: Class used research
b. Not corrected for ties.
Sumber: *Software* SPSS v.23

Table 6 shows that the probability value for the two-sided test (sig-2-talled) based on the Mann-Whitney U statistic is $\rho = 0.002$, which means value $\rho < 0{,}05$ with a very significant status. Therefore H_0 rejected, and $H_1: \mu_{B_1A_2} > \mu_{B_2A_2}$ which reads, "Psychomotor domain learning outcomes for students who have low level of creative thinking, who learn by using adobe flash professional learning media, significantly higher than students learning by using CourseLab learning media", are accepted.

2. Hypothesis Testing 2

$H_0: \mu_{B_1A_1} \leq \mu_{B_2A_1}$

$H_1: \mu_{B_1A_1} > \mu_{B_2A_1}$

Table 7
Statistical test[a] of Psychomotor Domain Learning Outcomes for Students with HLOCT

	Psychomotor Domain Learning Outcomes for Students with HLOCT
Mann-Whitney U	58.000
Wilcoxon W	136.000
Z	-2.409
Asymp. Sig. (2-tailed)	.016
Exact Sig. [2*(1-tailed Sig.)]	.023[b]

a. Grouping Variable: Class used research
b. Not corrected for ties.
Sumber: *Software* SPSS v.23

Table 7 shows that, the probability value for the two-sided test (sig-2-talled) based on the Mann-Whitney U statistic is $\rho = 0.016$, which means value $\rho < 0{,}05$ with significant status. Therefore H_0 rejected, and $H_1: \mu_{B_1A_1} > \mu_{B_2A_1}$ which reads, "Psychomotor domain learning outcomes for students who have high level of creative thinking, who learn by using adobe flash professional learning media, significantly higher than students learning by using CourseLab learning media", are accepted.

3. Hypothesis Testing 3

$H_0: \mu_A = \mu_B$

$H_1: \mu_A \neq \mu_B$

Table 8
Statistical test[a] of Interaction between LOCT and Learning Media to Psychomotor Domain Learning Outcomes

N	26
Chi-Square	21.476
df	3
Asymp. Sig.	.000

a. Friedman Test
Sumber: *Software* SPSS v.23

Table 8 shows that the probability value for the test based on Friedman Test statistics is equal $\rho = 0.000$, which means value $\rho < 0{,}05$ with a very significant status. Therefore H_0 rejected, and $H_1: \mu_A \neq \mu_B$ which reads, "There is a significant interaction between the levels of creative thinking and learning media on psychomotor domain learning outcomes "is accepted.

Furthermore, about the interaction between the independent variable and the moderator variable to the dependent variable, as shown in Figure 3 below

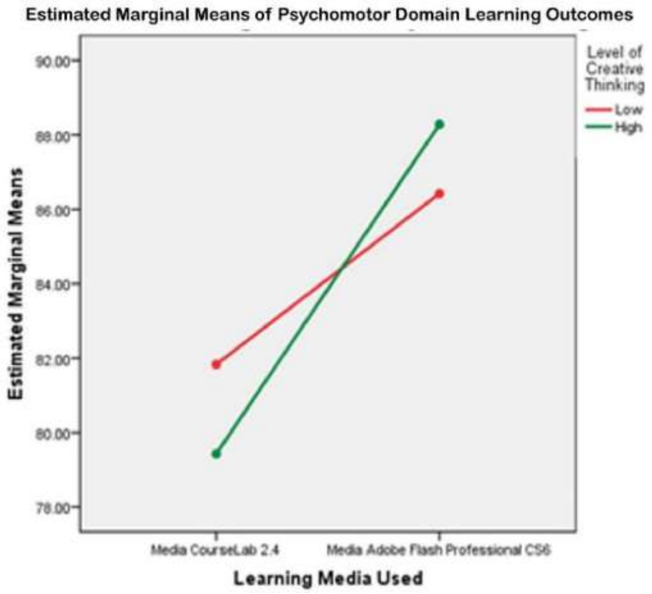

Figure 3
There is a very significant interaction between the level of creative thinking and learning media to the psychomotor domain (SPSS v.23)

V. RESEARCH RESULT AND DISCUSSION

The results showed that: (1) psychomotor domain learning outcomes, for students who have low level of creative thinking, learning by using adobe flash professional learning media, significantly higher than students learning by using CourseLab learning media with $\rho = 0.002$; (2) psychomotor domain learning outcomes for students who have high level of creative thinking, learning by using adobe flash professional learning media, significantly higher than students learning by using CourseLab learning media with $\rho = 0.016$; and (3) there is a very significant interaction between the level of students' creative thinking and learning media, to psychomotor domain learning outcomes with $\rho = 0.000$.

The results of this study, similar to the results obtained by Zhang (2005, p.122) through his research entitled "Interactive Multimedia-Based E-Learning: A Study of Effectiveness", found that students in the learning environment use interactive multimedia based e-learning, fully achieve better performance and higher levels of satisfaction than students in the traditional classroom, which in their learning environment is less interactive with e-learning.

The findings of this study are consistent with the findings of Sun and Cheng (2005, p.182) through his research entitled "The design of instructional multimedia in e-Learning: A Media Richness Theory-based approach", which found that in the learning process there was an increase in outcomes significant learning for students using multimedia e-Learning.

The findings gained through this study, similar to the findings of Nazir, Rizvi, and Pujeri (2012, p.77) through his research entitled "Skill development in the Multimedia Based Learning Environment in Higher Education: An Operational Model", which found that when creative education based issues that are packed with interactive and targeted multimedia will help learners so that: (1) skills are improved; (2) the learning time is reduced; and (3) its performance increases.

The results of this study, in parallel with the results obtained by Leow and Neo (2014, p. 53) through his research entitled "Interactive Multimedia Learning: Innovating Classroom Education in A Malaysian University", found that: (1) there was an increase which is significant in the psychomotor community learning outcomes of the students; and (2) students also exhibit positive attitude changes, so they become more active and motivated in the learning process.

The findings of this study are similar to Surjono's findings (2015, 98) through his research entitled "The Effects of Multimedia and Learning Style on Student Achievement in Online Electronics Course", which found that students whose multimedia preferences and learning styles corresponded to the way the material was presented in an online electronic course, students have significantly higher psychomotor learning outcomes than other learning models

VI. CONCLUSION AND SUGGESTION

A. Conclusion

From the research that has been done found that: (1) psychomotor domain learning outcomes for students who have low level of creative thinking, learning by using adobe flash professional learning media, significantly higher than students learning by using CourseLab learning media; (2) psychomotor domain learning outcomes for students who have high level of creative thinking, learning by using adobe flash professional learning media, significantly higher than students learning by using CourseLab learning media; and (3) there is a very significant interaction between the students level of creative thinking and learning media, to the students' psychomotor domain learning outcomes in the programmable logic controller course.

B. Suggestion

For other researchers expected: (1) research subjects used at least more than 150 students, in order to obtain better data (normal distributed data); and (2) the preparation of tools and materials must be in accordance with the needs to be used, so that the quality of learning is increasing.

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Social Competence of Senior High School Mathematics Teachers at Musyawarah Guru Mata Pelajaran (MGMP) Forum in Balikpapan, East Borneo, Indonesia

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Abstract. Social competence is one of important teachers' competences should be developed during teachers activities. Teachers' social competence is the ability to communicate, cooperate and interact with each other in the teachers' community. The study investigates teachers' social competence and factors affected social competence at MGMP forum of senior high school mathematics teachers in Balikpapan. This qualitative study involves senior high school mathematics teachers, Supervisor and Chairwoman of MGMP. The data are collected using observation, interview and documentation. The findings show good social competence of senior high school mathematics teachers at MGMP forum. Mathematics teachers' social competence shows good effective relationship, oral communication and social interaction between mathematics teachers during routine meeting of MGMP forum. Some factors affected social competence of senior high school mathematics teachers in Balikpapan are perception, role exchange, non-verbal communication and situations and rules. The study suggests that MGMP forum has an important role to improve senior high school mathematics teachers' social competence in Balikpapan..

Keywords: social competence, senior high school mathematics teachers, MGMP

I. INTRODUCTION

Education system aims to prepare qualified human resources to face the development of knowledge, information and communication technologies and globalization. Subjects at school are taught to equip students with the ability to acquire, manage and utilize information to survive in the ever-changing and competitive life. The early mastery of particular competences is needed to create the better future.

Teachers, as a part of education system, have important contributions and roles to realize the aim of education. During their teaching and learning at school, teachers can facilitate students to learn the subjects as well as the skills that an individual of modern societies require. However, teachers also should have required competences to support their professional roles.

One of required competences of teachers is social competence. Social competence is the ability to communicate, cooperate and interact with each other in the community. Social competence generally refers to the quality of an individual's social interactions as perceived by those around him or her ([1],[2]). Teachers' social competence is teachers' skills to communicate and interact harmoniously with students, colleagues, education personnel, students' parent and the local community.

Teachers' social competence can be seen when teachers are associated and interacted with people in their daily life as profession and community. As part of the community, teachers' social competence consists of using oral and written communication or polite gestures; using communication and information technology functionally; socializing effectively with students, colleagues, education personnel, principals and students' parent; associating politely with the surrounding community; and applying the principle of true brotherhood and spirit of togetherness. These competences also can be applied during teachers' activity in professional forums like MGMP forum.

MGMP forum is a professional forum for teachers who teach particular subject in junior and senior high school in a particular region or city. Subject teachers from public and private schools in the city attend the forum. The forum is led by a Chairman that chosen by members of MGMP. The forum usually organizes the routine meeting every month.

In general, MGMP forum conducts the programs to discuss about learning problems, learning aids and peer teaching. Every programs and activities of MGMP should follow the framework that consists of basic framework and structure of MGMP programs [3]. Based on the framework, MGMP should make main programs to improve the quality of competence and professionalism of teachers including teachers' social competence.

Teachers' social competence has relationship with teachers' performance [4]. Teacher-student interaction is a part of teachers' performance. The positive relationship between teachers and students can be used as a bridge for teachers to deliver messages, values or teacher perspective as adult in students' development [5] including students' social competence. Although the role of teachers is limited to the control of students' behaviour [6] but the social development of students should be the goal of education in the school curriculum because one of the tasks of teachers is to contribute to the development of students' social competence [7].

It is necessary to understand teachers' social competence. As theory of socio-constructivism suggests that social interaction, the interaction between individuals with others, is the most important factor that can trigger a person's cognitive development. This study investigates teachers' social competence and factors affected social competence at MGMP forum of senior high school mathematics teachers in Balikpapan.

II. METHODS

The study uses descriptive qualitative approach. Qualitative research is a research based on post-positivism philosophy that sees social reality as something holistic, complex, dynamic, meaningful and relationship between interactive symptoms [8]. This approach is chosen because it is appropriate with the purpose of the study.

The research is conducted at MGMP forum of senior high school mathematics in Balikpapan during the routine meetings. The study uses purposive sampling to choose the sample of data resources. The sample is chosen based on judgement that is satisfactory for specific purpose [9]. Senior high school mathematics teachers, Supervisor and Chairwoman of MGMP are involved in this study.

Data are collected using observation, interview and documentation. Observation is conducted to find out the interaction between senior high school mathematics teachers during MGMP meetings. To understand the perceptions of the informant on social competence of senior high school mathematics teachers involved in MGMP, interview is used in the study. The documentation is used to obtain the data about MGMP forum of senior high school mathematics in Balikpapan.

Analysis of the data is conducted during and after data collection. The data are analysed using Milles and Hubermen flow model that consists of data reduction, data presentation and conclusion and verification. In data reduction, the researcher analysed and classified the data obtained from observation, interview and documentation. Data reduction is conducted continuously since data collection until research report. In data presentation, the result of reduction is organized in narrative form to give the possibility of conclusion after it is interpreted and evaluated. Then, the researcher made conclusion based on the result of interpretation and evaluation.

The data also is checked by triangulation, perseverance of observation and peer verification. Triangulation is conducted by comparing and checking back the data obtained from observation, interview and documentation and comparing the data of peer and researcher observations. Perseverance of observation is done by conducting a careful, detailed and continuous observation during the research process. The researcher also discussed the process and results of study with colleagues as part of peer verification.

III. RESULT AND DISCUSSION

This section describes the result of the study and its discussion. The section consists of profile of MGMP forum of senior high school mathematics teachers in Balikpapan, social competence and factors that affect it.

A. Profile of MGMP forum of Senior High School Mathematics Teachers in Balikpapan

MGMP forum of senior high school mathematics teachers in Balikpapan has been established since before 2008. Based on interviews with the Chairwoman of MGMP who served this period, the activities of MGMP was still limited and the participation of MGMP members was still low at that time. When it is compared to the beginning of the establishment, the development of current MGMP activities is quite good. Most senior high school mathematics teachers always attend the regular meetings. Supervisors and Principals who teach mathematics also always attend the meetings. Currently, MGMP forum of senior high school mathematics teachers has 65 registered members. However, the attendance rate was only 54%. It means that only 30 – 35 teachers who attended the meetings.

MGMP forum of senior high school mathematics teachers held regular meetings every month. It is one of the most active MGMPs in Balikpapan than other MGMPs. The regular meetings were conducted at designated schools alternately. For example, if this month the meeting is conducted in SMA Negeri 1 Balikpapan, the next meeting will be held in SMA Negeri 2 Balikpapan and so on. Each meeting spends about 3 – 4 hours.

Fig. 1 MGMP meeting in SMA Negeri 8 Balikpapan

Mathematics teachers had discussion among their colleagues during the meeting. The activities during the meeting is discussion about lesson plan, learning models, non-routine problems, preparation of national examination, useful information and experiences, and solutions of classroom learning activities problems; dissemination of new knowledge from members who attended the training/workshop; discussion of new curriculum; training of ICT, academic writing and teacher performance assessment (Penilaian Kinerja Guru).

Fig. 2 MGMP meeting in SMA Negeri 9 Balikpapan

MGMP forum of senior high school mathematics teachers also conducted the activities outside the regular meeting. One of the activities is BIMTEK (some kinds of training) activity in Centre for Development and Empowerment of Teachers and Education Personnel (PPPPTK) of Mathematics in Yogyakarta. The activity is part of efforts to improve mathematics teachers' competences.

B. Social Competence of Senior High School Mathematics Teachers at MGMP forum

Social competence of senior high school mathematics teachers involved the effective association between their colleagues. This association can be seen during the activities on regular meetings of MGMP forum. Based on observation result, the interaction between mathematics teachers who attended the meeting showed familiarity and affinity. All teachers seem to be close to each other even though the teachers come from different schools.

The regular meeting began with a meal together. Teachers of designated school were responsible for the consumptions. However, other teachers also assisted in the process of providing the meal. They were working well with others. After the Chairwoman opened the meeting, they continued with the scheduled agendas.

One of the activities in the regular meetings was presentation of materials by Supervisor as part of preparation of teacher performance assessment. Most mathematics teachers paid attention to the presentation. The teachers were also involved actively in the question and answer session after the Supervisor ended the presentation. They can communicate effectively each other.

In addition, teachers kept the good interaction between their colleagues although some of them always present and some of them rarely present at the meetings. They realized that every teacher might have their own activities in their school so they cannot always attend the regular meetings. They always wear neat and polite clothes and sometimes tell jokes appropriately too.

The relationship between the teachers at MGMP forum is professional relationship between mathematics educators that have similar purposes. They wanted to improve their competence and professionalism as well as the quality of mathematics learning in the school. It means that they formed healthy and meaningful relationship.

Based on interview result, the interaction between mathematics teachers in MGMP forum was good and intimate. Teachers who attended the regular meetings communicated each other politely. They did not discriminate their colleagues whether they come from public or private school or they are seniors or juniors.

MGMP meeting is the main support mechanism for teachers to improve their knowledge and skills in conducting the learning process in the classroom [10]. During the meetings, teachers are interacted each other to share about experiences, learning process and problems faced in their school. These activities give opportunities for teachers to improve their professionalism and competences including social competence.

Developing competencies in social domain enhance a person's ability to succeed in school as well as positively influence mental health, success in work and the ability to be a citizen in a democracy [11]. Furthermore, the findings showed that teachers' activities during the meeting described the social competence components like being aware of one's own and others' emotions; managing impulses and behaving appropriately; communicating effectively; forming healthy and meaningful relationship; working well with others and resolving conflict [11].

C. Factors that Affected Social Competence of Senior High School Mathematics Teachers

The regular meetings of MGMP forum were conducted every month. Although most mathematics teachers were participated in the regular meetings, there were active mathematics teachers who always attended the meetings and passive mathematics teachers who rarely attended the meetings. However, most teachers accepted the reasons of their colleagues when they did not attend the meetings.

Teachers' acceptance toward their colleagues' conditions showed that process of perception formed the mutual understanding between them. This perception supported teachers to interact well with their colleagues although some of their colleagues were rarely attend the meetings. In addition, the teachers also have similar perception about MGMP forum' objectives so useful activities during the meetings that improve their competences should be supported.

Social competence requires skills to take over the role of others and the motivation to implement them appropriately. In the regular meetings, Supervisor and Principals were always present. However, they acted as peer or colleague of the teachers, not as a leader during the activities. Teachers also acted themselves as good listeners and learners although they usually act as the ones who students listen to in front of class. This role exchange supported the activity process to be more relax and fun.

The atmosphere of affinity and familiarity was showed during the meetings of MGMP forum. Teachers' attitude toward their colleagues showed friendly behaviour. The attitude can be seen as a form of non-verbal communication that affected the social interaction in the meetings. For assessing behaviour, non-verbal signs have a strong impact than verbal.

In addition, situations and rules also become one of the factors that accompany successful social relations. Different activities in each meetings required teachers to adapt with these activities. The rule that MGMP meeting should be held twelve times a year also becomes one reason for MGMP members to participate in the forum meetings.

Based on the discussion above, the factors that affected social competence of senior high school mathematics teachers are perception, role exchange, non-verbal communication, and situations and rules. As in [12], there are six factors that affected social competence of senior high school mathematics teachers i.e. perception, role exchange, non-verbal communication, rewards, situations and rules, and self-presentation. It means that only four of six factors that affected social competence can be showed in this study.

IV. CONCLUSIONS

The findings show good social competence of senior high school mathematics teachers at MGMP forum. Social competence of senior high school mathematics teachers shows good effective relationship, oral communication and social interaction between mathematics teachers during regular meetings of MGMP forum. Some factors affected social competence of senior high school mathematics teachers in Balikpapan are perception, role exchange, non-verbal communication and condition and rules.

The study suggests that MGMP forum has an important role to improve senior high school mathematics teachers' social competence in Balikpapan. In addition, teachers should increase their participation to attend the MGMP meetings. This study only focuses on social competence related to interactions between teachers and their colleagues so the next study may involve the interaction between teachers and students or other people in the teacher community to understand more about teachers' social competence.

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Analysis Of Quality Item Tes National Standar School Exam Social Science Education (USBN-IPS) For Junior High School

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Abstract. This research is an evaluative research that aims to know the quality of the problem in terms of material aspects, problem construction, language, distribution of cognitive domain level, validity, reliability, difficulty level, distinguishing power, and swizzle effectiveness. Objects studied are 40 items multiple choice questions with the number of respondents of this study as many as 102 students. Data collection methods used are documentation and focus group disscussion. This research uses qualitative and quantitative data analysis that interpret the calculation data. The results showed that the questions of USBN IPS SMP Kota Samarinda 2016/2017 academic year is a matter of good quality, because based on analysis and analysis of the contents of the criteria of a good question (77.5%). On the Aspect of the Level of question of items that are classified as difficult as 6 items or 15%, the items are classified as being 19 or 47.5%, and the items are easily classified amounting to 9 items or 22.5%, very easy and very difficult 3 each item or 7.5% respectively. There are 28 (70%) good quality questionnaires, 4 (10%) very good quality items, 6 (15%) items of poor quality, and 2 (5%) items quality is not good.

Keywords: Item, Feasibility, School Examination

I. INTRODUCTION

Improving the quality of learning programs requires evaluation of the quality of the previous learning program. Thus, being able to update the educational program, including the learning program evaluation activities on the program that is being or had been conducted needs to be done well. To be able to develop better programs, the results of previous program evaluations are indispensable [1]. Evaluation of learning can be effective if using the right measuring tool. One of the measuring tools that can be used for instructional evaluation is the test. According to Mardapi [2] test is a mean to estimate the amount of a person's ability to stimulus or question. The test can also be interpreted as a number of questions that should be given answers in aiming to measure one's ability level.

Meanwhile, evaluation is a systematic and continuous process to determine the quality (value and meaning) of something, based on certain considerations and criteria in the framework of decision making[3]. It is supported by Arikunto [4] which stated that the activity of measuring, i.e., comparing something with a certain criterion or size. Measurement is quantitative, which means the measurement is manifested in symbols of numbers.

Similar with the above opinions, measurement is interpreted as a process to determine the quantity rather than something which are learners, learning strategy, school and so on. Conducting a measurement is required measuring tools. As in education, psychology, as well as other social variables, measurement activities usually use tests as a measuring tool.

Assessment is an important stage that provides evidence of the effectiveness of a teaching and learning process. Educators use assessment results for various reasons ranging from the grade level in which assessments are used to measure students' skills or to evaluate the learning process, at the national and international levels, the assessment is used to assess the curriculum or to compare the education system. In particular, summative judgments have substantial value for the students as long as it really forces them to learn ([5],[6]). The process of evaluating the final grade at the school level undergoes various policies and implementation developments, such as based on the Coordination Meeting of the Ministry of Education and Culture dated December 22, 2016 decided the policy on the implementation of the Ujian Nasional (National Examination) in 2017, that the implementation of the Ujian Nasional is still implemented and the School Exam is upgraded to become USBN (Standard School Examination National) for some subjects.

Following up the Ministry of Education and Culture Meeting, the Regulation of the Director General of Primary and Secondary Education Ministry of Education and Culture No. 08 / D / HK / 2017 on Standard Operating Procedures (POS) of USBN was passed. Based on the POS, the mechanism of preparing the USBN test questions as much as 75% -80% of them in the following package of subjects with their completeness (answer sheet formats, scoring guidelines for description test, answer key for multiple choices) is prepared by MGMP of cities and regencies.

USBN questions are compiled 88.8% consisting of multiple choice questions because multiple choice items are used to measure the tests at school and college, and they get considerable composition on the assessment [7]. The advantages of using multiple choice tests are generating items that have a wide range of material of what has been taught [8]. Despite these advantages, the use of multiple choice questions is often criticized. Some researchers have pointed out that multiple choice items focus on what students can remember and do not assess the extent to which they can understand, apply and analyze learning-related information [9]. However, it is clear that serious multiple-choice questions can serve to assess high-level cognitive processes, although making such items require more skills than writing memory-based items ([10],[11]). Analysis of the quality of the USBN test is very crucial to improve the quality of the test and to upgrade the quality of the next test. The tests are analyzed to know which one is good and bad question. A good test can be used as a measuring tool and a reference in the making of next test. The test considered bad test and revisable can be revised then be stored in the test bank to reuse. While the test considered bad and required a significant revision should be discarded.

According to Azwar [12], the analysis of items including the analysis of the degree of difficulty and the degree of difference testing is a rare classical analysis. However, by not analyzing the item, the quality of the tested item becomes unmeasurable and invalid. It is due to the development of the test quality is not based on good calculations. With the analysis of the item, the quality of the tests will be known, and it will help teachers knowing what matters related to the development, the preparation, and the use of good tests to be maintained.

The problems occur in the academic year 2016/2017 are it is the first time for the test of USBN for IPS SMP prepared by the MGMP team and quality analysis of the subject matter of USBN IPS Subject has never been conducted. Seeing the condition, the researcher is interested to conduct a study on the quality analysis of the USBN items. The research is used to know whether the items have good quality so that they can measure the achievement of learning objectives accurately.

II. METHODS

The research is an evaluation research, which the design and evaluation procedure in collecting and analyzing data is conducted systematically to determine the value of quality of USBN IPS subject. Data collection strategy of the research is through documentation study, test draft, USBN questions and Student Answer Sheet and conducting FGD with the teacher who made the test. The number of respondents is 102 students from 10 junior high schools in Samarinda.

Data analysis is used two methods, which are: (1) using the method of review based on the assessment rubric of the items, (2) The researcher uses computer program in ITEMAN (Item and Test Analysis) version 3.00. The program is used to analyze the validity, reliability, degree of difference, difficulty level and effectiveness of distractors.

III. RESULT AND DISCUSSION

The results of the analysis of material conformity aspects, The constructions of questions and language on multiple choice and description tests (questions about higher order thinking skill). Each aspect consists of a conformity indicator between the USBN IPS questions based on what has been determined. In the aspects of the review questions are focused on the question conformity toward the indicators, the questions not containing elements (Tribes, Religions, Races, Intergroup, Pornography, Politics, Propaganda, and Violence), using an interesting stimulus, using a contextual stimulus including the quality of questions able to measure the cognitive level of reasoning (analyze, evaluate, create), choice of homogeneous and logical answers and every question has only one correct answer.

In the construction aspect to examine whether the subject matter is formulated briefly, clearly, and firmly, the main formulation of the questions and the answers choices is a necessary statement only, the point of not giving a clue to the key answer. The subject matter is free of double negative statements, the use of images, graphs, tables, diagrams, or likely is clear and functional. The length of the answer is relatively same, the answer choices do not use the statement "all the above answers are wrong" or "all of the above are correct "and likely, the answer choices in the form of numbers / time is arranged according to the order of magnitude of the numbers or chronologies and the items are not dependent on the answers of other questions.

The following review results for recommendations as follows;

TABLE. RECOMMENDATION OF STUDY RESULTS

No.	Recommendation	Amount	%
1	Rejected	9	22,5
2	Revised	14	35,0
3	Used	17	42,5

Based on the table above, there are 9 problems or 22% of the multiple choice questions recommended for not being used because of the mismatch among the problems and indicators that have been set in the grid problem. The questions categorized rejected is questions on the numbers 3, 7, 10, 12, 14, 20, 22, 26, 27.

Although there are rejected questions but there are 17 questions or 42.5% questions valid to use which are the question no.1,2,4,8,16,21,23,24,29,30,31,34,37,38, 39, 40, while there are 14 questions or 35% that need to be revised. The main construction aspects that need to be clarified and confirmed, the answer choice in numerical form should be arranged in small order to large or vice versa and graphic images, tables on the questions must have optimal function in the explanation of the questions and has to use of communicative language, so they are easy to understand by the students..

The empirical composition of the cognitive level of the C1 questions (remembering) considering is 7% questions, C2 questions (understanding) is 29%, C3 questions (applying) is 19%, C4 questions (analyzing) is 29%, C5 questions (evaluating) 13% and C6 questions (creating) is 3%. Following chart to show the percentage,

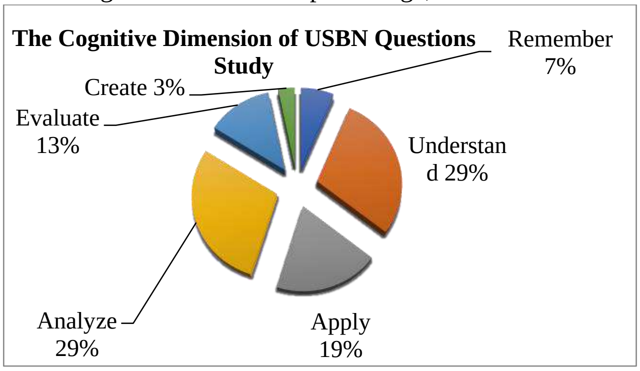

Figure 5.1 Graph based on cognitive dimension tables

The analysis results on the aspects of validity, reliability, difficulty level, degree of difference, and deception effectiveness on multiple choices questions of USBN subjects IPS SMP, Empirical validity test is conducted using the formula point biserial correlation using of ITEMAN program. Result of calculation with significance level 5% and n = 102 hence obtained r table equal to 0,195. If r arithmetic> r table then the item is said to be valid, following table validity distribution.

TABLE. DISTRIBUTION OF QUESTIONS USBN IPS SMP ACADEMIC YEAR 2016/2017 BASED ON VALIDITY INDEX

No	Validity Indeks	Questions	Amount	Percentage
1.	≥ 0,195 (valid)	1,3,4,5,7,8,9,10,11,14,15,16,19,22,23,24,26,27,28,29,30,31,32,33,36,38,39	27	67,5%
2.	<0,195 (not valid)	2,6,12,13,17,18,20,21,25,34,35,37,40	13	32,5%

Source: Primary Data Processed

Referring to Anas Sudijono [13], one of the characteristics of a good achievement test is to have validity. A achievement test with high validity can be judged as reliable and accurate in measuring student learning outcomes.

Following up on the results of the item analysis, valid items can be reused and inserted in the question bank, but the validity analysis only has 67.5% as result. It means it needs revision for 32.5% invalid questions of USBN.

The results of reliability analysis obtained the reliability results 0.66 so it can be concluded that the item is reliable. The results of the analysis also illustrates the problem of USBN has a high coefficient and standard error of measurement (standard error of measurement) is low ". One of the characteristics of the question has a high reliability if the test consists of many items with valid categories. In addition, the high reliability of the reliability index is influenced by several factors: test length, score distribution, difficulty level, and objectivity [3].

The calculation of the degree of difference is done by dividing the subject into two parts 50% of the upper group and 50% of the lower group. The result of the calculation is interpreted in 5 criteria that is: D = negative means there is no degree of difference and preferably discarded, D ≤ 0,20 means weak degree of difference, D = 0,21- 0,40 means enough degree of difference, D = 0,41 - 0.70 means a good degree of difference, and D = 0.71 - 1.00 means excellent degree of difference. the result of calculation, ri item about which have bad difference factor amounted to 9 or equal to 22,5%, item of matter which have degree of difference good enough amount 15 item or equal to 37,5%, item having degree of difference either amounted 9 grain or equal to 22.5% and 5 item or 12,5% having negative degree of difference.

The degree of difference becomes one of the important elements in the preparation of the problem because a good question is a point that can distinguish the clever students and students who are less clever in this matter it was answered correctly by clever student. Following up from the analysis of the items after analyzing the degree of difference as follows: (1) items that have degree of difference are stored in the question bank. They can be reused during upcoming achievement test results. The items with a weak distinguishing feature have two possibilities that are not explored, they are traced to revise later and then reused in future upcoming achievement test results to determine whether their difference is improved or discarded, whereas items whose difference index numbers are negative, should be discarded because of the quality the point is very bad.

The result of the difficulty level of the problem is interpreted in 3 criteria namely: question with P 0,00 to 0,30 is difficult question; question with P 0.31 to 0.70 are moderate; and the question with P 0.71 to 1.00 is an easy matter.

Based on the results of the calculation of Level of Problems item with ITEMAN version 3.00, the items are classified as hard as 6 grains or 15%, the items are classified as being 19 or 47.5%, and the item is easily 9 or 22, 5%, very easy and very difficult each 3 item or 7.5%.

The effectiveness of the deception choice is calculated by the Swizzle formula is calculate through Anates version 4 program. Swizzle said good if selected ≥ 5% of the number of learners. Based on the results of the analysis, there are 28 (70%) items of good quality, 4 (10%) very good items, 6 (15%) less good items, and 2 (5%) poor items.

Based on the results of quantitative analysis that includes the analysis of validity, the level of difficulty, difference, and effectiveness of deception, necessary following up on the questions. There are 3 possible follow-up actions that can be done next w are stored, revised, or discarded. A good item can be saved for future tests. The item that is less good can be improved and tested again in the next test. While a bad item can be discarded if it is not possible to be re-revised. Good items must meet the criteria, both in terms of validity, difficulty level, differentiation, and swizzle effectiveness. If all four are good, then the item is eligible to be used as an evaluation tool. However, if there are aspects that do not meet the requirements then it should be revised again.

IV. CONCLUSIONS

1. Based on the results of the analysis of items in terms of Validity, Reliability, The degree of difference, Difficulty Level, and Swizzle Effectiveness , it can be concluded that the test of USBN IPS SMP Kota Samarinda 2016/2017 academic year can be considered as good quality test, because based on analysis and review content of the material, construction and linguistic aspects that meet the criteria of good questions only amounted to 31 out of 40 points (77.5%). Based on the analysis of items together there are 17 problems or 42.5% feasible problem to use that is the problem in which from various aspects have been eligible for use there are 14 problems or 35% that need to be improved but from the aspect of quantitative analysis already meet for use.
2. Based on the results of the calculation of Level of Problems item with the program Anates version 4, the grains are classified amounted to 6 grains or 15%, the item is classified as being 19 or 47.5%, and the item is relatively easy to number 9 grains or 22.5%, very easy and very difficult each 3 item or 7.5%.
3. Based on the results of analysis of the degree of difference and degree of swizzle, there are 28 (70%) items of good quality, 4 (10%) items of excellent quality good, 6 (15%) items less good quality, and 2 (5%) the item is not good quality.

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Student`s Mental Revolution Model At Senior High School

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Abstract. The background of this research was the existence of mental or the character of problems the current learner. The purpose of this research was (1) to know about the guidance of integrity, work ethic, mutual cooperation, independence, religious at senior high school level, (2) prototype model of Student mental revolution guidance in senior high school. This was a research development using qualitative approach. The results of this study explain that (1) guidance of mental revolution values (integrity, mutual cooperation, work ethic, self-reliance and religious) has not been implemented maximally in senior high school. The process of guidance was done on intracurricular and extracurricular activities. Guidance of mental revolution on intracurricular activities did independently and integrated on subjects. (2) This research also produced prototype model design of students guidance. This model illustrates all internal stakeholders and school supervisors that play a role in the process of guidance students. The guidance was done by using the approach of exemplary, habituation, praise and reward that emphasizes aspects by knowing, by loving, by acting, and done individually and in groups. Guidance was done on extracurricular and intracurricular activities that give consideration the values of Pancasila, UUD 1945, Bhineka tunggal ika, and NKRI regulations.

Keywords: Guidance, Mental revolution, Students

I. INTRODUCTION

Indonesia is facing a moral and moral crisis currently. This can be seen from the various phenomena that occur in the social life of the community. The existing phenomenon is not in accordance with the purpose of the nation and state. It produce a good morals and mental of people. As constitution No. 20 of 2003 that is to develop the potential of student to be a human being who believes and cautious to God Almighty, good mental/character, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible .

But hope does not match the existing phenomena that there are negative behaviors arising from various backgrounds ranging from the public, students, and others indicate that the character owned still very less even more inclined today do not have the appropriate character in the norms of society. For that researchers do observations at schools in the Foundation PGAI Padang one of its mission to produce students who have good character/mental but there are phenomena:

1. There are still students who do the brawl of students, causing damage to the environment of the occurrence of brawl and injured students who do brawl.
2. There are still students who hang around during school hours in the school environment and outside the school environment.
3. There are still students who come late to school and go to class when the lesson has started.
4. There are still students who fight with other participants in school.
5. There are still students who talking harshly.

The above phenomena describe morals and mental is still not good. Therefore, character and mental guidance is so need to give contribute in problems solving of the mental and character crisis today. This is because mental and character education is a deliberate effort to help and understand people and care about the values of ethical / moral, (Gunawan, 2012). And character education has become an educational movement that supports emotional development, by both schools and governments to help students develop the core of ethical values and performance values, such as caring, honesty, crafts, tenacity and fortitude, responsibility, self-respect and others (Samani and Hariyanto, 2012).

Guidance of the mental and character values can be done optimally with integrated in subjects (religion), (Azizah, 2015). Marzuki (2015) also said that mental and character guidance can be done with extracurricular activities (Scouts). For that it need to know how the guidance of mental revolution in student.

So based on that, the purpose in the research were (1) How to guidance integrity, work ethic, mutual cooperation, independence, relegius at senior high school in Dr. H. Abdullah Ahmad PGAI Padang foundation? (2) How to prototype model student mental revolution In senior high school?.

II. METHODS

This research was research development (Research and Development) by using qualitative approach. The development research that has been done using Borg and Gall model (1989: 775) has five steps by combining several development study cycles. Researchers taked several steps of development research and then combine it with the design concept of ADDIE development (*analysis, design, development, implementation, evaluation).* However, in this study only came to the design of guidance model of mental revolution of learners.

Techniques and data collection tools were done by interview, observation and documentation. Then techniques of data analysis in accordance with his opinion Bogdan and Biklen (1982: 189) which said that analysis includes activities to do data, data reasoning, divide it into units that can be managed, synthesize it, find patterns, find important thing and what will be learned and decided what will be reported". There were three steps in data analysis according to Miles and Huberman (1984: 21), he believes data reduction, data presentation, conclusion / verification. Research guidance of students' mental revolution done in senior high school in the Dr. H. Abdullah Ahmad PGAI Padang Foundation.

III. RESULT AND DISCUSSION

A. *Development of Mental Revolution Values at Senior High School Level .*

The values of the mental revolution was fostered in senior high school Dr. H Abdullah Ahmad PGAI Padang were integrity, work ethic, mutual cooperation, independence and relegius. Based on the results of the study of mental values revolution (integrity, work ethic, mutual cooperation, independence, relegius) at the level of senior high school has not been implemented maximally. It was because not all the values in the mental revolution has been guided on senior high school Dr. H Abdullah Ahmad PGAI Padang foundation.

Based on the results of research was known that the value of integrity being fostered in senior high school was the value of honesty, trustworthy and responsibility. The value of work ethic developed in senior high school were competitiveness, innovative, creative and optimistic. While the value of work ethic that has not implemented its guide was productive. The value of mutual cooperation that was fostered in senior high school was the value of cooperation, solidarity, communal and oriented to the community. Religious values that was fostered in senior high school were the value of faith, islam, ihsan, science and charity. And the form of the value of the independence that was fostered in the senior high school were the value of social independence, intellectual, and emotional.

The guidance of mental revolution in senior high school was carried out in intracurricular and extracurricular activities. The guidance of revolutionary values on intracurricular activities was done directly that there was related material in the subject and done integrated in the learning process.

Based on the results of research at senior high school Dr. H. Abdullah Ahmad PGAI Padang. It was known that the form of mentoring mental revolution in integrity aspect can be seen from intracuricular and extracurricular activities. Character building in intracuriculer seen in the learning process. The values of the characters planted here were honest, believable, and responsible.

The form of guidance work ethos to the student in the learning process was to teach the student has the competitiveness to do his job, learned the student to be optimistic about the task he made, learned student can bring up new ideas in learning, learned student to have skills.

The form of value mutual cooperation fostered in senior high school was guided the value of cooperation, solidarity, communal and oriented to the benefit. The value of mutual assistance formulated in senior high school were the value of faith, Islam, ihsan, science and charity. And the form of value of independence that fostered in high school were the value of emotional independence, intellectual independence, economic independence and social independence

Based on the results of the research was known the character and mental condition of student was not good. It was influenced by the use values that not all mental revolution was implemented on supporting them. Based on this, it was necessary to analyze that it was necessary to apply all values to all educational units in order to produce good mental and character student in all educational units. The effort of each educational unit in shaping good mental and character of student can be done by implementing government policies on mental revolution program. The program of mental revolution comes from the coordinating ministry and the field of human development and culture of the Indonesian republic.

The mental revolution program need to be implemented. Schools need to guide five character values or mental revolution in government policy so it is expected to produce student who has good character or mentality.

B. *Model Protipe Mental Revolution Development of Learners*

Prototype model was produced in this study was a prototype model of guidance mental revolution of students. In this research, done needs analysis of student mental revolution and model design of student mental revolution guidance.

1. *Needs Analysis Model Development Mental Revolution Educative Participants*

Based on this research , it was known that many student in Indonesia who bermental less good. Besides looking at the phenomenon that existed in Senior high school in Dr.H. Abdullah Ahmad PGAI Padang foundation, the related data is also support the need for needs analysis for the development of mental revolution of learners. Data such as: 3,8-4.2 million drug users in Indonesia among students and students (BNN, 2012), 64% of students and students of university see pornography so that 39% of respondents from the age of 15-19 years and 25% of age 20-25 years have been having sex outside of marriage (KPAI, 2016), free sex, 800 types of original pornographic video of domestic production, 90% of the video played by students and students of university (KPAI, 2016), Abortion Case, almost 2,4 million occur annually, and the perpetrators are adolescents (Komnas HAM 2016), Prostitution, 150,000 children under the age of 18 years become sex workers, half of the sex workers are under the age of 18 year, while 50,000 of them have not reached the age of 16 years (KPAI, 2016), Brawl of students and students of university, in 2012 there have been 139 brawl of brawl case, even 12 cases cause death, and in 2011 from 339 cases of brawl causing 82 children died (KPA1, 2016), Motorcycle gangs, gambling betting gangs ranging from 5 to 25 million rupiahs per one wild race, resulting in about 60 men every year (KPAI, 2016). Phenomena it describes the condition of the character and mental of the learner not good.

2. Design Model of Mental Revolution of Student

At this research, researcher designed a model of mental revolution for students in senior high school. The model was designed based on an assessment instrument using a variable integrity, work ethic, mutual cooperation. This variable refers to the government's policy on mental revolution add considering independence and relegius value. The five variables was done guidance in intracurriculer and extracurricular activities. They are

a. Development of Mental Revolution Values of Learners On School Intracurricular

One way in fostering the values of the mental revolution is by fostering the values of mental revolution in the intracurricular activities of the school. This guidance can be done in two ways, they are independent on some subjects (KWN, Religion and BK) and being integrated in a wide range of subjects. Guidance of student mental revolution with independent approach is done in a way, on some subjects there is material on the values of mental revolution on the subjects in schools. While integration means **carried out the cultivation** of the values of mental revolution in students and the learning process. Guided students and shaped to have a mental revolution values so that produce good students.

The guidance of mental revolution which is done in intracurriculer activity which is implanted to the learners based on the values of Pancasila, the Constitution, UU No. 20 of 2003 and Pepres no 87 of 2017. Each character values formation should be attention the policies and applicable laws so that the attitudes and mental of the students do not conflict with the prevailing policies.

b. Guidance Values Mental Revolution At School Extracurricular

The second way in fostering the values of mental revolution is by fostering the values of mental revolution in the school's extracurricular. This guidance can be done by integrating the values of mental revolution in the extracurricular activities that are in school. Extracurricular activities that exist in the educational unit of the activities of relegius, sports, art and scout for senior high school.

Each type of extracurricular activity is done by producing the values of mental revolution (integrity, work ethic, mutual cooperation, independence and relegius). So, in the implementation of extracurricular activities is not only made student hasthe skills but also educate and shape the attitude and mental students.

The guidance of mental revolution in extracurricular activities to student is based on the values of Pancasila, the constitution, UU no. 20 of 2003 and Pepres no. 87 of 2017. Each character value formation should take into account the prevailing policies and laws so that attitudes and the student's mental does not conflict with the prevailing policies.

Thist is the design of students model revolution guidance in senior high school:

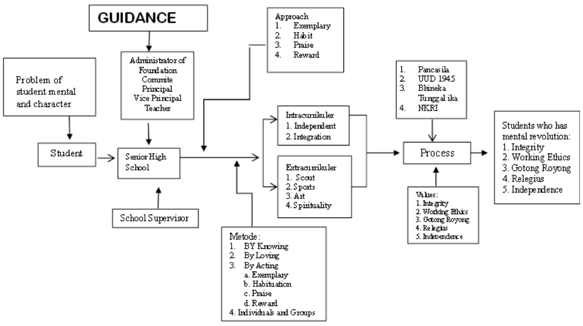

Figure 1 Prototype Model of Students Model Revolution Guidance in Senior High School

This model illustrates that all internal stakeholders and school supervisors play a role in the process of fostering students. The guidance is done by using the approach of exemplary, habituation, praise and reward that emphasizes aspects *by knowing*, *by loving*, *by acting* , and done individually and in groups. Guidance is done in extracurricular activities and intracurricular who consider the values of Pancasila, UUD 1945, bhineka tunggal ika, and regulations NKRI.

Based on the results of the research that the mental condition of most student was not good. This was caused by the using values has not been implemented mental revolution as a whole. Based on this, it was necessary to do an analysis of the application of use values of all the educational unit to produce student that good mentality and good character / moral in all educational units. Good Mental and good character/morals was the ideals of the Indonesian people on UUD 1945. Character Indonesian is a nation character. Conversely, a nation does not have a character is a nation that does not have a moral and mentak or has a standard of norms and good behavior (Arifin, 2012: 20). That's why character education is important because character education produce students into positive personality and good morals in accordance with the competency standards graduates (SKL) so that it can be implemented in life everyday (Fitri, 2012:22).

The need education is accordance with the expected society, nation and state. It is to be a man of faith and cautious to God almighty, morally good, healthy, knowledgeable, capable, creative, independent, and become a democratic citizen and responsible (UU No. 20/2003).

The importance of mental and character guidance demande each unit of education in shaping the good mental and character of student can be done by implementing government policies on mental revolution program. The program of mental revolution comes from the Coordinating Ministry and the field of human development and culture of the Indonesian republic.

According to the Coordinating Ministry for Human Development and Culture (2015) the mental revolution is an entire movement society (government & people) in a way quickly to take back the values strategic which is needed by the Nation to be able create order and people welfare so as to win the competition in globalization. Mental change the way view, mind, attitude, behavior-oriented and progress modernity. So that Indonesia becomes a great nation and able to compete with nations - other nations world. The mental revolution changed the outlook, thoughts, attitudes, progress-oriented behavior and modernity, so that Indonesia became a nation is able to compete with the nation else in the world.

The Coordinating Ministry for Human Development and Culture of Indonesia, values in the policy of the mental revolution are as follows:

1. Integrity: values that describe integrity are honest, trustworthy, character and responsibility.
2. Work ethic: values that describe work ethic are competitiveness, optimism, innovative and productive.
3. mutual cooperation: the values that describe gotong royong are cooperation, solidarity, communal, oriented towards the benefit.

Guidance of mental revolution is needed to be implemented by the school. That is because the character education and guidance of the mental revolution is something that done teachers. It is able to influence the character students. Teachers help shape the character of students. This is includes exemplary the behavior of teachers, how the teacher spoke or convey, tolerant teacher, and various things other related (Gunawan, 2012).

The model is designed with Marzuki (2015) and (Azizah, 2015) that guidance of mental and character values can be done optimally with integrated in subjects (religion) and can be done with extracurricular activities (Scouts). But in the design of this model not only focus on religious subjects but also other subjects. And not only focus on scouts alone but also sports, arts and religion.

This design is also adjusted with the opinion Sudjana, (2000: 223) on the concept guidance profersional control of all the elements organization so that elements could be function as appropriate so that the plan to achieve the goal can be implemented efficiently and effectively. And also the opinion of Thoha (2004) says that guidance is an action, process, result, or statement better. In this case it shows the progress, growth improvement, evolution over the possibilities, developing or enhancement of something.

Guidance of student`s mental is important to get better results. The guidance of student`s mental is also important to : (1) Developing potential of heart/conscience /affective student as human and citizens who have values culture and character of the nation; (2) Developing habits and behavior of praised student and in line with universal values and religious nation culture traditions; (3) Planting leadership and responsibility of the participant educated as generation of the nation's successor; (4) It represents the ability of learners to be an independent, categorical, and nationalized human being: (5) Developing the school life environment as a safe, honest, full of creativity and friendship, and with a strong sense of nationality and power: (6) Correct student`s inconsistent behavior with the values developed by the school; (7) Establish harmonious connections with family and community in playing the role of the education of character together.

Then, the development of values in every education unit should be based on Pancasila, UUD 1945, UU No. 20 of 2003 and Presidential Decree No. 87 of 2017. This is because Pancasila, UUD 1945, UU No. 20 of 2003 and Presidential Regulation No. 87 of 2017 is an educational or juridical educational foundation. The juridical or education law means a set of applicable legislation which is the starting point or reference (material, and conceptual) in the context of educational practices and educational studies.

In addition to being based on the juridical foundation, the guidance of the mental revolution must also be adapted to the social and cultural foundations. The culture in question is the minang values and cultural. This is because the development of model design and implementation is carried out at Dr. H. Abdullah Ahmad PGAI Padang

CONCLUSIONS

The research explained about (1) guidance of mental revolution values (integrity, mutual cooperation, work ethic, independent and relegius) have not been implemented to the maximum in the education unit senior high school. The process of guidance is done on intracurricular and extracurricular activities. Guidance of mental revolution on intracurricular activities done independently and integrated on subjects. (2) The research also produced a prototype model design guidance learners. This model illustrates that all internal stakeholders and school supervisors play a role in the process of fostering student. The guidance was done by using the approach of exemplary, habituation, praise and reward that emphasizes aspects *by knowing, by loving, by acting*, and done individually and in groups. The guidance was done in extracurricular and intracurricular activities that consider the values of Pancasila, UUD 1945, Bhineka Tunggal Ika, and NKRI regulations

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The Need Analysis toward Alternative Assessment in Students' Learning Process

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Abstract. Alternative assessment as a part of the evaluation is an important part of the learning cycle and it is believed involving the need either student or teacher in teaching and learning process. This paper seeks the implementation of self assessment to obtain students' learning perceptions and the effectiveness of autonomous learning in an any field studies. The instruments used for the survey is a self-made questionnaire based on literature review. At the beginning, questionnaire were delivered to students in order to get primary students' reflection of various activities as they are in any field studies - before seeking information was widely involved in an interview of 5 students. The results of this study reveal that many opportunities underlining evaluation come up on surface to classroom displaying students' need and this study is also possible as students- teachers' reflection what suppose they want to get in learning process. A further most of students agreed that many approaches appear in some ways as results of various exercises. As a conclusion we state that self assessment as a part of alternative assessment can play significant role by providing wider input into the effective implementation learning process in any field study.

Keywords: Self-assessment Questionnaire, Learner Participation, Learner Autonomy

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I. INTRODUCTION

There is new paradigm in educational in assessing learning process. The newest is the changing of educator thinking of grading students on their performance. In the last decade, summative assessment used on that era changed into formative assessment. This changing appear to answer many question of learning process. The assessment for learning movement encourages educators to use assessment data primarily for formative purposes influencing many educational jurisdictions worldwide.We are increasingly persuaded that self-assessment is not a robust assessment practice and that its real place in schooling is as a teachable and learnable component of self- regulated learning. However, current manifestations of self-assessment advocacy do not provide well- informed guidance to researchers or practitioners about self-assessment. Hence, our goal is to first establish the need for a self-assessment curriculum and second to sketch out what that curriculum could look like.

The development of language skills in the ESP class and other field studies requires the accuracy of teachers in the design of learning materials and the instructions that follow. Teachers are required to carefully look at the material in which the student becomes interested on it. One of them is creative writing. For some researchers creative writing is an activity that can motivate students to develop their language skills because this process provides a wide space for someone to think in their own way writing that will be produced by them. Burkšaitienė(2014) suggest that to foster creativity in the new course in many field studies, students' perceptions of themselves, the level of their awareness about creativity and creative writing as well as their expectations are important. The strength of students' works creatively is the awareness to lay their imagination flowing during the time then create a works. It works by the right establishing for many parts in learning process and can be support if teacher using the right courses designing.

Courses designing must take an attention to what approaches covering this courses. The fact that teacher oriented is not suitable for ESP and in other field studies, many practitioner changes it into learner oriented and directly in this process going through the goal oriented. The implementation of learning was changed from teacher oriented to student oriented. Since many field studies is totally learner-centered and goal-oriented, a heavier burden and greater responsibility are thus imposed on the many field studies's teacher, as compared with those of the general English teacher. For example in ESP, Hutchinson and Waters (1987) in Wu (2014) indicated that the reasons for the emergence of all ESP programs were the demands of the electronic age, a revolution in linguistics, and the focus on learners. Learner needs for revolutionary linguistics was the main reason for the emergence of ESP programs. The enormous expansion in scientific, technical, and economic activities increased the demand for learning ESP courses. In comparison with the traditional linguists, revolutionary linguists focused on how languages were used in real situations. In their opinions, the English must change when the particular context was given.

English Language Teaching (ELT) has experienced many changes and paradigm shifts during its brief lifetime (Graddol. 2007; Legutke & Thomas, 1991, pp. 4-5; Richards & Rodgers, 1986 p. vii; Underhill, 1989, p. 250). The propositional-process paradigm shift documented by Breen (1987), for example, was one of a number which led to the student being placed at the center of learning, managing the learning process. In another tectonic movement, work in the early part of the 20th century identified group work and collaboration as more effective than individual competition in terms of effectiveness of learning (Vygotsky, 1978; Kohn, 1992). At the root of many changes it has placed problem solving that students do not learn what teachers teach (Allwright, 1984) and can apply the things they have learned in school to real life situations.

The ESP practitioner is expected to possess specialty knowledge and language-teaching skills at once. The ESP practitioner has as many as five key roles to perform: teacher, course designer and materials provider, collaborator, researcher and evaluator. In addition to teaching, designing the course, and providing suitable materials, the ESP instructor may need to work with and even team teach with the subject specialist both in and out of the classroom. The ESP instructor is also encouraged to undertake classroom action research to understand the learning effects and to improve ESP instruction. And last but not least, the ESP teacher should evaluate courses regularly to identify students' problems and to make proper adjustments accordingly.

By goal oriented, good courses designing, teaching collaboration mentioned above and concern on what specific skill of English four skills and language knowledge is studied , ESP course is conducted to any universities. ESP program in such way has long been present in every university in Samarinda in different regulation each semester. This program remains a subject that must be taken by the students. The presence of this program is not the same in every university. For major universities such as Mulawarman University, on average holds ESP for only one semester. It is also followed by other universities around it. Despite of that, many colleges, Mulawarman University alike, still has a potential poor English performance. In order to specify English communicatively, mostly colleges had inadequate satisfactory value of that. Facing this problem, the investigation should be presented. To ensure the effectiveness of ESP, many factors need to be taken into account before implementing ESP courses. By using self – assessment, it is stated to bridge in the beginning answering the following question:

1. What problem might colleges have in ESP and other field studies?
2. What is required of ESP and other field studies colleges?.

II. LITERATURE REVIEW

In the recent day, in order to establish the great material designing, practitioner assess it in any assessment. It is done not only to involve any evaluating of a lesson plan and the result examination but it is also to bridge students-teacher views insight of the learning process. The research results also bring up the latest innovative developments. One of them is the use of self-assessment as a learning evaluation process.Self assessment, is now a trend because it has been widely used in learning and teaching. This assessment method is based on how learners evaluate their own learning of linguistics. The strength of this assessment method is the formation of a thorough success of the learning experience of students because the discovery of learning weakness is from the process of finding itself.

The importance and relevance of self-assessment is demonstrated by a multitude of publications in this area. Success in learning often depends on students‘ interest and subsequent motivation to study. Halliday, McIntosh, and Strevens (1964) in Wu (2014) mentioned that the course design addresses learner needs, such as English for civil servants, for policeman, and for officials of the law. Regardless of learner needs, ESP programs should focus on various learning strategies, schema, motivations, and interests.

.Jones (2004) cite that assessment for learning supports practitioners and helps them focus on the learner and learning in individual classroom sessions . It also shows how one of the Assessment for Learning strategy's principal themes, quality feedback, can be used to help learners progress. In his book,he state that many teachers have expressed concern in recent years that the introduction of burdensome assessment requirements detracts from effective classroom practice and prevents them meeting learners' needs

There is some evidence that self-assessment can be effective. Jabbarifar (2009) state that an effective, goal-oriented, teaching-learning sequence contains clearly understood objectives, productive classroom activities, and a sufficient amount of feedback to make students aware of the strengths and weaknesses of their performances. Feedback and evaluation are inseparably related to both instructional objectives and classroom learning activities and are indispensable elements in the learning process.

Among studies related to the impact of assessment on EFL writing skills (Fahed al-Serhani, 2007; Ghoorchaei, Tavakoli & Ansari, 2010; Spencer, 1999; Lam, 2013; Yurdabakan & Erdogan, 2009), investigated the impact of assessment on

Iranian EFL learners' writing skills. The results indicated that assessment had a statistically significant effect on writing performance of EFL Iranian learners. Furthermore, students had a positive attitude towards assessment.

The five key characteristics of the portfolio are: an alternative to the traditional testing, comprehensive ways to assess students' knowledge and skills, authenticity of assessment, students' active participation in the evaluation process, simultaneous development of students' reflective thinking (Hamp & Condon:2000). For some teachers, the portfolio is a part of an assessment program, and it can either include a record of students' achievements or simply document their best work.

The reflections or commentaries on the entries which are typically presented in portfolios are central to portfolios. Through reflections students can develop metacognitive awareness of texts and situations, can improve their strategies dealing with various tasks as well as may judge their own work and compare performance in different assignments. According to Little (2005), there are three reasons for engaging learners in self-assessment and taking account of the results: firstly, a learner-centeredness; secondly, self-assessment, and thirdly, a tool for lifelong language learning. The most important feature of the ELP is that it supports reflective learning in which self-assessment and goal setting play a central role.

The students' experiences using the portfolio framework were investigated by examining learners' written reflections (Beckett, Slater 2005). It was found that only one fifth of the 73 participants enjoyed project work; one quarter had mixed feelings, and 57% perceived it negatively. Moreover, the high drop-out rate from the course existed because some students found the course too difficult or believed English classes should be limited to the study of language and resented being asked to accomplish non-linguistic tasks.

It has been claimed that the challenges of portfolio assessment to language learners include lower comparability and reliability and difficulty ensuring standardized testing conditions. They also pose a scoring problem because this criterion requires staff training and is more time- consuming than scoring a single norm-referenced test (Gomer 2001). The definition of the portfolio can shift from product to process according to the context and design of its development (Nunes, 2004).

Among studies related to the impact of portfolio assessment on EFL writing skills (Fahed al-Serhani, 2007; Ghoorchaei, Tavakoli & Ansari, 2010; Spencer, 1999; Lam, 2013; Yurdabakan & Erdogan, 2009), investigated the impact of portfolio assessment on Iranian EFL learners' writing skills. The results indicated that portfolio assessment had a statistically significant effect on writing performance of EFL Iranian learners. Furthermore, students had a positive attitude towards portfolio assessment.

According to Nunan (1988), there is a considerable extent of the mismatch between teachers and learners perceptions of the usefulness of different activities. Students rated grammar exercises, pronunciation and error correction more highly than their teachers did, who were more likely to feel comfortable with pair / group work and communication tasks. Interestingly, a study by Spratt (1999) was conducted to compare learners' preferred activities with teachers' perceptions of what those preferences were, and only a roughly 50% of correlation was found. Similarly, another researcher (McDonough 2002), reported learners' dislikes such as listening to tapes and course book dialogues, and preferred grammar exercises, reading aloud, translation as being useful to learning. In light of these studies, although there have been several studies about the impact of self-assessment on improving writing skills and to explore their attitudes towards to portfolios, there needs to have more empirical studies investigating the effect of portfolios on enhancing writing skills, particularly, on sub-skills of writing like organization, vocabulary, focus, conventions and elaboration in ESP classes. As Galina K, Ligija K & Lilija A (2007) results showed that self-assessment was beneficial for learners' linguistic development

Summing up the references, it is important for ESP practitioners to clarify what are students' attitudes to various assignments, to analyze feedback constantly and to adjust teaching methods to learners‘ changing needs.

III. METHODOLOGY

This study investigated 120 students of 8 meeetings coursein many discipline knowledge at universitas 17 Agustus 1945 Samarinda and at Medical Faculty of Mulawarman University by using self assessment followed by deep interview. The instruments used for the survey is a self-made questionnaire based on literature review. At the beginning, questionnaire were delivered to students in order to get primary students' reflection of various writing tasks-specifical or general english terms in many genre - before seeking infomation was widely involved in an interview of 5 students.

IV. RESULT AND DISCUSSION

The following are student's self-assessment on writing (English Language Assessment, Curtin University Technology)

Writing	**Yes**
I can write summaries from articles in my discipline area	**36%**
I know how to take notes in lectures	**56%**
I can describe processes or events in writing	**36%**
I can express my own opinions clearly on a range of topics	**57%**
I can present arguments in a systematic way in an essay	**20%**
I can write an extended report	**25%**
I understand the concept of 'referencing' as it applies within Curtin	**15%**
I am confident that I can avoid plagiarizing other texts when I write	**21%**
I can write in a range of styles according to the audience and purpose	**10%**

Self - assessment engage me as a useful reflection in writing	**96%**

Although students have poor confidence in writing, write an essay (20%), an event sequence (36%), extend report (25%), write in specific purposes (10%), but there are some positive statements on writing skills, - such as the ability to record lecture material from lecturers (56%) and freedom of expression (57%). This is the basis for further investigation by conducting intensive interviews (on students' reflection)
Students' Reflection

1. To question: "What problem might colleges have in ESP" which is probably assumed as a prior knowledge to write, following are students' reflections

Student 1: I*n my senior high school, we were less of getting writing task*
Student 2: *I wrote but there was no adequate assessment from teacher. I didn't know my poor on writing*
Student 3: *At that time the teacher just always ordered us to answer the grammar and rarely assigned to write.*
Student 4: *I came from village which is no good services of teacher attendance coming there.*

2. What writing material colleges favor?

Student 1: *I can write poetry because it is free on grammar*
Student 2: *I am more comfortable making short stories about my life experience than explaining various professions in IT because I haven't information about the IT profession*
Student 3: *Creative writing allows us to freely imagine using the desired words.*
Student 4: *Creative writing involves free thinking without being fixed one particular topic.*

3. What is required of ESP colleges?

Student 1: *I need more meeting for English*
Student 2: *if second attendance on next semester will be, I suggest to the fourth or fifth semester. Because that it must be a preparation in TOEFL as a requirement going to proposal seminar.*
Student 3: *As a preparation getting a job, we need more learning in English*
Student 4: *if English will be on next semester, it is better if there is a collaboration between language teacher and lecturer of specific study.*
Student 5: *General English is an urgency placed well before going to learn the specific one.*
Student 6: *I agreed that the experience was worthwhile*

Based on students' reflection drawn above, it is stated that short courses such as in the most lecturing for many faculties of untag /unmul Samarinda is not enough to facilitate students' need to learn EFL that is urgency. The integrated collaboration of two different lectures (English lecturer and major field study lecturer) is a part of students' need to what accurate of material they think better appeared in lecturing. Establishing in what semester ESP should be placed is still believed as a good recommendation for the institution to design it furthermore.

A variety of accurate information is obtained through the process of combination between various writing activities and self-assessment in this research. The role of self-assessment in this case is great for seeing each student's self-reflection. It can be concluded that the application of self-assessment as part of teaching English as specific purposes is urgent to do. In this study, the findings of previous survey and interview results show the same results with this study. Previous research concludes that self-assessments are an excellent tool for evaluating ESP learning and learning in high school. In my research, the same stating appear that it is facilitated by the application of various writing assignments as reference learning achievements which is followed up with self-assessment, clearly showing the true student needs of whatever they want in the ESP class. The limited amount of field study is the main reason why need analysis are necessary to be learnt. In addition, accurate lesson plan of ESP course is lead to learning outcomes that is satisfy not only for learners but also for the lecturers themselves. Recommendations for immediate self-assessment are urgent to be done especially in the ESP Course. English teachers need to examine learners 'ongoing feedback and self-evaluation which can help them adjust their teaching to students' needs. Learner's individual written reflections and self-assessment serve best to analyze student's individual difficulties and dislikes, such as grammar, writing essays or listening to long passages. An individualized approach allows teachers to gain their learner's trust and to think about how to foster their linguistic development. As a conclusion, this study is believed that it might be as strong recomendation to attend the satifactory grounding and intergrating English on ESP. It also can support for future research what ESP designing suppose to be

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The Effect of Entrepreneurship of Principal, Duties Commitment and Participation of School Committees Toward the Effectiveness of School Management of State Primary Schools of Samarinda

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Abstract. The study describes the effect of entrepreneurship of the principal toward the effectiveness of the school management, the effect of duties commitment toward the effectiveness of school management, the effect of participation of school committees toward the effectiveness of school management, the joint effect of entrepreneurship of principal, duties commitment and participation of school committees toward the effectiveness of school management. The method of this study used survey methods, with a population of affordability of 60 units of State Primary Schools of Samarinda. This result showed that entrepreneurship of principal, duties commitment and participation of school committees had positive effect toward the effectiveness of school management. There was a positive effect joint entrepreneurship principal, duties commitment and participation of school committees on the effectiveness of school management. The effectiveness of school management could be increased through the entrepreneurship of principal, duties commitment and participation of school committees.

Keywords: effectiveness, entrepreneurship, commitment, committees

I. INTRODUCTION

The school principal as a leader requires the ability to be able to analyze the educational development associated with the school needs. With a strong will a school principal able to bridge all people in schools to increase knowledge especially in shaping the entrepreneurship school system. It takes a strong will, and good at communicating with others, as a determinant successfull of the school entrepreneurship.

In fact, there are still many school has not had effective management. According Syaiful Sagala (2004: 207), the World Bank noted that there are three factors ineffective school management: (1) general principals have very limited autonomy to manage school (2) the principal itself identified lack of the skills to manage the school well; and (3) his community participation in school management in terms of public support which take apart of the role of school leadership is low. In additon, Peter Motimore (2005: 12), stated that the factors that led to the school management is not effective are; (A) no attachment, more aware of their identity themselves than a goal of the community, and (b) the school environment is not free, it is characterized by a lot of penalties, (c) teachers projecting weakness to children or their communities, teachers keep practice an old fashioned work and build a defense against critics from the outside, (d) fear of failure, consider the change as the work of others, poor relationships among staff.

Schools that do not run management effectively lead to lower academic ability. The World Bank in East Asia cited by Najamudin Ramli (2005: 12), reading skills of fourth grade students of Indonesia are at the lowest level. The average score of fourth grade reading test are 75.5 (Hongkong), 74.0 (Singapore), 65.1 (Thailand), 52.6 (Philippines) and Indonesia 51.7. While the Human Development Index of Indonesia in 2010 was 108 of 169 countries in the world.

According to Najamudin Ramli (2005: 242), other indicator of school management is not effective, can be seen from the number of students who fail to be promoted in school, for SD / MI level, the lowest in Banten Province 1, 53%, the highest in the province of Maluku 14, 19%, in the province of East Kalimantan 5, 62%. In addition, a dropout rate in East Kalimantan is 2, 73%, and many school facilities have damaged. Kaltimpos (Accessed: 12 Desember 2011). From 2128 elementary school (SD / MI) outside Bontang and Malinau, there were as many as 14716 classrooms. There were 9606 classrooms in good condition, while the heavily damaged reached 1,537 units. and 3,090 classrooms suffered minor damage. SD / MI in Samarinda had lightly damaged as many as 450 units and 190 classrooms were severely damaged.

The low effectiveness of school management assessment results can also be seen from the BAP / SM East Kalimantan data (accessed: June 25, 2011 :), accreditation in SDN through Accreditation Implementation Unit (UPA) Samarinda showed that from 196 elementary schools in Samarinda accredited rated A = 17, 86%, B = 58, 04%, C = 23, 21%, and 0, 89% has not accredited yet. This condition implied that the effectiveness of school management is still needed to increase; because there are still 24.1% of the schools have accredited rate of under the category of good, which is not fully supported by internal factors and external ones.

Wayan Koster (accessed: June 27, 2001), claimed that external factors which effect the school management such as; there is less support from the community, parents, government, environmental resources, and the characteristics of the students. They are in contradiction one another. In other side, the internal factors are; inconvenient school climate or atmosphere to work due to unhealthy relationship among the school community, students are not able to develop optimally because the available resources are not functioning properly.

The above factors indicate how important the effectiveness of school management so that principals, teachers and employees are not stuck with more emphasis on self-interest compared with the needs of students. Vision and a common goal of the school just become a wall decoration and not become a reference to improve the quality of education in schools. Students do not have a positive incentive to be excellence persons, but more pleased with how to relax and do not have a clear target. This is caused by the principles of learning in schools have no clear objectives. An organizational learning and school partnerships with parents through intensive communications to develop a pattern of education a shared responsibility are seldom to build.

Principal entrepreneurship as the creative and innovative ways to produce and add value to the product or service to "customers" of school, duty commitment of all school elements to achieve goals and visions, and community participation hopefully can contribute in developing a good school management.

Based on the explanation above, this research tried to find out the low effectiveness of school management in relation to entrepreneurship of principal, duties commitment and participation of school committees toward the effectiveness of school management of state primary schools of Samarinda.

II. RESEARCH METHODS

This study used survey methods. descriptive statistics and inferential statistics was used to analysis the data. Descriptive statistics aimed to to describe the basic features of the data in a study. The basic features of the data were being described with descriptive statistics, such as mean, median, mode and standard deviation. Together with graphics and table analysis, it formed the basis of virtually every quantitative analysis of data. The frequency distribution of the data was made by creating a class interval, from the formula of Sturges (Sugiono, 2002: 27). Inferential statistics are used to test the hypothesis by using test multiple correlation techniques influence preceded by normality test, thereafter a direct influence between independent and bound variables was calculated. The magnitude of the influence was reflected in the magnitude of the correlation coefficient of multiple impact tests. In relation to that, the stages of analysis performed were; a). statistics descriptive, b) .test requirements analysis, and c) hypothesis testing.

To analyze the causal relationship to the correlation of multiple test the effect must met the applicable requirements: (a) The relationship between variables should be a linear relationship, adaptive and causal, (b) The system adhered to the principle of recursive (eka direction), (c) All random variables were not mutually correlated and uncorrelated with variable cause, (d) Data of each variable was called continue data. Direct influence test was used to test the hypothesis (X1 to Y, X2, to Y, and X3 to Y), and together (X1 X2, and X3 to Y. simple and multiple correlation technique using multiple correlation test was influence. Meanwhile, to determine the influence between variables used path analysis. it was intended to determine the effect of the independent variables with the dependent with SPSS 17, 0 for windows.

Result and Discussion

1. Description of Data, based on the calculation of each variable obtained

Descriptive Statistic	Mean			
	Y	X_1	X_2	X_3
Mean	111.17	106.89	88.23	109.90
Maximum	125.00	122.67	107.00	127.67
Minimum	92.33	89.33	66.00	88.33
Standard Deviation	7.03	6.93	7.49	7.70
Sum	6670.34	6413.65	5294.00	6594.01
Variance	49.40	48.09	56.11	59.24
Modus	108	104	90	106.67
Range	32.67	33.34	41	39.34

2. Testing Requirements Analysis

a. Normality Data; The test results obtained: (a). The effectiveness of school management on entrepreneurship of principal. The results of the calculation, Lo = 0.101 <L_{table} = 0, 114, (b). The effectiveness of school management on duty commitment. The result of the calculation of the highest value is Lo = 0, 0743 <L_{table} = 0.114. (c) The effectiveness of school management for the participation of the school committee, the highest value calculation results for Lo = 0, 0737 <L_{table} = 0.114. Because of Lo <Ltable, then the distribution of data was normal.

b. Linearity; The test results obtained: (a) Enterprise principals on the effectiveness of school management, obtained $F_{calculate}$ = 0, 597 <F_{table} 2.92, so it was linear model. (b) Commitment to the task on the effectiveness of school management, obtained $F_{calculate}$ = 1,150 <F_{table} = 2.42, so it was linear model, (c) Participation of the school committee on the effectiveness of school management acquired $F_{calculate}$ = 0.540 <F_{table} = 3.12, so it was linear model.

3. Hypothesis Testing

a. The calculation result b1 = 0.272, the value t = 2,195> t table = 2.00 on dk = 56 and α = 0.05, Ho was rejected, H_1 accepted means the entrepreneurial principals had positive influence on the effectiveness of school management.

b. The calculation result b2 = 0.276. was obtained; t = 2,203> t_{table} = 2.00 on degree = 56 and α = 0.05, then Ho was rejected, H1 was accepted it means commitment assignments had positive effect on the effectiveness of school management.

c. The calculation result b3 = 0,287. t = 2.335 at dk = 56 and α = 0.01, because $t_{calculate}$ > t_{table} or = 2.335> 2.00. Then Ho was rejected , H1 was accepted it means of the school committee participation had positive influence on the effectiveness of school management.

d. Retrieved $F_{calculate}$ = 18.703> F table = 4.18, with df = 56, the α 0, 01, then the regression was very significant. Then Ho was reject, H1 was accepted it means there was influence between entrepreneurial principals, task commitment and participation of school committees, together with the effectiveness of the school management

III. RESULT AND DISCUSSION

Entrepreneurship and effectiveness of school management.

The results showed that principals entrepreneurship had positive influence on the effectiveness of school management. Suprawoto (accessed: December 12, 2011), said that entrepreneurship is a process of looking for something new and dare to take risks for profit. Other experts also found that there are three things concerning entrepreneurship, creative, committed and willing to take the risk or failure.

Sudarwan Danin (2009: 195), said that the entrepreneurship competencies of principals include: creating useful innovations for the development of the school / madrasah, working hard to achieve the success of the school / madrasah as an effective learning organization, have a strong motivation to succeed in performing basic tasks and functions as the leader of the school / madrasah.

Principal entrepreneurship is a creative and innovative behavior to generate and add value to products or services for profit. Furthermore, Syawal Gultom (2011: 20), stated that enterpreunership reflects a willingness to work hard, cooperate with others, good appearance, confident, smart decision making, would increase knowledge, ambition to get ahead, and good at communicating. Additionally, having a duty commitment, risk-taking are the characteristic of principals entrepreneurship.

According to Sudarwan Danin (2009: 195), the principle of principal entrepreneurship is one of the competencies that need to be owned through hard work , cooperate with others, ambition to be forward, and good at communicating. This will increase the effectiveness of school management. This is consistent with the indicators in this study related to strong leadership, shared vision and goals, high expectations, and positive encouragement. A strong leader in realizing vision and goals requires active communication to gain the support of all school stakeholder, both internally and externally.

b. Duties commitment and effectiveness of school management.

The results showed that commitment to the task would positively affects the effectiveness of school management. It could support the increase of quality of human resources. Quality of education required good communication skill, between the school and other organizations including the public.

Improving the quality of human resources towards quality of education required communication within the organization (accessed; December 12, 2011), that indicated by: (a) receives and delivered messages, policies, regulations, (b) exchanging information, (c) conveyed ideas, and (d) understood the content of the message. In addition in the communication factor, it must to have good organizational commitment and affective commitment, continuance commitment and normative commitment to the school.

Organizational communication brought great influence to the success of the organization in achieving its goals. Thus by building good communication and high organizational commitment would have an important role as one of the key success factors in increasing school effectiveness. Research results obtained $F_{calculate}$ > F_{table} (64.786> 3.104). Thus, Ho was rejected and statistical tests simultaneously result was significant. In the other words, organizational communication and organizational commitment simultaneously had a significant influence on the school effectiveness.

The results of Mastro's research (accessed: 27 June 2011), on organizational commitment in the work environment states that to establish an attachment within the working environment, namely; (a) economic attachment, ie relationships on the basis of economic benefits and usually short-lived, and (b) social attachment, socio-emotional and interpersonal benefits. Schools need to foster an emotional connection with the school committee in order to realize a high quality education.

In building commitment the principal is characterized by having strong faith and acceptance of organizational values and goals, willingness to work best for the organization, the desire to remain in the organization, to think positively on the top leadership of the organization, and to pay attention to the working relationships among units. Another key feature is creating a conducive learning environment, concentrating on learning and teaching, high expectations, positive encouragement, and objective teaching as a manifestation of duty commitment in improving school management effectiveness in accordance with school vision and mission.

c. Participation and effectiveness of school management committees.

The reseach finding proved that the school committee participation had positive influence on the effectiveness of school management. Kusmono (accessed: June 23, 2011), concluded that the coefficient variable to the company's participation and effectiveness of school management variables was 0,531. School committee performance variable to effectiveness of school management variable was 0,439.

While Paramarta (accessed: December 12, 2011), concluded; (1) there was significant direct correlation between the characteristics of schools with community participation; (2) there was a significant direct correlation between community participation and management capabilities; (3) there was significant direct correlation between the ability of management and the effectiveness of the school, and (4) there was a direct correlation insignificantly between school condition to the school effectiveness; (5) there was indirect correlation insignificantly between community participation and management capabilities through school condition; (6) there was indirect correlation insignificantly between community participation and school effectiveness; (7) there was no significant correlation between characteristics indirectly and school effectiveness through management capabilities; (8) there was significant indirect correlation between community participation and school effectiveness through management capabilities; (9) there was significant indirect correlation between the characteristics and school effectiveness through school condition; (10) there was significant indirect correlation between community participation and the effectiveness of schools through school condition.

Haryadi (2006: 17), believed that school management effectiveness is influenced by the role of the school committee. This is in accordance with the Decree of the Minister of Education No. 044 / U / 2000, the existence of school committees act as follows; (1) Giving consideration (advisivisory agency) in the determination and implementation of education policies in the education unit; (2) Support (supporting agency) in term of tangible financial, thought, and effort in providing education in education unit; (3) Access Control (controlling agency) in the framework of transparency and accountability of the organization and education outcomes in the education unit; (4) The mediator between the government (exclusive) and community in the education unit. This role will bridge the function of the committee to give consideration, support and control needed to manage the school effectively. This function is proved that the school committee participation has positive influence on the effectiveness of school management.

Jaap Scheerens (accesed: December 18, 2011), said that management of effective schools have some characteristics; have a clear vision and mission, led by a professional headmaster, have professional teachers, conducive learning environment, student friendly, strong management, a broad and balanced curriculum, assessment and reporting of student achievement that is meaningful, high community engagement. Another opinion states that, effective school has these characteristics: (1) active, rather than passive; (2) invisible; (3) complex, not simple; (4) affected by the existence of individual differences among learners; (5) influenced by a variety of contexts.

Effective school management should have a clear programe, profesional human resources, that supported by a conducive environment. A favorable climate can be created with the involvement, especially how principals effort to create condition to support the development program. Entrepreneurship can suport the principle of collegiality of all staff of the school and strengthen duty commitment to all teachers, job administrators and community or school committee. Parents, community leaders, education professionals, education teachers and government officials are element of school committee who help each other in order to increase the school management effectively.

Conclusions

The research proved that entrepreunership principal, task commitment and participation of school committees, had positive influence on the effectiveness of school management. The school principal was required to carry out the duty creatively and innovatively through entrepreneurship principals. The characteristics of entrepreneurship principal were; confident, task-oriented and results, risk-taking, had leadership. This would be bridging the self commitment that was able to accept in accordance with the values and goals of the organization, the spirit of striving and struggling to achieve the effectiveness of school management.

The school committee is an independent institution that improve quality, equity and efficiency of education management in the education unit from pre-school to the formal or informal education. School committee supported school management and strengthened by the government which provided financial or other policies that support the implementation of school management effectively.

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The Correlation of Coping Mechanisms with Adolescent Attitude to Bullying at Senior High School Palangka Raya

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Abstract. The hierarchy of basic human needs according to Abraham Maslow is a theory that nurses used to understand the relationship between basic human needs while providing care. The five priority levels in the hierarchy of basic human needs are physiological needs, safety and comfort, love and affection, self-esteem and self-actualization. From that theory of problems often arise in teenagers one of them is bullying, acts of aggression committed by one person the goal to harm or disturb other children or victims who are weaker than him. Teens experiencing bullying certainly suffer from depression and lack confidence and eventually difficulty in getting along. In this case are often found a number of students who experience acts of violence such as bullying. This research aims to analyzes the Correlation of Coping Mechanism with Adolescent Attitude to bullying in Senior High School Palangka Raya. The research used correlation study method with *Cross Sectional* research design and used *Total Sampling Technique* and *Chi Square Statistic Test* with 40 respondents. Analysis of Coping Mechanism with Attitude, got value (ρ value = 0,04 <α 0,05) which means there is correlation between variable coping mechanism with adolescent attitude. There are a correlation of coping mechanism with the attitude of adolescent to bullying. It is recommended that students could do positive things and improve coping mechanisms and attitudes in solving problems.

Keywords: coping mechanism, attitude, bullying

I. INTRODUCTION

Humans have certain needs that could be satisfied through homeostasis process, both physiological and psychological [1]. The amount of basic human needs fulfilled determines the level of health and position in the healthy-pain range. In accordance with the Hierarchy of basic human needs according to Abraham Maslow is a theory that nurses could use to understand the relationship between basic human needs when providing care. The hierarchy of basic human needs has five priority levels: physiological needs, security and comfort, love and affection, self-esteem, and self-actualization [2]. From the above theory of problems that often appear in teenagers one of them is bullying. Where as bullying is one of the acts of aggression which committed by one person in order to harm or interfere with another child whether a weaker victim than him. Teens experiencing bullying certainly suffer from depression and lack confidence and eventually difficulty in getting along. In this case, often found a number of students who experienced violence such as bullying.

The phenomenon which occurs among students Senior High School in Palangkaraya for counseling guidance often get students who fight with their peers because of various things, is considered not manly because they do not join smoking, ostracized because it has an unpleasant aroma, said ugly and fat, acne and often time was spelled stupid by his friend.

Preventing Bullying Center, one of four students (22%) reported that bullied during the school year [3] and 19.6% of high school students in the United States experienced bullying at school in 2013, 14.8% bullied With online media [4]. Quoted from research conducted by Fajrin [5] that the violent bullying in the three major cities in Indonesia, Yogyakarta, Surabaya, and Jakarta recorded a 67.9% incidence of violence at school level (SMA) and 66.1 % At junior high school level (SMP). Violence done by fellow students stood at 41.2% for junior high schools and 43.7% for the senior high school level to the highest category of psychological violence in the form of excommunication. The second rank is occupied by verbal violence (mocking) and physical violence (hitting). The description of violence in junior high schools in the three big city of Yogyakarta: 77.5% (acknowledge violence) and 22.5% (admitting no violence); Surabaya: 59.8% (no violence); Jakarta: 61.1% (no violence).

Based on the results of the survey conducted by researchers at SMAN-3 Palangkaraya amounting to 35 students by observation, students are seen to have a group of each other, some students have indifferent and also there are like to disturb the other friends. Researchers interviewed 15 students, 3 students (20%) said that they were often harassed by other friends, 3 students (20%) said they had been invited to defect by their friends with threats as solidarity, 1 student (6.6%) said they had been banned by their classmates because the body odor, 1 student (6.6%) said that he was never shunned by friend and said stupid, 5 students (33,3%) said that ever distrubing with his friend by reason only joking, 2 students (13,3%) said ever fight with his classmates for reasons badly stamped by his friend.

It is affects a person doing aggressive behavior in bullying is education and environment. Education has a duty to shape the behavior and character of the child so it could be to adjust the environment. Education from parents and environment from the school is very influential on the character and personality of children. When parents are often hit, insults, smokes and other deviant behaviors, the child will be accustomed to observe and even experience violence both physically and verbally in the home environment or playing environment, then he will build a frame of mind that it is a natural thing and needs to be done in other environments so that he would do the same to others also especially to his peers [6]. Then then the necessary coping is a mechanism to overcome the changes encountered so as to generate a non-specific body response that is stress. [7]. Whereas attitude is a closed response of a person to certain the stimulus or object specific that already involves factors and emotions in question [8] If this coping mechanism does not work, someone could not adapt to the change or the burden. As a result will bring negativity things to cause conflict bullying and also has a long-term and short-term influence on victims of bullying. Short-term effects caused by bullying behavior are depression due to oppression, decreased interest in performing school assignments provided by teachers, and decreased interest in school activities. While the long-term consequences of the persecution, will have difficulty in establishing good relations of the opposite sex, always have anxiety will get unfavorable treatment from peers [9].

Overcoming it in need of nurse role as giving health promotion about bullying and prevention in school, and need to be taught practice "stress management" so have good coping ability. The presence of counseling guidance (BK) as well as a good educator could reduce, prevent bullying students. In addition, BK teacher figure could be the agent of change of anti bullying movement in education world, BK teacher could also apply lesson plan about hierarchy of basic human need based on Abraham maslow's theory like mutual appreciation, applying love and love to others, self-actualization, And comfortable with the attention and love of the students, building a relationship dialogal, helping each other and developing, sensitive to know the child both shortcomings and advantages then character, appreciate and greet the students, trust in the students, set a good example. [10]. In addition to getting counseling guidance (BK) students could also get religious-related lessons because the lesson about religion is education that provides knowledge and shapes the attitude, personality, and skills of learners in the practice of religious teachings, carried out at least through subjects/lectures On all pathways, levels and types of education [11].

II. METHODS

This type of research is a correlational quantitative research with cross sectional design. Correlational research studies the relationship of two or more variables, namely the extent to which variations in one variable relate to variations in other variables. Cross sectional research design is a type of research that emphasizes time measurement or data observation of independent and dependent variables only once at one time [12].

The sample in this research using total sampling technique that is 40 respondent student become object.

Data collection of this study was conducted by using a questionnaire measuring instrument. Questionnaires in this study using this type of statement. Sheet of coping mechanism questionnaire 30 questions and attitude 30 questions.

Test validity is done on coping mechanism that is 30 problem there are 25 statements that have value above r table (0,306) while 5 other statement below r table value (0,306) and at attitude that is 30 problem there are 25 statements that have value above r table (0,306) While the other 5 statements are below r table value (0.306).

Data analysis was done by univeriat and bivariate analysis. Univariate analysis in this research using 3-dimensional pie diagram description of distribution of coping mechanism and distribution of attitude. While the frequency of respondents include: age and gender. Bivariate analysis is done to see the difference of each dependent and independent variable, the difference is considered significouldt if the value of ρ is <level of singnificouldce (<5% = 0,05). Data analysis or statistical test using Chi Square.

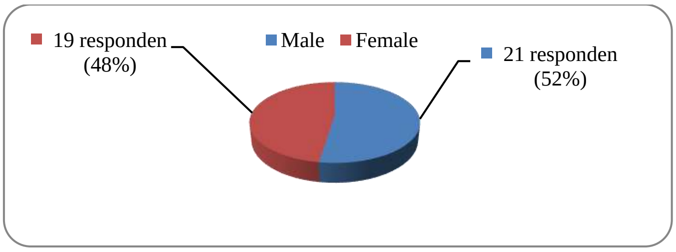
The ethical principle of research remains to be done to protect the subject of research.

III. RESULT AND DISCUSSION

This

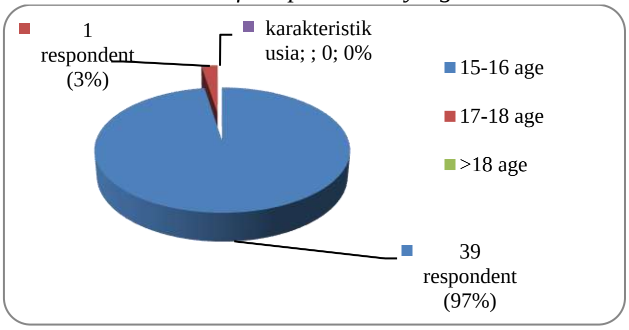
A. Characteristics by Sex

Characteristics of respondents' gender were obtained through questionnaires given to 40 respondents. The results are as follows:



Based on the diagram above shows that from 40 respondents (100%) based on the gender, it was found that more respondents were male, 21 respondents (52%) and female respondents were 19 respondents (48%).

B. Characteristics of Respondents by Age



Based on the above diagram shows that from 40 respondents (100%), most respondents aged 15-16 years are 39 respondents (97%), respondents aged 17-18 years i.e 1 respondent (3%) and no respondents aged> 18 years

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C. Variable Coping Mechanism

Table 1.
Frequency Distribution Mechanism Student Coping of Bullying at SMAN-3 Palangka Raya

Coping mechanism	frequency	%
Maladaptive	18	45
Adaptive	22	55
Total	40	100

Based on the above table could be seen that coping mechanism owned by 40 students that is 18 respondents (45%) have maladaptive coping mechanism and 22 respondents (55%) have adaptive coping mechanism.

Table 2.
Frequency Distribution Based on Student Attitudes on Bullying at SMAN-3 Palangka Raya

student	Frequency	%
So good	0	0
Good	17	42,5
Enough	23	57,5
Less	0	0
Total	40	100

Based on the above table could be seen that the attitudes possessed by the most dominant students is good that is 17 respondents (42.5%) students with good attitude, 23 respondents (57,5%) students have enough attitude.

Table 3.
Results of chi square statistical test of coping mechanisms owned by respondents of students at SMAN-3 Palangka Raya (N = 40)

		Coping Mechanism	Attitude
Chi square	Coping Mechanism	8.100[a]	8.100[a]
	Attitude	1	1
		.004	.004

Based on the analysis using chi square statistical test, the result of analysis is 0,04 which shows there is correlation between coping mechanism with attitude. This is evidenced by the result of P value <α value with significouldce level α = 0,05 so that test result equal to 0,04 <0,05 indicates a significouldt correlation between coping mechanism with adolescent attitude to bullying.

Table 4.
Cross Tabulation Results The correlation of coping mechanisms With students' attitude to bullying at SMAN-3 Palangka Raya (N = 40)

		attitude								
		So Good		good		enough		less		total
		N	%	N	%	N	%	N	%	
Coping mechanism	Maladaptive	0	0	12	66,7 %	6	33,3 %	0	0	18 (100%)
	Adaptive	0	0	5	22,7 %	17	77,3 %	0	0	22 (100%)
Total		0	0	17	42,5 %	23	57,5 %	0	0	40 (100%)

From the table above could be seen that the maladaptive coping mechanism as many as 18 respondents and got good attitude as many as 12 respondents and enough as much as 6 respondents. In the adaptive coping mechanism as much 22 respondents and got good attitude as much as 5 respondents and enough 17 respondents.

A. Student Coping Mechanism

Based on the result of research got result that coping mechanism owned by 40 respondents with adaptive coping mechanism that is as much as 22 respondents (55%). Of the 18 respondents who had maladaptive coping mechanism, 6 respondents (34%) were female, 15-16 years old were 6 respondents (34%) and no respondents were> 17 years old, 12 respondents (67%) were male, with age of 15-16 years old as 11 respondents (62%), with age 17-18 years ie 1 respondent (6%), no respondents with age> 18 years. while for the adaptive coping mechanism that is as much as 22 respondents (55%) respondents with female gender as many as 12 respondents (100%), with age 15-16 years as many as 12 respondents (100%), no respondents with age> 17 years. and there were 18 respondents (45%) male, with age 15-16 years as many as 10 respondents (56%), no respondents with age> 17 years. According to Stuart & Sundeen [13], that students who have adaptive coping, then he will be able to talk with others, solve problems effectively, relaxation techniques, balanced exercise and constructive activities and will affect the attitude while students who have coping mechanisms less could affect negative behavior, this is because lack of coping mechanisms makes them unable to control stress and emotional impulse. According to Ahyar [7] coping mechanism is a mechanism to overcome the changes faced or the burden received by the body and the burden causes a non-specific body response that is stress. It needs good coping in overcoming bullying behavior in the school environment.

Education also has the task to shape the behavior and character of the child so that later could adjust with the environment. [14]. Education from parents and the school environment is very influential on the character and personality of children. When a parent often time hits, insults, smokes and other deviant behaviors the child will be accustomed to observing and even experiencing violence both physically and verbally in the home environment or playing environment, then he will build a frame of mind that it is a natural thing and needs to be done in the environment others so that he will do the same thing to others also especially to his peers [6]. The age of respondents belonging to the age of teenager who have the characteristics of sexual urges, forming standards of behavior, freedom of conflicts [15]. Factors that affecting coping are physical health, positive beliefs or views, problem-solving skills, skills and social support, as well as materials including money and knowledge.

B. Student Attitude

Based on the research result, it was found that attitudes of 40 respondents with the most good attitude were 17 respondents (43%) and 23 respondents (57%). Of the 17 respondents (43%) students who have good attitude are 7 respondents (42%) of female sex with age 15-16 years are 7 respondents (42%), no respondents with age> 17 years, and there are 10 respondents (58%) were male, aged 15-16 years were 10 respondents (58%), no respondents were> 17 years old, while 23 respondents (57.5%) had sufficient attitude with female gender there were 12 respondents (53%), aged 15-16 years were 12 respondents (100%), no respondents with age> 17 years and 11 respondents (47%) male, aged 15-16 years old amounted to 10 respondents (91%), with age 17-18 years ie 1 respondent (9%) no respondents with age> 18 years.

Attitude is defined as a reaction or response that is still closed from someone to a stimulus or object. The attitude of the manifestations could not be directly seen but could only be interpreted first from closed behaviors. Attitudes could be known through the knowledge, beliefs, feelings, and the tendency of one's behavior toward the object of attitude [16]. Factors influencing attitudes are internal and external factors. Internal factors include physiology (pain, hunger, thirst), psychological (interest and attention), motives, age, education and experience. While external factors include situations, norms, barriers and drivers. Based on Abraham Maslow's theory there are 5 levels of needs which occur in life, namely: physiological needs, safety and security needs, the need for love, possess and own, self-esteem needs, and self-actualization needs [1]. At the age of adolescence as a period of self-identity as well as shaping behavior from the environment, it has a conflict of freedom, and in adolescence is often a difficult problem period to overcome because throughout childhood all problems are solved by parents and teachers so most teenagers seem to be independent, unable to regulate emotions, refuse help from others and consider themselves capable of solving problems. Based on the theory of men tend to behave or act on rational considerations while women are feeling [17].

Based on the facts and theories above there is a match between facts and theories. Where it appears that the sex of the respondent influences the visible attitude that the male is more active, emotionally unstable, and thinks stronger than others and confident while the female is more passive, less self-confident and more likely to gather about fun.

C. Correlation of Coping Mechanism With Student Attitude Against Bullying

Based on the analysis by using statistical test Chi Square obtained results of analysis 0.04 This is evidenced by the result P <α with a significouldt level α = 0.05 so that 0.04 <0.05. Thus there is a corellation between the two variables.

Coping is defined by adjustment. Coping is interpreted as a way of solving the problem (problem solving). Mechanism of Coping is a mechanism to overcome the changes faced or the burden received by the body and the burden is causing a non-specific body response that is stress. If the coping mechanism is successful someone will adapt to the change or the burden. There are five sources of coping: economic assets, individual skills and ability, defense techniques, social support, and the impetus motivation [7].

While attitude is an internal/subjective evaluation process that takes place within a person and could not be observed directly. Attitudes could be known through the knowledge, beliefs, feelings, and the tendency of one's behavior toward the object of attitude [16].

Based on the research result, the equation between the theory and the result of data analysis from this research shows that coping mechanism has correlation with attitude. Explained that students who have adaptive coping, then he will be able to talk with others, solve problems effectively, relaxation techniques, balanced exercise, constructive activities and will affect the attitude while students who have coping mechanisms shoul not affect the negative behavior, this due to the lack of coping mechanisms makes them unable to control stress and emotional impulse to trigger negative attitudes

IV. CONCLUSIONS

There is a Correlation of Coping Mechanism with Adolescent Attitude to bullying in SMAN-3 Palangka Raya

V. RESULT AND DISCUSSION

For the next researchers hope could be futher explore deeper again about other factors that influence bullying.

For the nurses are expected to provide health promotion about bullying and prevention in schools, and could train "stress management", so that students have good coping skills. In addition, conseling guidance teacher figure could be the agent to change of anti bullying movement in the world of education to prevent bullying of students.

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The heading of the References section must not be numbered. All reference items must be in 8 pt font. Please use Regular and Italic styles to distinguish different fields as shown in the References section. Number the reference items consecutively in square brackets (e.g. [1]).
When referring to a reference item, please simply use the reference number, as in [2]. Do not use "Ref. [3]" or "Reference [3]" except at the beginning of a sentence, e.g. "Reference [3] shows …". Multiple references are each numbered with separate brackets (e.g. [2], [3], [4]–[6]).
Examples of reference items of different categories shown in the References section include:

- example of a book in [1]
- example of a book in a series in [2]
- example of a journal article in [3]
- example of a conference paper in [4]
- example of a patent in [5]
- example of a website in [6]
- example of a web page in [7]
- example of a databook as a manual in [8]
- example of a datasheet in [9]
- example of a master's thesis in [10]
- example of a technical report in [11]
- example of a standard in [12]

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Academic Supervision Implementation By Head of School

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Abstract. This study aims to: (1) Describe the implementation of academic supervision by the principal (2) Describe the implementation of supervision based on the planning, implementation, and evaluation / follow-up phases; (3) Headmaster response to the implementation of academic supervision, (4) To know the supporting factors and inhibitors of academic supervision. The research was conducted at SDN in Sangkuang Island, Sangkulirang District, East Kutai Regency. The method used is descriptive qualitative with subject of research are principal, teacher, and supervisor. Technique of collecting data by interview, obserasi, and document. Analytical techniques using Miles and Huberman model, and to test the validity of data used data reduction, display data, conclusions and verification. Conclusion of research result: (1) Implementation of academic supervision by headmaster is appropriate to stage of academic supervision. (2) The implementation of academic supervision starts from planning, implementation, and evaluation / follow up. Implementation at each stage is not maximal, especially the stage of evaluation / follow up. Because there are still some activities that did not happen. (3) The principal's response to the academic supervision, that supervision has an important role that must be implemented. The principal occupies a central position, the success of the principal is the success of the school, and vice versa. (4) Factors supporting the implementation of academic supervision include: the community environment where the school is located; the size of the school that is the responsibility of the principal; the state of teachers and educational personnel who want to cooperate, and the spirit of improving professionalism. While the inhibiting factors are: the lack of clear programming; there are still many teachers who are unaware of their duties; the principal does not follow up on the shortcomings of the teachers to the full; principals are unresponsive to the problems that occur to teachers, the timeliness of supervision and the lack of funds to implement improvement measures by applying training / workshops.

Keywords: Academic Supervision, Headmaster

I. INTRODUCTION

The principal has a basic task and function known as "EMASLIM", ie as an educator, manager, administrator, supervisor, leader, innovator, and motivator (Usman, 2009: 277). As the supervisor, the principal's task is to prepare the supervision planning program, implement the supervision program, conduct the evaluation / follow up, and utilize the results of supervision to help teachers solve problems related to the learning process and learning outcomes, and to improve teacher performance.

To be able to perform the task as a supervisor, the principal can apply one of the competencies. Because the principal has four competencies, namely kerpibadian competence, managerial competence, entrepreneurial competence, supervision competence, and social competence (Peraturan Menteri Pendidikan Nasional Nomor 13 tahun 2007).

Academic supervision is an integral part of educational supervision, which is a series of activities to help teachers develop their ability to manage learning processes to achieve goals (Daresh, 1989, Glickman, et al., 2007). With the supervision competencies, the principal is expected to help teachers develop their ability to manage the learning process to achieve the established goals.

The fact shows that until now the problem of supervision is still a strategic (issue) spotlight. The problem of supervision and its implementation is related to various factors, such as supervisory factor, principal, students, administrative staff, and so on. The results of Somantri (2010) indicate that most of the principals are appointed according to the provisions, and a small proportion of their appointment procedures are less standardized and not based on criteria. It should be recognized that not all principals have the ideal competencies and performance as expected. Because there are still some principals who are less professional; less aware of its importance as principal; less competent so that its performance is not maximal; not able to carry out professional duties professionally, effectively and efficiently. Because there are still some principals who are less professional; less aware of its importance as principal; less competent so that its performance is not maximal; not able to carry out professional duties professionally, effectively and efficiently.

Mufnaety research results (2012: 12), principals need to improve supervision skills at the planning stage, implementation, and in following up the results of supervision. Results of research Wibowo (2014: 2-7), that the implementation of academic supervision conducted by the principal is less than the maximum. The principal does more administrative work than supervision. As a result teachers do not get guidance in implementing learning. Related to these problems, Suharsimi (2014: 20) stated that supervisory activities of principals should be done regularly for example

3 months, not according to interests and opportunities owned by the principal. If supervision is done every three months then in one year of learning at least principal supervise 4 times or more.
Another problem is that sometimes the principal conducts academic supervision twice a year (at the end of the odd semester and the end of the even semester), even less. The guidance given to the teachers is general; less explains how to implement good learning process, methods and techniques, as well as appropriate strategies, use of innovative media and learning technologies, and so on. It can be said that the implementation of dsupervisin results less than the maximum. These conditions cause most teachers to solve their own learning problems faced. Whereas academic supervision is the principal's task that must be done to assist the teacher in improving the learning process. Less competent and less professional headmasters will have an impact on the quality of student learning processes and outcomes (teacher performance, and student prestige).
The quality of education issues related to the implementation of academic supervision is still experienced by some elementary schools (SD) in East Kutai (Kutim), termasik in Sangkulirang District. This research is aimed to describe: (1) Implementation of academic supervision by elementary school principal in Sangkuang Island, Sangkulirang Subdistrict. (2) Implementation of supervision based on supervision planning stage; implementation of supervision; and follow-up supervision. (3) To know the principal's response to the implementation of academic supervision; (5) To know what factors support and hinder the implementation of academic supervision.

II. LITERATURE REVIEW

Regulation of the Minister of National Education Number 13 of 2007, stipulates that the principals of Primary Schools / Primary Schools must have four competencies, namely competency, managerial competence, entrepreneurial competence, supervision competence, and social competence. Competence is a set of knowledge, skills and behaviors that must be possessed, lived, mastered and actualized in performing professional duties, in this case supervision. Supervision is the guidance given to all school staff so that they can improve the ability to develop better teaching and learning situations (Satori, 2004).
Supervision becomes the task and responsibility of the principal. The duties and responsibilities are implied in Government Regulation No. 28 of 1990, that the headmaster assumes responsibility for the implementation of education activities, school administration, guidance of education personnel, and the utilization and maintenance of facilities and infrastructures. Therefore the principal must be able to effectively supervise.
There are several types of supervision in education, one of which is academic supervision. Academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning objectives (Glickman, 1981, dan Daresh, 1989). This opinion is in line with Ross L (1980), that academic supervision is a service to teachers aimed at producing improved learning and curriculum. The key to supervision is to provide services and assistance (Suhertian, 2000).
Academic supervision is directed at teachers in classroom learning. To carry out effective academic supervision requires conceptual, interpersonal and technical skills (Glickman, at al. 2007). Therefore, the principal must have knowledge, master the concept of supervision (understanding, purpose, function, principles, etc.), the dimension of the substance of academic supervision; as well as adequate skills. So the essence of academic supervision is to help teachers develop their professional abilities. While the objective is to monitor the ability of teachers in planning; implement and assess learning outcomes; utilizing assessment results for improved learning services, creating a conducive learning environment, utilizing appropriate learning resources, strategies, methods, and / techniques.
The purpose of academic supervision is to improve process quality and learning outcomes. According Sagala (2010: 105), the general purpose of academic supervision is to help teachers improve their ability to become better teachers and professionals in carrying out teaching. Or help teachers learn how to improve their own skills to achieve learning goals (Glickman dalam Sri Banun, 2009:43). This goal leads to three things, namely improving the teaching and learning process; providing services to teachers for teaching improvement; contribute to the achievement of educational goals (Ali Imron, 2011:11).
In particular, academic supervision aims to: (1) Improve teacher performance quality; (2) Improving the effectiveness of curriculum implementation for the progress of students and future generations; (3) Increasing the effectiveness and efficiency of facilities and infrastructure to be managed and utilized properly so as to optimize student success. (4) Improving the quality of school management to support the creation of work atmosphere and student learning achievement; (5) Improving the conducive situation to improve the quality, and success of graduates (Danim dan Khairil (2010:157).
The function of academic supervision is related to research function, assessment, improvement, improvement (Ametembun, 1981: 33-37). What are the benefits: (1) can find activities that are in line with the objectives; (2) find activities that have not been in accordance with the objectives; (3) Provide what information needs to be prioritized; (4) to know the personnel (principals, educators, education personnel, and other personnel who need to be tatar, (5) to know the personnel who need to be replaced, (6) to know the books that are not in accordance with the purpose of teaching, (7) weakness of the curriculum, (8) improving the quality of teaching and learning process, (9) Maintaining something that has been good (Harahap, 1983: 7).
In addition to the above, there are several principles of supervision: practical, systematic, objective, realistic,

anticipatory, constructive, cooperative, kinship, democratic, active, humane, sustainable, and comprehensive (Dodd, 1972). The principle of constructive, cooperative, and sustainable needs to get attention, because in its implementation, the principal does not develop the creativity and innovation of teachers in developing the learning process; lack of good cooperation with teachers in developing learning; and less regularly especially for evaluation / follow-up activities.

Academic supervision techniques that can be used there are two, namely individual and group. Individually, the principal faces a teacher in turn. For example doing a class visit (Classroom Visitation); Observation Visits; visits between classes. By group if the goals or problems of teachers are relatively the same. In order for the implementation of effective and efficient academic supervision, adequate competence of supervision and managerial competence is required.

The scope of academic supervision includes three main activities: planning a supervision program; implement a supervision program; evaluation and follow-up (Depdiknas, 2007: 228). Substance planning includes: curriculum implementation; preparation, execution and assessment; SKL achievements, process standards, and content standards. Improved quality of learning through: (1) learning refers to process standards; (2) increasing student creativity, innovation, problem solving, critical thinking, and entrepreneurial instinct; (3) to form the character of the students to be independent, creative, and nationalized; (4) active participation in learning; (5) is responsible for the quality of planning the learning activities of each subject that diampu which leads to increased professionalism of teachers. According to Burhanuddin (2005: 104), the implementation of supervision needs to pay attention to several things: (a) implemented with systematic preparation and planning; (b) implemented by informing the teacher to be supervised; (c) conducted with several techniques and methods to obtain a comprehensive result; (d) prepared the necessary instruments; (e) preparing reports. In practice, the principal may use several techniques, namely: Class visits and observations; Individual talk; Group discussion; Demonstration of teaching; Professional library (Mulyasa, 2003: 160-162).

Evaluation / follow up of academic supervision merpakan end activities of the supervision process before making the report, namely by holding a meeting between supervisors with supervised teachers. The supervised teacher gets an opportunity to express his or her opinion on the performance of his duties in the class that the supervisor has observed. So also the supervisor gets an opportunity to help teachers solve their problems in the implementation of learning. The follow-up step is done through a dialogical process between principals and teachers to discuss remedial measures for the shortcomings and weaknesses experienced by teachers in the learning process (Hasan, 2002 : 93).

Approach in discussion is a partnership and kinship, not instruction from superiors to subordinates, so more humane, respect each other to find the best solution in an effort to improve the quality of learning which in turn will improve the quality of student achievement. Discussion in the follow-up process of supervision is the first step of the whole process of follow-up as there are still other steps to follow (Hasan, 2002: 94-95).

The successful implementation of academic supervision in schools is inseparable from the existence of supporting and inhibiting factors, either from human factors (man) or from non-human factors (*material)*. Human factors are supervisors, principals, administrative staff, students, etc. While non-human factors related to facilities, infrastructure conditions and environmental conditions (climate and work culture, work ethic, etc).

Furthermore the principal, generally interpreted as a leader who heads a school. According Rahman (2006: 106) principal is a teacher who was appointed to occupy the principal structural positions. Furthermore, Wahjosumidjo (2002: 83) defines the principal is a functional force of teachers who are given the task of leading the school. The meaning of the headmaster is appropriate here Regulation of the Minister of National Education Number 28 of 1990 on the Assignment of Teachers as Head of School / Madrasah, CHAPTER I, Article 1, the teachers who were given additional task to lead elementary school/madrasah ibtidaiyah SD/MI

Referring to the definition of competence, supervision, and principal described above, then the principal supervisor's competence is: a set of skills, knowledge, skills, and attitudes / behaviors that are owned, experienced, mastered and actualized by the principal in carrying out academic supervision (planning supervision programs, implementing and following up on the results of supervision), and utilizing the results of supervision to help solve problems experienced by teachers, and improve teacher performance, as well as in school development.

III. METHODOLOGY

The method used in this research is descriptive qualitative method. The research was conducted at public elementary school (SDN) in Sangkuang Island, Sangkulirang District, East Kutai Regency. The subject of the researcher is principal, teacher, and supervisor. Data collection techniques used interviews, documentation, and field notes. Data analysis technique using Mile and Huberman model. To test the validity of data used data reduction, display data, conclusions and verification.

IV. RESULT AND DISCUSSION

Based on the results of interviews with supervisors, principals, and teachers of SDN in Sangkuang Island (SDN 003, 006, 007, and 012), Sangkulirang Subdistrict, what teachers want to do in supervision, namely the ability of teachers in classroom management, and mastery of materials lesson. Classroom observations are performed by the principal when looking to see teacher performance in the classroom and do not want to supervise directly into the classroom. Individual conversations are made when the principal wants to give direction to the teacher in relation to something people do not know about. For example: reprimand teachers related to their activities and activities, attendance, and frequency leaving the class without permission, and assign tasks to students.

Increased competence of teachers is very concerned by the principal, good personality competence, social, pedagogic and professional. Because by knowing the professional competence of teachers will produce quality learning and students who excel. One of the goals of professional competence, is the ability to master the field of science (subject matter) that diampu. While pedagogic competence associated with the ability to make syllabi, learning program planning (RPP), the use of strategies, media selection and use of methods in the learning process.

Observations made by the principal aim to improve the performance of teachers who are still lacking. The implementation of academic supervision is followed up in various ways. If the evaluation is followed by many teachers, then the evaluation is done in groups or held meetings at the end of the month / semester. If the evaluation is for some people, then the evaluation is done individually. Based on the results of interviews with key informants, hereinafter will be described briefly the results found in the field as follows.

Academic Supervision Planning Stage

Based on the exposure of data supervision planning supervision conducted by four principal schools can be formulated research findings as a circular. Principal planning before performing academic supervision. Various planning activities include: (1) the initial step the principal is to determine the purpose of supervision, target supervision and organize the implementation of supervision; (2) make a supervision schedule to facilitate the principal in conducting academic supervision; (3) determine the timing of the supervision implementation so as not to coincide with the official schedule of the principal and MGMP teachers. (4) see what materials will be delivered by the teacher during the supervision.

Academic supervision planning by four principals is given globally (general), less specific, that is determining the purpose of implementation, organizing, making a schedule and see the subject matter that will be presented when the teacher will be supervised by the principal, aiming for the implementation of supervision can run well and not concurrent with the official schedule of principals and teachers to be supervised not feel nervous when supervised.

The results of this study are in line with Wibowo's (2014: 100-102) research results, that the principal does not directly guide teachers to the making of syllabus and RPP, and so on. However, principals tend to hold workshops by presenting speakers from education practitioners.

Implementation Phase Academic Supervision

The implementation of academic supervision by the principal aims to provide guidance to teachers in order to carry out professional duties (teaching tasks) well. implementation of academic supervision by holding teacher board meetings, classroom observations, class visits, and individual talks.

First, teacher board meetings are conducted by the principal to set goals and organize the implementation of academic supervision, schedule, time and see the lesson material to be delivered at the time of supervision. The overall academic supervision planning program is delivered in the meeting. Various things that are presented in the meeting are: the provision of information and professional guidance such as instructions for making work programs, making syllabus, and making lesson plan implementation (RPP), evaluation and assessment.

Two, academic supervision conducted by class observation. Classroom observations or class visits conducted by the principal is to find out what learning methods are used by teachers in the classroom. In addition, to know the mastery of class and conditioning of students in the classroom conducted by the teacher. If the method used is not appropriate, the principal will provide direction for the method used to be improved.

In conducting observations or class visits, the principal may be assisted by a vice principal, or a senior teacher. If supervision has been carried out, the result of the supervision is submitted to the principal for follow-up of the results. Another term that is often used by other schools, namely peer supervision, ie supervision made by his own friends who age and / or experience to be a teacher has been long / adequate.

Three, academic supervision conducted individually aims to provide supervision to teachers who are personal, and special guidance. Individual talks are given to teachers who often do not attend school while there are teaching hours, teachers who are in the delivery of the material is still less understandable by students, and teachers who want to get special guidance from the principal. So it is not based on the problem. For the implementation of academic supervision conducted by the principal by way of teacher board meetings, classroom observation, and class visits; as well as individual conversation.

The result of this research is not much different from Wibowo (2014: 100-102), that supervision is done by class visit. But the principal does not teach and instruct the teacher about good teaching methods with appropriate teaching techniques.

Evaluation / Follow Up

The third stage of the implementation of academic supervision is evaluation / follow up. The head conducts an evaluation / follow-up after conducting academic supervision to the teachers in the school. The goal is to follow up the results of managerial supervision is still lacking, the evaluation is done individually if the teacher is still not good in learning the number is a little, and if the number is not good enough, then the evaluation is done in groups. Evaluations were conducted to provide feedback from the results of supervisory exercises conducted by the school principal, and to find out improvements in lessons learned by teachers, and academic disciplinary plans.

The results of Wibowo's (2014: 100-102) study, that at the stage of evaluation / follow up the principal examines the assessment tools prepared by the teacher, but does not guide teachers on making learning problems, the use of strategies, and assessment methods, and analyze student learning outcomes.

Supporting Factors and Supervision Implementation Inhibitors

Based on interviews with teachers, principals, and supervisors in Sangkuang Island, Sangkulirang District, the dominant factor that supports the implementation of academic supervision is: the community environment where the school is located, the size of the school that is the responsibility of the principal, the state of the teachers, the school administration staff who want to cooperate, and the spirit of improving professionalism.

In addition to supporting factors, the dominant factors that become obstacles or obstacles include: the lack of programming clearly, there are still many teachers who are not aware of their respective duties, principals do not follow up the shortcomings that existed in the teacher until thoroughly, school principals are slow to respond to teacher problems and timeliness of supervision, lack of funds to conduct training, workshops on improving human resources (Teachers).

The results of this study support the results of research Hijriah (2011: 91) that the obstacles encountered in academic supervision is the teacher is less attention to the implementation of supervision by the principal because of busy each teacher. In addition, the schedules of principal activities are so dense that the implementation of academic supervision has not been fully carried out properly. This obstacle can be overcome by the principal by taking a direct approach in supervising during recess.

Based on the results of analysis and discussion in this study can be stated that the principal SDN on Sangkuang Island (SDN 003, SDN 006, SDN 007, SDN 012), Sangkulirang District provide guidance to teachers in preparing learning tools. But still very limited, namely in the preparation of syllabus, preparation of RPP globally.

Conclusion

Based on data analysis and discussion presented above, it can be concluded as follows.

1. Implementation of academic supervision by school principal SDN in Sangkuang Island, Sangkulirang District in accordance with the stage of supervision implementation.
2. The implementation of academic supervision starts from planning, implementation, and evaluation / follow up. Activities at the planning stage are: (1) determining the objectives and targets of supervision, organizing the implementation of supervision; (2) create a supervision schedule; (3) determine the time of supervision; (4) determine what materials will be submitted during supervision. From the implementation aspect, the principal conducts academic supervision by holding teacher board meetings, classroom observations, and class visits, as well as individual talks.
3. Principal response to the implementation of academic supervision, namely that academic excellence is the task and responsibility of the principal. The principal occupies a central position. School success is the success of the principal, and vice versa.
4. Factors supporting the implementation of supervision are: the community environment where the school is located; the size of the school that is the responsibility of the principal; the state of teachers and educational personnel who want to cooperate, and the spirit of improving professionalism. While the inhibiting factors are: the lack of clear programming; there are still many teachers who are unaware of their duties; the principal does not follow up on the shortcomings of the teachers to the full; the principal is unresponsive to the problems that occur to the teachers, the timeliness of the supervision and the lack of funds to enforce corrective action by applying the training / workshop

Suggestion

According to the results of research, then put forward some suggestions as follows

For the supervisor

1. Improving function and role as supervisor, and principal motivator in public elementary schools (SDN) in its working area.
2. Increase the understanding to school principals about everything related to the head of the school, so that the principal can perform academic supervision in school maximally (effectively and efficiently).
3. Provide coaching, motivation, and suritauladan to the principal in accordance with tupoksinya to improve the results of the implementation of academic supervision

For the principal

1. Program and supervise at least twice a year, at the end of the odd semester, and at the end of an even semester on an ongoing basis.
2. Improving the implementation of academic supervision to improve teacher performance, and to achieve goals, by choosing strategies, and more appropriate methods.
3. Increase the supporting factors, and minimize the factors inhibiting the implementation of academic supervision.
4. Provide guidance, motivation and suritauladan to teachers, administrative staff, and students to improve the results of academic supervision.

For educators (Teachers)

1. Actively participate in the preparation and implementation of academic supervision by the principal.
2. Improve the implementation of professional duties in accordance with applicable regulations.
3. Improving the implementation of the learning process in accordance with applicable regulations.

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Improvement of Students Learning Outcomes in Mathematics Learning Through Realistic Mathematics Education (RME) Learning Models at Fifth Grade Students in SDN 001 Sungai Kunjang

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Abstract. This study aims to describe the applying of the Realistic Mathematics Education (RME) models learning in improving the students learning outcomes in mathematics lesson about speed, debit and scale. Subjects were students at fifth grade students in SDN 001 Sungai Kunjang in the academic year 2017/2018 as many as 33 people. In this study researchers used classroom action reserch menthod that consists of three cycles and each cycle consisted of two meeting. The procedures of this study are: planning, implementation of the action, observation, and reflection which is used to plan the next. The instrument used in this study is a test, observation sheet which consists of the activities of teachers and students's activities and documentation. The results of this study using the approach of RME in mathematics showed an increase in student learning outcomes. Seen in the first cycle obtained an average score of students learning outcomes amounted 67.99 with a class of students who achieved 55.88% KKM. In the second cycle obtained an average score amounted 73.53 with an a class of students who achieved 73.53% KKM. The third cycle obtained an average grade 85.29 with students who achieve 85,79% of KKM. The percentage of increase in students' mathematics learning outcomes of the average score of being in the before this study cycle and the first cycle is 20.71% , the percentage of increase of being in the before this study and the second cycle is 34.51% and the percentage of increase of being in the before this study and the three cycle is 49.22%. It was concluded that the students learning outcomes on speed, debit and scale materials can be improved through the application of realistic mathematics education (RME) learning models at fifth grade students in SDN 001 Sungai Kunjang.

Keywords: Improved Learning Outcomes, RME Models Learning

I. INTRODUCTION

Mathematics is the core subjects taught in all levels of education. Mathematics is the basic knowledge required by the students to higher education. In addition Mathematics also is not only about the operation of the numbers but also how to think, universal language, art and the appliance that has a purpose that is very close to the daily life (Reys, 2009; Prahmana & Suwasti, 2014). The aim of mathematics in school are: the students have the ability to understand mathematics concept, to explain the relationship inter-concept and to apply the concept or algorithm in problem solving flexibly, accurately, efficiently, and appropriately (BSNP, 2006). According to the Principles and Standards for School Mathematics is a combination of "factual knowledge, procedural facility, and conceptual understanding" is necessary for students to use mathematics (NCTM, 2000). It means that the ability of conceptual understanding is the main ability which should be possessed by the student to have other abilities such as the ability of problem solving, the ability of communication, and the ability of mathematic representation. Freudenthal (1991), stated that "mathematics is human activity". In this view, learning mathematics means doing mathematics, of which solving everyday life problems/contextual problems (Gravemeijer, 1994).

Yurniawati (2017) show that, the purpose of learning mathematics in elementary school is the students understand the concept of mathematics, using logic, make generalizations, problem solving and communicating ideas and have the attitude of appreciate the usefulness of mathematics in life. Because the Mathematics lessons in primary schools has not yet been able to establish and develop the capacity of the logic, critical thinking and problem solving so that the students mathematics achievements become low. It happened because the learning method is not appropriate. Based on SDN 001 Sungai Kunjang data, the value of an average of the results of learning mathematics students in grade 4 in the last 1 years is 56,32. In learning mathematics, there are some students who consider that mathematics is a science which is very difficult to be learned. So, the teacher's ability and accuracy in choosing and applying approach to teaching and learning which is matching the material taught in future is needed. The learning approach which is used in this research is Realistic Mathematics Education (RME).

In RME, learning activity starts from the real world, so that students can get involved in the learning process significantly. Teacher's role primarily is a mentor and facilitator for students in the process of reconstruction of mathematical ideas and concepts. De Lange (1987) described it as the art of teaching. De that the process of developing mathematical concepts and ideas starts from the real world, and at the end we need to reflect the solution back to the real world. So, what we do in mathematics education is to take things from the real world, create mathematic become interesting subject, and then bring them back to the real world. Furthermore, in RME approach, every person regardless of race, culture, and gender have the ability to learn and understand math significantly.

Based on the problem background which has been explained before, the problem of this research is "How to Improvement of Students Learning Outcomes in Mathematics Learning Through Realistic Mathematics Education (RME) Learning Models at Fifth Grade Students in SDN 001 Sungai Kunjang?"

II. THEORETICAL FRAMEWORK

Theoretical Framework Lesson Study Lesson study is a cycle of activities in which teacher design, implement, and improve one or more research lessons and make positive changes in instructional practice and student learning (Stigler & Hiebert, 1999). Lesson Study as an activity carried out by a number of teachers of a certain subject in collaboration with educational experts to improve the quality and content of their teaching. Lesson Study has three (step) main activities: planning, implementing (teaching & observing), and reflecting and revising (Ilma, 2010).

1. Planning

During the lesson study planning phase, the participants first identified the problems found in the classroom. The identification of the problem accompanied by the solution taken are related to the teaching material, schedule, students' characteris tic, class condition, teaching method, teaching media, experiment kits, and evaluation toward the teaching process and result.

They discussed the choice of teaching material, method, and media based on students' characteristic and evaluations to be used. There are suggestions/input from teachers and content experts. Experts or senior teachers would give opinion about new things to be applied by teachers in the classroom, including using the teaching approach of constructivism, contextual teaching and learning, life skill, realistic mathematics education, or using the newest teaching material. Additional discussion focused on the collection of data on the observation sheet, especially about determining the indicator of good teaching- learning process seen from the aspect of teacher and students. Those indicators were written based on the lesson plan and approaches used to reach out to students during the teaching- learning process. Based on the identification and solution of the problems above, it was carried out into a set of steps consisting of:

a. Lesson Plan
b. Teaching Guide
c. Student's worksheet
d. Teaching media
e. Evaluation sheet of teaching process and result
f. Observation sheet

The lesson plan can be written by one or more teacher who agreed with the aspects of the planned teaching. To increaese the effectiveness of the lesson, the result is then discussed with other teachers and experts of their group.

2. Implementation and observation

In this phase, a teacher implemented the lesson plan while other teachers and expert observed the process using the prepared observation sheet. To support it, the observer videotaped the lesson.

3. Reflection

In this phase, the teacher who implemented the lesson plan was given time to state his feeling during the implementation both for himself and his students. Next, time was given to observers, both expert and other teachers, to share the data they collected on the students' activity during the implementation followed by showing of the video. The teacher of presentation, then, wa s asked to respond the observers' comments. The important thing in reflection is to reconsider the lesson plan developed as the basis to make improvements for the next teaching.

III. RME

Realistic Mathematics Education (RME) is an approach in mathematics education which was first introduced and developed in 1971 by a group of mathematicians from Freudenthal Institute of Utrecht University of the Netherlands. The approach is based on Hans Freudenthal's (1905-1990) view that mathematics is human activity. Mathematics class is not considered as a place to transfer knowledge of Mathematics from a teacher to students, but rather a place where students can reinvent mathematical ideas and concepts through exploration of real problems. In Freudenthal's view, students should be given the opportunity to reinvent mathematics by organizing or mathematizing either real world situations or mathematical relationships and processes that have substance for them. In developing this position, Freudenthal emphasized that the material students are to mathematize should be real for them. It is for this reason that approach is called Realistic Mathematics Education. Freudenthal considered mathematizing to be the key process in mathematics education for three reasons. First, mathematizing is a major activity of mathematicians. Second, mathematizing fosters applicability by familiarizing students with a mathematical approach to everyday settings. Third, mathematizing relates directly to the idea of reinvention, a process in which students formalize their informal understandings and intuitions. Freudenthal argued with considerable force that mature, conventional symbolizations should not be taken as the instructional starting point. He was particularly critical of this practice and termed it an anti-didactic inversion because the process by which the mathematicians developed mathematics is turned upside down (Freudenthal, 1973). For Freudenthal and for researchers and instructional developers who subsequently elaborated his ideas, the goal of mathematics education should be to support students' mathematical learning as a process of guided reinvention.

Three Principles of RME

1. Guided reinvention and didactical phenomenology

Because mathematics in RME theory is a human activity, so guided reinvention can be described that teacher should give students a chance to understand and do mathematics process by theirselves when mathematics was found. This principal can be inspired by using procedure informally. This effort will be reached if teaching and learning processes use real context in daily life which are related to mathematics concept.

2. Progressive mathematization

The situation that contained with phenomenon that can be used for material and application area in teaching and learning mathematics should be started from real situation before get to the top (formal mathematics). Two kinds of mathematization should be used as references in teaching and learning mathematics from concrete to abstract (formal).

3. Self-developed models

The role of self-developed models is as a bridge for students from concrete to abstract or informal to formal. It means that students can make their own model to solve problem. The problem is started with the situation that closed to the students' daily life. From generalization and formalization, the model will be changed into model-of. Then, Model-of will be shifted to model-for in the sane problem.

Characteristics of RME

The following picture is how all RME characteristics are represented in the model of learning.

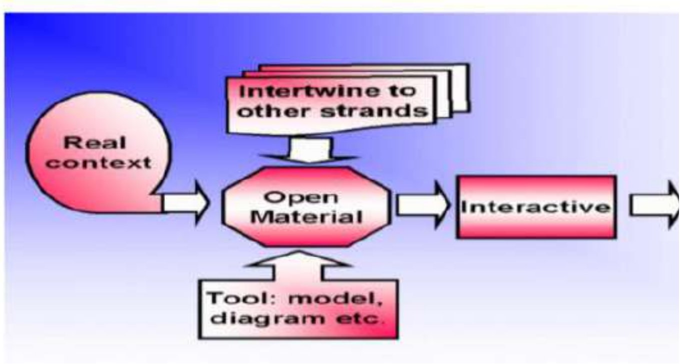

Figure 1. Model for designing mathematical learning model based on the RME approach. (Zulkardi,2002)

Realistic Mathematics Education (RME) (Gravemeijer, 1994, 2010) is a domain specific instructional theory, which offers guidelines for instruction that aims at supporting students in constructing, or reinventing mathematics in problem-centered interactive instructio. According to Gravemeijer (in Tarigan, 2006: 6), RME is characterized by: (a) the use of real world context, (b) vertical instrument (the use of models), (c) students' contribution (the use of production and construction), (d) interactive activity (the use of interactivity), (e) topic relatedness (the use of relatedness). This means that RME belongs to: (a) 'active students' way of learning' since the mathematics learning is conducted by 'learning by doing', (b) student-centered learning since the students solve their problem themselves according to their ability—in this case, their teacher merely serves as a facilitator, (c) guided inquiry-based learning since the students are required to invent and reinvent mathematical concepts and principles, (d) contextual learning since the starting point of mathematic learning is contextual matter—which includes students' problem in their everyday life, and (e) constructivist learning since the students are guided to reinvent their knowledge of mathematics by themselves by solving problem and discussing. In reference to the characteristics, the mathematics learning using RME is carried out in several steps, including:

(1) understanding problem/ context, (2) explaining contextual problem, (3) solving contextual problem, (4) comparing and discussing answers, and (5) drawing conclusion

Designing Teaching and Learning Process Based on RME

1. Goals.

Goals should includes three level of goals in realistic mathematics education: lower level, middle level, and higher order level. The last two of goals stress to the ability of argumentation, communication, and the formation of critical attitude.

2. Materials.

The design of an 'opening material' which is connected in the reality departs from the meaning context; in need; interconnection among lesson lines of the unit or other originally real topics such as fractions and percentages; and models or pictures used as tools, diagrams and situation or symbols generated during the learning process.

3. Activity

Teachers should organize student activities so that they can interact, discuss, negotiate, and collaborate with each other. In this situation they have the opportunity to work, to think and to communicate about mathematics. The role of teachers is only as the facilitator or preceptor.

4. Evaluation.

Evaluation materials must be made in the form of 'open question' which provokes the students to answer freely and uses various strategies, various answers or free productions. The evaluation should include formative and summative question (Zulkardi, 2002; Ilma, 2009).

IV. METHOD

This action research carried out on in 5th Grades students at SDN 001 Sungai kunjang that is located on Jalan Cendana, Samarinda, East Borneo. This research carried out in the first semester of the school year 2017/2018.

This research applies the Classrom Action Research in three cycles. The purpose of Classroom Action Research is an attempt to repair a teaching practice through the gift of action in a class that begins with a lesson plan that was continued with classroom actions and reflection of the action. The implementation of this research is designed to follow the model of Kemmis and McTaggart i.e. planning, implementation of action, observation and reflection. The next cycle base on reflection.

The data consist of learning process and students' mathematics achievement. The learning process data contains the activities during mathematics teaching taken through observation sheet when the implementation of the actions and analyzed by descriptive at the time of reflection. Students Mathematics achievement taken by test and analyze by simple statistics

V. RESULT AND DISCUSSION

Cycle 1

In cycle 1 student learn how to find speed formula and solved contextual problems about speed. Students worked in groups and at the beginning of the lesson, teachers let students to select the members of the group. There are 7 group consist of 4 -5 students. This makes the atmosphere of the classes are badly behaved and there are even students who do not have the groups. Then in learning process of using RME models, the quality of teaching which is showed by the teachers and students not perfect. As a result the students have not been able to perform the process of solve the contextual problems about speed. In the process students still many rely on the direction and guidance from the teacher to interpret the contextual problems and solved its. This makes the teacher is still the main speakers are needed by each group that makes teachers become very overwhelmed. When students finish working in groups, they have to presents their findings in front of class. But what happens is that they only write the answers in white board without explained it. There are also some children who do not enthusiastic and keep talking each other. Base on that fact, it can be concluded that the implementation of RME has not yet been successfully implemented 100%.

The results of student learning also does not meet the target. Based on evaluation test still many students who have not yet been able to reach score 70. Only 19 of 33 students achieve more than 70. Based on this condition need the action on cycle 2.

Cycle 2

In general the activities in the cycle II is better, learning process has been more organized. But there are still some students have not yet been able to solved contextual problems about debit. They still need direction and guidance from the teacher. So also on the stage of the presentation, there are still some groups that have not yet been able to present their finding and there has been no interaction between the precenter and the audience. Based on the above, we conclude that the quality of learning at cycle 2, still considered not successful. This is due to the steps of learning using RME models not yet done with good.

The results of the evaluation test at cycle 2 shows a significant increase. From the test score, there are 25 from 33 students who succeeded getting score more than 70. This means that around 73,53 % students have been successfully absorb the subjects with good. But this data is still under the target so continue to cycle 3.

Cycle 3

The flaws that appear on the Cycle 1 and 2 is not shown at Cycle 3. Teachers have successfully created a pleasant classroom. Teachers also managed to motivate the students to have self confidence to present the results of their work and to interpret the contextual problem. In presentation, there was interaction between the presenter, teachers and my classmates. Students who still play in the learning process is indeed still exist but teachers quickly remind and withdraw their attention. Still found students who have difficulties in answering the question of the exercise and interpret the contextual problem but teachers anticipate and discuss the questions together with the students until the end of the students understand.

Data from evaluation test obtained in the Cycle 3 was 29 from 33 students or around 85,29% students have value score above 70. Only 5 students or 14,71% which still has a score below 70. While based on the results of these observations through action monitoring instrument sheet states the actions of teachers have achieved and has been in accordance with the principles of learning thoroughly (mastery learning). Therefore, research does not need to be continued on the next cycle because it has reached the desired target.

Overall the activity of teachers and students who obtained through observation of each cycle can be shown in Figure 1 and Figure 2.

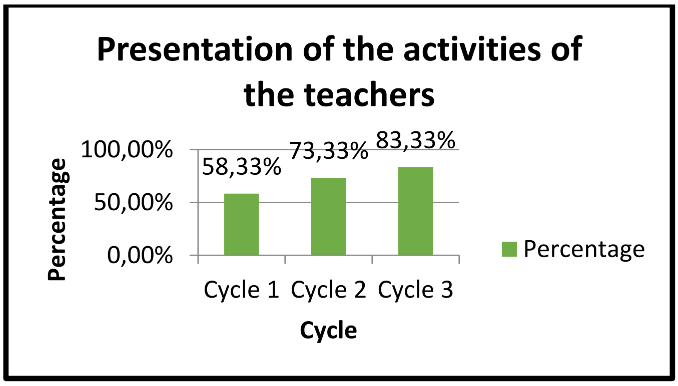

Figure 1. Presentation of the activities of the teachers

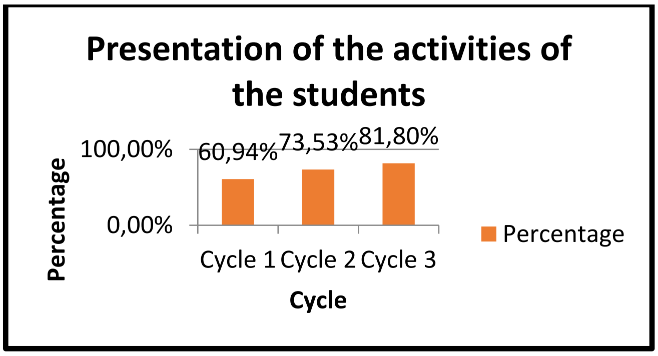

Figure 2. Presentation of the activities of the students

Based on Figure 1 and 2, the activity of teachers and students from the cycle I, II and III increased. Both teachers and students showed positive work. Since the initial activities, teachers has been trying to prepare for the best possible start from studying the learning process, prepare the appliance and the required materials and trying to implement each of the steps is well planned. The core of the activity of the teachers in implementing this guided interpret contextual problem and solved it is to provide an opportunity in the widest sense to students to search for and find learning goals independently but still in the guidance and direction of the teacher. While there is still a lack of, at cycle I teachers have been able to achieve success the high enough i.e. 58,33 %. This gives the impact on the activities of the students that since the beginning has reached 60,94%. The table above shows that the success of students depending on the role of the teacher in facilitating, directing and guiding the students to perform each of the learning process and finally find their own knowledge about speed, debit and scale.

In addition, teacher performance have a positive impact on the students learning outcomes. Based on the results of the tests on each cycle, the students learning outcomes as follows in tabel 1 and Figure 3.

Tabel 1 The results of students learning

Cycle	Average	The Velue < 70	Percentage	The Velue ≥ 70	Percentage
Pre cycle	56,32	20	58,82%	14	41,18%
Cycle 1	67,99	15	44,12%	19	55,88%
Cycle 2	75,76	9	26,47%	25	73,53%
Cycle 3	84,04	5	14,71%	29	85,29%

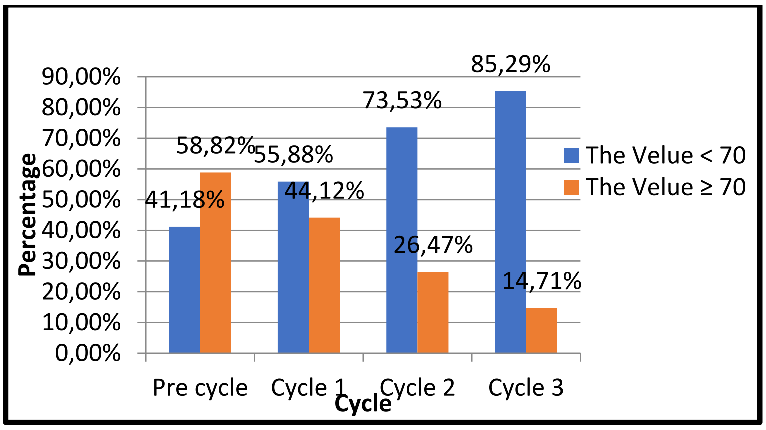

Figure 3. The results of student learning

Based on Tabel 1 and Figure 3, improvements student learning about the calculation of speed, debit and scale. Improvement occurs on the acquisition value students who achieve KKM. The results of this study using the approach of RME in mathematics showed an increase in student learning outcomes. Seen in the first cycle obtained an average score of students learning outcomes amounted 67.99 with a class of students who achieved 55.88% KKM. In the second cycle obtained an average score amounted 73.53 with an a class of students who achieved 73.53% KKM. The third cycle obtained an average grade 85.29 with students who achieve 85,79% of KKM. The percentage of increase in students' mathematics learning outcomes of the average score of being in the before this study cycle and the first cycle is 20.71% , the percentage of increase of being in the before this study and the second cycle is 34.51% and the percentage of increase of being in the before this study and the three cycle is 49.22%.

In first cycle, the habit of the students are learning in the individual makes the students' hard work in groups. Even when the division of the group problematic class into tumult and spend time. This issue is resolved after teachers determine the members of the group and limit the time to sit in the orderly in each group. Besides that, there are some problems about contextual learning and interpret it and solved. Students are not familiar enough with problems in learning mathematics related to problems in daily life, students are not quite familiar with the usage of teaching media/visual aids in mathematics learning, students do not acquire skill well in arranging lesson plans for mathematics learning in primary school, and students are not skilled enough in the simulation of mathematics learning in primary school.

Based this problem, solutions for the difficulties are reinforcement and assistance in:

1. The mastery of teaching materials and mathematical concepts in primary school.
2. The relationship between teaching materials and problems in daily life.
3. Identification and uses of media/visual aids for mathematics learning in primary school.

4. The mastery of various approaches in mathematics learning in primary school.
5. The arrangement of lesson plans.

Simulation of mathematics learning in primary school

CONCLUSION

The implementation of the RME models gives many new capabilities to the students such as

the skills of doing understanding contextual problems, explaining contextual problems, solving contextual problems, comparing and discussing answers and drawing conclusion. The ability to significantly influence to the understanding of the mathematics students. Related to the extensive material flat field, students understand the origin of the equation and have the formula for its own sake. Then they can use the formula to complete the questions troubleshooting. Hence, it can be advanced that learning with the RME models can improve the results of student learning.

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Scientific Text Language Management Non-Language Students: Characteristic Grammatical Study

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Abstract. This study aimed to describe the process of preparing scientific texts (language management) and language characteristic of the non-language students scientific texts. This research used qualitative descriptive research. Data collection techniques is observation and assignment. The research data is papers written by non-language students are then analyzed according to the existing problems. The results show several thins. First, the pre-writing stage through five stages: defining topics, limiting topics, setting goals, developing frameworks for writing, and searching for materials. Second, from the writing stage of scientific texts (papers) can be mapped out the language features: (1) the paragraph composed of several paragraph patterns, i.e. (a) the introduction section is dominated by description paragraph, (b) the theory section is dominated by the discussion and explanation paragraph, (c) the methodology section is dominated by the procedural paragraph, (d) the content is dominated by the reporting, explanatory, and exposition paragraphs; (2) scientific texts composed of 60-95 sentences, mostly using sentences of subordinate structure; (3) the most commonly used phrase is the nominal phrase and denotes the scientific text using the nominalization system; (4) the text does not use many aspect markers and modality markers; (5) material processes are the most widely used processes in scientific texts.

Keywords: language management, scientific texts, non-language students

I. INTRODUCTION

Indonesian has been studied since learners recognize formal education. Not only that, in some Indonesian families no longer as a second language but since they were born have been taught Indonesian language. In other words, logically the mastery of learners against the Indonesian language should not be doubted. However, this is not the case, the reality of the linguistic competence of both oral and written learners in the formal situation is not satisfactory.

This condition is due to several factors. Among the learners can not distinguish the Indonesian variety of official and unofficial variety. The next cause is that it can not distinguish between Indonesian vernacular and verbal language. The reason is why the Indonesian language still needs to be given at the college level as the provision of linguistic knowledge in the writing of scientific papers especially for students who study in non-lecture courses.

In addition to functioning as a means of thinking and means of communicating, the language serves as a defender of science. The function of the Indonesian language as an advocate of science is emphasized even as a basic foundation for the 2013 curriculum. This means that Indonesian is placed as a means of developing science, technology and culture. Mastery of the Indonesian language will help someone in mastering science, technology, and cultural arts.

The paradigm shift that is oriented to the function of language as the advocate of science is based on the paradigm shift from the orientation of formalism to the orientation of functionalism. The application of this functional approach is certainly in line with the objectives of Indonesian language learning at various levels of education, including universities, as stated in Candidate No.22 of 2006 on Content Standards.

For functional, structure is determined by the function of language in human life. The function of language determines the form of a language either lexically or grammatically. Each form (lexicogrammatically) a language can be different from one another because the function it runs is also different. In every interaction between language users, speakers use language that serves to describe, exchange, and assemble experiences. Data collection on functional linguistics comes from the context of usage, both oral and written. Therefore, this approach is text-oriented.

The text can be broken down into several types. Types of text can be distinguished on the basis of purpose (the social function of the text), the structure of the text, and the linguistic features of the texts. In accordance with the principle, different texts certainly have different functions, different structures, and different linguistic features.

One of the types taught in secondary and higher education is scientific texts. Scientific texts (scientific language variety) are used to report or communicate the results of scientific activities (Chaer, 2011: 3). Not only in secondary education, scientific texts are also required to be taught at university level. Scientific text becomes one of the prerequisites for high school graduation (Scientific Writing assignment) and students (thesis, thesis, and dissertation). Therefore, scientific texts are significant texts in language learning in schools as well as in high schools. Therefore, this paper focuses on the study of grammatical characteristics of scientific texts in the form of scientific articles. The data in this paper is sourced from 6 scientific articles written by students of the Faculty of Economics, Faculty of Engineering and Faculty of Social and Political Sciences Mulawarman University.

II. METHODS

The type of this research is descriptive qualitative research with the purpose of research to do the description of writing in the form of scientific texts written nonkebahasaan students are students of the Faculty of Engineering, Faculty of Economics and students of the Faculty of Social and Political Sciences. The data in this study in the form of scientific texts written by nonkebahasaan students presented in narrative rather than in the form of numbers. Data analysis technique used is flow analysis. This flow analysis consists of three simultaneous activity flows, ie data reduction, data presentation, and conclusion drawing (Miles and Huberman, 1992: 13). This type or method is called content analysis (content analisys).

III. RESULT AND DISCUSSION

A. Scientific Language Management

Language management includes the stages of organizing words into good sentences are required skills to compose sentences. To organize sentences into paragraphs, it is necessary to draw up paragraphs. Meanwhile, to organize the paragraphs into a text required writing skills. In writing the required stages (scientific language management of the language) include:

1) Pre-Writing Stage

Pre-writing stage is a preparatory step before writing. In this step the steps are taken, as follows: (a) determining the topic, (b) limiting the topic, (c) determining objectives, (d) making the writing frame and (e) determining the material.

2) Writing Stage

Stage of writing is a discussion of each item of the topic contained in the framework of essay. In the framework of the essay is still needed more detailed explanations so that readers can understand the purpose of writing submitted. In writing, essays really needed the right choice of words, meticulous, and straightforward, so that in this writing, writer must be able to devote all vocabulary mastery possessed. Good writing is a writing that can not be separated from the rules of the prevailing lan- guage. Therefore the essay must be written with the proper spelling, and in accordance with the applicable rules of writing.

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3) Revision Stage

Completing the writing does not mean it has finished carrying out the writing activities. The author still needs to re-read the writing that has been made. This re-reading activity is to look closely at the parts that need improvement, especially in the use of spelling, punctuation, word choice, paragraphs, sentence logic, systematic writing, typing, etc. In addition, the author also needs to look back, whether there is still a lack in theory, analysis, or the use of sentences and paragraphs.

The management of the language of the scientific texts begins with the pre-writing stage (planning) of non-adult student paper writing (students of the Faculty of Engineering, students of the Faculty of Economics and students of the Faculty of Social and Political Sciences), the researcher tries to present the data by informing the research sample by giving the task of writing a paper by mengawaili the process of preparing the framework of the content of the paper through: Pre-writing stage is the preparation stage before writing. In this step the steps taken, as follow.

Table 1
Recapitulation of Language Management Pre-Stage Writing Papers

Pre-Writing Stage	FT 1	FT2	FE1	FE2	Fisip 1	Fisip 2
Determine The Topic	√	√	√	√	√	√
Limiting Topic	√	√	√	√	√	√
Set Goals	√	√	√	√	√	√
Create a Writing Frame	√	√	√	√	√	√
Determine The Material	√	√	√	√	√	√

Source: Proccesed Data, 2016

At the pre-writing stage, all students participating in the course of the MPK Bahasa Indonesia through the stages a) determine the topic (at this stage, the lecturer of the subjects of the MPK Bahasa Indonesia gives the task of writing a paper with a topic adapted to the field of science students take), so the determination of the topic determined lecturers pengont subjects MPK Bahasa Indonesia then learners (students) develop in the frame of thinking. Thus the stage of determining this topic, b) Limiting the topic, at this stage, this stage the students try to limit the topic so that the discussion is not anywhere (too broad), and the topic is not too narrow so the writer becomes overwhelmed, c) at this stage all students set the author's objectives with the consideration that by setting the goal of being a reference in the development of the author so as not to get out of the predefined topic, d) Stage 4 students compose the framework of writing, at this stage students compose the framework of writing and according to them with composing the framework of writing, the students have no difficulty in putting ideas in written language, and 5) this last stage, the student begins by preparing the material for material enrichment as well as writing experiences.

B. Grammatical Characteristics of Scientific Text

According to Wibowo (2012: 29), a scientific work is defined as a writing based on observations, reviews, research, and reflections in a particular field of science, organized according to certain methods with polite, good and correct writing; or based on standard written language rules. Truth content must also be scientifically accountable.

In this research, the researcher only take sample of six (6) papers written by non-adult students represented by students of Faculty of Engineering, Faculty of Economics students and students of Faculty of Social and Political Sciences with consideration of time and energy limitation and researcher coincidence to teach Indonesian MPK course in three (3) the faculty. Based on the search of 6 scientific papers with the details of two (2) economic papers, two (2) technical papers, and two (2) sociopolitical papers, the linguistic descriptions are listed in table 2 below.

Table 2
Description of Language of Non-Math Student Papers

Unit Language	Paper					
	Civil Engineering	Chemical Engineering	Accounting 1	Accounting II	Sospol IP	Sospol Tourism
Paragraph	20	31	42	15	34	28
Sentence	97	155	162	56	92	147
Clause	183	300	521	137	252	278
Equivalent Compund	21	13	28	1	14	21
Multiline Compound	36	48	78	30	45	62
Compound Sentence	31	69	42	17	22	48
Simple Sentence	9	25	14	10	11	16
Nominal Phrases	212	478	475	75	211	289
Verbal Phrases	53	126	71	11	99	58
Adjektival Phrases	12	55	31	6	12	23
Numeralia Phares	6	118	25	0	1	0
Adverbial Phrases	3	9	1	8	14	7
Prepositional Phrases	24	32	116	11	33	29

Source: Processed Data, 2016

The table informs the characteristics of language elements in the following scientific texts. Of the six papers analyzed, 170 paragraphs, 709 sentences, 1671 clauses, 197 equivalent compound sentences, 299 multi-sentence sentences, 229 complex compound sentences, 85 single sentences, 1740 nominal phrases, 4108 verbal phrases, 139 adjective phrases, 150 numeric phrases , 42 adverbial phrases, and 245 prepositional phrases.

The table shows that these six scientific texts have single, multilevel, compound, compound and complex compounds. The most widely used by the author of the paper is a multilevel compound sentence. The most commonly used phrase pattern in the scientific text is the phrase with the nominal phrase. The following is the exposure to the characteristics of lingual units that include paragraphs, sentences, phrases, and clauses

C. Characteristics of Paragraphs Scientific Texts

The number of paragraphs in the scientific text is between 15 and 42 paragraphs. The fewest paragraphs (15 paragraphs) are scientific papers on socio-political, while the most paragraphs (42 paragraphs) are scientific papers on economics. The unity of the paragraphs in the scientific texts is constructed by lexical cohesion and grammatical cohesion. The congruence of its meaning is constructed by an extra conjunction of sentences, that is, therefore, as for, besides, though, thus, therefore, to this day, and so on.

The paragraph in the scientific essay is composed of the basic sentence and followed by several explanatory sentences. Paragraphs of scientific writing are preceded by opening paragraphs, torso, and closing paragraphs. The types of paragraphs contained in this article are paragraphs of descriptions, procedures, explanatory reports, expositions, and discussions. The scientific article is composed of several mixed types of paragraphs.

The search for the data indicates that the description paragraphs are in the introductory section of the article. To describe something, a definition is needed to clarify a particular concept at the beginning of the article. For the explanation section of the methodology, a procedure paragraph is used. However, if a scientific article is a concept exposure, the article does not contain a methodological explanation.

The paragraph of the report is contained in the discussion section. This paragraph describes something based on observations. This paragraph deals with the grouping of things into the types according to their individual characteristics.

The explanatory and exposition paragraphs are also contained in the article under study. In fact, it can be said that explanatory and exposition paragraphs are widely encountered and dominate the scientific articles. This paragraph is used to explain why a reason and justification is proposed. For that purpose, causal relationships are often tackled to explain that something is happening because of something else.

Discussion paragraphs are also present in each article analyzed. The discussion paragraph contains the issues reviewed from the point of view. One viewpoint supports the issue raised, while another stands against the issue.

The analysis of the paragraph patterns contained in the scientific article shows that a scientific article is composed of several paragraph patterns. The introductory section is dominated by a description pattern; part theory is dominated by discussion and explanation paragraphs; the methodology section is dominated by procedural paragraphs; content is dominated by paragraphs of reports, explanations, and expositions.

D. Sentence Characteristics in Scientific Text

The average sentence contained in a scientific article ranges from 97 to 155 sentences. Of course, the more the number of paragraphs, the sentences contained in an article also more and more. Based on the data that has been analyzed, the characteristics of sentences that build scientific articles are described as follows.

1) There are 229 sentences of multilevel compound structure (subordinate compound). Conjunctions contained in the scientific work of multilevel compound structure are:
   (1) Time conjunction: from, after, then, further, so, until. Conjunctions of time after, before, after, completion, while, temporarily, temporarily, while, while, as long as they are not found in the research corpus.
   (2) Conjunction terms: if, if. The conjunction of the terms if, of origin, when, when not found in the research corpus.
   (3) Conjunction purpose: for, order, order. The conjunction of the purpose of use is for, for the sake of not being found in the research corpus.
   (4) Concessive conjunctions: though, though, or. Consistent conjunction is (even), sunggu (pun), once (even), and although not found in the corpus.
   (5) Conjunction comparison or similarity: like, like. Comparison conjunctions are as if, as, as, as, like, like, rather than, like, like, rather than invisible in the corpus.
   (6) Conjunction cause or reason: cause, because, because.
   (7) Conjunction result or result: so, until. The resulting conjunction up to (-samp) is not found in the corpus.
   (8) Complementation conjunction: that
   (9) Attributive conjunction: yang

In addition there are some conjunctions that are not found in the research data. The conjunctions are:

(1) Conjunctive conjunction: if, suppose, if not found in the research corpus.
(2) Equivalent conjunction: equally ... not found in the research corpus.
(3) Co-opitive conjugation: hopefully, hopefully, hopefully not found within the research corpus.

2) There are 197 sentences of compound compound equivalent (compound coordinative). The conjunctions contained in the equivalent plural equivalent scientific work are as follows:

a) Addition conjunction: and
b) Counseling conjunction: as well as
c) Electoral conjunction: or
d) Correlative conjunction: either ... or, more ... than. The correlative conjunction between ... and, somehow ... .., let not ..., is not found in the corpus of research.

3) There are 85 single sentences. Single sentence used mostly patterned passive sentence

E. Phase Characteristics in Scientific Texts

The data show that the nominal phrase is 1740, the verbal phrase is 418, the adjective phrase is 139, the numerical phrase is 150, the adverb phrase is 42, and the prepositional phrase is 245. This number indicates that the type of phrase most used in scientific papers is the phrase nominal with the number 1740.

A nominal phrase occupies a function as a participation in the clause construction. The number of nominal phrases that occupy the most positions indicates that scientific articles use the nominalized system. The number of nominal phrases used in the text of the scientific genre caused by a nominal phrase can serve as subject, object, and complement in sentence structure.

Construction of a nominal phrase in a core + core scientific work. However, there are also some data in the core + core structure. The forehead in front of the noun is usually numerical and adverbial, whereas the pewatas after the core nouns are usually nouns, adjectives, verbs, adverbials, numerals, and determinants (this is)

F. Transitivity of Clauses in Scientific Text

Transitivity is a grammatical system of clause structures that realize an ideational meaning. This system can be described as "who does something to whom, when, where, why, or how to function" (Halliday, 2004). The term transitivity is a semantic concept because it seeks to explain or explain the meaning of linguistic experience (experiential function). The transitivity data in the six scientific texts is presented in the following table.

Table 3
Description of Transitivity Data Clause

Transsitivitas	**Artikel**						**Jumlah**
	1	**2**	**3**	**4**	**5**	**6**	

Process	Material	**145**	**236**	**88**	**87**	**80**	**82**	**718**
	Mental	**7**	**4**	**19**	**16**	**20**	**18**	**84**
	Relational	**51**	**145**	**119**	**27**	**69**	**48**	**459**
	Behavioral	**8**	**13**	**64**	**45**	**15**	**13**	**158**
	Verbal	**6**	**11**	**5**	**5**	**1**	**2**	**30**
Sircumtan	Existential	**6**	**27**	**7**	**12**	**26**	**21**	**99**
	Locate	**103**	**80**	**41**	**67**	**51**	**48**	**390**
	Eksten	**2**	**8**	**16**	**4**	**6**	**4**	**40**
	Way	**30**	**31**	**21**	**20**	**19**	**21**	**142**
	because	**5**	**10**	**11**	**23**	**20**	**16**	**85**
	companion	**0**	**15**	**2**	**4**	**2**	**2**	**25**
	condition	**11**	**38**	**3**	**14**	**16**	**11**	**93**
	Role	**2**	**14**	**5**	**4**	**5**	**3**	**33**

When looking at table 3, information about the transitivity elements including the process and circumcision and their sub-categories are obtained. Of the six scientifically analyzed transitivitasnya, obtained 1548 processes, and 831 circumcision or accompanying information. The participants are related to the process contained in each clause.

Participant roles are grouped related to the process. That is, each process will bring up different participants. The participant roles associated with the process will bring up different participants. Participant roles related to the process include (1) actors, targets, results, and beneficiaries in the material process; (2) taste and phenomena in mental processes; (3) persons and attributes, as well as designated and indicated in the relational process; (4) behavioral in behavioral process; (5) speakers, recipients and utterances (verbiage) in the verbal process; and (6) are existential in the existential process.

The process becomes a central element in transitivity as the realization of the inner and inner experiences commonly expressed by verbs in clauses. Process elements are realized by the verbal group of clauses and participant elements are recalculated in nominal groups. The circumcision element is present according to the needs of deeds, events, and circumstances (process). The number of processes found in the data is 1548. There are six categories of processes, namely material processes, mental processes, relational processes, behavioral processes, verbal processes, and existential processes.

1) Material Process

The material process is the process of disclosing the physical activity / action / action and an event / event. This process reveals the author's experience of a concrete event or event and an activity that tends to be physical. Based on the table the material process is the process most widely used author. The six scientific texts analyzed for their transitivity, indicating the dominance of the material process, amounted to 718.

In general the material process has two participants I called the actor and the participant II is called the goal. An actor is a person or object performing an action or action. Meanwhile, the goal is the person or thing that receives the process or another word where the process is addressed.

Although the most material process, it does not mean that participants who do the deeds are human. Most participants in the clause are common objects or participants. Participants in the form of humans are only used if the article wants to describe the object in the form of humans. However, this is very rare in scientific papers.

Scientific articles dominated by material processes indicate that scientific work emphasizes the principal (nomination) as the principal. Although non-human actors, authors continue to use material-processed verbs to maintain objectivity and to avoid ambiguity. The lack of use of human participants is also linked with the level of objectivity. Scientific work must be objective so that the data contained in it can be accounted for scientifically.

2) Process Of Relation

The relational process is a process that connects an entity with another thing that is equipment or designation / tagging. In other words, connecting two participants with these two relationships is biased to attribute or assign value to the first participant. In the six scientific texts analyzed, 459 relational processes were found.

Participants in the attributive relational process are carriers and attributes. Carrier (bearer) is a participant who is given an attribute, and the attribute can be a participant (realized in word or phrase), state or nature or circumstances. Meanwhile, the partisifan in the relational process of identification includes tokens and values. A token is something of value. Meanwhile, value is the value of something.

Relational process is widely used in scientific work, as many as 459. This is based on the reason that paragraphs in scientific papers more dominated by the paragraph description, eksplanasi, and exposition that serves to describe an object or member attributes on an object. Invaluation of objects requires several process verbs to connect the various participants involved in the event.

3) Behavioral Process

The behavioral process is related to actions that have or have been done by everyone. This process shows experience. The behavioral process can also be referred to as a process that exhibits physiological activity. The semantic behavioral process is a combination of mental processes and material processes. This process expresses the form of action associated with the psychology of the exhorters of the text. In the six scientific texts analyzed, 158 were found to be a behavioral process. This process is widely used in scientific articles because scientific work demands scientific truth and scientific validity. Scientific truth requires scientific behavior. Therefore, verbs related to behavior such as investigating, researching, explaining, are widely used in scientific articles.

4) Existential Process

Existential process is a process that indicates the presence of participants. Of the six texts analyzed, 99 extensions were found. When associated with a scientific article, the existence of the process relates to the event, the state of the place, the existence of an object.

5) Mental Process

Mental process is a process that describes feelings or thoughts that are concrete. This mental process is a process of thinking (cognitive), sensing (perceptive), and feel (affective). Cognitive mental processes are concerned with the use of the brain like thinking, understanding. Perceptive mental processes are related to the use of the senses to proceed, such as seeing, hearing, feeling with (the tongue and skin), whereas the affective mental process deals with feelings or hearts, such as love, hate, liking, dislike. The mental process data found in the six scientific texts analyzed was 84.

This type of verbs are not widely used in scientific papers. Scientific works should describe data as objectively as possible, so the use of affective verbs should be avoided. Scientific selection must be objective, not based on perception, affection, and not based on feelings and imaginations.Verba berjenis ini tidak banyak digunakan di dalam karya ilmiah.

6) Verbal Process

Verbal process is a process related to the action of speech and all its synonyms. The verbal process typically consists of three participants, namely: sayer, receiver, and verbiage. Sayer is the participant who is responsible for the verbal process. Verbiage is the nominal statement of the verbal process. The verbal process indicates the existence of intercultural communication in the text. The verbal process in this scholarly text amounts to 30 clauses.

Verbal process is a process that uses action in the form of verbal (saying) which is often realized by saying, asking, telling. The verbal process is the least used process in scientific work. This is due to the necessity of a scientific work to obey the rules of written language. Scientific works may not use spoken language. The use of verbal processes in scientific papers deals only with quoting statements from a figure mentioned in the text.

IV. CONCLUSIONS

Based on the results of data analysis performed and described in the previous chapter it can be concluded as follows:

1) At the pre-writing stage, students have gone through the correct stages that include the 5 stages that are part of the scientific language management of text that is: (1) Determining the topic, (2) Limiting the Topics, (3) Define the purpose, (4) Prepare the writing framework and (5) Looking for materials.

2) The implementation stage of the writing of scientific texts (papers) shows that the types of texts can be distinguished on the basis of the objectives (social function of the text), the structure of the text, and the linguistic features of the texts. In accordance with the principle, different texts certainly have different functions, different structures, and different linguistic features. The linguistic features contained in the scientific texts (papers) are mapped as follows: (1) The pattern of the paragraph contained in the scientific paper shows that a paper is composed of several paragraph patterns. The introductory section is dominated by the description pattern; part theory is dominated by discussion and explanation paragraphs; the methodology section is dominated by procedural paragraphs; content is dominated by paragraphs of reports, explanations, and expositions. (2) The average sentence contained in a scientific work ranges from 97 to 155 sentences. Most of the most used sentences are sentences subordinate structures. (3) The type of phrase most used in scientific papers is the nominal phrase. This shows that many scientific papers use the system of nominalization. (4) Scientific work does not use many aspect markers and modalities markers. (5) The material process is the most widely used process in scientific work. Although the offender is not human, the author still uses material process verbs to avoid ambiguity and maintain objectivity. This process shows that scientific work emphasizes the principal (nomination) as the actor.

3) Still found a variety of deviations in the use of language, both concerning the sentence, the formation, the order of meaning / diction, as well as the grammar. In relation to the sentence, it is found that there are deviations of sentence without subject and or predicate, sentence without parallelism, sentences with explanatory phrases, and pleonastis sentences. In relation to the formation, it is found that there are deviations of the meN- and the conflicts of the prefix. In relation to the meaning, there is an illogical reasoning and inappropriate use of words. In relation to the grammar, there is a wide variety of irregularities, namely deviations (1) letter writing, (2) word writing, (3) and punctuation.

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The Role and Benefits of Building Savings and Loans Application In Cooperatives At School of Samarinda

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Abstract. The purpose of holding research on Cooperative are to know the System Savings and Loans in Cooperative and to design the Application of the Savings and Loans in Cooperative at school of Samarinda. The use of saving and loan cooperative software greatly supports the smoothness and also the continuity of the future cooperative. This research focuses on designing The Application In Cooperatives At School of Samarinda using SDLC (System Development life Cycle), Flow Of Document, Data Flow Diagram, and Database. School cooperatives have a target to introduce learners in the implementation of cooperative activities, form a positive attitude in giving provision of skills so useful in fulfillment of needs. Graduates who have basic cooperative education get work stay faster, feel more satisfied with their work, accept higher wages, received a judgment better for their appearance, and have a positive attitude towards the activity entrepreneurship in their schools.

Keywords: Role and Benefits, Building Saving, Loan Application, Cooperatives, School

I. INTRODUCTION

In this globalization era, the world economy development has been very rapid progress both in terms of technology and thinking. One of them is activities in the field of services that is cooperative. Cooperative is a form of economic organization that has an important role and is closely related to the current economic system in Indonesia, which is a pillar of family-based economy and mutual cooperation.

As happened to Cooperative of School, Savings Unit is one of the most important part because most of income is obtained from that unit. Until now the accounting system used in Cooperative still not computerized, because all activities are still records in the book, Cooperative operational activities in this case often occur errors in the system of recording, this occurs due to poor recording system used, so that in the processing transaction data becomes slow.

The savings accounting system that occurs comes from Deposits, Mandatory Deposits, and Voluntary Deposits. Mistakes that often occur in the end of the month for the entry of cash incoming data each month. The part involved in making the deposit report in the researcher's place is the Treasurer and Bookkeeping section. The Treasurer's section often encounters errors in input data at the time of daily savings transactions, and the bookkeeping still has difficulty in making monthly reports. For this problem at least some solutions are needed which may be useful for enterprise operating systems, especially storage systems.

It required changes that can improve the effectiveness in the application using a system program.

Related to the description in the background, can be determined the subject matter to be discussed, is the role and benefits to Build Savings and Loans Application In Cooperative at School of Samarinda.

The scope of the problem and the limitations of time in the making of the report, is directed to the subject matter. That is the Design of Savings and Loans Application at Cooperative are:

1. Saving process. The savings process consists of principal savings, mandatory savings, and voluntary savings. The method of recording accounting used in the company is the method of recording Cash Basic, because income is recognized if it is actually received in cash and will recognize the burden if really has happened.
2. Applications of Savings and Loans Cooperative includes the following, among others:

Input Phase: Member Data, Savings Data, Loan Data, Payment Data

Process Phase: Savings Account, Loan Transactions, Payment Transactions

Output Phase: Member Report, Loan Report, Payment Report, Savings Report, Cooperative Members' Card, Proof of Loan Installment, Proof of Deposits, Proof of Loan.

The purpose of holding research on Cooperative are to know the Accounting System Savings and Loans in Cooperative and to design the Application of the Savings and Loans in Cooperative at school of Samarinda. The use of saving and loan cooperative software greatly supports the smoothness and also the continuity of the future cooperative. Basically savings and loan cooperatives in use to facilitate the work of cooperative employees in managing the activities of cooperatives, finance, and also important data that exist in the cooperative.

Another benefits are the integration of all financial transactions in one system, Allows managers to open management to members so that member trust increases, Enable administrators to monitor and monitor transactions conducted, verification and evaluation of business activities, Know the profile of cooperative members, Know the list of income, Knowing the funds borrowed, Sharing Report based on Month Stock, Sharing Report based on Member Service Amount.

Application platforms play a fundamental role in modern computing environments. Applications and the data they use provide all of the value that information technology brings, and virtually every application depends on an application platform. Since pretty much every organization today relies on applications, there’s a clear connection between business value and application platforms as in [1].

Cooperative are constrained in the availability of funding sources as they cannot easily either raise capital or access the wholesale funding market as in [2]. Cooperatives are often formed in response to a problem in the market, usually due to an imballance of power between a supplier of goods and the customer. By pooling members’ purchasing power, a cooperative may serve as a force to lower prices or raise the quality of service, or influence the market in other significant ways as in [3].

Cooperative is a business entity consisting of people or cooperative legal entity withbased its activities based on cooperative principles as well as a groundless people's economic movement on the principle of kinship and The Cooperative Establishment Act is an engagement agreementformation of cooperative legal entities created by the founders or their proxies and signedbefore the Notary of the Deed of Cooperative in ameeting the formation of cooperatives containing the basic budget as in [5].

School is the main place where individuals follow the education formal process to add knowledge and skills on his life in the future. The school environment is a workable order protects students and school staff from accidents and illnesses and can increase prevention activities and develop attitudes toward factors risks that can cause illness. The physical environment of the school should be meet the following criteria: as in [4]

1. Able to provide basic needs and other school human beings.
2. Able to protect the school's human from the threat of disease.
3. Able to protect school children from biological threats.
4. Able to protect school students from chemical threats.

The school cooperative is a cooperative which was established in a school environment that its members consist of teachers and students where guided by mentors consisting of school teachers concerned. school cooperative established in order to instill an attitude student's independence to developand skilled in entrepreneurship. Also foster creative self-esteem and innovative so that after graduation can develop those skills, Graduates are not only job seekers but can open jobs especially for himself.

Implementation of the school cooperative is one of the organizations founded in the school environment that serves as learning tools for students to learn and shape skills entrepreneurship optimally. school cooperative can be established at various levels education.

School cooperatives have a target cooperatives to introduce learners in the implementation of cooperative activities, form a positive attitude in giving provision of skills so useful in fulfillment of needs. Graduates who have basic cooperative education get work stay faster, feel more satisfied with their work, accept higher wages, received a judgment better for their appearance, and have a positive attitude towards the activity entrepreneurship in their schools. Utilization of school cooperatives can used as one of the media practice directly for inner students apply his skills accordingly their respective fields of expertise and as well as individual learning for his own life. Students can develop their potential both to become entrepreneurs and as labor. Besides cooperatives as well useful as a contribution in adding income, whether it's income for students, school income and help build the economy of society.

School cooperatives have a target to be achieved. The goal is to introduce cooperatives directly and conduct activities cooperative business directly. Graduates who have basic cooperative education get work stay faster, feel more satisfied with their work, accept higher wages, received a judgment better for their appearance, and have a positive attitude towards the activity entrepreneurship in their schools.

Rules or procedures in establishing cooperatives at School of Samarinda:

1. Stage of School Cooperative Preparation

Hold meetings / meetings formation of school cooperatives by the school co-op formation committee. The points discussed are:

a. Explanation of the intent and purpose of establishing a school cooperative attended by teachers and students. In every meeting should be included news and events attendance list.
b. Establishment of deed of establishment of cooperative school containing information about the names of the committee forming school cooperatives.
c. Membership
d. Choosing a school co-operative.
e. The board is selected from among the members themselves.
f. Some teachers are involved to become members of the school cooperative board or supervisor.
g. Board for 1 year term.
h. The number of administrators must be odd and at least 3 people.
i. The board before performing the duty, should raise an appointment or an oath of office.
j. Choosing a school cooperative supervisor.

2. Stage of Cooperation Formation

The making of the articles of association, the Articles of Association are the basis of democratic life in cooperatives, the Articles of Association as the source of cooperative rules.

3. Reporting / Submission Stage

After the stipulation of the board, supervisor, cooperative capital and the Articles of Association, the school cooperative management shall immediately apply for the recognition of the establishment of the school cooperative to the Head of the Cooperative Department Office at the Regency / Municipal level by submitting the following documents:

a. Articles of association / deed of establishment of school cooperatives which are arranged in two sheets.
b. The original deed was spiked with 6,000 material.
c. News of the meeting meeting of the formation of cooperatives.
d. The initial balance of the school co-operative that provides information on the amount of wealth and capital of the school cooperative was initially established.

4. Phase of Legalization

Prior to providing recognition of the establishment of a school cooperative, officials of the Cooperative Department Office must review the school cooperative. If after being reviewed and judged to be eligible to stand then the Head of the Directorate of Cooperatives will issue a letter of validation of the cooperative concerned no later than 3 months, starting from the date of filing a school cooperative filing application.

II. METHODS

The methods used in data collection during the study were:

1. Field study is a method to obtain data used in report writing by directly involved with activities in the field. Method of data acquisition with field study is divided into 2 (two), namely:

a. Interview is one way of collecting data by dealing directly with the parties involved in curriculum activities, in this case is Treasurer, Bookkeeper and Head of Cooperative. also conduct interviews to get the data needed to build a data processing system.
b. Observation. It is a way of data collection where conducted direct observation in the field of work process conducted by Treasurer, Bookkeeper and Head of Cooperative.

2. Library Studies. Studying literature books related to the title taken as a reference or basic discussion, as well as to obtain the theoretical basis of the system to be developed, so that in the writing of the report does not deviate from theories that have been there and recognized the truth.

Stages of System Development using SDLC (System Development life Cycle) that is a step in the development of information systems or stages in the work done by system analysts and programmers in building information systems.

1. Analysis

From the research method applied, obtained the data used in the activities of the Deposit Management Cooperative. From these data can be performed data analysis to facilitate the design of the system and can clarify the picture of the system will be built based on existing problems.

In analyzing the data, what is needed is some data obtained from the Head of Cooperative.

The required data are:

a. Member data, employee data, data storage.
b. Saving output report, member list, member saving balance, and membership card.

1.1. Requirement Analysis

Needs analysis is an analysis to find out what needs are needed in loading a saving application processing system in terms of software and hardware.

2. System Design

The design of this system aims to provide an overview of the proposed system. There are several stages in the design:

a. Flow of Document (FOD) that is running and proposed.
b. Data Flow Diagram symbol (DFD).

3. Implementation

After doing the analysis and design, then the implementation is the development of the system, in this case focused on making the program and its use. The parts built in this system are

a. Database Structure
b. Member Data Input Form
c. Forms of Transaction Process of Deposit, Loan and Installment.
d. Output / Repor.

III. RESULT AND DISCUSSION

The analysis results with emphasis on answering research problems, include as follows:

A. Running Flow Of Document

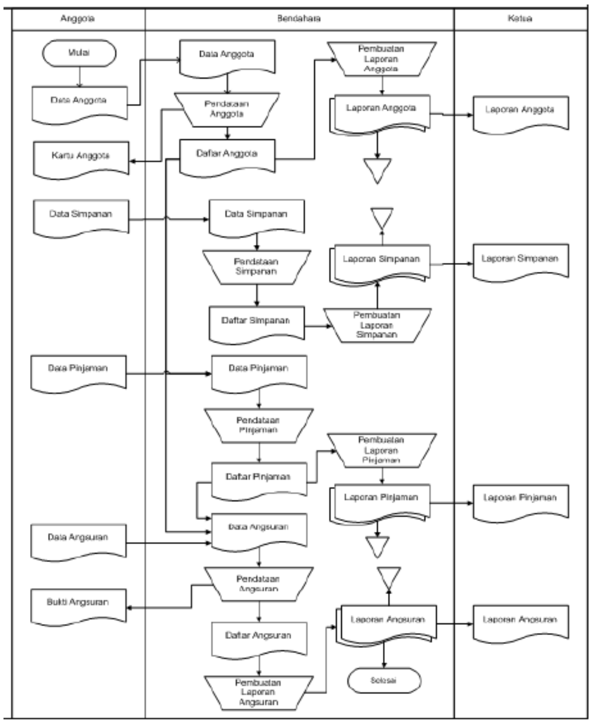

Fig. 1 Running Flow of Document

In Figure 1, the current Flow Of Document (FOD) at Cooperative is initiated by the Treasurer entity which provides Member Data to the Treasurer entity to be processed and produces the Member list.

Then in the Treasurer's entity the Member list is made of a Double Member Report, the first report is given to the Chairman while the second report is filed. Member Data is also generated Member cards are given to Members which later the book is used by members to make deposits or loans.

Furthermore, the Member entity provides the Deposit Data to the Treasurer. So in the treasurer's entity Savings Data Collection and generate the Savings List, after that entity Treasurer make a deposit report as many as two copies. A duplicate is given to the Chairman entity and the rest are archived.

The Member Entity still has the Loan Data provided to the Treasurer, Loan Data processed in the Treasurer entity into Loan List. List of Loans in the entity is made a Loan Report of two copies that one copy for the Chairman and the rest to be archived. The Member Entity provides Installment Data to the Treasury entity which proceeds to the Installment Data which produces the Installment List. From the Installment List made a Double Installment Report and submitted a duplicate to the Chairman entity and archived another part.

B. Proposed Flow Of Document

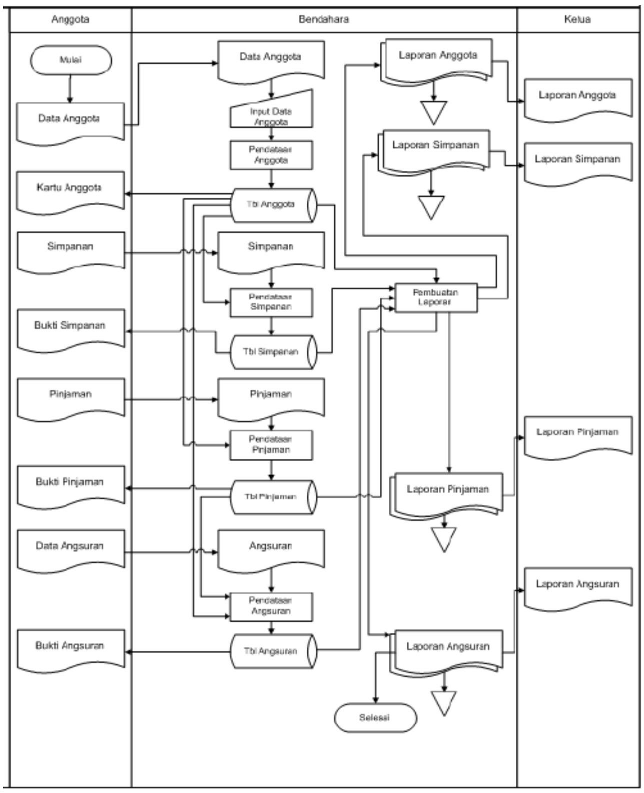

Fig. 2 Proposed Flow of Document

In Figure 2 above the proposed Flow Of Document (FOD) of the Samarinda Cooperative is initiated by a Member entity that provides member data to the treasurer's entity for processing and then stored into a database of member tables.Savings data provided from members to the treasurer are then processed and stored into the storage table database, as well as the loan data contained in the treasurer's entity entered and then processed and stored into the database of loan tables.The Installment Data is also input from the member entity to the treasurer and processed entities which will be deposited into the installment database. Furthermore, in the process of making the report required data from the table members database, storage database, and tables loan database.

C. Data Flow Diagram Level 0

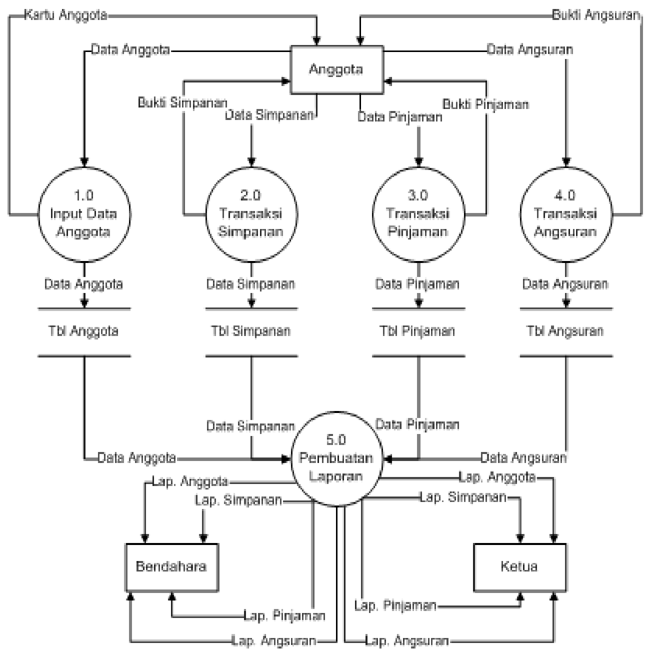

Fig. 3 Data Flow Diagram Level 0

Seen in Figure 3, DFD begins with member entity input member data then stored into database member table, saving data to be stored into storage table database, installment data to be saved to database installment table, and loan data to be stored in database of loan table. From member data transactions members are generated membership cards, from the payment of the installment payments resulting from the proof of installment, from the member savings transaction to the proof of deposits, from the loan transaction resulting from the proof of the loan, from the member's savings transaction to the proof of deposit, and from the repayment of the installment shall be proof of the installment Member entity

D. Data Flow Diagram Level 1

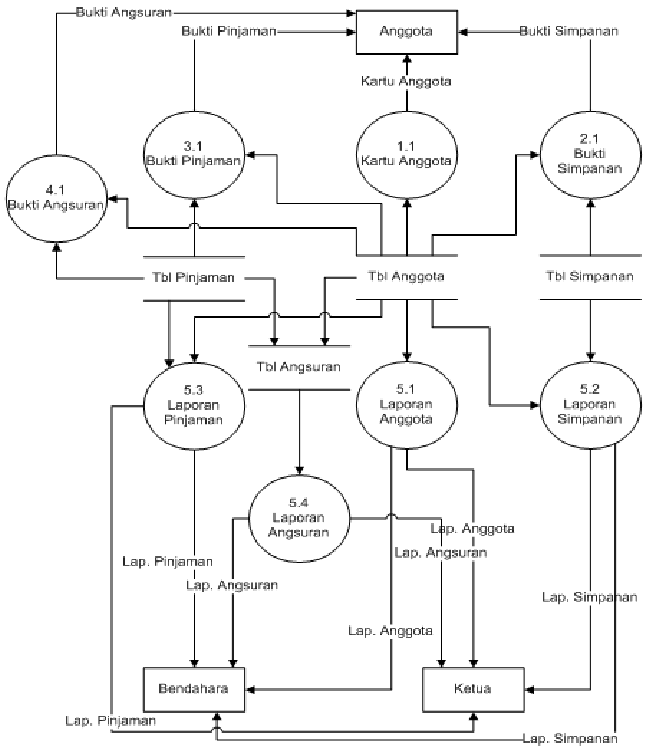

Fig. 4 Data Flow Diagram Level 1

Database Structure Dataset is a very useful set of information, organized in an interconnected form. Application of the database in information systems is an information system that integrates a collection of data that are interconnected with each other. Before making the program first need to be made data base. The database used as follows:

TABLE I
MeMbers table
*Primary Key is Numb_Member

No	Field Name	Type	Size
1	Numb_Member	Text	15
2	Name	Text	40
3	Gender	Text	100
4	Address	Text	50
5	No_Telp	Number	12
6	Job	Text	25
7	Location	Text	50

TABLE III
Loan Table
*Primary Key is Numb_Loan

No	Field Name	Type	Size
1	Numb_Loan	Text	30
2	Date_Loan	Date/time	
3	Numb_Members	Text	20
4	Information	Text	25
5	Loan	Currency	
6	Long_Loan	Number	30
7	Interest Income	Number	30
8	Admin	Number	30
9	Date_Started	Date	
10	Date_Done	Date	
11	Total_Interest Income	Currency	
12	Total_Loan	Currency	
13	Installment	Currency	
14	Paydate	Date	
15	Status	Text	15

TABLE IIIII
DepoSIT
*Primary Key is Numb_Deposit

No	Field Name	Type	Size
1	Numb_Deposit	Text	25
2	Date_Transf	Date	
3	Kind	Text	25
4	Balance	Currency	50

TABLE IV
Installment
*Primary Key is Installment

No	Field Name	Type	Size
1	id_installment	Text	20
2	Id_loan	Text	20
3	Id_member	Text	20
4	Installment	Text	3
5	Date_Installment	Date	
6	Amount_Installment	Currency	
7	Balance_Deb	Currency	
8	Fine	Currency	
9	Information	Text	200

IV. CONCLUSIONS

Given the results of research conducted and based on the descriptions discussed, it can be concluded that:

1. With the designing of this application, the board's job becomes easy because initially the board performs each transaction of recording in the book, and the calculation accuracy becomes much better also Integrate all financial activities. Also the existing constraints can be overcome, thus indirectly increasing the productivity of cooperatives.
2. Allows managers to open management to members so that member trust increases, Enable administrators to monitor and monitor transactions conducted, verification and evaluation of business activities, Know the profile of cooperative members, Know the list of income, Knowing the funds borrowed, Sharing Report based on Month Stock, Sharing Report based on Member Service Amount.

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Application of Technique for Order Preference Method by Similarity to Ideal Solution (TOPSIS) Priority of KORPRI Housing Recipient

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Abstract. The KORPRI secretariat of Samarinda city focuses on activities that lead to the welfare of members of the Indonesian republican civil service corps. The preferred activity is the KORPRI housing service for civil servants in Samarinda. The objective of the research is to implement the Technique For Order Preference By Similarity To Ideal Solution (TOPSIS) method of the KORPRI Housing Priority Decision Support System. This study uses TOPSIS method because the selected alternative has the closest distance to the ideal solution and furthest from the ideal negative solution. The results achieved from this research by applying TOPSIS method, the decision that can be given is the priority of recipients of KORPRI as the consideration of the secretariat of KORPRI in making the right decision.

Keywords: Decision Support System; Technique For Order Preference by Similarity to Ideal Solution (TOPSIS); KORPRI Housing.

I. INTRODUCTION

KORPRI Secretariat of Samarinda City is one of the offices located in Samarinda which conducts daily activities such as social assistance, business activities, sports coaching, cultural arts, mental and spiritual activities, other tasks assigned by other regional secretariat and chairman governing board of civil servants corps republic Indonesia.

The KORPRI Samarinda City Secretariat focuses on activities that lead to the welfare of members of the Indonesian republican civil service corps. Activities undertook view from a predetermined schedule and also there where a predetermined day is of course initiated by employees who have experience in their respective fields. One of the routine activities is Friday clean, blood donation and KORPRI housing service provision for civil servants in Samarinda.

The preferred activity is the KORPRI housing service for civil servants in Samarinda. This activity takes precedence because of a large number of requests from each employee who will propose homes for each one family for one request.

The problem faced is to determine the main priority of KORPRI housing recipients from the number of civil servants who apply to apply for KORPRI housing in Samarinda.

The existence of the problem is needed a decision support system that can help and facilitate in determining the priority of the recipient of housing for employees who have submitted the housing so that it can precisely determine the recipient based on predetermined criteria.

II. METHODS

Decision Support System (DSS) is an information system that is shown to assist leaders in the decision-making process. Decision Support System combines the capabilities of computers in interactive services by processing or manipulating data that utilizes unstructured models or settlement rules. This system is used to assist decision making in unstructured situations, where nobody knows exactly how decisions should be made [4].

Decision Support Systems can be defined as an information system that helps identify decision-making opportunities or provide information to assist decision-making [5]. The decision-making stage includes an alternative selection process of action or decision consisting of the following steps:

1. Intelligence phase

A stage of a person's process within the framework of the decision maker for the problems encountered, consisting of search activity, detection, and problem recognition process. The input data is obtained, tested in order to identify the problem.

2. Design Phase (Design Phase)

The decision process stage after the intelligence stage includes a process for understanding the problem, lowering the solution and testing the feasibility of the solution. Activities that are usually done such as finding, developing and analyzing alternative actions that can be done.

3. Phase of Choice (Choice Phase)

At this stage, a selection process is made between various possible action alternatives. The election results are then implemented in the decision-making process.

4. Implementation Phase (Implementation Phase)

At this stage is the stage of implementation of the decisions that have been taken. At this stage, it is necessary to prepare a series of planned actions so that the results of the decisions can be monitored and adjusted if necessary improvements.

III. RESULT TECHNIQUE FOR OTHERS REFERENCE BY SIMILIARITY TO IDEAL SOLUTION METHOD

Technique For Others Reference by Similarity to Ideal Solution (TOPSIS) is one of the first multicriteria decision-making methods

introduced by Yoon and Hwang (1981). With the basic idea is that the chosen alternative has the closest distance to the ideal solution and furthest from the ideal negative solution.

TOPSIS pays attention to either the distance to the ideal positive solution or to the ideal negative solution by taking a close relationship to the ideal solution. By doing a comparison of both, the order of choice can be determined [3].

The steps taken in problem-solving using TOPSIS method are:

1. Create a normalized decision matrix.

TOPSIS requires performance rating of each alternative Ai on each of the normalized Cj criteria. The normalized matrix is formed from equation 1

r_ij = x_ij / √ (Σ_ (i = 1) ^ m▒ 〖x_ij〗 ^ 2) (1)

Where rij is a normalized initial value whereas xij is the initial value of the weight of each criterion.

1. Make a normalized matrix weighted decision.

Equation 3 is used to calculate a weighted normalized matrix, it must first be determined the value of weight that represents the absolute preference of the decision maker. The preference weight value shows the relative importance level of each criterion or subcriteria in equation 2:

$W = \{w^1, w^2, w^3 .... w^n\}$ (2)

Yij = wi. rij (3)

Where W (w^1, w^2, w^3 ... .w^n) is the weighted value of the importance of each criterion, whereas Yij is a normalized weighted value and the result rij result is the normalized value of equation 1.

1. Determine the matrix of positive ideal solutions and the ideal negative solution matrix

Positive ideal solutions and negative ideal solutions can be determined based on a normalized weighted rating. Note the terms of equations 4 and 5 in order to calculate the value of the ideal solution by first determining whether the benefits (benefit) or cost (cost):

$A^+ = y^{1+} , y^{2+}, ... yn^+$ (4)

$A^- = y^{1-}, y^{2-}, ... yn^-$ (5)

Where A + is the maximum value of the positive ideal matrix with A- is the minimum value of the ideal negative matrix. Y + j is maxed yij, if j is a benefit attribute (benefit) while min yij, if j is the cost attribute (cost). Yj is min yij, if j is the benefit attribute (max) while max yij, if j is the cost attribute (cost).

2. Determine the distance between the value of each alternative with the matrix of positive ideal solutions and the solution matrix

Ideal negative separation measure is a long distance measurement of an alternative to an ideal solution and a negative ideal solution. The mathematical calculations are as follows:

The alternative range (Di^+) with the ideal ideal solution is formulated in equation 6:

In + = √ (Σ_ (i = 1) ^ n▒ 〖(y_i ^ + - y_ij)〗 ^ 2) (6)

Where Di + is the ideal ideal solution value y + j is maxed yij, if j is the benefit attribute (benefit) while min yij, if j is the cost attribute (cost). Y-j is min yij, if j is a benefit attribute (benefit) while max yij, if j is a cost attribute (cost).

Alternative distance (D-i) with the ideal ideal solution is formulated in equation 7:

Di^- = √ (Σ_ (i = 1) ^ n▒ 〖(y_i ^ + - y_ij)〗 ^) (7)

Where Di- is the value of the ideal ideal solution y + j is max yij, if j is a benefit attribute (benefit) while min yij, if j is the cost attribute (cost). Y-j is min yij, if j is a benefit attribute (benefit) while max yij, if j is a cost attribute (cost).

3. Preference value for each alternative

The preference value (Vi) for each alternative is given in equation 8:

V_i = D_i / (〖D ^ -〗 _ i + 〖D ^ +〗 _ i) (8)

Greater Vi values indicate that Ai alternatives are preferred [3]

IV. RESEARCH RESULT

The results and discussion of decision support system of KORPRI housing priority priorities include design and testing. The following calculations are used in the TOPSIS method.

TABLE 1
CRITERIA OF THE RECIPIENT OF THE HOUSING

Number	Criteria	Symbol
1	Has a House	C1
2	Years of service	C2
3	The Time Towards Retirement	C3
4	Status	C4
5	Departure	C5

TABLE 2
ALTERNATIVE HOUSING RECIPIENT DATA

C1 (Has a House)	C2 (Years of Service)	C3 (The Time Towards Retirement)	C4 (Status)	C5 (Departure)
Yes	≥ 5 Years	≤ 2 Years	Widow	Class 1

No	≥ 5 Years	> 2 Years	Married	Class 3
No	< 5 Years	≤ 2 Years	Married	Class 2

Each alternative is given a scale value based on the value of preference C, so the values form the table below :

C1 (Has a House)	C2 (Years of Service)	C3 (The Time Towards Retirement)	C4 (Status)	C5 (Departure)
1	2	2	3	3
3	2	1	2	1
3	1	2	2	2

Matriks X :

$$\begin{matrix} 1 & 2 & 2 & 3 & 3 \\ 3 & 2 & 1 & 2 & 1 \\ 3 & 1 & 2 & 2 & 2 \end{matrix}$$

Weight (W) = 3 1 2 2 1

Step 1. Each Alternative rank

Rank the performance of each alternative Ai on each of the normalized Cj criteria, that is:

$$r_{ij} = \frac{x_{ij}}{\sqrt{\sum_{i=1}^{m} x_{ij}^2}}$$

$$r_{11} = \frac{1}{\sqrt{1^2 + 3^2 + 3^2}}$$

$$= \frac{1}{\sqrt{1 + 9 + 9}} = 0{,}2294$$

$$r_{12} = \frac{2}{\sqrt{2^2 + 2^2 + 1^2}}$$

$$= \frac{2}{\sqrt{4 + 4 + 1}} = 0{,}6667$$

$$r_{13} = \frac{2}{\sqrt{2^2 + 1^2 + 2^2}}$$

$$= \frac{2}{\sqrt{4 + 1 + 4}} = 0{,}2294$$

$$r_{14} = \frac{3}{\sqrt{3^2 + 2^2 + 2^2}}$$

$$= \frac{3}{\sqrt{9 + 4 + 4}} = 0{,}7276$$

$$r_{15} = \frac{3}{\sqrt{3^2 + 1^2 + 2^2}}$$

$$= \frac{3}{\sqrt{9 + 1 + 4}} = 0{,}8018$$

$$r_{21} = \frac{3}{\sqrt{1^2 + 3^2 + 3^2}}$$

$$= \frac{3}{\sqrt{1 + 9 + 9}} = 0{,}6882$$

$$r_{22} = \frac{2}{\sqrt{2^2 + 2^2 + 1^2}}$$

$$= \frac{2}{\sqrt{4 + 4 + 1}} = 0{,}6667$$

$$r_{23} = \frac{1}{\sqrt{2^2 + 1^2 + 2^2}}$$

$$= \frac{1}{\sqrt{4 + 1 + 4}} = 0{,}3333$$

$$r_{24} = \frac{2}{\sqrt{3^2 + 2^2 + 2^2}}$$

$$= \frac{2}{\sqrt{9 + 4 + 9}} = 0{,}4851$$

$$r_{25} = \frac{1}{\sqrt{3^2 + 1^2 + 2^2}}$$

$$= \frac{1}{\sqrt{9 + 1 + 4}} = 0{,}2673$$

$$r_{31} = \frac{3}{\sqrt{1^2 + 3^2 + 3^2}}$$

$$= \frac{3}{\sqrt{1 + 9 + 9}} = 0{,}6882$$

$$r_{32} = \frac{1}{\sqrt{2^2 + 2^2 + 1^2}}$$

$$= \frac{1}{\sqrt{4 + 4 + 1}} = 0{,}3333$$

$$r_{33} = \frac{2}{\sqrt{2^2 + 1^2 + 2^2}}$$

$$= \frac{2}{\sqrt{4 + 1 + 4}} = 0{,}6667$$

$$r_{34} = \frac{2}{\sqrt{3^2 + 2^2 + 2^2}}$$

$$= \frac{2}{\sqrt{9 + 4 + 4}} = 0{,}4851$$

$$r_{35} = \frac{2}{\sqrt{3^2 + 1^2 + 2^2}}$$

$$= \frac{2}{\sqrt{9 + 1 + 4}} = 0{,}5345$$

The value of each alternative to calculation of step 1, which is presented in Matriks R.

$$R = \begin{matrix} 0{,}2294 & 0{,}6667 & 0{,}6667 & 0{,}7276 & 0{,}8018 \\ 0{,}6882 & 0{,}6667 & 0{,}3333 & 0{,}4851 & 0{,}2673 \\ 0{,}6882 & 0{,}3333 & 0{,}6667 & 0{,}4851 & 0{,}5345 \end{matrix}$$

Step 2. Decision Matrix Normalized

W = [3 1 2 2 1]

V = R * W

v_{11} = (r_{11} x w_1)
= 0,2294 x 3
= 0,6882

v_{12} = (r_{12} x w_2)
= 0,6667 x 1
= 0,6667

v_{13} = (r_{13} x w_3)
= 0,6667 x 2
= 1,3333

v_{14} $= (r_{14} \text{ x } w_4)$
= 0,7276 x 2
= 1,4552

v_{15} $= (r_{15} \text{ x } w_5)$
= 0,8018 x 1
= 0,8018

v_{21} $= (r_{21} \text{ x } w_1)$
= 0,6882 x 3
= 2,0647

v_{22} $= (r_{22} \text{ x } w_2)$
= 0,6667 x 1
= 0,6667

v_{23} $= (r_{23} \text{ x } w_3)$
= 0,3333 x 2
= 0,6667

v_{24} $= (r_{24} \text{ x } w_4)$
= 0,4851 x 2
= 0,9701

v_{25} $= (r_{25} \text{ x } w_5)$
= 0,2673 x 1
= 0,2673

v_{31} $= (r_{31} \text{ x } w_1)$
= 0,6882 x 3
= 2,0647

v_{32} $= (r_{32} \text{ x } w_2)$
= 0,3333 x 1
= 0,3333

v_{33} $= (r_{33} \text{ x } w_3)$
= 0,6667 x 2
= 1,3333

v_{34} $= (r_{34} \text{ x } w_4)$
= 0,4851 x 2
= 0,9701

v_{35} $= (r_{35} \text{ x } w_5)$
= 0,5345 x 1
= 0,5345

$$V = \begin{matrix} 0{,}6882 & 0{,}6667 & 1{,}3333 & 1{,}4552 & 0{,}8018 \\ 2{,}0642 & 0{,}6667 & 0{,}6667 & 0{,}9701 & 0{,}2673 \\ 2{,}0642 & 0{,}3333 & 1{,}3333 & 0{,}9701 & 0{,}5345 \end{matrix}$$

3. Positive and Negative Ideal Solutions
Positive Ideal Solutions (A^+) :

Y^{1+} = MAX (0,6884, 2,0642, 2,0642) = 2,0642
Y^{2+} = MAX (0,6667, 0,6667, 0,3333) = 0,6667
Y^{3+} = MAX (1,3333, 0,6667, 1,3333) = 1,3333
Y^{4+} = MAX (1,4552, 0,9701, 0,9701) = 1,4552
Y^{5+} = MAX (0,8018, 0,2673, 0,5345) = 0,8018

Negative Ideal Solutions (A^-) :

Y^{1-} = MIN (0,6884, 2,0642, 2,0642) = 0,6884
Y^{2-} = MIN (0,6667, 0,6667, 0,3333) = 0,3333
Y^{3-} = MIN (1,3333, 0,6667, 1,3333) = 0,6667
Y^{4-} = MIN (1,4552, 0,9701, 0,9701) = 0,9701
Y^{5-} = MIN (0,8018, 0,2673, 0,5345) = 0,2673

A^+ = 2,0642, 0,6667, 1,3333, 1,4552, 0,8018
A- = 0,6884, 0,3333, 0,6667, 0,9701, 0,2673

4. Calculating Ideal Solution Distance.
Proximity of Positive Ideal Solution

D^+_1

$$\sqrt{(2{,}0642-0{,}6882)^2+(0{,}6667-0{,}6667)^2+(1{,}333-1{,}333)^2+(1{,}4552-1{,}4552)^2+(0{,}8018-0{,}8018)^2}$$

= 1,3765

D^+_2

$$\sqrt{(2{,}0642-2{,}0642)^2+(0{,}6667-0{,}6667)^2+(1{,}333-0{,}6667)^2+(1{,}4552-0{,}9701)^2+(0{,}8018-0{,}2673)^2}$$

= 0,9826

D^+_3

$$\sqrt{(2{,}0642-2{,}0642)^2+(0{,}6667-0{,}3333)^2+(1{,}333-1{,}333)^2+(1{,}4552-0{,}9701)^2+(0{,}8018-0{,}5345)^2}$$

= 0,6464

Distance Ideal Negative Solution

D^-_1

$$\sqrt{(0{,}6884-0{,}6882)^2+(0{,}3333-0{,}6667)^2+(0{,}6667-1{,}333)^2+(0{,}9701-1{,}4552)^2+(0{,}2673-0{,}8018)^2}$$

= 1,0376

D^-_2

$$\sqrt{(0{,}6884-0{,}6882)^2+(0{,}3333-0{,}6667)^2+(0{,}6667-1{,}333)^2+(0{,}9701-1{,}4552)^2+(0{,}2673-0{,}8018)^2}$$

= 1,4163

D^-_3

$$\sqrt{(0{,}6884-0{,}6882)^2+(0{,}3333-0{,}6667)^2+(0{,}6667-1{,}333)^2+(0{,}9701-1{,}4552)^2+(0{,}2673-0{,}8018)^2}$$

= 1,5526

Positive Ideal Solution Results (A^+) and Ideal Negative (A^-):

D^+_1 = 1,3765
D^+_2 = 0,9826
D^+_3 = 0,6464

D^-_1 = 1,0376
D^-_2 = 1,4163
D^-_3 = 1,5526

5. Calculating the Preference Value.

$$V_i = \frac{D^-_I}{D^-_i + D^+_1}$$

$$V_1 = \frac{1{,}0376}{1{,}0376+1{,}3765} = 0{,}4298$$

$$V_2 = \frac{1{,}4163}{1{,}4163+0{,}9826} = 0{,}5904$$

$$V_3 = \frac{1{,}5526}{1{,}5526+0{,}6464} = 0{,}7060$$

So rank order: $V_3 > V_2 > V_1$ from this value V it can be seen that V3 has the greatest value. So it can be concluded that V3 is prioritized as the recipient of KORPRI housing

V. CONCLUSIONS

The result of this system is obtained from TOPSIS method, which makes the normalized decision matrix then calculated using the equations in TOPSIS method So that matrix is obtained which determines the distance between the positive ideal solution value and the negative ideal solution matrix so that the main priority recipient recommendation KORPRI

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A Comprehensive Study of Midwifery Care (Continuity of Care) in Mandiri Midwife Practices with APN's Standard-Based (Normal Delivery Care) Samarinda Year 2017

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Abstract. The number of MMR is very high in the world. In 2016, more than 216 per 100,000 live births of women die every day due to complications of pregnancy and child birth, recorded 800 women die every day. Based on data from the Ministry of Health, the number of MMR in Indonesia in 2016 is 305 maternal deaths per 100,000 live births, while the IMR is 22.23 per 1,000 live births. MMR in East Kalimantan is still high as many as 137 people from the number of live birth as many as 69.372 people and as many as 7 babies IMR. This becomes an irony because to achieve the target of SDG, s up to 2030 is reducing MMR below 70 per 100,000 live births and by 2030 ending preventable infant and toddler deaths. For that role, midwife as health worker does continuity of care which has been standardized APN able to decrease MMR and IMR. This study aims to describe the implementation of comprehensive midwifery care in Standardized Midwife Practice APN Samarinda. The method used is descriptive qualitative with case study approach. The subjects of the study were trimester pregnant women III. The results of the study of comprehensive care (Continuity of Care) given starting from pregnancy, delivery, newborn, childbirth, neonate until the family planning of normal walking there is no data leading to emergency or pathological and there is no gap between theory and practice. From the results of the study it can be concluded that comprehensive care given to patients starting from pregnancy, delivery, newborn, childbirth, neonates until care KB get physiological results and can prevent emergency maternal and neonatal emergency

Keywords: Midwifery Care, Comprehensive, APN'S Standard-Based

I. INTRODUCTION

Health and mortality problems are closely related to Maternal Mortality Rate (MMR) or more known maternal mortality. Maternal death is the death of a woman during pregnancy or for 42 days from termination of pregnancy regardless of duration and place of delivery, due to pregnancy or management.

The number of maternal mortality rates (MMR) is very high in the world, in 2016 more than 216 per 100,000 live births of women die every day due to complications of pregnancy and childbirth, recorded 800 women die every day.

Based on data from the Ministry of Health, the number of maternal mortality (MMR) in Indonesia in 2016 is 305 maternal deaths per 100,000 live births, while the IMR is 22.23 per 1,000 live births. MMR in East Kalimantan is still high as many as 137 people from the number of live birth as many as 69,372 people and Infant Mortality Rate (IMR) as many as 7 babies. Continuity of care (CoC) is a service achieved when a continuous relationship exists between the client and the midwife. Continuous care is related to the quality of service from time to time that requires a continuous relationship between clients with professional health workers, of course, with midwife who has been certified APN (Normal Birth Attendance). to achieve the target of SDG, s up to 2030 is reducing MMR below 70 per 100,000 live births and by 2030 ending preventable infant and toddler deaths. Therefore, the role of midwife as a health worker to do continuity of care and has standardized Normal Birth Attendance (APN) can decrease maternal mortality rate (MMR) and infant mortality (IMR). This study aims to describe the implementation of comprehensive midwifery care in Standardized Midwifery Practice of Normal Birth Attendance (APN) of Samarinda. Specifically to know the description of implementation of midwifery care of pregnancy, childbirth, newborn, childbirth, neonate until KB counseling using scientific mindset through step approach varney, The method used is descriptive qualitative with case study approach.

II. METHODS

The method used is descriptive qualitative with case study approach. The subjects of the study were trimester pregnant women III with or without risk factors, maternal mothers, newborns, postpartum, neonates and prospective KB acceptor. The data collection techniques to be used are primary data and secondary data. Primary data included interview, observation and physical examination and care while secondary data included digging data on mother cohort in practice, data from maternal and child health book (KIA), then the data used in this study transformed the results of research data into an information used to draw conclusions that are documented into the form of SOAP (Subjective, Objective, Assessment, Planning).
In conducting this comprehensive obstetric care, researchers use the format of assessment and checklist, observation and partographic sheets, leaflets and instruments used instruments (Antenatal Care), Partus kit, and tools for examination of newborns.

III. RESULT AND DISCUSSION

Based on the primary data collecting and secondary data of Comprehensive Compliance Practice in Standardized Midwife Practices (APN) of Samarinda Year 2017.

Table 1.1 Distribution of Implementation of Midwifery Pregnancy Care at Samarinda Independent Midwife Practice Year 2017

Antenatal Care	Frekuensi	Time
ANC visit to 1	1	09/03/17
ANC visit to 2	1	13/03/17

Based on table 1 above, the description of the implementation of pregnancy midwifery care as much as 2 x (times) ANC visit to 1 (09/03/17) and ANC visit to 1 (13/03/17). By documenting SOAP (Subjective, Objective, Assessment, and Planning).

Table 1.2 Distribution of Maternity Midwifery Implementation in Samarinda Independent Midwife Practice Year 2017

Intranatal Care	Frekuensi	Time
Kala 1 (13.10)	1	13/03/17
Kala 2 (15.20)	1	13/03/17
Kala 3 (15.37)	1	13/03/17
Kala 4 (15.50)	1	13/03/17

Based on table 2 above, the description of the implementation of midwifery care is 4x. The stage of labor is Kala 1 at (13.10 wita) at 2:15 pm and at 4:50 pm. By doing SOAP documentation (Subjective, Objective, Assessment, and Planning).

Table 1.3 Distribution of Implementation of Newborn Midwife Care Born in Samarinda Independent Midwife Practice Year 2017

Newborn Baby Care	Frekuensi	Time
BBL (0-12 Jam)	1	13/03/17

Based on table 3 above, got the description of the implementation of newborn midwifery care that there is 1x the upbringing at the time of newborn. By doing SOAP documentation (Subjective, Objective, Assessment, and Planning).

Table 1.4 Distribution of Childbirth Midwifery Implementation in Samarinda Independent Midwife Practice Year 2017

Postnatal Care	Frekuensi	Time
KF 1 (6 hr-3 hr)	1	14/03/17
KF 2 (4-28 hr)	1	18/03/17
KF 3 (29-42 hr)	1	20/03/17

Based on table 4 above, the description of the implementation of midwifery care is 3x (times) visit that is KF 1 at at 05.00 wita, KF 2 at at 15:35 wita, KF 3 at (15.00 wita). By doing SOAP documentation (Subjective, Objective, Assessment, and Planning)
.

Table 1.5 Distribution of Neonates Midwifery Implementation in Samarinda Independent Midwife Practice 2017.

Neonatus Care	Frekuensi	Time
KN 1 (6-42 hr)	1	14/03/17
KN 2 (3-7 hr)	1	18/03/17
KN 3 (8-28 hr)	1	27/03/17

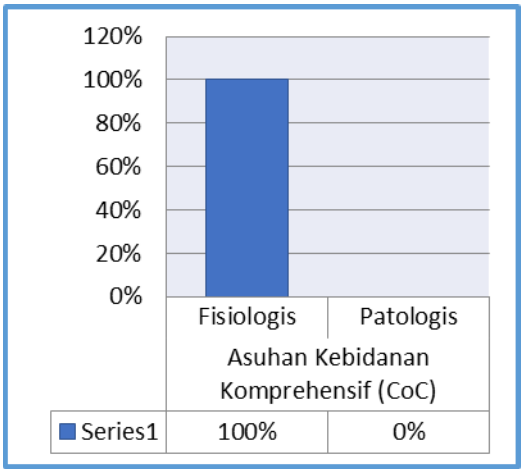
Based on table 5 above, the description of Neonatus midwifery implementation is 3x (times) visit that is KN 1 at at 08.00 wita, KF 2 at at 15.10 wita, KF 3 at at 15.00 wita. By doing SOAP documentation (Subjective, Objective, Assessment, and Planning)

Table 1.6 Distribution of Implementation of Midwifery Care of Family Planning Counseling at Samarinda Independent Midwife Practice Year 2017

KB Care	Frekuensi	Time
Acceptor KB	1	27/03/17

Based on table 3 above, the description of the implementation of contraceptive midwifery care is that there is 1x of care on KB acceptor at (15.30 wita). By documenting SOAP (Subjective, Objective, Assessment and Planning)

Figure 1.1 Distribution of Comprehensive Midwifery Compliance in Independent Midwife Practice 2017



Based on Figure 1 above, a comprehensive implementation of comprehensive obstetric care includes pregnancy, delivery, newborn, childbirth, neonates and contraceptive care in Samarinda Mandiri Midwife Practice 2017 is done by CoC (Continuity Of Care) all the care get physiological results (100 %).

DISCUSSION

A. *Antenatal Care (ANC)*

Clients have complaints in the third trimester, such as complaining frequent urine, the growing uterus presses the bladder because the head of the fetus begins to descend under the pelvis. The author explains that frequent urination is an inconvenience

in the third trimester. This is a physiological thing, the authors explain to the mother that to avoid getting up at night, limit drinking before bed.Saat cough, laugh, and sneeze, sometimes out a little urine. To avoid this, do pelvic exercises regularly , avoid constipation and often empty the bladder. The client's perceived complaints during the third trimester correspond to the inconvenience that will be felt during the third trimester so that the complaint can still be overcome.

B. *Intranatal Care (INC)*

In the intranatal care occurs mucus and blood discharge due to upgrading and opening, the opening causes mucous membranes contained in the cervical canal disengaged, blood discharge occurs due to blood vessel capillaries rupture.Terjadi discharge of fluid due to rupture of membranes.This theory in accordance with clients where clients experience mules and felt tight, out mucus mixed with blood examined 4 cm opening.

The period of time I in primigravida lasts 12 hours and in multi gravida lasts about ± 8 hours. This is in accordance with the client where the client is multigravida, the first stage lasts ± 4 hours, ie at 13.30 WITA check the opening 4 cm and at 15.25 WITA opening 10 cm in this case the patient under normal circumstances. Kala II is a period of infant expenditure lasting ± 2 hours in primigravida and ± 1 hour in multigravida. This is in accordance with the client's situation at 15:25 WITA opening of 10cm, amniotic (-), portio not palpable, decreased hodge IV head, there is a feeling of want BAB and his stronger and regular is 4 times 10 minutes with a duration of 40-50 seconds. At 15:35 WITA the baby was born spontaneously with female gender A / S: 7/9. Kala III is the time for placental release and removal after the second stage which lasts no more than 30 minutes. The authors performed active management of stage III which consisted of the primary step of injection of oxytocin in the first minute of the newborn, stretching the controlled cord and fundus uteri massase. Kala III client takes place well and normal without any complications. The period of the third time lasts about 15 minutes. This is consistent with the theory that the third stage lasts no more than 30 minutes Kala IV begins from the birth of the placenta until the first 2 hours post partum. The client's 4th stage of monitoring is still within normal limits and there is no gap between theory and practice

C. *Newborn Baby Care*

Normal newborns are birth weight between 2500-4000 gram, enough month, born directly cry and no congenital abnormalities (congenital defects) are heavy. This corresponds to a baby born with a weight of 3800 grams. At 15.35 WITA the baby was born spontaneously with female gender with APGAR score ie A / S: 7/9. And the baby's handling is given Vit K injection, and given eye ointment.

D. *Postnatal Care (PNC)*

The postpartum period begins after the birth of the placenta and ends when the uterus returns to its pre-pregnancy state. The puerperium lasts for about 6 weeks. First postpartum visit at 6 hours to 3 days after delivery, second visit within 4th day up to 28th day after delivery, and 3rd visit within 29th day up to day 42 after delivery. Examination given are blood pressure, pulse, respiration, temperature, TFU examination (uterine infusion), lochea examination and other vaginal discharge, breast examination and exclusive breastfeeding advice 6 months, 200 000 IU Vitamin A capsule twice giving birth, the second is given after 24 hours of first vitamin A capsule. And birth control services.

E. *Neonatus Care*

At neonatal visit I that is 12 hours after birth of the authors do the monitoring, the general state of neonate is good, pulse, breathing and body temperature of the neonate in normal limits.Good baby center, no signs of cord infection.Neonatus consume breast milk and neonates have BAK ± 4 times clear yellow, CHAPTER 1 times blackish color. At the 2nd visit 5 days after delivery, the authors perform the examination on the neonate, the result of good general condition, pulse, respiration and neonate body temperature within normal limits, good elimination, and nutrition are met. The baby's cord is loose and the baby is in good health. And on the third visit 26 days after birth the situation is still within normal limits, From the 1st visit until neonatal visit II was in good condition and the results of the examination on minor fontanelle and neonatal major fontanel were still open. This is in accordance with the theory that the minor fontanel closed at the age of 8 weeks. And major fontanel closed at the age of 18 months (1.5 years).

F. Acceptor KB Care

Contraception comes from the word counter which means to prevent or fight, whereas conception is the meeting between mature eggs and sperm cells that result in pregnancy. The purpose of contraception is to avoid / prevent pregnancy as a result of a meeting between mature eggs and sperm cells. The client's current age is 29 years. Researchers conduct counseling about preparation in using contraceptives that will be used after the end of the puerperium. After counseling about various contraceptives, the client decided to use a 3-month injection method. Clients use this 3-month injection method because before this pregnancy the client has been using 3-month injection kb and feel fit with this method. Decisions that have been taken by the client and husband in accordance with the wishes of the client. Researchers argue that long-term contraceptive methods are better used by clients because of the age of clients who are 29 years old and already have 2 children. But the client is not interested in contraception other than 3 months injection.

IV. CONCLUSIONS

The implementation of Comprehensive Midwifery Care in Standardized Midwife Practice of APN (Normal Birth Sail) of Samarinda Year 2017, runs with physiology covering pregnancy care, maternity, newborn, childbirth, neonate, until contraception service, can be drawn conclusion that the importance of care provided by the midwife to the mother during pregnancy to contraceptive services after delivery as early detection of possible complications can be avoided or overcome

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Understanding Patients' Condition: Physical, Psychological and spiritual Aspects of Advanced Cancer Patients in Central Java, Indonesia

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Abstract. Patients with advanced cancer may experience many symptoms in their life including physical, psychological, and spiritual problems. Researchers point out that palliative care should be provided to these patients focusing on comfort, pain control and enhancing patients' quality of life. The focus on palliative care is to care for patients as well as possible before they die, by understanding their problems in physical, psychological and their spiritual aspects.
To examine advanced cancer patients' condition including symptom distress, anxiety, depression and spiritual well-being.
A cross-sectional survey was conducted with convenience sampling in Central Java, Indonesia. The survey questionnaire included demographic data, clinical information, Symptom Distress Scale (SDS) - English version, the Functional Assessment of Chronic Illness Therapy- Spiritual Well-Being (FACIT-Sp-12) – Indonesian version and Hospital Anxiety and Depression Scale (HADS) – Indonesian version. The original English version of SDS questionnaire was translated into Indonesian. Descriptive statistics were used to present each variable and Pearson correlation was used to evaluate the relationship between variables.
A total of 363 patients with advanced cancer were recruited. After translated to Indonesian version of SDS questionnaire, we found value of content validity index was 0.95. Appetite, fatigue and pain were three major distress symptoms among patients while only less than 20% patients experienced mild and moderate anxiety and depression. Patients had a high spiritual well-being (M=38.01). Furthermore, there was a significant correlation between HADS with SDS and HADS with FACIT-Sp-12.
Conclusion: The findings represent advanced cancer patients' condition regarding physical, psychological and their spiritual aspects. It can assist healthcare professionals to understand advanced cancer patients' degrees of symptom distress, the levels of anxiety and depression and states of spiritual well-being which will provide better care for advanced cancer patients..

Keywords: palliative care, advanced cancer, symptom distress, psychological aspect, spiritual well-being.

I. INTRODUCTION

Most patients with advanced cancer have experiences in suffering many symptoms including physical, psychological, and spiritual problems. In physical aspect, pain being the most common symptom among advanced cancer patients (Effendy et al., 2014, Ferrell & Coyle, 2010, Wilson et al., 2007). The previous study reported that around 64% of advanced cancer patients experienced pain (van den Beuken-van Everdingen, et al., 2007). Unrelieved pain will cause significant emotional burdens to patients and may hasten death because of the poor quality of life (Ferrell & Coyle, 2010). Other studies also point out that fatigue, constipation, dry mouth, shortness of breath, sleeping difficulty, dyspnea and appetite loss are physical symptoms commonly occuring among advanced cancer patients (Chang, Hwang, Feuerman, & Kasimis, 2000; Walsh, Donnelly, & Rybicki, 2000; Teunissen et al., 2007). A survey of 112 advanced cancer patients in Indonesia showed that pain, fatigue, and nausea were three major symptoms among cancer patients (Widyaningsih, Petpichetchian, & Kitrungrote, 2014).

Psychological burdens also influence advanced cancer patients in different levels (Al-Shakhli, Harcourt & Kenealy, 2006). Emotional disorders of patients could have negative impacts on patient diseases progress and physical status (Spiegel & Giese-Davis, 2003). Mixed depression and anxiety disorder commonly increase over time when the cancer patients are close to death, particularly in the last month of their life (Hwang et al., 2003; Roth & Massie,2007). On the other hands, patients with advanced cancer may face uncertainty such us the meaning and purpose life, financial needs, functionality and continuity of social support. Patients and family may feel hopeless. Spirituality is important to help them find hope, meaning and acceptance of uncertainty (Puchalski & O'Donnell, 2005). When a patient's condition declines, many of them suffer a variety of discomforts, then forcing to try in finding the meaning of life. During those times, spirituality plays an important role in coping with their suffering (Bentur, Stark, Resnizky, & Symon, 2014) . A study supported that advanced cancer patients seek spiritual well-being to cope with their illness (Vallurupalli et al., 2012).

All of those aspects have identified to be a multi factors that affect adaptation of trauma and burden in advanced cancer patients (Rodin, et.al., 2008). Interaction of physical, psychological and spiritual variables contribute in the course of progressive disease (Suls & Rothman, 2004). Consideration of previous finding may help in anticipating further patients' condition. It is important to be aware that patients with progressive malignant have multidimensional symptoms that reflect their needs (McClain & Rosenfeld, 2003). Hence, issues related to patients' condition in physical, psychological and spiritual aspects may be responsive to palliative care interventions (Cohen et.al., 2001). But, in fact only few studies in Indonesia explored about patients' condition in advanced stage of malignance disease. Therefore, the aim of this study was to understand advanced cancer patients' condition including physical, psychological and spiritual aspects in Central Java, Indonesia.

II. METHODS

A. Sampling Process and Sample Size

Study participants were recruited from oncology department (Mawar Unit) of Dr. Moewardi hospital Solo, Central Java. A total of 363 patients with advanced cancer were were selected to participated in this study. All participants were diagnosed with advanced cancer (stage 3 or 4 and or already got metastatic cancer), being able to communicate and complete the questionnaire and older than 18 years old. Patients with psychiatric and cognitive disorders which affect their cognitive ability were excluded. Patient who suffered during collecting data was allowed to stop and excluded.

B. Instruments

The study questionnaire included 4 parts: 1) demographics and clinical information, 2) Symptom Distress Scale (SDS) – English version, 3) Hospital Anxiety and Depression Scale (HADS) – Indonesian version, and 4) version the Functional Assessment of Chronic Illness Therapy- Spiritual Well-Being (FACIT-Sp-12) - Indonesian version. Clinical information included cancer diagnoses, time since diagnoses, cancer treatments, performance status and diseases awareness.

The Symptoms Distress Scale (SDS)

The SDS was used to measure patients' symptom distress. It contains 11 symptoms including nausea, appetite, insomnia, pain, fatigue, bowel pattern, concentration, appearance, outlook, breathing and cough and 2 questions about frequency of nausea and pain. Each symptom is rated by 5-point Likert scale from 1-5 (1 referring to normal or no distress, 5 referring to extensive distress, 2-4 referring to intermediate levels of distress). The total scores more than equal 25 indicate moderate distress and scores of 33 or more represent severe distress (McCorkle, Cooley & Shea, 1995). This instrument provide in English version, so it need to translate to Indonesian language.

The Hospital Anxiety and Depression Scale (HADS)

Patients' anxiety and depression were assessed by the Hospital Anxiety and Depression Scale (HADS). The HADS consists of 2 subscales; anxiety (7 items) and depression (7 items). Each item is rated on a 4-point Likert scale of 0-3. The scores were classified into 4 categories; 0-7 represent normal, 8-10 indicate mild cases of anxiety or depression, while the scores of 11-15 represent moderate cases of anxiety or depression and 16-21 score means severe cases of anxiety or depression (Rudy, Widyadharma & Oka, 2015).

It takes 30% of the paper, contains chronological research that can be followed or duplicated, including how to prepare research materials, procedures (algorithm, pseudo code if any) and design of study/research.

The Functional Assessment of Chronic Illness Therapy-Spiritual Well-Being

The FACIT – Sp 12 was used to assess spiritual aspect which comprises of three factors with 12 items; meaning (four items), peace (four items) and faith (four items). A five-point Likert scale is applied, ranging from 0 (not at all) to 4 (very much). Two items are negative statements and need to be reversed for the score. Patient's responses are summed for each subscale and for the whole FACIT Sp-12. The higher scores of FACIT-Sp indicate the better spiritual state. High spiritual well-being state was interpreted a total score of Facit-Sp 12 $\geq$ 36 (McClain, C. S., Rosenfeld, B., & Breitbart, W., 2003).

C. Translation

Given that only SDS has English version, the study conducted instrument translation process after obtaining the original author's permission. According to Beaton, Bombardier, Guillemin & Ferraz (2000), there were several steps for translation process. The first step was a forward translation which was translated the questionnaire from English version to Indonesian language. Two bilingual experts studying in international program for more than 2 years were invited to participate in this stage. Then, the forward translation version was synthesized into one Indonesian version. After that, a backward translation was conducted to translate this Indonesian version into English. Another two bilingual experts were invited to participate in this process. Finally, four experts in oncology area were invited as a reference group to discuss the results of the forward and backward translation version and provide some suggestions to make the Indonesian version questionnaire fulfill the original English meaning and also meet the Indonesian culture context

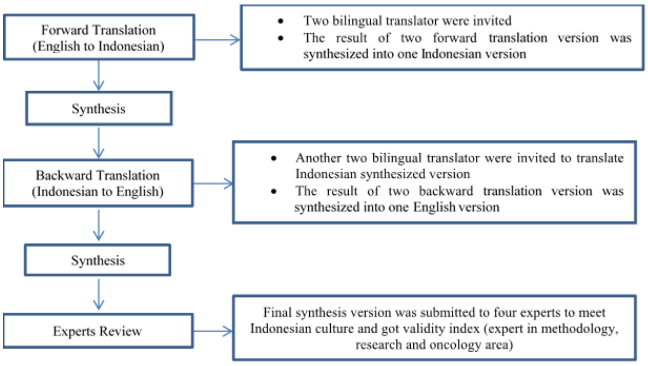

Figure 1. Translation Process of Symptoms Distress Scale

D. Data Analysis

SPSS version 17 software for windows has been used for data analysis. Descriptive analysis was used to present sample characteristics, symptom distress, HADS and spiritual well-being. Pearson correlation was used to evaluate the relationship between variables.

III. RESULT AND DISCUSSION

A. Sample Characteristics

The majority of the participants were female (73.6%) with the mean of age was 54.79 and range between 20 - 95. Most of them were married (94.5%) and had completed education on elementary school (43.5%). Moslem is being the majority religion of participant (96.7%) and more than fifty percent participant has household income less than 100 USD. Cervical cancer (27.5%, n=100) and breast cancer (26.2%, n=95) were top two cancers. Nearly 70% (n=234) of participants were diagnosed with cancer within one year. Forty three percent of patients (n=156) only received chemotherapy. In addition, 10.5% (n=38) of participants received complementary therapy along with standard medical treatments. Less than 50% patients aware about their prognosis and only nearly 5% patient had performance status score above 3 (table 1).

B. Patient's Symptom Distress, Anxiety, Depression and Spiritual Well-being

Table 1 presented the mean scores of SDS, HADS and FACIT Sp-12. The total score of SDS was 23.86 which indicated that participants had low symptom distress. Appetite (M=2.49), fatigue (M=2.40) and pain (M=2.33) were the top three symptoms distress. The mean of HADS, anxiety subscale was 4.20 and for depression subscale was 3.61. The results indicated that patients were normal. However, the percentage showed that 9.9% patients had moderate anxiety and 11% patients had mild depression. The mean of total score FACIT Sp-12 was 38.01. "Meaning" (M=12.95) had the highest score, but quite similar with domains "faith" (M=12.94) and "peace" was being the lowest one (M=12.12).

Table 1. Mean Scores of SDS, HADS and FACIT Sp-12

Symptoms Distress	Mean	SD	F	%
Appetite	2.49	1.23		
Fatigue	2.40	0.97		
Pain	2.33	1.03		
Nausea	2.20	0.98		
Insomnia	2.00	1.15		
Outlook	1.73	0.82		
Cough	1.46	0.72		
Bowel	1.44	0.79		
Appearance	1.39	0.65		
Breathing	1.28	0.63		
Concentration	1.28	0.65		
Total score SDS	23.86	6.36		
Hospital Anxiety and Depression				
Anxiety	4.20	3.20		
Normal			311	85.7
Mild			36	9.9
moderate			15	4.1
Severe			1	0.3
Depression	3.61	3.45		
Normal			305	84.0
Mild			40	11.0
moderate			18	5.0
FACIT Sp. 12 (spiritual well-being)				
Meaning	12.95	2.19		
Peace	12.12	2.48		
Faith	12.94	2.69		
Total score FACIT Sp. 12	38.01	6.33		

C. Correlation between ECOG, SDS, HADS and Facit Sp-12

Table 2 shows that ECOG had positive correlation with SDS, HADS-anxiety and HADS-depression ($p < 0.01$) and had negative correlation with meaning, peace ($p<0.05$) and total Facit Sp-12 ($p<0.01$). The symptom distress had positive correlation with HADS-anxiety and HADS-depression ($p < 0.01$), but it had negative correlation with peace ($p < 0.01$). HADS-anxiety had negative correlation with Facit Sp-12, meaning and peace ($p < 0.01$), while HADS-depression had negative correlation with all domains of Facit Sp-12 ($p < 0.01$). Moreover, negative correlation could be observed in overall domain Facit Sp-12 with other variables, however only faith showed no significant correlation with ECOG, SDS and HADS-anxiety.

Table 2. Correlation between ECOG, SDS, HADS and Facit Sp-12

	ECOG	SDS	HADS-A	HADS-D	Facit Sp-12	Meaning	Peace	Faith
ECOG	1							
SDS	.183**	1						
HADS-A	.307**	.487**	1					
HADS-D	.308**	.514**	.472**	1				
Facit Sp-12	-.114**	-.103	-.154**	-.264**	1			
Meaning	-.115*	-.068	-.119*	-.250**	.881**	1		
Peace	-.222**	-.177**	-.315**	-.282**	.840**	.648**	1	
Faith	-.042	-.022	.024	-.159**	.859**	.658**	.525**	1

* correlation is significant at the 0.05 level
** correlation is significant at the 0.01 level

IV. DISCUSSION

In this study, the majority participant was women. Previous literature mentioned that cancer prevalence was higher in women regarding with the number of breast cancer and cervical cancer which have highest prevalence in Indonesia (Effendy, C., Agustina, H., Kristanti M., Engels Y., 2015). This study also found that most patients diagnosed with breast and cervical cancer (Ministry of Health Indonesia, 2015) and they seek hospital treatment during less than 6 months, so it is means that they knew their condition when cancer had already in advanced stage. It was being a major health issues in Indonesia. Similar to the finding of previous study found that about 60 – 70% patients had come to the hospital when the cancer in stage 3 and 4 (Irawan, Hukom & Prayogo, 2008). In Indonesia, many patients tend to postpone their medical help because of several reasons such as lack of financial support, knowledge about treatment option and side effect of cancer treatment (Iskandarsyah, A., Suardi, Soemitro, Sadarjoen, Klerk, 2014) and some of them added complementary therapy in their treatment (Suardi, 2011).

Patient's Symptom Experiences

Loss of Appetite

Patients with advanced cancer experienced many suffering symptoms. This study found that loss of appetite was rated as the most severe symptom of distress. Several studies mentioned that loss of appetite could be a result of cancer treatments (e.g. radiation, or surgery, chemotherapy) or may be a manifestation of diseases progression that leads to inadequate nutrition intake (Doyle et al., 2006, Poole & Froggatt, 2002,). Up to 80% cancer patients reported that loss of appetite was one of their problems associated with loss of weight (West, 2009).

Fatigue

Fatigue is the other common problem in patients with advanced cancer. It is defined as a feeling of over tiredness and weakness, manifesting from physical and psychological problems deteriorating the quality life (Respini, Jacobsen, Thors, Tralongo & Balducci, 2003). The previous study reported fatigue as a top five symptom in cancer populations estimating between 60% and 90% (Butt et al., 2008). Several factors influence fatigue including disease progression, under treatments and medications or other physical and psychosocial condition (Barnes & Bruera, 2002). Most patients did not discuss with health professionals regarding interventions to improve fatigue symptoms. Therefore it is poorly managed (Narayanan & Koshy, 2009).

Pain

Another symptom which is commonly correlated with advanced cancer patients is pain. Ross and Alexander (2001) reported anorexia, fatigue and pain as the top three symptom distress. One study in Indonesia also described that pain, fatigue, and nausea were three major symptoms among cancer patients influencing patients' quality of life (Widyaningsih, Petpichetchian, & Kitrungrote, 2014). Other studies mentioned that pain is the most common symptom among advanced cancer patients (Effendy et al., 2014, Ferrell, & Coyle, 2010, Wilson et al., 2007). The previous study reported that around 64% of advanced cancer patients experienced pain and the proportion was higher than patients in treatment (van den Beuken-van Everdingen, et al., 2007).

Anxiety and Depression

This study found that only around 15% of patients had experienced anxiety and depression from mild to severe levels. Compared to other studies, the results are slightly different from other studies which pointed out that advanced cancer patients tended to have anxiety and depression (Hong & Tian, 2013, Khalil et al., 2016, Rosenstein, 2011,). However, some studies also revealed small percentages of anxiety and depression in cancer patients (Braamse et al., 2016, Kolva, Rosenfeld, Pessin, Breitbart & Brescia, 2011, Tsunoda et al., 2005). This result may be due to the strong support of family and relatives that help patients to cope with their condition and reduce their anxiety and depression (Kurmadjati, 2014, Nurpeni, Prapti, Yuliana, 2015). Another study also found that people with higher levels of spiritual well-being have lower levels of depression (Morita, Tsunoda, Inoue, & Chihara, 2000).

Spiritual Issues

Spiritual well-being is placed as an important role in patient centred care (Puchalski, 2012). The study result also showed that patients had strong spiritual well-being. Patients with a better religious and spiritual well-being would be more satisfied in their life and have a positive influence on their quality of life (Puchalski, 2001). This also demonstrated that the spiritual care in Indonesia is well established. Most hospitals in Indonesia have spiritual caregivers that support patients and family in preventing spiritual distress (Effendy, et.al., 2014). Hospitals provide spiritual caregivers according to the patient's religion and help patients religiously in finding their spiritual comfort. Spiritual caregivers would give attention, sustainance, guidance, inner-healing and prayer for patients to achieve their life balance and positive impact in facing situation (Riyadi, 2012). Hence, spiritual issues among advanced cancer are not a big problem in Indonesia, and most of them have strong spiritual beliefs.

Correlation between ECOG Score, Symptom Distress, Anxiety & Depression and Spiritual Well-Being among Advanced Cancer Patients

The current study shows that the levels of depression and anxiety had positive correlations with poor performance status and levels of symptom distress. The results are consistent with other studies. Depression is the result of physical symptoms that going to more suffer (Ferrell & Coyle, 2010, Smith, Gomm, & Dickens, 2003). Another study also mentioned that diseases progress and decline physical status would increase the levels of anxiety (Spiegel & Giese-Davis, 2003). The literature reported that depression was associated with physical symptom burden among advanced cancer patients (Warmenhoven, Van, Vissers, & Prins, 2012). Other studies also indicated that pain and fatigue were predictors of anxiety and depression (Baltalarli et al., 2004, Lueboonthavatchai, 2007).

In this study, spiritual well-being was measured by FACIT-Sp 12 which contains three domains; meaning, peace and faith. Faith has strong correlation with religiosity (Nelson et al., 2009). As predicted, faith was found to be an important domain correlated with depression. Patients with strong faith had lower depression. Previous studies revealed that faith has negative correlation with depression (Bonelli, Dew, Koenig, Rosmarin & Vasegh, 2012, Farrell & Doolittle, 2004, Puchalski, 2001). Religion is important in people's daily life, religious beliefs and practices as reflected of faith help patients to cope with their stressful life, episode of depression symptoms and enhance health outcomes. They would tend to be more positive outlook and has stronger stress control in building up the coping mechanism (Bonelli et al., 2012, Puchalski, 2001).

V. Conclusion

In conclusion, the study provides essential information regarding advanced cancer patients' condition including physical, psychological and their spiritual aspects. Advanced cancer patients stated the most symptoms were appetite, fatigue, pain and only few patients experienced mild and moderate anxiety and depression. Mostly patients had a high spiritual well-being, hence faith was the most important predictor of good death. It can assist healthcare professionals to understand advanced cancer patients' degrees of symptom distress, the levels of anxiety and depression and states of spiritual well-being which will provide better care for advanced cancer patients.

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The Correlation of Salt Consumption and Stress to Incidence of Hypertension at Pahandut Health Center Palangka Raya City

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Abstract. Without we realized, the rising of globalization in all fields with technology development and industry, have been make our behavior and lifestyle changes to be increasing rates of hypertension. Hypertension is a state of increased blood pressure with systolic ≥ 140 mmHg dan diastolic ≥ 90 mmHg. This study aims to analyze the correlation between salt consumption and stress to the incidence of hypertension in patients at Pahandut Health Center Palangka Raya City. The design of this study is quantitative analytic observational by using the type of analytic cross sectional study design. The population of this study were patients who visited Pahandut Health Center and sampling technique was total sampling with 230 samples. The data collected using questionnaire and analyzed by chi square test. Based on analysis result that salt consumption is related to hypertension occurrence with OR = 3,3 (95% CI: OR = 1,454 - 7,723), and stress related to hypertension occurrence with OR = 20,9 (95% CI: OR = 5,942 - 73,565). Based on the above results, the consumption of salt and stress have a correlation to the incidence of hypertension. It is recommended to perform regular blood tests at least once a month, low-salt diet and restrict foods that containing high sodium, avoiding stress or emotional state that can trigger hypertension

Keywords: hypertension, consumption of the salt, stress

I. INTRODUCTION

The increasing flow of globalization in all fields with the development of technology and industry, without we realize it has made many changes in behavior and lifestyle in society. With the changes in lifestyle with the background of socio-economic life, then this can spur the increase of hypertension disease [1].

Hypertension is a condition in which a person has elevated blood pressure above normal with systolic ≥ 140 mmHg and diastolic ≥ 90 mmHg [2]. According to the World Health Organization (WHO), high blood pressure disease is an increase in systolic blood pressure greater than or equal to 160 mmHg and or diastolic pressure equal to or greater than 95 mmHg.

Hypertension disease often occurs without symptoms those are not easily recognizable even people do not feel a complaint. Many people assume that if suffering from high blood pressure that must be marked by a complaint of headaches or dizziness continuously. Because of that mistake, not all patients go to medical treatment, to check or control their blood pressure. Hypertension is difficult to realize because it has no specific symptoms. Meanwhile, if blood pressure continues to rise and within a long period of time and not immediately overcome it could cause complications of a congenital disease of hypertension [3].

According to the World Health Organization (WHO) it is estimated that people with hypertension in worldwide are 600 million people, with 3 million deaths every year. In America it is estimated that 1 in 4 adults suffer from hypertension. The prevalence of hypertension will continue to rise sharply and predicted by 2025 there will be about 29% of adults worldwide suffering from hypertension. Hypertension can cause to mortality of about 8 million people each year and 1.5 million mortality occur in Southeast Asia and one third of the population suffer from hypertension [4].

According to the report of basic health research (Riskesda) in 2007 [5], based on the results of blood pressure measurement, the prevalence of hypertension in the population aged 18 years and over in Indonesia was 31.7%. The highest prevalence of hypertension was in South Kalimantan Province and the lowest was in West Papua Province. While the province of Central Kalimantan was the top ten of the provinces that have a hypertension prevalence higher than the national rate [6].

Based on the causes, hypertension could be divided into 2 (two), they are primary hypertension and secondary hypertension. Approximately 95% of hypertension that occurs in the community is primary hypertension which has unknown causes specifically. Nevertheless, various studies have pointed to various factors related to the rate of primary events [7].

Factors that causing hypertension are factors that can be modified and can not be modified. Factors that can not be modified are age, gender and family history. While one of the factors that can be modified is the lifestyle such as eating foods that contain high salt, and other causes of hypertension is the health status such as stress levels [8]. Along with the increasing cases of hypertension in Indonesia and it becomes a big problem then the government held hypertension prevention by making policy in the form of hypertension guidance according to technological progress and local condition, strengthening logistics and distribution for early detection of heart disease and hypertension risk factors, developing human resources, financing systems, strengthening networks, also monitoring and evaluating implementation. The countermeasures of hypertension and prevention also made various efforts to prevent and manage non-communicable diseases such as hypertension with the establishment of Non-Communicable Disease Control Directorate [9].

A diet with high sodium intake may affect health status. According to the research of Fitri and Sunarno (2016) [10]. showed that the percentage of households consuming iodized salt in Central Kalimantan Province is 90.5%, higher than the national consumption percentage that only 77.1%, but with uneven distribution among districts / cities and between rural and urban areas.

Results of research conducted by Heryantino (2016) [11], stress levels in hypertensive patients who underwent treatment at Panarung health center that was as much as 37% have mild stress, 50% experience stress and 13% have severe stress.

According to Central Kalimantan Provincial Health Office data from 14 districts in 2014, hypertension cases ranks first in Palangka Raya City [12].

While based on data at the Health Department of Palangka Raya, hypertension cases have increased in the period 2012 to 2014. The top of ten diseases in the Palangkaraya in 2012, hypertension cases ranked fifth, while in 2013 [13] up to the third and in 2014 increased again so that up to the second [14].

Meanwhile, among all of health centers in Palangka Raya city, Pahandut health center which has the highest cases of hypertension in the Palangka Raya. The visits number of hypertension patients at the Pahandut health center in 2013 reached 6630 new cases while in 2014 increased to 6800 new cases. And cases of hypertension in 2015 amounted to 8730 new cases [15]. With the increasing cases of hypertension in Pahandut health center during the last 2 years and the absence of research related hypertension then the researchers are interested to know more about hypertension disease in Pahandut health center. Starting from the description before and hypertension disease is a disease that has big prevalence in Palangka Raya, hence the researcher is interested to investigate about the correlation of salt consumption and stress to number of hypertension incidence in patient at Pahandut health center Palangka Raya city.

II. METHODS

Analytical cross-sectional design is a research design that aims to determine the relationship between certain factors and disease or health problems [16].

This research tend quantitative analytic observational with type of study design Analytical cross section (analitic cross sectional). In this case to know the corelation of independent variable and dependent variable in patient at Pahandut health center.

This research was conducted at Pahandut health center Palangka Raya. The population in the study were 18-year-old patients who treated at Pahandut health center Palangka Raya city which amounted to 230 people. The sampling technique used total sampling by taking all members of the population into samples with inclusion criteria is Patient adult aged ≥ 18 years in Pahandut health center Palangka Raya, communicative, and willing to be a research respondent. While the exclusion criteria were Patients <18 years old, in severe illness and unwilling to be a respondent.

The data collected by measuring blood pressure with systolic and diastolic by Sphygmomanometer mercury and stethoscope. The data of salt consumption habits and stress related with hypertension collected by researcher with measurements through interviews and questionnaires to respondents that contain questions. The data of stress factor collected by Depression Anxiety Stress Scale (DASS) consisting of 14 questions and assessment of stress when respondents get a score of 26-33

Data analyzed by univariate analysis to describe frequency distribution of independent variable and dependent variable (hypertension). Bivariate analysis was done by using Chi Square test with degree of trust 95%.

III. RESULT AND DISCUSSION

A. Univariat Analyze

Based on the result of univariate analysis with 230 patients get treated in Pahandut health center can be seen in the following table resume 4.1

Tabel 4.1
Resume of Univariate Analysis Result

No	Variables and catagories	Frequency (N)	Percentage (%)
1	Hypertension		
	Hypertension	107	46,5
	Not Hypertension	123	53,5
2	Gender		
	Male	75	32,6
	Female	155	67,4
3	Salt consumption		
	Excess	176	76,5
	Not excess	54	23,5
4	Stress		
	Yes	46	20,0
	No	184	80,0

Table 4.1 shows that the proportion of hypertensive patients taking outpatient treatment at Pahandut Health Center Palangka Raya is 107 (46.5%), with 155 (67.4%) female gender, excessive salt comsumption is 176 people (76.5 %), and stress as much as 46 (20%) people

B. Bivariat Analyze

1) *Excessive salt consumption related to hypertension in patients who visited Pahandut health center Palangka Raya can be seen in table 4.2 as follows:*

Table 4.2

Resume of Bivariate Analysis Result about Excessive Salt Consumption Related to Hypertension

Excessive salt consumption	Hypertension Occurrence				Total	P value	OR (95% CI)
	Hyper Tension		Not hyper Tension				
	N	%	N	%			
Excessive salt consumption	95	54	81	46	176 (100)	0,000	4,105 (2,025 - 8,322)
Normal salt consumption	12	22	42	78	54 (100)		
Jumlah	107	46	123	54	230 (100)		

Table 4.2 shows that p value = 0,000 means there is a significant correlation between excessive salt intake and hypertension occurrence.

Based on the results of statistical tests showed that there is a significant relationship between excessive salt consumption with hypertension with p value <0.05 is equal to 0.001. With the result of analysis obtained value of OR: 4,1, means someone by consuming excess salt have risk 4 (four) times higher than people who do not consume excess salt.

Sodium or salt contained in the food consumed is calculated in the blood. Sodium has attractive properties and holds fluid outside the cell that could cause fluid build up in the body and blood volume to increase. The increase in volume or fluid makes the heart works harder to drain more blood into the blood vessels, so that increasing blood pressure and triggering the occurrence of hypertension [17].

This is consistent with the study of Sugianto (2007) [18] which states there is a relationship between excessive salt intake with the incidence of hypertension is patients who often excessive salt intake have a 3 times risk of suffering from hypertension compared with not consuming foods high of salt.

Respondents are not fully aware that the habit of consuming excess salt is a risk factor for hypertension and they are difficult to avoid the habit of consuming salt because it is used to eat foods that contain high salt.

2) *The correlation of stress with hypertension in patients who visit the Pahandut health center could be seen in table 4.3 as follows:*

Table 4.3
Resume of Bivariate Analysis Result about Stress Related to Hypertension

Stres	Hypertension Occurrence				Total	P value	OR (95% CI)
	Hypertension		Not hypertension				
	N	%	N	%			
Yes	43	94	3	6	46 (100)	0,000	26,875 (8,021 - 90, 041)
No	64	35	120	65	184 (100)		
Total	107	46	123	54	230 (100)		

Table 4.3 shows that p value = 0,000 means that there is a significant correlation between stress and the incidence of hypertension.

Based on the results of statistical tests showed that there is a significant correlation between stress to hypertension with p value <0.05 is 0.000. With the results of the analysis obtained OR value: 26.8, means that someone who experiences stress more at risk 27 (twenty seven) times suffer from hypertension when compared with those who do not experience stress.

Stress or tension of the soul occurs due to stimulation of the kidney glands and release the hormone adrenaline so that spur the heart beat faster and stronger and increase the hormone cortisol that could raise blood pressure [19].

The results of this study in accordance with the results of Purwati (2011) [20] which states there is a relationship between stress with the incidence of hypertension is the patients who have high stress has a risk of 2.47 times suffering from hypertension compared with not stress.

IV. CONCLUSIONS

1. The proportion of hypertensive patients who visited Pahandut Health Center Palangka Raya is 46.5%
2. Excessive salt consumption related to cause-effect with the incidence of hypertension: Excessive salt consumption has an effect of 3 (three) times higher than those who do not consume excess salt
3. Stress related to cause-effect with the incidence of hypertension: stress affects 21 (twenty one) times suffering from hypertension when compared with those who do not experience stress

V. SUGGESTION

In order to popularize the recommendations then the patient is advised as follows:

1. Perform regular blood tests at least once a month
2. Low-salt diet and reduce foods that containing high sodium.
3. Avoiding stress or emotional state that could trigger hypertension

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Study of the Couples Knowledge about Vasectomy in Area of Puskesmas Bengkuring Samarinda Year of 2017

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Abstract. Indonesia is one of the developing country which hs a demographic problem due to high burt rate. Thus, the government create the Family Planning Program or *Keluarga Berencana (*KB) where every married one is expected to take a role in this program. According to BKKBN, men participation takes only 1,5% which are 1,3% condom acceptor and 0,2% vasectomy acceptor. This research aims to figure the knowledge of couples about vasectomy in the area of Puskesmas Bengkuring Samarinda 2017. The design of this research is using observational descriptive. The sampling technique is total sampling. there are 30 samples. Based on the research result, respondents who have good knowledge are 23 respondents (77%), fair knowledge about 6 respondents (20%), and poor knowledge is 1 respondent (3%). In conclusion, young couples with fertile phase in Puskesmas bengkuring Samarinda Area have a good knowledge about 23 respondents (77%) out of 30 respondents

Keywords: knowlege, fertile phase, vasectomy

I. INTRODUCTION

According to Indonesian Health Demography Survey (SDKI) in 2007, men participation is only 1,5% nationwide, which is 1,3% condom acceptor and 0,2% vasectomy acceptor. Regarding to the data, it can be seen that men participation in Family Planning Program (KB) is still low compared to in 2006 survey. In many developing countries, Pakistan is 5,2%, Bangladesh is 13,9%, Nepal is 24%, Malaysia is 16,8%, and Japan is 80%% (BKKBN, 2006).

SDKI shows the *Contraptive Prevalence Rate* (CPR) escalation or utilization of contraception is increasing from 54,7% in 1994 to 57,4% in 2010. This because of the awareness of young couple in fertile phase to use contraception is better, but the CPR still fail to reach the target of national *Total Fertility Rate* (TFR) which is 2,1 (BPS, 2011).

The result of previous research showed that the additional in MOP program of KB participants as of June 2012 only took 588 participants or 0,2%. This is very poor addition compared to other KB acceptor like MOW reached 4351 participants (1,3%), IUD reached 22.395 (6,6%) and injection acceptor reached 183.395 (53,8%). In West Java, there are 188 participants of new MOP (BKKBN, 2012).

According to this background and the previous research, researcher is interested to conduct research about "Study of Couple Knowledge in Fertile Phase about Vasectomy in Area of Puskesmas Bengkuring Samarinda 2017".

II. METHODS

This research is a descriptive research aims to describe something objectively and using survey method which has no any correlations with the samples. This research does not targetting the whole object at once but only a half from the total samples and its result is regarded as the representation of the research. The research is conducted in area of Puskesmas Bengkurnig in January to March 2017.

The populations of this research is 30 couples of husbands and wives by using total sampling method.

The instruments used in this research are questionnaire, check list, and trial content. The questionnaire has been determined by the researcher and ready to be selected by the respondents, whereas the checklist is a modified questionnaire in aform of multiple choice. The check list is different from the questionnaire. In check list, respondents are given freedom to answer the questions based on what the respondents see, say, what they possess, or their arguments. The researcher giving score between 5 to 15 each questions, while the trial content used to try the questions wheter the content or the substantial measure meet the substance of the answers.

Data collection tehcnique in this research is using primary and secondary data. Primary data obtained from the couple knowledge about vasectomy based on the questionnaire. Secondary data obtained from previous research on the same location. data is selected by only taking the couples who have more than two children in Puskesmas Bengkuring

Samarinda. Data analysis using univariate analysis and numeric data using *mean, median*, and *deviation standard*.

III. RESULT

Table 1.1 frequency distribution knowledge of young couple about vasectomy based on age

Age	Knowledge						Total	%
	Good	%	Fair	%	Poor	%		
20-35 y.o.	9	30%	0	0%	1	3%	10	33%
36-45 y.o.	14	70%	6	20%	0	0%	20	67%
Total							30	100%

According to the table 1.1 above, there are 6 respondents aged 36-45 years old have fair knowledge (20%), and 14 respondents good knowledge (47%), whereas for respondents aged 20-35 years old, there are 9 respondents have good knowledge (30%) and poor knowledge 1 person (3%).

Table 1.2 frequency distribution knowledge of young couple about vasectomy based on education

Education	Knowledge						Total	%
	Good	%	Fair	%	Poor	%		
Elementary school	0	0%	0	0%	1	3%	1	3%
Junior High School	3	10%	0	0%	0	0%	3	10%
Senior High school	18	60%	6	20%	0	0%	24	80%
College	2	7%	0	0%	0	0%	2	7%
Total							30	100%

According to the table 1.2 above, frequency distribution knowledge of young couple about vasectomy based on respondents' education, respondents with Senior High School diploma has 18 respondents with good knowledge (60%), fair knowledge 6 respondents (20%), and college alumni with good knowledge are 2 respondents (7%). While elementary school alumni is 1 respondent (3%) with poor knowledge.

Table 1.3 frequency distribution knowledge of young couple about vasectomy based on job

Job	Knowledge						Total	%
	Good	%	Fair	%	Poor	%		
Army/police /civil servant	2	7%	0	0%	0	0%	2	7%
Office worker	21	70 %	4	13 %	0	0%	25	83%
Entrepreneur	0	0%	2	7%	1	3%	3	10%
Farmer	0	0%	0	0%	0	0%	0	0%
Labor	0	0%	0	0%	0	0%	0	0%
Total							30	100%

In this research, respondents' job divided by 5. Among them there are office workers, entrepreneurs, and civil servants such as army and police. There are 21 respondents with good knowledge (63%) from office workers respondents, 4 respondents with fair knowledge (13%). In civil servants respondents, there are only 2 people with good knowledge (7%) and entrepreneurs with fair knowledge are 2 respondents (7%), while there is 1 repondent with poor knowledge (3%).

Table 1.4 knowledge results of young couple about vasectomy

Criteria	Frequency	Percentage
Good	23	77%
Fair	6	20%
Poor	1	3%
Total	**30**	**100%**

Based on the result above, the percentage of 23 respondents with good knowledge is 77%, 6 respondents with fair knowledge 20%, and there is one respondent with poor knowledge 3%.

A. According to age

Table 1.1 shows that from total amount of 30 respondents, mostly aged between 36-45 years old, it is because those ages are fertile and eager to obtain more information. This statement has ever mentioned by Sarlito (2008). He said that ages in line with behavior as we learn from the lessons of our experiences. And it is believed that IQ capacity will be decreased along with aging process, especially for spercific ability such as vocabularies and general knowledge.

The researcher assumed that either men or women in fertile phase aged between 36-45 years old tend to accept many informations, particularly the knowledge about vasectomy. According to the terminology of age, individual's age marked since the first day of birth until reach the annual anniversary, and the way of thinking of people are getting better as the age continues. (Notoatmodjo, 2008).

B. According to education

Referring to the table 1.2, we can see that from all 30 respondents, based on their education degree, 80% of respondents are senior high school alumni and small amount of them are college alumni (7%). Knowledge of young couple with fertile phase about vasectomy influenced by education. This also toned by Notoatmodjo (2008) that the higher education is, chance to receive information is likely easier, hence many knowledge to be ascertanined.

Researcher assumed that the result is aligned with Notoatmodjo (2008) that the higher education is, chance to receive information is likely easier, hence many knowledge to be ascertanined. In this case, researcher have also another opinion that to get an equal and formal education, affected by the long commute of school, financial factor, and the will of someone to achieve higher education degree.

C. According to job

According to the table 1.3, there are 30 respondents grouped by their jobs, we can see that office workers with good knowledge reach 70% and fair knowledge shared 13%. Civil servants like army, police, and civil servants with good knowledge take 7% of them, fair knowledge 7%, and poor knowledge 3%.

This also aligned with the theory proposed by Notoatmodjo (2008) that basicly, people with jobs tend to have more experiences, so in their social relationships they are more interact with many people. Interacting with the social life and social environment especially colleague and chief is a daily routine in workplace. According to my point of view, there is a correlation between job and education. The higher education is, the job is also better, vice versa.

Researcher also have opinon that work environment could affect knowledge of workers. It is believed that interaction between workers can increase insight by sharing information and knowledge. Social media also have role in increasing knowledge.

D. Knowledge results of young couple about vasectomy.

Research result shows that the knowledge of young couple in fertile phase in Puskesmas Bengkuring Samarinda. From total 30 respondents, it can be summarized there are 23 respondents with good knowledge (77%), 6 respondents with fair knowledge (20%) and respondent with poor knowledge only 1 (3%).

It is caused by the lack of information of Family Planning Program (Keluarga Berencana), especially in the matter of vasectomy.

Notoatmodjo (2008) noted that knowledge is a result of “knowing”, and can only be obtained through sense of certain objects by sight, hearing, smelling, feel, and touching.

According to the experience and research, behavior based on knowledge will be feasible than that it does not.

In this case, people of Puskesmas of Bengkuring lack of information about vasectomy counseling due to lack of health experts.

IV. CONCLUSIONS

The result of knowledge young couple in fertile phase in Puskesmas of Bengkuring Samarinda year of 2017 is 30 respondents of young couple in fertile phase, respondents with good knowlege is 23 respondents (77%).

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A Decade of HIV/AIDS in East Kalimantan, Indonesia

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Abstract. Human immunodeficiency virus infection and acquired immune deficiency syndrome (HIV/AIDS) is a spectrum of conditions caused by infection with the human immunodeficiency virus (HIV). According to estimates by WHO and UNAIDS, 36.7 million people were living with HIV globally at the end of 2016. Indonesia had 48,000 new HIV infections in 2016. There were 620,000 people living with HIV in 2016. This paper explains about epidemiologic characteristics of HIV/AIDS cases in a decade from 2007 to 2016 in East Kalimantan. The prevalence of HIV/AIDS cases has grown steadily in this period, reported as 1.34 cases per 100 000 persons in 2007 to 7.16 cases per 100 000 persons in 2016, more than 5-fold increase. The result of this study will be useful for developing new prevention strategies for HIV/AIDS transmission in East Kalimantan.

Keywords: HIV, AIDS, East Kalimantan, Indonesia

I. INTRODUCTION

Human immunodeficiency virus infection and acquired immune deficiency syndrome (HIV/AIDS) is a spectrum of conditions caused by infection with the human immunodeficiency virus (HIV). The human immunodeficiency virus (HIV) infects cells of the immune system, destroying or impairing their function. Infection with the virus results in progressive deterioration of the immune system, leading to "immune deficiency." The immune system is considered deficient when it can no longer fulfill its role of fighting infection and disease. Infections associated with severe immunodeficiency are known as "opportunistic infections" because they take advantage of a weakened immune system. Acquired immunodeficiency syndrome (AIDS) is a term which applies to the most advanced stages of HIV infection. It is defined by the occurrence of any of more than 20 opportunistic infections or HIV-related cancers (WHO, 2017[a]).

HIV can be transmitted through unprotected sexual intercourse (vaginal or anal), and oral sex with an infected person; transfusion of contaminated blood; and the sharing of contaminated needles, syringes, surgical equipment or other sharp instruments. It may also be transmitted between a mother and her infant during pregnancy, childbirth, and breastfeeding (WHO, 2017[b]).

According to estimates by WHO and UNAIDS, 36.7 million people were living with HIV globally at the end of 2016. That same year, some 1.8 million people became newly infected, and 1 million died of HIV-related causes. Since the beginning of the epidemic, more than 70 million people have been infected with the HIV virus and about 35 million people have died of HIV. Globally, 36.7 million [30.8–42.9 million] people were living with HIV at the end of 2016. An estimated 0.8% [0.7-0.9%] of adults aged 15–49 years worldwide are living with HIV, although the burden of the epidemic continues to vary considerably between countries and regions (WHO, 2017[c]).

In 2016, Indonesia had 48,000 (43,000 – 52,000) new HIV infections and 38,000 (34,000 – 43,000) AIDS-related deaths. There were 620,000 (530,000 – 730,000) people living with HIV in 2016, among whom 13% (11% - 15%) were accessing antiretroviral therapy. Among pregnant women living with HIV, 14% (12% - 16%) were accessing treatment or prophylaxis to prevent transmission of HIV to their children. An estimated 3200 (2500 - 4000) children were newly infected with HIV due to mother-to-child transmission. The key populations most affected by HIV in Indonesia are sex workers, with an HIV prevalence of 5.3%; gay men and other men who have sex with men, with an HIV prevalence of 25.8%; people who inject drugs, with an HIV prevalence of 28.76%; transgender people, with an HIV prevalence of 24.8%; and prisoners, with an HIV prevalence of 2.6%. Since 2010, new HIV infections have increased by 68% and AIDS-related deaths have decreased by 22% (UNAIDS, 2018).

Although national HIV prevalence is still low, there has been a rapid increase in reported cumulative AIDS cases, making the epidemic in Indonesia one of the fastest growing in Asia (Desai et al., 2010). HIV/AIDS in Indonesia is one of Asia's fastest-growing epidemics. In 2010, it is expected that 5 million Indonesians will have HIV/AIDS (UNAIDS, 2018). In 2007, Indonesia was ranked 99th in the world by prevalence rate, but because of low understanding of the symptoms of the disease and high social stigma attached to it, only 5-10% of HIV/AIDS sufferers actually get diagnosed and treated (UNAIDS, 2018). This paper explains about epidemiologic characteristics of HIV/AIDS cases in a decade from 2007 to 2016 in East Kalimantan.

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II. RESULT

Table 1. Number of HIV/AIDS cases reported per year (2007-2016)

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total
HIV	4	12	17	32	53	71	82	106	114	136	627
AIDS	29	33	62	65	82	86	72	104	152	194	879
HIV/AIDS	33	45	79	97	135	157	154	210	266	330	1506

Table 2. Number of HIV/AIDS cases reported by gender per year (2007-2016)

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total
Male	23	25	46	50	66	69	82	108	177	227	873
Female	10	20	33	47	69	88	72	102	89	103	633

Table 3. Number of HIV/AIDS cases reported by age group per year (2007-2016)

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total
≤ 15 y	1	2	3	3	9	18	15	14	11	12	88
16-24 y	5	9	10	17	19	22	18	27	45	59	231
25-34 y	20	24	52	49	56	74	74	89	115	137	690
35-45 y	5	7	11	23	35	28	30	56	64	86	345
> 45 y	2	3	3	5	16	15	17	24	31	36	152

Table 4. Number of HIV/AIDS cases reported by occupation per year (2007-2016)

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total
Government	1	0	0	5	4	2	5	5	11	20	53
Soldier/Police	0	0	0	0	3	0	0	0	0	17	20
Private	21	36	53	63	69	94	79	128	168	196	907
Housewife	7	6	17	20	46	49	57	58	57	79	396
Students	0	1	2	5	0	0	3	2	5	9	27
No Job	5	3	11	7	17	18	19	21	31	42	174

Table 5. Number of HIV/AIDS cases reported by risk factors per year (2007-2016)

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total
Injection Drug User	10	8	12	11	13	4	17	13	12	11	111
Sex Worker	5	9	13	32	40	39	27	27	21	18	231
Customer Sex Worker	12	14	29	33	53	43	56	80	95	120	535
Homo sexual	0	0	0	1	2	0	7	14	38	70	132

Table 6. Number of HIV/AIDS cases reported by transmission per year (2007-2016)

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total
Tattoo	0	0	2	1	0	0	1	1	3	0	8
Injection	10	8	12	11	13	4	17	13	12	11	111
Vaginal Sex	22	35	62	78	107	132	111	166	195	211	1119
Oral Sex	0	0	0	2	3	4	1	1	6	7	24
Anal Sex	0	0	0	1	2	0	7	14	38	69	131
Perinatal Trans mission	1	2	3	3	10	17	15	15	11	11	88
Blood Transfusion	0	0	0	1	0	0	2	0	1	1	5

III. DISCUSSION

HIV/AIDS has been a global health problem for more than a decade, yet no effective vaccines against HIV infection are available, for multiple reasons raised in detail elsewhere. As the HIV/AIDS problems continue in Indonesia, especially in East Kalimantan, unique challenges have been identified. In East Kalimantan, characteristics of the HIV/AIDS problems are consistent compared to different provinces within the same country.

In East Kalimantan, HIV/AIDS is transmitted predominantly through heterosexual contact. Epidemiologic characteristics of HIV/AIDS cases in a decade from 2007 to 2016 were analyzed using data from East Kalimantan Provincial Health Office, which included information about sex, age, occupation, and regional distribution.

From 2007 to 2016, 1506 cases of HIV/AIDS (57.97% among males and 42.03% among females) were reported with 627 (41.63%) HIV and 879 (58.37%) AIDS patients occurred in East Kalimantan. The prevalence of HIV/AIDS cases has grown steadily in this period, reported as 1.34 cases per 100 000 persons in 2007 to 7.16 cases per 100 000 persons in 2016, more than 5-fold increase.

Prevalence of HIV/AIDS varied markedly by age group: The majority (45.82%) of cases were in people aged 25-34 years; the lowest prevalence of HIV/AIDS cases was observed among those aged under 15 years (5.84%). Age distribution of HIV/AIDS prevalence in East Kalimantan suggests that adults with the greatest chance of exposure through unsafe sexual practices are at greatest risk of infection.

Our data suggest that persons of private personnel (60.23%) and housewives (22.44%) are the groups most often affected by HIV/AIDS. HIV/AIDS problems in East Kalimantan continue to be concentrated among female sex workers, injection drug users, and men who have sex with men. Before 2014, HIV/AIDS was spread mainly through heterosexual contact; however, homosexual transmission exceeded other routes of HIV/AIDS transmission and showed fastest growth rate after 2014 (from 6.54% in 2013 to 31.96% in 2016), although heterosexual transmission also exhibited a small increased trend (from 52.34% in 2013 to 54.79% in 2016). The study describes the characteristics of HIV/AIDS cases throughout East Kalimantan, which will be useful for developing new prevention strategies for HIV/AIDS transmission in East Kalimantan.

By 2014, annual new HIV infections had dropped to 2.0 million, down from 3.1 million in 2000, representing a decline of about 35%. The number of people living with HIV rose from an estimated 9.0 million in 1990 to 36.9 million in 2014, due in part to a substantial improvement in survival rates. Annual new infections fell to 2.1 million that year, down from 3.1 million in 2000, a decline of about 33%. Nevertheless, about 2 million people per year are still becoming infected with HIV, so the epidemic continues to spread. Indeed, because of improved survival rates, the HIV-positive population continues to grow, albeit at a slower rate.

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Of course, the slower rate of increase is good news, as is the number of new infections averted over the past 15 years. It has been estimated that, without the global response that was mounted in 2000 and boosted in 2002, there would have been 6 million new infections in 2013 alone (WHO, 2015). Strategies addressing injection drug use and commercial sexual behaviors and improving the rate of condom use, as well as strengthening HIV monitoring and intervention among the high-risk population, are urgent tasks for health-related professionals.

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Correlation Between The Knowledge Of Prenat Mother About The Preeclampsia Risk And Delivery Process In Sidomulyo Health Center Year 2017

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Abstract. Preeclampsia is a disorder in pregnancy that significantly affects maternal mortality (MMR). AKI incidence in the world is very high, in 2016 more than 216 per 100,000 live births of women die every day due to complications of pregnancy and labor, recorded there are 800 women lost lives every day. Of the incidence rate above preeclampsia to be one cause of AKI with the incidence of 5-7% of the total AKI that occurred. This research used study case control design with data used that is secondary data in the form of medical record data of pregnant women with preeclampsia and without preeclampsia in the period of 1 January 2017-31 January 2017. The number of sample is 65 people. The data analysis used was univariate and bivariate by using chi square test. Univariate analysis showed factors related to risky delivery events were Knowledge, which result from bivariate calculation is: 69% with pregnant mother criterion with prediction of normal delivery process as much as 64% and the risk of having problems in the delivery process is 5%. While a small percentage of the knowledge level of pregnant women in this study is enough 11% with the criteria of pregnant women with a normal delivery process of 6% and abnormal at 5%. With result of calculation of SPSS with result p value is 0,001. Suggestions that can be given is for the relevant agencies to be able to increase promotive and preventive efforts by providing socialization of the factors that can be a risk of preeclampsia events so that cases of preeclampsia can be prevented early.

Keywords: Risk of Preeclampsia, Pregnancy

I. INTRODUCTION

Maternal mortality rate is one of the indicator which determines the prosperity of citizen in a particular country. The rate of maternal mortality is quite high. In 2016, more than 216 per 100.000 of delivery women passed away due to pregnancy complication and delivery process, there are 800 women die every day. According to the data from Ministry of Health, there are 305 mortality of maternal each 100.000 child birth, whereas infant mortality rate reach 22,23 per 1000 child birth.

Preeclampsia is a pregnancy hypertension disorder that affects morbidity very significantly around the world. This happens within 5-7% from all the pregnacies, and is the main reason of maternal mortality in the developing world. Preeclampsia is also the main factor in morbidity and and perinatal mortality because it related to the premature delivery and growth limit inside uterus.

Puskesmas Sidomulyo is one of the health center in Samarinda. According to the medical record in Puskesmas Sidomulyo in 01-31 January 2017, there are plenty of mother checking up their pregnancy.

II. METHODS

This research is an observational analytic research with control cases research design. The population used in this research referred to inclusion and exclusion criteria. Inclusion criteria is a pregnant mothers who are checking their pregnancy in a range of 01-31 January 2017. Exclusion criteria is pregnant mothers who disagree to fill in the given questionnaire. There are 65 samples participated in this research by using random sampling method. The researcher using primary data obtained from the respondents which the realibility test have been conducted with result of 0,40 stated that the questionnaire is valid, prior to the research. Researcher also using secondary data obtained from KIA book (Mother and Child Health book) and medical record from Puskesmas of Sidomulyo. The data obtained by spreading questionnaire to all pregnant mother who agrees with inclusion criteria in Puskesmas of Sidomulyo, and data from summarized medical record of pregnant mothers and infants. Data analysis procedure used in this research is bivariate analysis with *chi square* test. The variable consists of two variables; variable dependent and variable

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independent. Variable independent is the knowledge of pregnant mother about the risk of preeclampsia, whereas variable dependent is the delivery process..

III. RESEARCH RESULT

This

Variable	total	%
Age:		
<17 y.o.	8	12
17-20 y.o.	45	69
21-35 y.o.	9	14
>35 y.o.	3	5
Pendidikan :		
Uneducated	3	5
Elementary school	5	8
Junior high school	3	5
Senior high school	49	75
College	5	8
Occupation:		
House wife	48	74
Civil servant	1	2
Office workers	3	5
Entrepreneur	12	18
Paritas :		
Primigravida	29	45
Multigravida	36	54
Grandlemulti	-	-

the average age of mother in Puskesmas of Sidomulyo as from 01-31 January 2017 is in a range of 17-20 years old, or around 69%. As for the education, around 75% of respondents are senior high school alumni. Most of the occupation is house wife that takes 74% of them, with most parity multigravida for around 55%.

Tabel 2
Bivariate Analysis

Knowledge	Delivery process				Total	%	*P Value*
	Normal	%	abnormal	%			
Good	42	64	3	5	45	69	0,001
Fair	4	6	3	5	7	11	
Poor	3	5	10	15	13	20	
	49	76	16	25	65	100	

The average of knowledge in this research mostly good by the percentage around 69% with the pregnancy criteria and normal delivery process prediction around 64%. And there are risk possibilities of delivery process around 5%. Plenty of knowledge average refer to as fair is 11%. Normal delivery process around 6% and abnormal around 5% with *p-value* result is 0,001 by SPSS calculation.

IV. DISCUSSION

Preeclampsia is a pregnancy complication marked by hypertension and organ failure such as kidney failure indicated by high protein-content in urine. Preeclampsia is also known as tocsemy or pregnancy-inducted hypertension.

Based on the research result, from 65 respondents in Puskesmas of Sidomulyo based on 45 respondents (69%) with good knowledge, there are 42 respondents (64%) with good knowledge, 3 respondents (5%) respondents have a risk on delivery. 7 respondents (11%) respondent with fair knowledge. The distribution is: 4 respondents (6%) have no risk during delivery process and 3 respondents (5%) have a risk during delivery process. 13 pregnant mothers (20%) with poor knowledge and divided into 3 unrisk pregnant mothers (5%), 10 pregnant mothers with delivery process risk (15%). Calculations above obtained by cross table calculation between knowledge and risk during delivery process. It is explained that the higher knowledge about delivery disorder, the less the risk to be confronted. This is because the higher the health awareness of people, the more people taking care of their health. The same thing mentioned by Notoatmodjo (2009) that the more people understand about materials, the more people to apply those materials.

The average of good knowledge based from univariate analysis is believed coming from age, education, and experience (total parity), which is the respondents age ranged from 17-20 years old or about 69%, responden education mostly from senior high school alumni about 75%, and most parity is multigravide is 55%

V. CONCLUSIONS

1. 65 respondents conducting medical check-up in Puskesmas of Sidomulyo, 45 of them have good knowledge (69%)
2. 7 respondents have a fair knowledge (11%)
3. 13 respondents have a poor knowledge (20%)
4. 42 respondents have good knowledge and have no risk during delivery process (64%)
5. 4 respondents have a fair knowledge and have no risk during delivery process (6%)
6. 3 respondents have a poor knowledge and have no risk during delivery process (5%)
7. 3 respondents have a good knowledge but have a risk in delivery process (5%)
8. 3 respondents have a fair knowledge and have a risk of delivery process (5%)
9. 10 respondents have a poor knowledge but have a risk of delivery process (15%)
10. Kruskal walls test resulted significant values 0,001 < 0,05 ($p < \alpha$). This proved that there are correlations between risk of preeclampsia and delivery process.

VI. SUGGESTION

Pregnancy is a natural process. During that process, many things could happen including pregnancy disorder that could affect delivery process, for example preecalmpsia. Preeclampsia is a pregnancy disease and its presence is unpredictable. But if pregnant mother, wether have preeclampsia or not, aware of their healthy life, they can prevent those all disorders from happening, starts from pain during pregnancy until threat of death. Researcher suggest to the health center of Puskesmas to increase its health service for the prgenant mother

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The Relationship between Hemoglobin Levels of Pregnant Mother with Hemoglobin Levels of Newborns in UPTD Puskesmas Tiron Banyakan District Kediri Regency East Java in 2017

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Abstract. Anemia of pregnancy may interfere with his primary and secondary, the fetus is born with anemia and maternal labor with action due to get tired quickly. The study aims to determine the relationship between hemoglobin levels of pregnant women with hemoglobin levels of newborns in UPTD Puskesmas Tiron Banyakan District Kediri Regency, East Java in 2017. This study used cross sectional design by using logistic regression analysis. The results of the analysis obtained the value of OR was 5.97 (95% CI: 1.36 to 26.0) which means that mothers with less hemoglobin levels (anemia) 5.97 times more likely to give birth to babies with low hemoglobin levels (anemia) compared with women who are not anemic after being controlled by the variable a parity mother. Suggestions for community health centre in the area to improve the monitoring of pregnant women in consuming Fe tablet and counseling in particular about the dangers of anemia.

Keywords: hemoglobin levels of pregnant women, hemoglobin levels of newborns

I. INTRODUCTION

Changes in hemoglobin levels during pregnancy are caused by the changes in the circulatory system. Blood changes of pregnant women are influenced by several factors, namely, the increasing needs of blood circulation to meet the needs of development and growth of the fetus in the uterus, there is a direct relationship between the artery and veins in the circulation of retroplasenter and the influence of estrogen and progesterone hormone (Hidayati, 2011).

According to WHO (1992) anemia is a condition in which the hemoglobin level is lower than the normal limit to meet the physiologic needs (Wasnidar, 2007). Anemia is a term used in cases of decreased hemoglobin concentrations in the blood to levels (for pregnant women) under 11 gr%. Anemia is commonly occurred to pregnant women. Anemia in pregnancy is a condition of the mother with hemoglobin levels below 11 gr% in first and third trimester or hemoglobin levels less than 10.5 gr% in second trimester (Saifuddin, 2006).

Anemia in pregnancy is a condition of the mother with a hemoglobin level below 11 g% in first and third trimester or levels <10.5 g% in second trimester. Hypoxia due to anemia or anemic hypoxia may cause shock and maternal mortality or death during a very hard childbirth, although there is no bleeding. Also for the conception, anemia in pregnancy gives unfavorable effects, such as: mortality, perinatal death, prematurity, congenital defects, less iron reserves (Abdul Bari S., 2002).

Anemia during pregnancy in the first trimester will lead to: abortion, missed abortion and congenital abnormalities. Anemia in second trimester pregnancy causes preterm (premature) labor, antepartum bleeding, fetal growth disturbance in uterus, intrauterine asphyxia, LBW, gestosis and infections, low IQ and even death. When in childbirth phase, anemia can cause both primary and secondary his disruption, the fetus is born with anemia and childbirth with action due to fatigue condition. In post partum, anemia can cause: uterine atony, retention of the placenta, wound heal, puerpuralis febris and involution of uterine disorders.

Anemia in the mother can lead to fetal complications including abortion, intrauterine death, preterm labor, low birth weight, birth with anemia, disability, birth infection, perinatal death, and low birth intelligence. These complications further become one of the causes of increased incidence of morbidity and mortality in mothers and infants (Manuaba, 1998).

II. METHODS

Hemoglobin levels of pregnant women

Hemoglobin is a complex protein composed of globin protein and a non-protein compound called heme (Sadikin, 2002). Hemoglobin is a parameter used to establish the prevalence of anemia, Hb is an oxygen-carrying compound in red blood cells. Hemoglobin can be measured chemically and the amount of Hb / 100ml of blood can be used as an oxygen-carrying capacity index in the blood. The low hemoglobin content thus indicates anemia (Supariasa, 2001).

The function of hemoglobin in red blood cells is to bind oxygen (O2). With the amount of oxygen that can be bound and carried by the blood, with the presence of Hb in red blood cells, the supply of oxygen in the body can be everywhere, even the most isolated parts of the body will be reached (Sadikin 2002).

There are several criteria for determining a person is anemic or not. The hemoglobin (Hb) blood of adult male is 13 gr%, adult woman is 12 gr%, preschool child is 11gr%. While anemia in pregnancy with hemoglobin levels below 11 gr% in trimester 1 and 3 or levels <10.5 gr% in trimester 2 (Saifuddin, 2002).

Anemia is a term used in the case of decreased concentrations of hemoglobin in the blood to the level (for pregnant women) under 11 gr%. Anemia is a fairly common in pregnant women. Anemia in pregnancy is a condition of the mother with hemoglobin levels below 11 gr% in trimester 1 and 3 or hemoglobin levels less than 10.5 gr% in trimester 2 (Saifuddin, 2006).

In Indonesia, most of these anemia are caused by iron deficiency (Fe) to be called iron deficiency anemia or iron nutritional anemia. Iron is one of the nutritional elements that is a component of Hb or red blood cells, hence it is called "Iron Nutrition Anemia".

Anemia in pregnant women is caused by several backgrounds, which are classified into iron deficiency anemia, megaloblastic anemia, hypoplastic anemia and haemolytic anemia.

Iron Deficiency anemia is anemia caused by iron deficiency in the blood. Its treatment is related to iron intake for pregnant women, not pregnant and in the recommended lactation is the provision of iron tablets. To confirm the diagnosis of iron deficiency anemia can be done with *anamnesa.* The results of anamnesa obtained complaints quickly tired, dizzy eyes and complaints of nausea vomiting in the early pregnant. On examination and supervision of Hb can be done by using sachli tool, which can be exposed at least 2 times during in the first and third trimester pregnancy

Megaloblastic anemia is an anemia caused by folic acid deficiency. The treatment is suggested to give folic acid 15 - 30 mg per day. Vitamin 3 x 1 tablet per day and sulfate ferosus 3 x 1 tablet per day. In severe cases and oral treatment indicating slow results so that blood transfusions are given.

Hipoplastic anemia is an anemia caused by bone marrow hypofunction which is forming the new red blood cells. For diagnostic, checks are required including complete blood count, external function examination and reticulation examination.

Hemolytic anemia is anemia caused by the destruction or breakdown of red blood cells which is faster than its manufacture. The main symptoms are anemia with abnormalities of blood scanned, fatigue, weakness, and symptoms of complications when there are abnormalities in vital organs.

Under normal circumstances, women need 12 mg a day, for pregnancy and breastfeeding required an additional 5 mg a day. If this need is not completed, the Fe in the storage will be used and will gradually be empty, and resulting in iron deficiency anemia. This is caused by poor absorption, chronic bleeding and an increased need. This condition requires additional Fe in drugs (Medical Pharmacology UI, 2005).

Signs of nutritional anemia begin with the depletion of iron deposits (ferritin) and increased iron absorption as illustrated by increased iron-binding capacity. At a later stage in the form of depletion of iron deposits, reduction of transferrin saturation, decreased protoporpirin converted to heme and will be followed by decreased serum ferritin levels, finally anemia develops with the characteristic of low Hb (Gunatmaningsih, 2007).

The mechanisms of anemia are as follows: stage 1 body loses iron exceeds size, depletes the reserves in the body especially the bone; stage 2 reduction of iron reserves can not meet the need to form red blood cells; then stage 3 it begins to develop anemic levels of hemoglobin and haemotokrit decreases; stage 4 bone marrow tries to replace iron deficiency by accelerating cell division and producing very small red blood cells (microcytic); stage 5 the worsening of iron deficiency and anemia hence arise symptoms due to worsening anemia.

Based on the pathophysiology, pregnant women need additional iron to increase the number of red blood cells and form red blood cells, fetus and placenta. An increase in blood volume during pregnancy will increase the demand for iron, therefore, it is recommended that the mothers take 90 tablets of FE during labor or childbirth (Zulhaida Lubis, 2003).

Hemoglobin levels of newborns

Hemoglobin is a complex protein composed of globin protein and a non-protein compound called heme (Sadikin, 2002). Hemoglobin is a parameter used to establish the prevalence of anemia, Hb is an oxygen-carrying compound in red blood cells.

Hemoglobin can be measured chemically and the amount of Hb/100ml of blood can be used as an oxygen-carrying capacity index in the blood. The low hemoglobin content thus indicates anemia (Supariasa, 2001).

In infants aged one year, weight increased three times and the mass of hemoglobin in the circulation reached two times than at birth. Premature babies with very rapid growth, at the age of one year of body weight can reach six times and the mass of hemoglobin in the circulation reached three times than at birth (Raspati, Reniarti, Susanah, 2010).

Normal newborns, whose birth with ideal months, iron reserves sufficient to maintain iron sufficiency approximately for four months postpartum. In premature infants, total body iron is lower than in term infants, although the proportion of iron to body weight is the same. Premature babies, post-natal growth faster than babies born month-long, therefore if the food is not iron supplemented, they will suffer faster iron depletion than the term infant (Oski 1993).

III. RESULT AND DISCUSSION

This research was a quantitative research. Cross sectional was used as the research design. It consisted of one independent variable that was pregnant woman Hb level and three dependent variables; Hb level of newborn baby, mother age and parity of mother.

Maternal or the pregnant women Hb level was the value of O2 binding agent present in red blood cells as measured by digital apparatus categorized to be anemia if the levels <11gr% and not anemia if the levels ≥11 gr%.

Newborn Hb rate was the value of O2 binding agent present in newborn red blood cells as measured by digital apparatus categorized to be anemia if levels <17gr% and not anemia if levels ≥17 g%.

The mother's age was the age of the mother at the time of childbirth expressed in the year and recorded on the patient's status card, which was divided into two categories: Age at risk at delivery if maternal age <20 years and age was not at risk if mother age 20-30 years. Maternal parity was the number of live or death deliveries that have been experienced by the mother and recorded on the patient's status card divided into two risky parity categories if childbirth > 1 and parity was not at risk if giving birth to the first child

This study used primary data which obtained from the results of Hb concentration examination of pregnant women, and examination of Hb levels of newborns. Measuring tool of this research used instrument available in health center in the form of digital Hb examination tool. The sample in this research was 46 respondents. The measurements of this sample used the sample size determination in health studies software. The minimum sample size was determined according to the hypothesis test formula of different mean of Lemeshow, S., et.al (1990) to pregnant mother in working area of UPTD of Tiron TM III Community Health Center based on sample criterion. The statistical test in this study was univariate, bivariate using chi square and multivariate test using logistic regression.

IV. RESULT AND DISCUSSION

This

TABLE 1
The Association of Maternal Hb Level with Infant Hb Level

Variable	**Hb level of baby**				**RR**	**P-value**	**(CI95 %)**
	Anemia		Not				
	N	%	N	%			
Hb level of mother							
Anemia	17	68,0	8	32,0	2,04	0,01	1,05-3,95
Normal	7	33,3	14	66,7			

Table 1 showed that there was a correlation of mother's Hb level to Hb level of newborn value p-value equal to 0,01. The results of the analysis obtained a PR score of 2.04 (95% CI: 1.05-3.95) which meant that the mother with anemia was 2.04 times more likely to have an infant with less Hb level compared with the mother with normal Hb level.

TABLE II
Results of Logistic Regression Analysis The Relationship between Hb Levels of Third Trimester Pregnant Women Toward Birth Weight

Variabel	Model I (coef 95% CI)	Model II (coef 95% CI)
Hb level of mother	**4,25**	**5,97**
Anemia	(1,23-14,6)	(1,36-26,0)
Normal		
Age of mother		
< 20/>35 year		**8,57**
20-35 year		(1,81-40,4)
R^2	0,153	0,270

The final result of the statistical test of logistic regression showed that there were two variables that influence the incidence of low birth weight where the value of R2 is 0.270, which meant that both variables affected the low birth weight of the baby was 27.0% and the rest was influenced by the variable other.

The result of statistical test showed that maternal Hb level influence infant Hb level with p-value 0,00. The results of the analysis showed an OR of 5.97 (95% CI: 1.36-26.0) which means that mothers with less Hb (Anemia) were 5.97 times more likely to deliver babies with low Hb (anemia) compared with mothers who were not anemic after being controlled by maternal parity variables.

The external variable showied the relationship with the occurrence of infant Hb level was maternal parity where the statistical test result showed that the parity of the mother influenced the infant's birth weight with p-value 0,00. The results of the analysis obtained an OR value of 8.57 (95% CI: 1.81-40.4) which meant that mothers with parity> 1 are 8.57 times more likely to have babies with low Hb (anemia) mother who was parity 1 after being controlled by variable Hb level of mother.

Discussions

Mother's Hb level in this research at most in category of anemia that was counted 25 respondents or 54,3%. statistical analysis showed that mothers with anemia were 2.29 times more likely to have low infant Hb (anemia) after being controlled by nutritional status and maternal age.

Anemia in pregnancy is anemia due to iron deficiency and is a type of anemia that treatment is relatively easy, even cheap (Manuaba, 2013). Theory of Cunningham (2010) states Anemia is a condition of the mother with hemoglobin levels below 11 gr% in the first and third trimesters or smaller levels 10.5 gr% in trimester II Anemia can also affect nutritional needs during pregnancy, which can cause various factors such as influence toward fetal growth, bleeding, and puerperal problems.

The results of this study showed that other factors associated with infant Hb levels were parity. The results of this study found that there was no relationship between parity with baby Hb level. This is because the majority of respondents were in the category of parity one time in giving birth.

Parity is the status of a woman with respect to the number of children she has ever given birth. Parity is a woman who has given birth to a viable baby. Usually women with parity greater than 5 times are likely to deliver low birth weight infants (BBLR) as well as infants with low Hb levels (Puji E, et al. 2007).

The results of this study supported the theory of Wiknjosastro (2007) The first mother of pregnancy was a very new thing so motivated in checking pregnancy health of health than the first pregnancy then the condition of the mother was still in a very good condition for childbirth. However, if the mother had given birth > of 1 then the risk of mother to suffer from various disease would be greater one of them risk of anemia, where anemia was one factor influencing fetal growth.

The results of this study were consistent with those presented by Manuaba (2007) The danger of anemia in pregnancy has an adverse effect on the mother in pregnancy, childbirth, puerperium and the effects of fetal outcome and development, due to anemia in the fetus, including abortion, intrauterine death, preterm delivery high, low birth weight, birth with anemia, congenital defects occur, infants are susceptible to infection until perinatal death and low intelligence

V. CONCLUSIONS

There was a relationship of pregnant women Hb levels with Hb levels of newborns at UPTD Puskesmas Tiron Kecamatan Banyakan Kediri East Java where the results of statistical tests showed the value of p-value 0.00. The results of the analysis showed an OR of 5.97 (95% CI: 1.36-26.0) which meant that mothers with less Hb (Anemia) are 5.97 times more likely to deliver babies with low Hb (anemia) compared with mothers who were not anemic after being controlled by maternal parity variables.

External variable influencing pregnant woman Hb level with Hb rate of newborn in UPTD Puskesmas Tiron Kecamatan Banyakan Kediri Regency East Java was parity of mother. Suggestions for local health centers to improve monitoring of pregnant women in taking Fe tablets and counseling especially about the dangers of anemia.

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Correlation of Nurse Knowledge with the Implementation of Risk Fall Identification (Morse Fall Scale) in Inpatient Room of the Dayaku Raja's Regional Public Hospital Kota Bangun

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Abstract. One of the prevention effort of falling risk is through the assessment of Morse Fall Scale (MFS), and this can be done well if nurse has good knowledge and execution. This research aims to know the correlation of nurse knowledge with the implementation of Morse Fall Scale Identification at Inpatient Room of Dayaku Raja's Regional Public Hospital Kota Bangun. This research method uses descriptive correlation design with cross sectional study approach. The sampling technique was done with non probability sampling by Total Sampling with sample amounted to 34 people. The result of the research using Fisher's Exact Test in obtaining probability value (p) of 0.001 <α (0.05). The conclusion of the research results shows that there is a correlation of nurse knowledge with the implementation of risk identification falls in the Inpatient Room of Dayaku Raja's Regional Public Hospital Kota Bangun. It is suggested to the hospital to improve the implementation of patient safety by involving all executor nurses in identifying the risk of falls, and improving the quality of health services of the hospital.

Keywords: nurse knowledge, implementation of risk fall identification

I. INTRODUCTION

Patient safety is a major issue in service health because patient safety is a system of care for maintain patient safety and patient comfort. Such systems include risk assessment, identification and management of matters relating to patient risk, incident reporting and analysis, and follow-up as well implementation of solutions to minimize unwanted risk. (Kilateng, 2015).

World Health Organization (WHO), 2014 patient safety is a health problema serious global society. In Europe experienced, patients at risk 83.5% infection and evidence of medical error showed 50-72.3%. Data Patient safety about in Indonesia is still rare, however on the other hand there is an increasing accusation of "mal practice" that is not necessarily in accordance with the final verification. Incidence of breach of patient safety 28.3% done by nurse (Lombogia, 2016).

New paradigm in KARS accreditation system version 2012, directing all hospital service activities to be able provide services that meet quality standards and taste assurance safe and protection against the impact of services provided within the framework of fulfilling the community's rights to quality services and safe (Kepmenkes, 2012)

Patient identification is a very basic thing to be done by a nurse, identification of the patient can properly avoid the occurrence of medical errors or events that are not It is hoped that the patient can be self-sufficient (Octafia, 2015).

In reducing the risk of injury due to fall (Fall Risk) nurses can use Morse Fall Scale where Morse Fall Scale aims to provide adult patient's salvation at hospitals, prevent the occurrence of patients falling in the Hospital, The prevention intention of the patient falls among others the assessment of MFS, putting on the identification bracelet the risk of falling yellow on the patient's wrist, the falling prevention mark (triangular label) yellow / red) dipapan bed, write on whiteboard on nurse station, set the height of the bed in accordance with the patient's prevention procedure falls, ensuring the safety fence bed in a state of attachment, on the patient gelisa using a restrain or an Apol suit (Kilateng, 2015).

Knowledge is the result of knowing through sensing a particular object and very important to the formation of action a person and knowledge can change behavior in that direction desired ". Sensing occurs through the senses of the human senses sight, hearing, smell, taste, and touch. But some great human knowledge gained through the eyes and ears. What is has been and is being experienced by someone will shape and influence appreciation of a person against the stimulus, which will then form positive or negative attitude. Learning needed someone to achieve level of self-maturity (Notoatmodjo, 2010).

Regional Public Hospital Dayaku Raja Kota Bangun It self about the incidence is still rare. Report the patient safety incidents I got from the Regional Public Hospital Dayaku Raja Kota Bangunc incidents amounts to 2 with the incident in the patient fall amounted to 1, blood transfusion error amounted to 1 and incident totaled 1 with the incidence of almost falling with the number of patient visits hospitalized from October to November of 2016 numbered 282 who were hospitalized.

II. METHODS

This type of research uses descriptive correlation research design with cross sectional approach is a study for studying the dynamics of correlation between risk factors with effects, by means of approach, observation, or data collection at once on one moment.

The sample in this study is all the nurses who are in the hospital room Regional Public Hospital Dayaku Raja Kota Bangun who already have the program patient safety, amounting to 34 respondents.

The research instrument uses observation sheet is a checklist (√) that the researcher must fill in. The observation sheet has an assessment with a choice of answers: done or not "Yes, No" for the implementation of risk identification falling using Standard Operating Procedures Morse Fall Scale (MFS) Hospital. For the answer yes given the score (1) and for answer not scored (0). And instrument knowledge of nurses on the implementation of identification risk falls. This questionnaire uses the guttman scale. True False. For correct answer given the score (1) and for wrong answer given the score (0).

Tabel 1. Morse Fall Scale Instruments

Level of risk	Morse Score	Action
Low risk	0 - 24	No Action
Medium risk	25 - 44	Standard Prevention Prevention
High risk	≥ 45	Prevention of Falling Risk High

The result of validity test with r result < r table: 0,374 with 26 question and result of reliability test at questionnaire of knowledge level got value 0.83. The result of bivariate analysis obtained in this research is independent variable of nurse knowledge and dependent variable the implementation of risk identification falls after a statistical test Fisher's Exact Test.

III. RESULT AND DISCUSSION

This section describes the result of the study and its discussion. The section consists of nurse knowledge with the implementation of risk fall identification.

A. Nurse Knowledge With Implementation of Identification of Risk of Fall

Table 2. Distribution of respondents based on the knowledge of nurses.

Knowledge	f	%
Good	21	61.8
Not Good	13	38.2

Explained that 34 respondents are linked with nurse knowledge with the implementation of risk identification fell in get good knowledge 1.6 times as much as 21 people (61.8%) of not good knowledge.

B. Implementation Of Risk Fall Identification

Table 3. Distribution of respondents Implementation Of Risk Fall Identification.

Implementation	f	%
Good	18	52.9
Not Good	16	47.1

The implementation of risk identification falls well there are more 2 respondents there are 18 people (52.9%) of the implementation is less good.

C. Correlation Of Nurse Knowledge With The Implementation Of Risk Fall Identification

Table 4. Nursing knowledge relation with identification implementation

Knowledge	*Implementation* Good		Not Good		Total		ρ
	f	%	f	%	f	%	
Good	16	88.9	5	31.2	21	61.8	*0.001
Not Good	2	11.1	11	68.8	13	38.2	

*Fisher's Exact Test analysis p <α p = 0.001

D. Discussion

Knowledge a good nurse will affect the level of nurse compliance thereby reducing the risk of falling in the patient. Risk assessment falls this has been practicable since the patient signed up, that is with using falling scales. Experience, knowledge and resources information is the thing that affects the carefulness of nurses in doing risk assessment fell. Sources of information obtained here in trainings, seminars or workshops on risk falling patients. In training nurses are equipped with knowledge, skills and Patient Safety related experience (Oktoviani, 2015).

According to the researcher knowledge is the basis in every implementation of nursing actions including identification actions fall risk which is an indication that the implementation of the identification the risk of falling in Regional Public Hospital Dayaku Raja Kota Bangun has a strong foundation theoretically expected respondents have the ability to analyze, understand, and able give a rational explanation of each provide care nursing to patients and families, especially ones related to the implementation of fall risk identification.

According to researchers understanding of respondents about the implementation respondents to patients with falling risk have been good however should be increased, in order to prevent improvement in patients risk falls.

Patient implementation is very basic which should be done by a nurse, patient identification can properly avoid unexpected events that may affect the patient's self (Oktoviania, 2015).

Implementation of risk identification falls by using Morse Fall Scale (MFS) hospital room General Area Dayaku Raja Kota Bangun done by the head room and nurse executing at the time of initial admission room and conducted a review once every 3 days patient safety team in inpatient and after patient want to go home will be done re-review again. The results of this study are also reinforced by research conducted by Budiono et al (2014), who are excited about the implementation of the program management of patients at risk of falling in the hospital. Results his research published mostly well executed the falling patient management program kinds: screening, mounting of identity bracelet falling risk, educating patients and families about the use of educational leaflets, falling patient management, incident reporting.

The results used Fisher's Exact Test with value (alpa) 0.005 obtained significant results ($\rho = 0.001$) which means ρ value <0.005. It can be interpreted that Ho is rejected and Ha accepted ie there is a relationship between nurse knowledge with implementation risk identification falls.

The results of this study were reinforced by Oktaviani (2015), linked knowledge of nurses with nurse compliance in the implementation Standard Operating Procedures for falling risk prevention have meaningful relationship. From the results of the researchers' analysis it is due the majority of nurses at Panti Waluyo Hospital Surakarta already doing risk assessment falling using Morse scale. Nurse already have a good knowledge about the risk of falling in risk assessment falls on the Morse scale, but on the other hand still got nurses still have knowledge that less. So the implementation of risk assessment falls using Morse scale still has some points that are not implemented.

The results of this study are reinforced by (Bawelle, 2013) based observations made by researchers, note that the picture above influenced by Nursing compliance regarding Operational Standards Procedure (SOP) that has been given, leadership role (head Hospital nurses) who continuously monitor and evaluate the action which every nurse performs, and good communication the head of the room with nurses the implementation also between nurses implementation throughout the inpatient room. So from the results that obtained can be concluded the higher the better knowledge in the implementation of patient safety.

Fall is a cause event conscious subjects become unintentional on the ground. And does not include fall due to hard knocks, loss of consciousness, or seizures. The fall incident is from a specific cause the types and consequences differ from those in the circumstances conscious experiencing fall. (Kilateng , 2015).

Knowledge is the result of human sensing, or the result of knowing a person to the object through his or her senses (eyes, nose, ears, etc.) But most of it human knowledge is obtained through the eyes and ears. What has and being experienced by a person will shape and influence appreciation of a person against the stimulus, which then will form a positive and negative attitude. Learning needed someone to reach the level of self-maturity. Learning process can be done by nurses while on duty. This is supported by Diploma III amounted to 29 people with percentage (85.3%). Through education high nursing (minimum Diploma 3) expected nursing nurse can perform nursing care professionally

The results of research obtained by researchers with observations on implementation of risk identification falls using the Morse Fall Scale scale (MFS) obtained 16 respondents with good knowledge with implementation of risk identification falls Morse Fall Scale (MFS) well, obtained 3 respondents with less good knowledge with implementation of risk identification falls Morse Fall Scale (MFS) well, obtained 6 respondents good knowledge in the implementation identification of the risk of falling Morse Fall Scale (MFS) is poor, and obtained 9 respondents with less good knowledge with the implementation of risk identification falls Morse Fall Scale (MFS) is not good

IV. CONCLUSIONS

The higher the better knowledge in the implementation of patient safety. Increased knowledge and skills of human resources The ones in the hospital included are expected to be located socialization to all nurses related to the assessment patients with morse and way charging using the morse patient assessment form Fall Scale and determine correctly.

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The Influences of CD4 Count Reduction on Opportunistic infections in New HIV patients at Hospital of Abdul Wahab Sjahranie Samarinda-Indonesia

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Abstract. HIV incidence increases in Indonesia. The new cases always are found every month, especially in Samarinda. The immune system which makes regulator on HIV is CD4 lymphocyte cells. The CD4 lymphocyte cells can destruct due to HIV infection, therefore the number of CD4 will decrease. Decreasing CD4 number leads to opportunistic infection, such as candidiasis, tuberculosis. This research was an observational analytical research with cross sectional method and retrospective design. Data were taken from medical records of new HIV patients at RSUD Abdul Wahab Sjahranie Samarinda in 2016. The analysis showed that the fifty-three (82%) samples obtained <200 cells/mm3 of CD4 cells and the thirteen (20%) samples obtained >200 cell/mm3 CD4 cells. The forty-five samples (68%) were found opportunistic infections and 32% did not have opportunistic infection. The statistical analysis by Fisher, there was correlation between decreased of the number of CD4 cells with incidence of opportunistic infection in HIV patient in RSUD Abdul Wahab Sjahranie Samarinda. The decrease of CD4 count caused opportunistic infections in HIV patients.

Keywords: decreased, CD4 cells, opportunistic infections

I. INTRODUCTION

HIV-AIDS is problem in Indonesia. Prevalence always increases every year. Based on data from Ministry of Health of Indonesia Republic, the number of HIV people who were infected by this virus, between January to March about 7.146 persons and 305 people were infected by this virus, which developed to AIDS (Health Ministry of Indonesia Republic, 2017).

Samarinda, the capital of East Kalimantan was the city with high prevalence of AIDS. Approximately 832 HIV cases and 34 AIDS cases in 2015. Many cases in Samarinda will be found in Abdul Wahab Sjahranie Hospital and there were 133 patients who were treated in this hospital (Department of Health East Kalimantan Province, 2016).

Human immunodeficiency virus (HIV) causes progressive impairment of the human immune system leading to increased susceptibility the fatal conditions knows as acquired immunodeficiency syndrome (AIDS). The primary target cell for HIV is immune cells bearing CD4 marker at their surface. With the infection of HIV, there will be gradual decrease of human immune cells bearing CD4 T cells leading to development of wide varieties of opportunistic infections (OIs) (Agarwal, et al 2015; Dhungana, et al, 2007).

AIDS related mortality and morbidity, which is significantly higher in number as compared to other diseases, is actually opportunistic infections (OIs) rather than HIV itself. Therefore, success of any HIV/AIDS care and management project relies on effective diagnosis and treatment of opportunistic infections (Agarwal et al, 2015; Sanchez et al, 2005).

The risk and severity of OIs increase due to CD4 are decreased, resulting mortality to the patients. Therefore, CD4 count is an important parameter to initiate OIs prophylaxis

The opportunistic appearances of HIV-AIDS have many variants in different countries. In United States of America, many cases of OIs were Pneumocytis carinii pneumonia and Kaposi Sarcoma in 2009.However in India the most cases of OIs were Tuberculosis and Oral Candidiasis in the same year (WHO, 2007).

How about Indonesia? The research by Lubis (2012) found that Tuberculosis was the highest cases (45,3%) and then Toxoplamosis (22,8%), candidiasis, and Diarrhea. However, the research by Astuti (2010) at Abdul Wahab Sjahranie Hospital showed different result. The research of Astuti founded that the most OIs cases were Chronic Diarrhea (34,07%) and the Oral Candidiasis (22,22%) and Tuberculosis (18,52%).

A New HIV patients more vulnerable have OA due to decreasing of their immunity system sharply and in laboratory finding showed the number of CD4 count <200 cells/mm^3 while the research by Widiyanti and Sandy (2016) showed OIs cases at the number of CD4 count >200 cells/mm^3. The result consisted 38 patients (40%) had the number of CD4 count <200 cells/mm^3, 34 patients (36%) had CD4 count between 201-349, 8 patients (9%) had between 350-499 cells/mm^3, and 14 patients (15%) had more than 500 cells/mm^3 (Ghimire et al, 2009; Sanchez, 2005).

Therefore, this study is conducted to explore the relationship between CD4 count and different types of opportunistic infections on new HIV patients in Abdul Wahab Sjahranie Hospital. Furthermore, the result will be helpful in the prognosis of different OIs in HIV patients.

II. METHODS

This research was carried out in Abdul Wahab Sjahranie Hospital between May and June 2016. The research was approval by Faculty of Medicine Ethic Committee, Samarinda-Indonesia. The data were collected from medical records with purposive sampling technique. Data are expressed as frequency and percentage. Statistical comparisons between groups were performed with fisher test according to SPSS 23.00 software, with significant being p<0.05 or less.

III. RESULT AND DISCUSSION

Table 1. Socio-Demographic Characteristic of the New HIV Patients

Characteristic	Total Number	Percentage (%)
Age Group (Years)		
20-29	18	27
30-39	27	41
40-49	15	23
>50	6	9
Gender		
Male	41	62
Female	25	38
Education		
Illiterate	2	3
Elementary	11	16
Junior High School	9	14
High School	33	50
University	9	14
No Information	2	3
Occupation		
Government Employee	1	1,5
Private Employee	26	39
Entrepreneur	1	1,5
Farmer	2	3
Retired	1	1,5
Unemployed	3	4,5
No Information	7	11

In the table 1 showed among 66 HIV's samples, 41(62%) were males and 25 (28%) were females. The age group 30-39 years was predominant (41%) followed by20-29 years (27%). Most of them were graduation from high school (50%) and they worked as private employee (39%).

Table 2. Distribution of Opportunistic Infection

No	Opportunistic Infection (OIs)	Total Number	Percentage (%)
1	Tuberculosis	20	34
2	Candidiasis	17	29
3	Gastroenteritis	7	12
4	Pneumonia	8	14
5	Toxoplasma	3	5
6	Hepatitis	1	2
7	Urinary Bladder Infection	1	2
8	Meningitis	1	2
	Total	58	100

Tuberculosis was found to be predominant OIs whose prevalence was found to be 34% followed by candidiasis 29%, pneumonia (14%), gastroenteritis (12%), toxoplasma (5%), hepatitis, urinary bladder infection and meningitis, which had the same percentage 2% as shown in table-2.

Table 3. Distribution of total count of CD4 related to opportunistic infections (OIs)

OIs	CD4 Count		
	<50	51-200	>200
TB	16	2	2
Candidiasis	15	1	1
Gastroenteritis	5	2	0
Pneumonia	6	1	1
Toxoplasma Encephalitis	3	0	0
Hepatitis	0	0	1
Meningitis	1	0	0
Urinary Bladder Infection	1	0	0
Total	47	6	5

Tuberculosis was predominant OIs in the level of CD4 <50 or >200. However, candidiasis was seen dominantly in level of CD4 <50.

Table 4. Fisher statistical analysis about the relation between CD4 count and opportunistic infections

Opportunistic Infection (OIs)						Total number		Value of P	PR (95% CI)
		Yes		No					
CD4 Count	<200 cells/mm3	N	%	n	%	N	%	0,002	2,514 (1,098-5,756)
	>200 cells/mm3	41	62	12	18	53	80		
	>200 cells/mm3	4	7	9	13	13	20		

Based on Fisher statistical analysis showed significant relationship was established between low CD4 count and the opportunistic infections in new HIV patients (value of P 0,002) with ratio of prevalence was 2,514

IV. DISCUSSION

A Male were infected more than female and the age group 30-39 was predominant to HIV infection due to the male and this age group exhibited the equal chance of acquiring HIV infection by sexual activity as well as sharing injection (Djoerban & Djauzi, 2014). Men usually engage unsafe sexual intercourse, homosexual relationships, and use drug more than women. Therefore, men have risk more than women to be infected by HIV viruses (WHO, 2007).

The opportunistic infection is an infection caused by harmful infections pathogens, such as bacteria, viruses, fungi, parasites, which usually do not cause disease in a healthy people however, if they attack human immune system can make opportunistic infection in a wide range of disease, from minor ailments like chronic skin itching to severe diseases such as pneumonia candidiasis, and tuberculosis (Bhuvana et al, 2015, Brooks et al, 2004).

The onset of opportunistic infections will be different for each person living with HIV, and will depend on many factors such as nutritional status, individual count of immunity. Hence, in some cases may progress to AIDS rapidly, while in others it may take longer for serious opportunistic infections to arise (Bhuvana et al, 2015; Dhungana et al, 2007).

Human immune system which makes role to immune's regulation in HIV infection is CD4cells.The CD4 cells help to active other white blood cells, in the defence of the body against invasion by pathogens. A reduced number of CD4 cells results in an impaired immune system. The lower the number of CD4 cells, the more impaired the immune system will be. Remember that HIV weakens the immune system precisely by infecting and ultimately destroying CD4 cells (Agarwal et al, 2015; Bhuvana et al, 2015; Sanchez et al, 2005).

However, the risk of acquiring opportunistic infections increases proportionally to the decline in CD4 counts observed as the disease progresses. In other words, if the CD4 count falls below a certain limit, the immune system is unable to cope with invading pathogens and opportunistic infections become more frequent (Agarwal, 2015)

A person who living with HIV has decreased the CD4 count below 450 cells/mm^3 will start to find an opportunistic infection. However the CD4 count has decreased below 200cells/mm^3, the person must have opportunistic infections. It is a stage that someone living with HIV is considered to have AIDS (Singh et al, 2003)

In this research tuberculosis was predominant opportunistic infection. In the CD4 count <50 and >200 showed OIs dominant was tuberculosis and then candidiasis which showed in the CD4 count <50. The result supported the statement that a person who living with HIV has decrease the CD4 count below 450 cells/mm^3 will start to find opportunistic infection and more severe OIs will be found if the CD4 count decrease until <200 (Agarwal et al, 2015; Bhuvana et al, 2015).

Fisher statistical analysis showed the new HIV patients with CD4 count <200 cells/mm^3 had risk 2,514 time more than HIV patients with CD4 count >200 cells/mm^3 to have opportunistic infections.

The high incidence of tuberculosis infection in people with HIV can be caused tuberculosis always was founded on TB patients and the patients who had TB history.

The decline CD4 count and it function on HIV-infected patients causes a disruption of cellular immunity and damage to macrophages that will affect the body's immune system against TB infection, making it easier for people with HIV to become infected with TB. The proportion of TB incidence in people with HIV 40 times higher when compared with non-HIV patients. WHO reported 40-50% of the world's HIV patients had TB infection. (Ministry of Indonesia Health 2012).

Candidiasis is one of the most common opportunistic infections in people with HIV. The Candida albicans lives commensally in the oral, gastrointestinal and vaginal. A study founded 50% incidence of candidiasis occurring in less than 200 cells / mm3 of CD4cells in HIV patients without symptom of candidiasis diseases. In normal circumstances, Candida albicans does not cause infection in the body if its ecological balance can be maintained and its host immune system functioning in normal circumstances (Nelwan, 2014).

V. CONCLUSIONS

Opportunistic infection was showed if the CD4 count decreased and type of opportunistic infection depend on severity of the HIV patients

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The Effect of Health Education on the Level of Knowledge About Stress Management Students of SMAN 5 Palangka Raya

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Abstract. Stress is a condition or feeling experienced when people to think demands exceed the personal and social resources capable of someone deployed. Stress experienced by students known as academic stress. Stress Management are making changes way of thinking and feel, in a way of behaving. Health education is the effort made to provide knowledge as the basis for behavioral changes that can improve the health status of individuals, families, groups, and communities through learning activities. Objective: The purpose of this research to analyze the effect of health education on the level of knowledge about stress management students of SMA Negeri 5 Palangkaraya. Methods: The research design used is Pre-Experimental i.e. using the one-group pre-post test design. Sample in this research was 47 respondents, the techniques used in sampling is Stratified Random Sampling. Data were analyzed by using Wilcoxon Signed Rank Test. Results: The results of analysis of education influence health on the level of knowledge about stress management showed a significant influence value 0,000 <0.05, H1 accepted meaning there effect on the level of education health knowledge about stress management students of SMA Negeri 5 Palangkaraya. There is Effect Against Health Education Knowledge Level findings showed influences of Knowledge Level on taxable income given health education. It is recommended for students to manage stress with good stress management.

Keywords: health education, stress management, knowledge level

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I. INTRODUCTION

Stress is a topic of everyday conversation, but the ability to define and forecast stress remains unclear and every individual experiences it. Stress is a stressful situation themselves indiv idu caused by non - balance between the capabilities of the existing demands [1]. Stress experienced by students is known as academic stress, according to Gadzella [2]. Academic stress is stress related to teaching and learning process. Health education is a form of intervention or effort aimed at behavior, so that the behavior is conducive to health [3]. Health education is oriented to the provision of information so as to increase one's knowledge. Knowledge is recognition, awareness, and understanding. Knowledge can also mean everything that the mind has observed and [4]. Stress management is making changes in the way of thinking and feeling, in a manner of behaving, and quite possibly in the environment. Implementation of stress management in everyday life so students can prevent stress experienced so as not to arrive at the level of severe stress. The phenomenon that occurs in SMA Negeri - 5 Palangka Raya students do not understand how to manage or manage stress properly. This condition can also be bad because those who live in the dormitory who in their daily life only meet with friends and must adjust to the schedule set by the dormitory and sometimes appear disharmony between peers and older siblings for some reason that may be only because of trivial problems .

Based on studies conducted in developed countries, South Korea is becoming the country with the most unhappy children, the cause is due to the very high educational pressure in the country. A survey of more than 4,000 households with children younger than 18 found that the most relevant factors were academic stress, followed by school violence, Internet addiction, carelessness and cyber violence [5]. The increased stress on adolescents will affect their mental health. Reference [6] show the results of research conducted by in SMA Pasundan 2 Bandung showed there are 48.3% of students whose stress level is very high; 45% of students are in high category; 6.67% of students are in the medium category; and none of the learners (0%) are in low category and very low. The results of reference [7] show study on stress levels among female students of SMA Negeri 1 Padang Panjang in 2011 showed that most of the 109 people (75.7%) had moderate stress, some 35 people (24.3%) had stress mild, and no respondents who experienced severe stress levels. Based on preliminary survey conducted on March 21, 2016 at SMA Negeri 5 Palangkaraya, showed that students do not understand how to manage stress rather unexpectedly and after being tested using the instruments of Depression Anxiety Stress Scale 42 (DASS 42) shows for a stress scale of 2 people respondents experienced moderate stress level and 1 person experienced mild stress level from 10 respondents.

Being a student is not easy, because there will be many demands and school assignments to him, in addition to being a student also means being a hope for family and society. Demands and expectations that are too big can turn into a burden and stress for learners. Stress experienced by students is the result of subjective perception of the mismatch between the demands of the environment with the actual resources owned by students. Dense learning schedules sometimes bring stress to students because students feel tired and saturated due to a day of learning. This condition is added because students live in dormitories, where they must be good at sharing time in following all activities in the dormitory. Various factors that affect learners experiencing academic stress are derived from within, such as: the condition of the body is less healthy, sickly or there is a personal conflict that seizes (disturbs) the mind, and failure in achieving something to be desired; emerge from the family, for example: disharmony between members, authoritarian parents, financial problems or monthly stagnant let alone living away from parents, or loved ones loved to fall ill or die; and neighborhoods and surrounding communities, for example: other class noises during exams, or the loud pounding of music that pains the ears while we are resting, and the streets are jammed while driving to school. The impact of increased academic stress on the learners is in the form of decreased motivation to learn, the competence is not developed, not fulfilled passing standard set by the school and government that can ultimately reduce the quality of education. Impact of physical stress, learners look lethargic, not eager to follow the lesson, and will easily get sick. In line with statements by Kahn [8] academic stress can cause fear to go to school, late, or refuse to attend school (absent), the occurrence of cases where the child is looking for an excuse not to go to school, or go to school later without as parents are absent in school and spend their time outside school. In addition, stress can also lead to maladaptive behavior for learners in personal and social life. Strategies for managing stress are by worshiping, sleeping for at least 7 hours, Time Management, Budget Management, and doing the things you like according to his hobby.

The role of nurses in an effort to improve the health level is running activities in the field of promotive, preventive, curative, and rehabilitative. The phenomenon of stress among learners can be reduced by promotive and preventive measures. Promotive Effort is an activity undertaken to provide knowledge to the students about stress management so it is expected to help learners in reducing stress levels, where as preventive or prevention efforts by a nurse in reducing stress levels of students is to help students face the symptoms of stress they experience namely by providing health education to increase knowledge. It is expected that by providing health education about stress management students can reduce or reduce the stress level so that it is within the limits of tolerance or not until harm and negative impact for himself and the people around him. Therefore, researchers interested toexamine about how the effect of health education to the level of knowledge about stress management in SMA Negeri - 5 Palangka Raya.

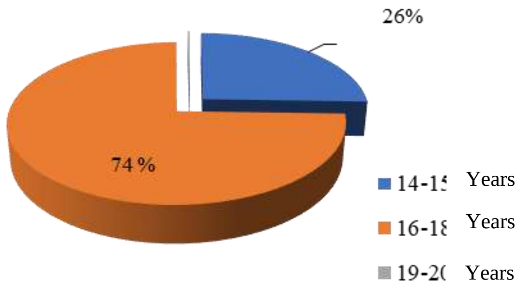
II. METHODS

The research design used was pre experimental research with One-group approach of pre-post test design that is kind of research which reveal causal relationship by involving one group of subject.

This research was conducted in SMA Negeri - 5 Palangka Raya. Sampling of syringe in this study using random sampling with the subject of research amounted to 47 students SMA Negeri - 5 Palangka Raya.The research instrument used is a questionnaire in the form of double (only 1 correct answer) to be given to the research respondents. The questionnaire used contained of questions about stress management.This study uses a knowledge level questionnaire about stress management. The first stage of the questionnaire was given before the health education on stress management in the second stage of the questionnaire was given again to the same question after health education on stress management. Category of knowledge:Good: if a score of> 75% is obtained. Enough: if a score of 56% -75% is obtained. Less: when a score of <55%

III. RESULT AND DISCCUSION

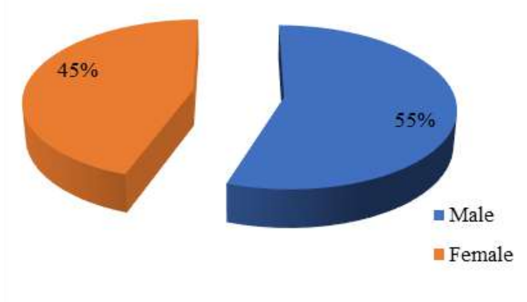
1. Characteristic Respondents by Ages
   Characteristics of respondent's ages were obtained through questionnaires given to 47 respondents. The results are as follows:



Based on the above data it can be seen that from 47 respondents, as many as 12 respondents (26%) aged 14-15 years, as many as 35 respondents (74%) aged 16-18 years, and no respondents aged 19-20 years.

2. Characteristic Respondents by sex

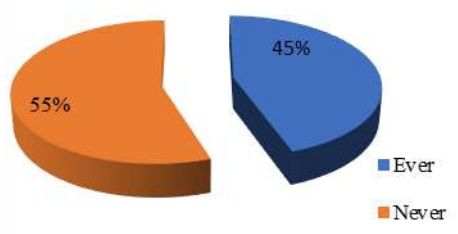
Characteristics of respondent's sex were obtained through questionnaires given to 47 respondents. The results are as follows:



Based on the above data it can be seen that from 47 respondents, 26 respondents (55%) were male, and 21 respondents (45%) were female.

3. Characteristic Respondents by Had Received Information.

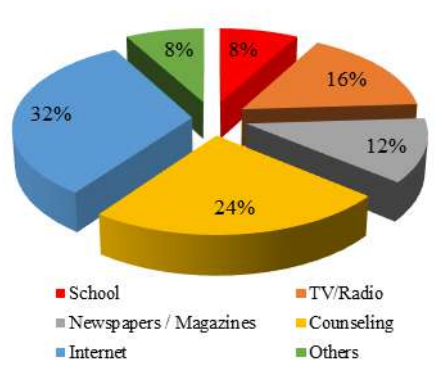
Characteristics of respondent's had received information were obtained through questionnaires that given to 47 respondents. The results are as follows:



Based on the above data it can be seen that from 47 respondents, as many as 21 respondents (45%) had received information about stress management and as many as 26 respondents (55%) never get information about stress management.

4. Characteristic Respondents by Information Sources

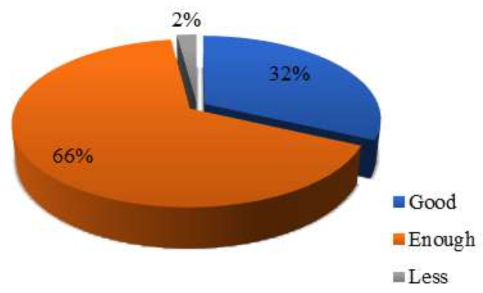
Characteristics of respondent's information sources were obtained through questionnaires given to 47 respondents. The results are as follows:



Based on the above data it can be seen that from 47 respondents who have received information, as many as 2 respondents (8%) got information from school, as many as 4 respondents (16%) got information from TV / Radio, as many as 3 respondents (12%) got information from Newspaper / Magazine, as many as 6 respondents (24%) got information from counseling, as many as 8 respondents (32%) got information from the internet, and 2 respondents (8%) got information from other.

5. Result of Identify Level Knowlwdge Before Given Health Education.

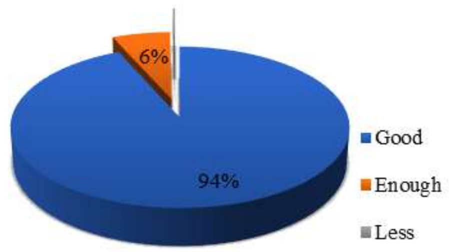
Data below show the result of identify level knowledge before given health education. Data obtained through questionnaires given to 47 respondents. The results are as follows:



Based on the data above the level of knowledge before the given health education, students with less knowledge as much as 1 respondent (2%), knowledge level as much as 31 respondents (66%), and knowledge level as much as 15 respondents (32%), with 47 respondents.

6. Result of Identify Level Knowlwdge Before Given Health Education

Data below show the result of identify level knowledge after given health education. Data obtained through same questionnaires with before. The results are as follows:



Based on the above data the level of knowledge after being given health education, students with knowledge level is enough as much as 3 respondents (6%), and knowledge level of 44 respondents (94%), with 47 respondents.

7. The Effect Of Health Education On The Level Of Students Knowledge About Stress Management

Data below show the result of the effect of health education on level knowledge. The results are as follows:

Test Statistics

	Post_Test - Pre_Test
Z	-5,145[b]
Asymp. Sig. (2-tailed)	,000

Based on the results of the above data obtained Sig analysis results. (2-tailed) 0,000 which means less than p value 0.05, so significant <p value (0.000 <0.05) then H1 accepted means there is effect of Health Education on Stress Level Knowledge on Students of SMA Negeri - 5 Palangka Raya.

The results of statistical tests in this study indicate an increase in the level of knowledge of respondents at the time of pre-test (before getting health education) and post-test (after getting health education). This is indicated by the significant difference seen from the mean of pre-test and post-test at p-value = 0,000 (<0,05). So it can be concluded there is the influence of health education on the level of knowledge about stress management in SMA Negeri - 5 Palangka Raya. This proves that health education about stress management is quite effective and efficient and give influence to increase the knowledge of student in a short time and according to existing theory, besides packing interesting material, delivery of material and language of delivery which is adjusted to education level , age of respondent influence to increase of respondent knowledge.

Increased knowledge of respondents in this study because of the provision of information, where therein the learning process. Learning process according to reference [9], can be interpreted as a process to increase knowledge, understanding, and skills that can be gained through experience or conduct studies (teaching and learning process). By studying the individual is expected to explore what is hidden in him by encouraging to think and develop his personality by freeing himself from his ignorance.

This study is also in line with research conducted by reference [10], which examines the effect of health education on the knowledge and attitude of high school adolescents X in preventing HIV / AIDS in Karanganyar District. This study indicates that there is a difference in the level of students' knowledge about HIV / AIDS prevention between before and after health education, as evidenced by Wilcoxon signed rank test, with pre-test and post-test results in experimental group p-value = <0, 05 is 0.000 which means there is influence of health education to level of respondent knowledge.

According to Machfoedz, Health education is a process that includes the dimensions and intellectual, psychological, and social activities necessary to enhance the individual's ability to make decisions consciously and which affect the well-being of self, family and society. In general, the purpose of health education is to help individuals, families, and communities achieve an optimal level of health. Health education aims to change individual behavior. family, and society from unhealthy behaviors become healthy. Behavior that is inconsistent with health values becomes behavior that conforms to health values or and negative behavior to positive behavior. Education is a factor that affects a person's level of knowledge, which means the guidance that someone gives to others on something. In order for people to have a better understanding of the existence and changes of the system and how to use it efficiently and effectively. In order for people to learn what they can do for themselves and how, without always asking for help to the formal health care system. Health education affects the level of one's knowledge. Knowledge (knowledge) is the result of human sensing, or the result of knowing a person to the object through the senses he has (eyes, nose, ears, and so on). Factors that affect a person's level of knowledge, consisting of education, information or mass media, social, cultural and economic media, environment, experience, and age.

Education is a learning effort to the community so that the community will take actions (practices) to maintain (overcome the problems), and improve their health [9]. The changes or maintenance actions and health improvements generated by health educators are based on their knowledge and awareness through the learning process.

The results of this study are not in line with the reference [11] entitled the effect of health education on the level of adolescent knowledge about reproductive health in Islamic Junior High School Ciputat. The result of her research by using Wilcoxon test obtained Sig value. of 0.051 (p> 0.05). Thus it can be concluded that there is no significant difference in the students' knowledge between before and after intervention. Success in conveying information is determined by the nature and quality of information received and in this case is determined by the nature and quality of the information submitted by the researcher to the students. Other factors that may also affect the results of research is the perception, motivation and experience that according to reference [9] is a factor that affects one's knowledge. During the process of health education, SMA Negeri - 5 Palangka Raya students followed well, when the researchers gave their material a good listening and very enthusiastic answer when occasionally given a question by the researcher who delivered the material about stress management. Respondents' demographic data based on information sources has shown that most students have been informed about stress management from various sources such as from School, TV or Radio, Newspapers or Magazines, Counseling, Internet, Others. Most students get a source of information about stress management from the internet and counseling. This is in line with the opinion according to Notoatmodjo, that the level of knowledge is influenced by several factors, one of which experience. The experience in question is the presence of exposure to information obtained by individuals both in formal and non-formal activities that resulted in a memory [12].

Based on the description above, there is the influence of health education on the level of students' knowledge about stress management. The existence of the influence of the education of kesetahan to the level of knowledge due to the good cooperation between researchers and respondents, when researchers provide health education about stress management, respondents follow very well and no respondents are not cooperative during the activity.

IV. CONCLUSIONS

Before being given general health education students knowledge is in enough categories. This is because respondents have heard or read about stress management from several sources such as TV, Magazine or Newspaper, Internet, and counseling.
After being given health education the students' knowledge level is in the good category. This is because the respondents followed well the health education activities about stress management and also actively ask questions.
From result of data analysis, there is show the effect of health education to level of knowledge about stress management of student at SMA Negeri - 5 Palangka Raya..

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Menginang Views Of Culture And Health In Central Borneo

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Abstract. Indonesian is a country colored with various ethnic groups. It is characterized by various religions, languages, dialects, cultural patterns, and cultural value systems contained in very diverse societies. Of the diversity of this tribe also Indonesia has a diversity in terms of culture and values of trust. One of them is a culture or a habit of witching that until now still become one of the culture of the Dayak tribe. Dayak tribe is one of the tribe which is quite famous in Indonesian. This tribe mostly inhabited the area of Central Borneo.

Keywords: -

I. PRELIMINARY

Indonesia is a country formed from various tribes. There are Javanese, Sundanese, Batak, and other tribes. Dayak tribe is one of the tribe which is quite famous in Indonesia. This tribe inhabits Central Kalimantan. There is one culture of the Dayak tribe that is almost the same in some areas in Indonesia, that is to wake up. It is the same as in Java, but the culture of the Dayak tribe has its own local wisdom philosophy.

Host or eat betel usually placed in a special place. This place is usually referred to as hosting. Fixtures such as betel vessels, tobacco, kinang pest, pin cutting, red saliva or betel leaf and special kinang container. If the person wants to invoke is usually provided kinang consisting of basic ingredients and complementary herbs. The main ingredients consist of betel leaf, gambier, whiting, and betel nut, while the complement ingredients consist of tobacco, cardamom, cloves, turmeric, and orange leaves. This complementary herb is usually not the same type, between one person with another person, some are using a complete kinang, but some are using some of it, not even using a complement at all

II. THE ORIGIN OF WANTING TRADITION

The tradition of not knowing exactly where it comes from. From literary narratives, derived from India. However, apart from India, betel has been known by the people of Southeast Asia, including Malaysia, and then this tradition spread to Indonesia. The oldest archaeological evidence is found in the Spirit Cave, Thailand. Habit has been done by the people of Indonesia since the first, both from Sumatra, Sulawesi, Maluku, Borneo and Papua.

III. THE PHILOSOPHY OF MENGINANG

Apart from being a social and custom symbol, betel nut, areca nut, and other ingredients have certain meanings:

1. Betel

Betel symbolizes the nature of humility and glorify others, because the betel tree requires the back to live without destruction.

2. Areca nut

Areca nut represents a good offspring, as seen from its towering tree, and there is hope of getting a good and successful offspring.

3. Lime

Lime represents a good breed.

4. Lime and Tobacco

Lime and Tobacco symbolize a heart that is steadfast and willing to sacrifice for the sake of others.

Waiting From a Cultural Viewpoint

Such a large nation of Indonesia will certainly be rich with various regional cultures. An area certainly has traditions and customs that are different from other regions. One of them The habit of eating betel and areca nut (Areca catechu L) has been known for a long time by the people of Indonesia. Precisely around the 6th century AD. This habit has been known by people in Borneo for a long time, precisely in the 9th century until the 10th AD. It then spread to the whole island of Borneo especially in Central Borneo. The people of Central Borneo in general are also very fond of eating betel nut. Parents to the children to love him. But most are middle-aged parents to grandparents are very fond of this one food.

In the people of Central Borneo, especially the Dayak tribe customs of betel as a tribute to the guests. Guests who come usually entertained with betel first newly entertained by eating. On the other hand traditions also have other functions that can eliminate social differences between communities.

In the Dayak tribe community not only involves the problem of customs, but also related to the social and social values, as symbols or symbols of solidarity and social integration for the people supporting the culture. This is reflected in the habit of engaging together, dish of honor for guests, dishes or speeches and other means. This habit persists from ancient societies to present-day communities living in the interior.

Waiting From a Health Perspective

According to WHO (World Health Organization) Health is a state of physical, mental, and social well-being and not just the absence of disease or weakness. In today's all-round practice, especially in terms of food provision, humans are very easy to health if not choose the right things that will be consumed and not in balance with exercise. Menginang as well as smoking, drinking tea and coffee. Initially people touched as a mouthpiece in the mouth, but eventually became a habit that gives pleasure and feels so delicious that it is difficult to be released.

A belief about the impact of the host that is formed in the health-related community that people have the belief that the host is a pleasure, also serves as an activity to treat dental care. Menginang is a tradition of society with the basic composition of betel leaf, areca nut, gambier, lime, and tobacco. The composition is wrapped in betel leaves which are then chewed. Chewing communities have their own reasons why they chew betel nut.

International Agency for Research on Cancer (IARC) states that chewing areca has an impact on health and potentially cause cancer. Research conducted by Girish Parmar, et al., Indicated that high betel nut chewers suffering from gum hemorrhage, bad breath, difficulty in opening the mouth and ingesting solid foods, burning sensation in soft tissue and festering of the oral cavity (Parmar et al. , 2008: 57). Periodontal health status in community of betel nut betel is included in severe level as many as 74 people (80.2%) and very severe as many as 18 people (19.6%). The severity of the periodontal status is influenced by the belief in the community who recognizes that chewing betel nut is a culture that can not be separated from everyday life and does not admit chewing betel nut disadvantage health (Samura, 2009).

Chewing betel nut has an effect on untreated dental caries and has a poor influence on periodontitis, promoting increased periodontitis and tooth loss. The possible reason that betel nut damages periodontal tissue can be explained as the effect of cholinergic on betel nut along with calcium salt in saliva which can cause tooth loss. Experienced betel nut chewers have higher damage in periodontitis than non-chewers (Chatrchaiwiwatana, 2006: 8).

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Study of Non-Smoking Area Regulation and Its Legal Enforcement in Developing Country

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Abstract. A great problem in developing country in accordance with society smoking habit is the disobedience of society to understand the facility that can be used for smoking, especially in public places and the existence of legal norm of Cirebon government Number 8 Year 2015 about Non-smoking Area, it formulates the policy of human rights to get good and healthy environment, through legal doctrinal study, with the goal to understand the awareness and obedience of society to that norm. Result of the study shows the regulation of non-smoking area policy in public places especially in Kejaksan train station of Cirebon needs coordination among institution in it legal enforcement and supervision and evaluation are needed to be done to reach legal goal, with the influencing factor that affects legal enforcement that are insufficient facility, limitation of human resources of legal enforcement officer and the low level of society legal awareness and obedience to understand the importance of non-smoking area.

Keywords: Regional Regulation, Non-Smoking Area.

I. RESEARCH BACKGROUND

Indonesia has committed to guarantee the protection of human rights in the context of getting clean and healthy environment that is free from any kind of pollutions, including clean air for society, this is taken by Regional House of Representatives (RHP) of Cirebon, West Java, by giving agreement of legalization of Regional Regulation Plan about Non-Smoking Area (NSA) to be regional regulation in the middle of September 2015. In this regulation, government wants to protect non-smoking people from the danger of cigarette smoke. The regional regulation of Non-Smoking Area (NSA) that has been legalized must be socialized to society by Cirebon government for a year. There are seven areas decided as Non-Smoking Area (NSA) such as health service facility, teaching learning area, children playground area, praying area, public transportation, work place and other public places, and that regional regulation also arranges administrative sanctions and punishment for those who violate the regulation.

Smoking in public places, here is meant as facility provided by government, private or individual that is used for society activity, violates other person right to enjoy clean air and cause health problem to non-smoking person especially in research area of PT Kereta Api Kejaksan Cirebon DAOP III.

Legal norm in 1945 Constitution of the Republic of Indonesia in accordance to health is arranged in Article 34 paragraph (3) that is government is responsible to provide sufficient health service facility and public service facility and Article 28H paragraph (1) that is every person has rights to live prosperously physically and mentally, has place to live, and get good and health environment and get health service.

But in its implementation, the prohibition to smoke in public places has not given big impact to the smoker who is still smoking in public places or in the places that are forbidden to smoke according to the regulation. This happened because of many factors such as lack of socialization from government for the prohibition to smoke in public places.

Regional Regulation about Non-Smoking Area is a way to protect society from active smoker so that the culture and custom of society in this case is smoking habit, affect the issuance of the prohibition to smoke in public places by creating non-smoking area.

Regulation can be said as guidance for people to live orderly and regularly. If there is no regulation, people will act arbitrarily, without control and hard to be controlled. There are many types of regulation in the life of society and state, but in the context of Indonesia written regulation issued by governmental institution or officials and bound legally is called as rules of law . Legal problem emerges related to what is the legal foundation of non-smoking area in Kejaksan train station Cirebon, factors that can affect the legal enforcement of the regional regulation of non-smoking area.

II. METHODS

This research according to its goal is normative legal research that covers research of legal principles, foundation of positive law, legal system and research to the synchronization of law and in concrete legal finding that is

suitable to be applied to solve certain legal problem, that is why in approaching the problem pure juridical approach is used, that cover research of legal principles that try to know legal construction in implementing regional regulation of non-smoking area in Kejaksan train station Cirebon.
For the interesting interest of legal principle, method used is more analitic-normative, especially with using primary legal items that cover law which has authoritative force, and secondary legal item, that gives explanation about primary legal items, such as plan of law, research results, paper of seminar and other sources written by legal expert . Along with studied research substance, normative legal research is a study of rules of law in a coherent legal system , so law is meant as positive norm, exist in certain time and issued as explicit product of political authoritative force that has strong legitimation.

III. THEORETICAL FOUNDATION

If law is believed as tool for regulating society, so the method used is sociological. This method will relate law with attempt to achieve goals in fulfilling society real needs. The main point is the effectiveness of law. To get the rare understanding of law, law must be seen from two sides that are normatively (law in book) and sociologically (law in action) .
In studying law in society life, Max Weber saw the importance of mechanism to deliver society development to modern society, besides showing reciprocal relationship between society development and its legal condition . In developing society like Indonesia, changing in legal area will affect other areas of life, and vice versa. The confrontation of the traditional norm with the modern norm results in the reality at the intersection of norm encounter; communities lose their basic foundation to undergo the development process, while on the other side the modern norms are not fully accepted as a guidance in doing the development process .
Law as the society renewal mean is based on the assumption that there should be ordinance and tranquility in developing process . Renewal is something that is wanted and seen as the absolute thing. Besides that, the norms or rules of law function as regulator or developing tool that guides society to the development goals . Law cannot do its function to do social engineering when society is changing, that happens continuously as the result of development process that bring big implications in society development dynamic .
Regulation and policy of law made by government does not work as expected and goals that wanted to be achieved. That fact is caused by the law that cannot work alone. There are many aspects besides the law such as politics, social, and culture also have role and affect the work and effectiveness of law in society.
Non legal aspect not only contain interests that in relevance with law. Among many interests, there are dispute that tend to social conflict. In economic aspect, for example full of economic motivations for getting benefits from economic action that is done.
Concept of legal country Rule of Law is a concept that considered the most ideal these days, although that concept is done with different perception. The term "rule of the law" in bahasa Indonesia is often called "supermasi hukum". Besides that, the term government by law or rechstaat, also often used .
Government by the law means making law become the guidance/foundation by government in practising the country. Definition of government by law according to opening of 1945 Constitution of the Republic of Indonesia is government by law in material that means country protect all Indonesian people, Indonesian land and to improve public prosperity, make Indonesian people smarter, and participate in keeping world peace based on independence. Eternal peace and social justice, arranged in 1945 Constitution of the Republic of Indonesia is based on Pancasila .
Article 1 paragraph (3) of 1945 Constitution of the Republic of Indonesia states that Indonesia is legal country. It means a country that empower legal supremacy to keep truth and justice and there is no irresponsible authority .
Based on the above explanation, legal country is a country above the law that guarantee justice for its people. That is why every good deed done by Indonesian authority or people must be based on legal corridor .
On the other side, law enforcement is not an exact action, that apply law in an action, it can be said as pulling a straight line between two dots . Other definition of law enforcement is an effort to realize legal ideas and concepts that are expected by citizen to be true. Law enforcement is a process that involve many things . Factors that affect law enforcement is law itself, law enforcement officer, facility, society and culture .
Components in law enforcement process must support each other, so there is no component that is more dominant than other component, or in other perception all components must support each other to build legal effectiveness.

IV. RESEARCH FINDINGS AND DISCUSSION

A. Non-Smoking Area of Cirebon in Kejaksan Train Station

Law enforcement officer mentality has important role, if the rules are good, but if the quality of the officer is not very good, there will be a problem. That is why, one key of success in law enforcement is mentality or personality of law enforcement officer.
Law enforcement of regional rule of non-smoking area, law enforcement officer is one factor that can affect it. Apparatus of Cirebon Pamong Praja Police as the front row in regional rule enforcement is not suitable with number of regional rule in Cirebon that relatively large. Besides that, it must be understood that sociologically the one that define enforcement process of regional regulation is not only the domain of regional regulation officer an sich, but also many

parties who involved in the decision making of this regional regulation. So, in this regional regulation enforcement of non-smoking area, between legislative, executive, and judicative can be synergy.

Number of special police of train is still limited and moreover still focused on the train only so the rules breaking in train station area only handled by security only, that has duty to serve passengers well from the safety side, comfortability, information, and assistance if needed, other than giving service in train station area also serve passengers on the train.

While duty for special police of train is a partner of Indonesian Police Force that has function as special police of PT KAI (Persero), related to that special police of train is more preventive and not to the level of investigation and control if there is crime and regional regulation of non-smoking area because employee status and authority difference with Indonesian Police Force. Special police of train is organic employee of PT KAI (Persero) who is recruited according to procedure of recruitment system of PT KAI (Persero).

Punishment through light crime mechanism as the mean of regional regulation enforcement of non- smoking area must be followed by prevention effort as stated in Article 31 of Regional Regulation of Non-Smoking Area about administrative punishment, so the law enforcement become maximum. Besides that, the other important means cover the ability of Regional Government apparatus, good organization, supporting goods, and sufficient budget.

Society awareness factor, the higher the quality the regional regulation enforcement of non-smoking area runs well and vice versa. Hard work is needeed from Cirebon Government, because the culture of society law in Kejaksan train station Cirebon has not positive yet, especially the obedience of Regional Regulation of Non-Smoking Area.

Law enforcement apparatus in enforcing Cirebon Regional Regulation about Non-Smoking Area done by pamong praja police in this regional regulation is also arranged in Article 1 paragraph 16 of Regional Regulation Number 8 Year 2015 that head or person in charge is a person and/or legal institution that because of his position lead and/or is responsible for activity and/or effort in a place of non-smoking area whether it is owned by government or private, in this case is head of PT Kereta Api Indonesia Daop III Kejaksan Cirebon.

Enforcement of regional regulation done by Kejaksan Train Station Cirebon still have obstacle by the employee who is not from legal area, because from educational aspect there is employee with senior high school background.

Interview result with Public Relation Manager of PT KAI Kejaksan Kota Cirebon Daop III , explain that key performance indicators in the form of implementation related to the implementation of non-smoking area in Kejaksan train station is every worker has the same portion in implementing that regulation. The implementation form is usually in the form of greet each other without limitation of position, so the superior and employee has their own role and rights to warn and even report and get punishment arranged by PT Kereta Api Indonesia Daop III related to smoking prohibition in train station area.

Law enforcement process is divided into two, repressive and preventive actions. Preventive action here is action done before the enforcement is implemented repressively whether it is done by negotiation, persuasion, and supervision in order to make rules of law or requirements are obeyed .

Based on the observation result, interview or documentation, there is suitability with the implementation of Regional Regulation Number 8 Year 2015 about Non-Smoking Area in Kejaksan Train Station, this can be seen from the signs/announcement/warning of smoking prohibition and special room for smoking is not very optimum.

One principle in enforcing Cirebon regional regulation about non-smoking area is society service that must put forward the comfortability for society especially the passenger and visitor of Kejaksan train station Cirebon. That is why the government is enforcing that regional regulation until the implementation of policy in Kejaksan train station. Based on that thing, PT Kereta Api Indonesia issued Director Instruction of PT KAI (Persero) Number: 4/11.006/KA-2012 about Smoking Prohibition on Train .

While the newest policy is Director Instruction Number: 3/LL.006/KA-2014 point three stated that according to the above explanation, it is instructed to EVP/VP of Headquarter, Java Operation Area, Regional Division, Regional Sub Division in Sumatra, Directors of the company of PT Kereta Api Indonesia (Persero) and all staff to:

Forbid smoking to all people in train facility whether they are on locomotive, train and other moving facility on trip and/or stop in train station.

Do enforcement and supervising to smoking person on moving train facility.

Give sanction to employee of PT Kereta Api Indonesia (Persero), sub company of PT Kereta Api Indonesia (Persero) and all who do not do this instruction.

B. Factors that affect the enforcement of Regional Regulation of Non-Smoking Area in Kejaksan Train Station Cirebon

Means and facility are everything that can be used as tool that can give easiness and smoothness in getting the goals and aims.If the goals and aims are to make law effective, so all supporting means and facility need to be provided so all who do the law will feel easy and comfortable with the means and facility.

Until now, there is no special room for the smoker in Kejaksan train station Cirebon, so they smoke anywhere. Or they put down their cigarette when entering Kejaksan train station area because there is an officer who is firm in prohibiting passengers and visitor to smoke.

But for the platform besides the railway that people usually use for waiting for the train to arrive, there is smoking area because it is an open space so PT KAI makes special place for smoking.

Law enforcement of non-smoking area in Kejaksan train station through instruction of PT KAI Director about

Smoking Prohibition in Train Station Area and the issue of Regional Regulation about Non-Smoking Area in Cirebon Number 8 Year 2015 is not for managing and directing active smoker to keep and guarantee the air that is free from cigarette smoke in train station for common comfort.

Facility condition especially smoking room is not ideal and complete because in waiting room of train station there is no ideal smoking room , only an open space besides the railway in the train station. Facility becomes the determining factor of law enforcement.

Society and management support is very important in implementing Regional Regulation of Non-Smoking Area in Cirebon. Support appears after someone understand the goal of Regional Regulation of Non-Smoking Area implementation. Support appears sincerely after the management understands positive impacts that are gotten after implementing non-smoking area policy. Support can appear after the management proves the benefit of the implementation of non-smoking area regulation. Interview result with Public Relation of PT. KAI Daerah Daop III Kejaksan Cirebon explains that policy or instruction of Director of PT KAI needs time for socialization for 2 (two) weeks after the implementation and then start to implement firmly .

Basically law is objective rules to achieve public kindness and justice . Justice does not let forced sacrifice to a few people that is burdened by most benefit enjoyed by many people. That is why in society freedom of citizen is considered good, rights guaranteed by justice do not obey the political bargain and calculation of social interest . Besides that policy of non-smoking area must be reviewed in perspective of certainty, justice, and benefit of law .

Regional Regulation about Non-Smoking Area is arranged based on democratic principles that respect all group interests in one area. Draft of Regional Regulation of Non-Smoking Area is arranged based on Top Down principle, not Bottom Up principle. A set of regulation is designed from top, to be legalized and implemented in bottom. Interview result with one member of House of People Representative Cirebon of Commission C gives description that the arrangement of regional regulation about non-smoking area is one way to guarantee the rights of healthy air for all Cirebon society.

The implementation of punishment for those who break the rule because of smoking in Kejaksan train station Cirebon is only a warning and reprimand while for those who are smoking on the moving train, the punishment is forced to get off in the nearest train station. Punishment arranged in Regional Regulation of Cirebon Number 8 Year 2015 about Non-Smoking Area, in Article 17 states that every person who breaks the rules of Article 17 must pay Rp 50.000,00 (fifty thousand rupiah) and/or administrative punishment in the form of temporary holder of ID Card ot other identity card.

Article 36 states that every person who breaks rule of Article 8, Article 11, Article 15 and Article 16 must pay Rp 2.500.000,00 (two million five hundred thousand rupiah) and/or administrative punishment in the form of temporary holder of ID Card, other identity card, and/or announcement in mass media.

While Article 37 arranges every person who breaks rules of Article 6 paragraph (6), Article 13, Article 14, and Article 22 must pay Rp 5.000.000,00 (five million rupiah) and/or administrative punishment in the form of temporary holder of ID Card, other identity card, and/or announcement in mass media. While rules of administrative punishment implementation and fine in non-smoking area is arranged by Mayor Regulation.

V. CONCLUSION AND RECOMMENDATION

A. Conclusion

1. Implementation of Cirebon Regional Regulation Number 8 Year 2015 about Non-Smoking Area in Kejaksan Area has run well, but there are some obstacles related to facility, human resources of law enforcement as structural component that is law enforcement apparatus who can affect law enforcement process, because law in certain approch can be categorized as system approach. Kejaksan train station Cirebon as one place arranged in Regional Regulation Number 8 Year 2015 about Non-Smoking Area in Cirebon, as a place to provide one of public transportation needs comfortability as main point to give service to society or passenger;
2. This study points the process of law enforcement of non-smoking area done by PT Kereta Api Kejaksan Daop III in the relation to the implementation of Regional Regulation of Cirebon Number 8 Year 2015, the alternative offered for law enforcement of that regulation through socialization and coordination among institutions and doing monitoring, and evaluation to the effectiveness of the implementation of that regional regulation.

B. Recommendation

1. PT Kereta Api Kejaksan Daop III Cirebon must do improvement of facility and existence of human resources of law enforcement apparatus through regional regulation need to be supervised so the enforcement of regional regulation about non-smoking area can work well and well targeted;
2. Communication is needed for more systematic coordination of law enforcement of regional regulation among legislative, executive and other parties involved in location decided by Regional Regulation about Non-Smoking Area, in this case is PT Kereta Api Kejaksan Daop III Cirebon. Evaluation and supervision need to be done, so the problem that become the obstacle in enforcement of regional regulation about non-smoking area can be effective so society become aware in using train as public transportation is more comfortable and avoided from the danger of cigarette smoke.

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The Role Of Majelis Taklim Activities In The Building Spiritual Intelligence Of Members (Case Study: Majelis Taklim Fathimiyyah Samarinda)

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Abstract. This study aims to determine the role of majelis taklim fhatimiyyah activities in building the spiritual intelligence of its members. This research was conducted by using qualitative method. Determination of individual sampling on the subject of the study was conducted by purposive sample and snowball technique. The main instrument in this study is the researchers. Information on the theme of the study was explored directly by researchers through participant observation techniques, interviews, literature and documentation. Validity of the data is tested for its credibility through extension of participation, observational persistence, triangulation, peer discussion and reference adequacy as well as transferability, dependability and validity. The results of this study summarize the following matters that the various activities that exist in majelis taklim activities, starting from weekly programs, monthly programs and annual programs support the development of spiritual intelligence of its members. Various activities include regular Islamic studies, reading yasin and tahlil every opening majelis, program khataman Al-Qur'an, silaturrahmi, commemoration of the big days of Islam, Social Services, Tadabbur Alam, Seminars, workshops and others. Through this activity the result is that members of majelis taklim (1) are more careful in attitude and speech (2) are very enthusiastic in doing fastabiqul khairot (3) really in practicing Islam (4) very creative in life and not easy to despair and (5) Do the reflection for better self-improvement.

Keywords: Majelis Taklim and Spiritual Intelligence.

I. INTRODUCTION

Education is a conscious and well-planned effort to create an atmosphere of learning and learning process so that learners actively develop their self-motivation to have the spiritual power of religion, self-control, personality, intelligence, noble character, as well as the skills needed by him, society, nation and state. There are three educational paths, namely formal, non-formal and informal education.

Non-formal education is an educational path beyond formal education that can be implemented in a structured and tiered manner. Non-formal education is organized for community members who need educational services that serve as trainers, adders and supplements of formal education in support of lifelong education. Non-formal education serves to develop human potential with an emphasis on mastery of knowledge and functional skills and the development of professional attitudes and personalities.

Majelis taklim is a non-formal Islamic educational institution that has been known for a long time. The existence of majelis taklim has been recognized in the Law of the Republic of Indonesia Year 2003 number 20 Chapter VI Article 26 paragraph 4 which explicitly mention the Assembly Taklim as part of non formal education. This indicates that the Taklim Assembly is an important part of the national education system.

Assembly Taklim can be interpreted as a place to carry out public lecture activities or Islamic teachings. This activity is mostly done in mosques, mosques or also in homes and elsewhere. Assembly Taklim is an institution of non-formal religious education, where the principle of activity is independence and self-help from each member.

In Islamic Encyclopedia, Majelis Taklim viewed from its characteristic in general is an institution conducting education or pengajian Islam, which has curriculum, teachers, members, methods, materials and learning objectives. Meanwhile, the Ministry of Religious Affairs stated that the Majelis Taklim is an Islamic study institution that has special features seen from the point of method and handbook used by members, teachers, taught material, means and objectives.

The curriculum of the Majelis Taklim, which is open, provides flexibility for the executor, to make positive innovations. Culturally, the Assembly Taklim is able to make a real contribution to development. As stated in the government regulation number 55 year 2003 article 23, majelis taklim aims to increase faith and devotion to Allah SWT and noble morality for its members The people who believe in piety and noble this is the main capital of development. Qualified human resources, not only have the intelligence and physical health, which only touches the physical aspect, but also has spiritual and emotional intelligence concerning spiritual aspect. Here, the Assembly Taklim can make a real contribution in national development.

Intelligence that can bring to the welfare of the nation is Intellectual Intelligence (IQ), Emotional Intelligence (EQ) and Spiritual Intelligence (SQ). In the world of education in Indonesia today, certainly expected to be born to young generations who have three intelligences.

Basically between the three intelligences of Intellectual Intelligence, Emotional Intelligence and Spiritual Intelligence, there is a supreme intelligence that is spiritual intelligence. Spiritual Intelligence is the necessary basis for the functioning of intellectual intelligence and emotional intelligence. Spiritual Intelligence is the highest intelligence that integrates all the above intelligences and makes human beings truly intellectual, emotional and spiritual beings.

Being spiritual savvy means being aware that whoever we are and whatever our circumstances, we have a mission and a very important role of God during our life in this world. Through self-management can train and guide one to seek and find the purpose of life, and furthermore, by finding the purpose of life, is expected to give meaning in filling this life.

Majelis Taklim fhatimiyyah is one of the assemblies taklim located on Jalan Merdeka Samarinda. The implementation of this assembly goes around from house to house. The assembly has many interesting activities. In this case researchers want to do research on the role of majelis taklim fhatimiyyah in building the spiritual intelligence of its members

II. METHODS

The data to be collected and presented in this research is data about various programs of majelis taklim fhatimiyah activities in an effort to develop the spiritual intelligence of its members ie in the form of data in the form of words, writing or pictures, not in the form of numbers. This is because the theme of research related to spiritual intelligence is something that is difficult to measure by numerical, high numbers do not necessarily indicating high spiritual intelligence. Thus, the method used in this study is a qualitative method.

Qualitative research method, according to Bogdan and Taylor in Moleong is a research procedure that produces descriptive data in the form of written or oral words of people and behavior that can be observed.

The type of research is participative, meaning that researchers are involved in various activities associated with the object of observation. Researchers join a member of majelis Taklim fhatimiyyah education as well as involved in the committee of various activities majelis Taklim.

III. RESULT AND DISCUSSION

A. RESEARCH RESULTS

The activity of majelis taklim fahtimiyyah is a majelis activity which is held once every week. This activity is held at 2 p.m. until 5 p.m every Saturday. In this routine activity, members of majelis taklim fhatimiyyah carry out various routine activities. Members of majelis taklim fhatimiyah until now in 2017 amounted to 42 people. Each member is a housewife who is domiciled in Jalan Merdeka Samarinda and its surroundings.

Activities of fathimiyyah assemblies that support the development of spiritual intelligence of its members include:

1. Weekly Activities Program

a. Recitation of routine yasin and tahlil

This activity is a mandatory activity that mothers do when they start their majelis. Based on the results of interviews with the chairman of the majelis fathimiyyah said that almost 90% of members memorized the recitation of surah yasin and tahlil are often read every week this.

b. Islamic studies

This activity is done after the reading of yasin and tahlil. Usually the study is provided by the ustadzah who is also one of the board members. Based on an interview with the mother of one of the members of the assembly, this activity gives additional scholarship in the field of Islam. The results of interviews with Mrs. Lili said that this activity adds insight understanding something from the do not know to know. Based on interviews with Mrs. Lili said that this activity makes the heart and soul to be calm and peaceful because it understands the true Islamic values.

Based on the observation, the study activity was done very well, active and effective. At the end of the study there is always a Q & A session between the members and the ustadzah. This adds to the mood of being more active.

c. Silaturrahmi from house to house

Assembly is held every Saturday from 14.00 to finish. This activity conducted in the house members in turn. This house-to-house event adds to the close friendship and intimacy between members of the assembly.

2. Monthly Activity Program

a. Khataman Al-Qur'an together

At the beginning of each month, members of the assembly will get a passage from the Qur'an that must be read and completed. For example eka mother gets juz 7 then the next week gets juz 8 and so on. Each member reads the Qur'an in their own homes within the prescribed time limit. then the recitation of Al-Quran will be paid to the board. When the gathering gatherings will read the prayers of the Qur'an together. Because there is a division of juz that must be read at home, this makes mothers always more diligent in reading the Qur'an. Based on the results of interviews with lili mum said he was lazy to read Al-Quran but since the existence of this program more diligent in reading the Qur'an.

b. Social service

Social service activities are held every month. Assembly members can donate money, used suits, used staples and others. The collected results will be given to people in need. In addition, if there is a disaster such as fire and flood, each member will also be quick in providing assistance.

c. Seminar

Seminar activities are one of the activities held once a month. This activity is different from Islamic studies, because in the seminar study which discussed the theme about child issues, education, social and others, usually invited other resource persons. In this case the researcher has been a resource to provide studies on the importance of the role of parents for children.

d. Workshop

The workshop is held every 3 months with various themes. For example, on the 16th and 17th of December, 2017, VCO production training was held in cooperation with UPTD Applied Technology Plantation. This VCO training provides additional knowledge to the members of the assembly to be able to develop VCO results for either their own consumption or for sale. Women are very enthusiastic to participate in training. Some of the women who have attended this training activity make VCO at home and the result is it is sold.

Based on the results of the interview with the Mrs. Nurul, one of the VCO participants, she said that this workshop is useful because she usually bought the VCO. But, now she can make her own bias so save more expenses. Sewing practice workshops are also implemented, which are taught from how to measure, cut, make patterns and sew. This workshop is very useful for mothers.

Based on the results of interviews with Mrs. Ida said that this workshop provides additional knowledge field of sewing. After attending the sewing workshop held by majelis taklim then Mrs. Ida became more spirit to pursue this field.

e. Silaturrahmi to the house of the Old Man

Hospitality is an activity that adds sustenance and prolongs life. One of the routine activities carried out every 2 months that is visiting the house members who are old and rarely follow the routine activities of the assembly. According to Mrs. Lili, this activity adds to the familiarity of the new members of the assembly with the old members.

3. Annual Activity Program

a. The commemoration of the Great Days of Islam such as: Mawlid of Prophet Muhammad SAW, Isra 'Miraj', Nuzulul Qur'an and others.

The commemoration of Islamic holy days like the Maulid of the Prophet is a routine activity that is always held every year. In this activity usually invites ustad or ustazah from outside members to fill the event. Members of the assembly are involved as committee of activities. In the commemoration of the big days of Islam is seen togetherness and cohesiveness among members.

At the time of Ramadhan, it is also often held special study activities before the breaking fast together. In the evening, the Qur'an is filled with the tadarus together and followed by the Qur'an recitation.

b. Tadabbur of Nature

It is one of the activities held every 6 months. In this activity each member of the assembly may bring his family to join tadabbur of nature. One of the places she visited was the Lamaru beach in Balikpapan.

Based on the results of interviews with Mrs. Nurul said this activity is very interesting and useful to awaken ourselves to the life of the world is only temporary and hereafter is the real life. In nature tadabbur activities, members of the council get knowledge about the introduction of self and deeper introduction of Allah SWT.

B. DISCUSSION

In connection with the improvement of spiritual intelligence of majelis taklim members after attending various weekly, monthly and annual routine activities, based on observations, interviews as follows:

1. Be more careful in attitude and speech

Regular studies make members of majelis taklim avoid bad behaviors such as ghibah, gossip, gossip, jealousy and envy to each other, this is because they know the negative impact of the treatment. The members who always get the spiritual spirits increasingly organize themselves to be better to avoid the illness of heart and sin.

2. Enthusiastic members in fastabiqul khairot

Reminding others to goodness and preventing munkar, this is apparent in the routine activities of reading the Qur'an, reminding his friends who have not deposited his reading, besides that annggota also always remind every member of his majelis in baksos activities to help other people who need help such as helping victims of fire, flooded and others.

3. Real practicing the teachings of Islam

For example in fiqih ablution: the rules are well understood and practiced in everyday living properly included in the fiqh of prayer, tafhiz al janazah, the implementation of Hajj for whom able and wearing hijab properly and correctly according to Islamic Syariah. The sincerity of members in carrying out these Islamic values is very needed. Also related to maintaining silaturrahmi, members are also very enthusiastic to come to visit together to visit the old members of the assembly to get additional scholarship for the sake of the assembly progress.

4. Very creative in life and not despair of grace and grace of Allah SWT

This was seen when a seminar and workshop of 95% members attended the event and attended the training seriously. Workshops that are held are usually related to Household Industries (IRT).

In addition, the members of majelis taklim also often bring their wares in the study. After the recitation is completed they offer a variety of merchandise, and this is where there is complementary activity between buyers and sellers needs.

5. Do reflection for better self-improvement

This is seen in the activities of nature tadabbur, each member blend with nature and grace and affection of Allah SWT to know more deeply the blessings of God's favors that have been felt and enjoyed.

IV. CONCLUSIONS

Based on the above discussion can be concluded that the activities in the majelis Taklim Fhatimiyyah i.e. weekly, monthly and annual activities can help to develop the spiritual intelligence of its members.

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Advancing Corporate Social Responsibility of Mining Enterprises at East Kalimantan to Attain Sustainable Environment

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Abstract. Industrialized economic activities have been the foremost ground of exaggerating sustainable environment disturbances at East Kalimantan. Their position is based upon scientific, economic, and ethical arguments. Regarding to mineral extracting industries at East Kalimantan, there are multifarious mining enterprises must have responsibilities to preserve sustainable environment towards Corporate Social Responsibility practices. This paper proposes corporate social responsibility financial of mining enterprises at East Kalimantan that can counteract sustainable environment interferences at East Kalimantan based on Indonesian company regulations and Indonesian Mining Law.

Keywords: Corporate Social Responsibility, Mining Company, Sustainable Environment

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I. INTRODUCTION

Environmental protection has been recognized to be “in the public interest” and external to private life. However, the roles of sectors have been swifted, with the private sector becoming an active role in environmental protection. Many governments and businesses have realized that environmental protection and economic growth are always in line.

Since World Commission on Environment published the Brundtland Report in 1987, business and management scholars have been grappling with the question of how and why corporations should assimilate environmental concerns into their business management. It has been accepted by many companies that they must not do harm to the environment. The environmental aspect of CSR results in the duty to cover the environmental implications of the company’s operations, products and facilities; eradicate pollutants and emissions; enlarge the efficiency and productivity of its resources; and minimize practices that might adversely affect the enjoyment of the country’s resources by future generations. In the emerging global economy and revolution of technology information and media, company business practices can be easily recognised based their environmental stewardship. Partners in business and consumers want to know what is inside a company. This transparency of business practices means that for many companies, CSR, is no longer a luxury but a requirement.

It has been recognised concept of sustainable development. The global purposes of sustainable development cover the reduction of poverty level, providing health facilities for all, social equality and meeting the needs of society while living within the Earth’s ecological capacity and without undermining the needs for future generations. The concept of sustainable development in the business level results in corporate sustainability applying the necessity of a corporate’s direct and indirect stakeholders with no compromise of its ability to meet the necessity of future stakeholders (Dyllick and Hockerts, 2002). Both Corporate sustainability and corporate social responsibility (CSR) as

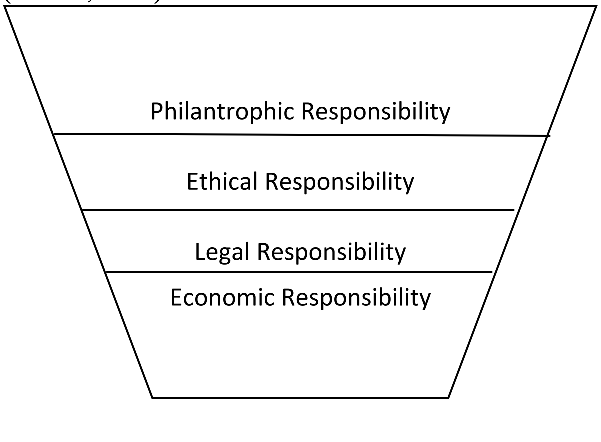
non obligatory activities demonstrates the inclusion of social and environmental concerns in business management and in connections with stakeholders (van Marrewijk, 2003). Meanwhile both concepts have divergent meaning. The concept of corporate sustainability was often connected with the environmental responsibility concern of business and CSR with the social responsibility focus. However, common research explains that these two concepts related to their shared environmental and social involved (Montiel, 2008).
There are many attentions for the implementation of The Corporate Social Responsibility (CSR) (Hill, R.P., Ainscough, T., Shank, T. and Manullang, D., 2007). An increasing number of studies, both in the practitioner and academic press, show that firms are becoming more conscientious of the effects of their socially responsible behaviour. Educated owners understand the importance of CSR. Increasingly, investors seek socially responsible firms and not just the highest current financial returns. There must be a long-term purpose of any corporations to ensure sustainable economic benefit due to the positive implications of CSR (Smith, A.D., 2007). The primary objective of the study is to assess the perspective and concerns of local mining companies at East Kalimantan related to environmental aspects of CSR activities.

The purpose of this thesis is to explore how the extractive industry in general and companies in the metals and mining industry in particular practise CSR and how this management practice can be developed for sustainable environment.

II. METHODS

This study is correlation descriptive and literature research which accurately describes the facts and regulations and relation among studied issues. Carroll (1979), who was the first to introduce the concept of CSR, made a synthesis of the basic principle of social responsibility, the concrete issues for which social responsibility exists and the specific philosophy of response to social issues. Carroll suggested that the obligations that business has to society must embody economic, legal, ethical and philanthropic categories. He included these aspects in a "pyramid of corporate social responsibility" (Carroll, 1991), see Figure 1.

Figure 1. The pyramid of corporate social responsibility (Carroll, 1991)



III. RESULT AND DISCUSSION

A. DEFINITION OF CSR

The concept of Corporate social responsibility is commonly used to describe the obligations and responsibilities that a company should have for its stakeholders. There are much attentions toward the social responsibility concerns (Pedersen, E.R.G., 2011) but there is no precise definition of CSR mainly because the concept is doubtful (Lantos, G.P., 2001) and has been defined in many perspectives (Dahlsrud, A., 2006).

Herzig and Moon (Herzig, C. and Moon, J., 2013), discusses that CSR is usually connected with: business obligation for society (remunerate for negative outermost, provide contribution to welfare) and responsibility to society (accountability); reliable business practice (to secure market strength and integrity); and the management of the corporation-society interface. Meanwhile opposite opinion Hill et al. (Hilson, G. and Murck, B., 2000) explains that corporate social responsibility is the economic, legal, moral, and philanthropic corporate actions results in the quality of life of relevant stakeholders. Each of these constituencies, both individually and collectively, forms opinions about organizations through perceptions of firms' corporate social performance, which is characterized as summary judgments about CSR activities used by investors to make economical considerations.

The European Union described corporate social responsibility as a concept based on voluntary actions whereby companies collaborate social and environmental concerns in their business practices and in their mutual actions with their stakeholders. Legal expectations fulfillment and going beyond compliance and investing "more" into human resources, the environment and the relations with stakeholders results in socially responsible corporate (European Commission, 2001).

The World Business Council for Sustainable Development outlined the concept of "CSR is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families, as well as of the local community and society at large...". Finally, the European Union defines CSR as "… the concept that an enterprise is accountable for its impact on all relevant stakeholders. It is the continuing commitment by business to behave fairly and responsibly and contribute to economic development while improving the quality of life of the work force and their families as well as of the local community and society at large…". Such definitions are welcome for multiperspective arguments, regarding on the culture in which they are to apply.

Utting (2003) emphasized that it is important to consider the wider implications of CSR development, instead of making estimation of the outcome, purpose and implementation of specific CSR policies and institutional adjustments. There are two major challenges regarding on implementing CSR to create more significant contribution to development. First, it requires better integration of voluntary approaches and legal requirements as well as government regulation, rather than the present situation where voluntary adjustments are often considered as an alternative to legal instruments. Second, the CSR agenda needs to become more "south-centered".

Slack (Slack, K., 2012), concluded that there is no commonly accepted definition for CSR in the extractive sector. Generally, corporates use the term or related ones such as "sustainability" to refer to involvement in favour of environmental and human rights basis. Providing benefits to the local environment and local communities also tends to be part of extractive industries companies' definition of CSR. Recentyly, some mining companies published annual CSR or "sustainable" reports that emphasize these benefits and steps taken to protect the environment.

There are common preference of private sector for the flexibility of self-designed voluntary basis (UNCTAD, 1999). However Porter (Porter, 2000) suggested that active innovations to reduce the total cost of a product or improving its value should be provided in many cases of properly designed legal environmental standards.

Since the 1980s, there has been a considerable shift considerations regarding on improving corporate performance on social and environmental concerns (UNRISD, 2002). An initial emphasis on strict governmental regulations has ceded ground to corporate self-regulation and voluntary initiatives.

CSR is often defined as the integration of social and environmental concerns in a company's business operations and its interactions with stakeholders on a voluntary basis (Dahlsrud, 2008). CSR has a long and wide-ranging history. The Industrial Revolution, and the concern of emerging businesses to care for their employees and help them to become more productive, can be seen as the starting point. The 1950s known as the 'philanthropic' era in which companies donated to charities. The period 1953-67 was classified as the 'awareness' era, because it was in this period that businesses became much more aware of their overall responsibilities and involvement in community affairs. The period 1968-73 was termed the 'issue' era, because here companies began to focus on specific environmental issues, such as urban decay, racial discrimination and pollution problems. Finally, in the 'responsiveness' era, companies began to address CSR issues in a much more serious way (Carroll, 2008).

The Role of Mining In The Economy of East Kalimantan

Kalimantan (also knows as Borneo) is the largest island in Indonesia, and the 3rd largest in the world, with a total land area of 743,330 sqkm. The trademark of the island is extensive rainforest cover, although deforestation and exploitation is rapidly shrinking the "green" area. East Kalimantan province is the 3rd largest province in Indonesia by area, with 127,265.52 sqkm of land and 25,656 sqkm of marine area. Demographically, East Kalimantan is not densely populated, with only 19 people per sqkm (ranked 30 out of 33 provinces in Indonesia). This is mainly because of the lack of basic infrastructure and other essentials. As a comparison, the capital city Jakarta has the highest density with 15000 people per sqkm.

East Kalimantan is the third largest province in Indonesia by area, and has the second highest per capita GDP in Indonesia after Jakarta. This commodity -rich province (with a relatively small population) is also the sixth largest contributor to national GDP.

East Kalimantan produces more than 55% of Indonesia's thermal coal output. Mining and minerals account for 50% of East Kalimantan's GDP, and hence, the weak coal and oil prices is having a significant impact on its economy; 1Q15 GDP contracted by 1.32% y-o-y.

East Kalimantan is a microcosm for many of the world's development dilemmas, with its leaders grappling with the challenge of how to bring millions of people out of poverty without destroying the natural resources that local people and the local economy depend upon. It is a province on the frontline of sustainable development – rich in forests, as well as huge coal, oil and gas reserves, and home to hundreds of thousands of village communities and endangered species such as orangutans.

East Kalimantan's economy is highly dependent on its natural resources, particularly coal, oil and natural gas. Besides being the sixth largest contributor to national GDP, this commodity rich province (and relatively small population) has the second highest GDP per capita in Indonesia after Jakarta.

CSR Practices of Mining Companies at East Kalimantan to Attain Sustainable Development

The environmental sustainability has been important part of the eight Millennium Development Goals (MDGs). The objectives are to a) unify the principles of sustainable development into country regulations and programmes; converse environmental resources casualties, b) improve sustainable access to safe drinking water by half the proportion of global population and c) achieve significant enhancement in lives of at least 100 million slum dwellers, by 2020. Governments sector must have commitment of long term national programmes in promoting CSR initiatives as a complement to their ongoing environmental and social conducts (Mazurkiewicz, 2004).

Governance assistances can be integrated into national environmental program. There are three-part approach of governments plans related with the problem: (i) inform and engage business in dialogue and negotiations concerning voluntary initiatives, and institutionalize this process; (ii) embrace more environmentally responsible business models by providing incentives for and assistance to corporates; and (iii) enlarge monitoring of environmental conditions and enforce sanctions. More precisely providing financial support for research, leading campaigns, information gathering and scattering, training, and improving awareness, to stimulate the private sectors (Mazurkiewicz 2003).

The numerous high-profile corporate scandals and criticism of multinational companies around the world illustrate the necessity for CSR (Asif et al., 2013, Grafström et al., 2008). In the mid-1990s, criticism was directed against western corporations and their production in developing countries. The sportswear company Nike was strongly criticized for the sweatshop conditions at its overseas suppliers (Zadek, 2004). Another well-known case is the conflict between Shell and Greenpeace, when Shell decided to dump the Brent Spar oil storage platform in the North-East Atlantic (Grolin, 1998). A more recent example is the increased interest in ethical standards and CSR following the British Petroleum Deepwater Horizon oil catastrophe in the Gulf of Mexico in 2010 (Balmer et al., 2011). New demands from the civil society urge companies to address and shoulder more responsibilities (Grolin, 1998), which has led to CSR becoming a high profile issue in industries in different parts of the world (Hamann, 2003). Major international organizations, such as the United Nations (UN), the International Labour Organization (ILO), the World Bank and the Organization for Economic Co-operation and Development (OECD) promote and monitor CSR initiatives (Benn and Bolton, 2011). Here, reporting guidelines and standards have often been adopted (Hamann, 2003, Jenkins and Yakovleva, 2006, Perez and Sanchez, 2009, Vintró and Comajuncosa, 2010).

The potential for CSR is considerable, although hitherto there has been a very limited focus on CSR practice and how it can benefit a company's core business operations. Also, very little research has been conducted on the interface between more visionary statements and the actual reporting of CSR performance. If CSR practice is to be studied internally, an industry that practices CSR, such as the extractive industry, needs to be the research object. Many CSR initiatives, guidelines, standards and conceptual frameworks are available, but the question is whether and how these initiatives are practised and whether there is room for improvement in the sense of creating more sustainable business.

CSR is especially important in the mining sector. Population growth, the speed of urbanization in Asia and the more sophisticated requirements of the developed world have led to an increased demand for minerals and metals (ICMM, 2013). Although these activities may be good for the local economy, mining can have a very negative impact on the local environment. When it comes to the safety of workers (Jenkins, 2004), the accident and ill-health record of the mining industry makes it one of the most hazardous sectors, particularly with regard to the dust and noise associated with rock blasting, artificial air and light supplies, harmful gases, ergonomic hazards and so on (Hermanus, 2007). In addition, local communities often experience social problems as a result of the mining activities. One example of this is the exploitation of indigenous people (Peck and Sinding, 2003).

Although CSR is on the global agenda, the importance that is attached to it differs from country to country (Idowu and Leal Filho, 2009). For example, an international organization might be faced with different aspects of CSR in its countries of operation. What is included in the concept of CSR in one country may have little or no significance in another. Matten and Moon (2008) compared the United States with Europe and identified differences such as the power of the state, governments' engagement in economic and social activities, financial sources, education and labour systems.

Carrying out social responsibilities normatively is a moral obligation for any type of company. When companies as a new community intervene in local communities, it is imperative to adapt and contribute, because its existence has had both positive and negative impacts.

Not only focusing on the normative aspect, CSR has now been regulated in several binding regulations in order that 'certain companies' are required to carry out their social responsibilities. There is a long process in relation to the history of the emergence of regulations relating to CSR or programs that were originally identical to the term Community Development (CD), Partnership and Community Development Program (PKBL).

Currently, based on author's records, there are 7 (seven) regulations related to corporate social responsibility both in the form of laws, government regulations, and ministerial regulations. Beyond that, local governments also publish a variety of products similar to CSR regulations. At least more than 50 districts / municipalities in Indonesia have issued Province Regulations of CSR. Some regions are capable of implementing local regulations, and only a small proportion of the regions have an impact on the existence of CSR regulations.

To make it easier to understand CSR regulations and be able to apply them according to the type, scope, and needs of the company. The author describes 5 (five) regulations of CSR at Indonesia, if it is understood, the company is expected to refer to which rules are binding, as well as a control for others who will make CSR as a tool of interest among certain stakeholders. For the central and local governments, by understanding the existing rules, it is not expected to create new regulations that are potentially contrary to the above regulation, or divert the responsibility of government development to the company.

The seven regulations related to corporate social responsibility in Indonesia as follows:

1. Law number 40 year 2007 regarding Limited Liability Company ("Company Law ") and Government Regulation number 47 year 2012 regarding Corporate Social and Environmental Responsibility of Limited Liability Company **(“PP 47/2012”)**

Regarding the Social and Environmental Responsibility, stipulated in Article 74 UUPT and its explanation. This arrangement applies to the company. Based on Article 1 number 1 of Indonesian Company Law, Limited Liability Company is a legal entity which has capital alliance, established based on the agreement, engages in business activities with the authorized capital wholly divided into shares and meets the requirements stipulated in this Law and its implementing regulations.

According to Article 1 Sub-Article 3 of Indonesian Company Law, Social and Environmental Responsibility is the corporate’s commitment to participate in sustainable economic development in order to improve the quality of life and the beneficial environment, both for the company itself, the local community, and the community at large.

Article 74 of the Indonesian Company Law basically stipulates the following matters:

a. This Social and Environmental Responsibility is required for a company that carries out its business activities in the field and / or related to natural resources.

Referred to as "a company that carries out its business activities in the field of natural resources" means a company whose business activities are managing and utilizing natural resources.
Whereas "a company that carries out its business activities related to natural resources" is a company that does not manage and does not utilize natural resources, but its business activities have an effect on the function of natural resource capability.

b. This Social and Environmental Responsibility is a corporate liability that is budgeted and calculated as the cost of the company whose implementation is carried out with due attention to decency and fairness.

c. Regarding sanctions, it is said that the company that does not perform the obligations of Social and Environmental Responsibility will be subject to sanctions in accordance with the provisions of the relevant legislation.

In Article 4 of Regulation 47 year 2012, it is said that the Social and Environmental Responsibility is executed by the Board of Directors based on the company's annual work plan after obtaining approval from the Board of Commissioners or General Meeting of Shareholders ("GMS") in accordance with the articles of association of the company. The company's annual work plan contains the activities and budget plans required for the implementation of Social and Environmental Responsibility.

The implementation of the Social and Environmental Responsibility is contained in the company's annual report and accountable to the GMS (Article 6 of Regulation 47 of 2012).

2. Law number 25 Year 2007 regarding Investment (“Indonesian Investment Law”)

Article 15 letter b of Indonesian Investment Law stipulates that every investor is required to implement Social and Environmental Responsibility. The meaning of Social and Environmental Responsibility pursuant to the Elucidation of Article 15 Sub-Article b Indonesian Investment Law is the responsibility attached to each investment company to keep creating a harmonious, balanced, and appropriate relationship with the environment, values, norms and culture of the local community.

While the meaning of investors is individuals or business entities that make investments that may be domestic investors and foreign investors (Article 1 number 4 of Indonesian Investment Law).
In addition, Article 16 of Indonesian Investment Law also provides that every investor is responsible for preserving the environment. It is also a part of Social and Environmental Responsibility.

If the investor does not perform its obligations to implement the Social and Environmental Responsibility, then based on Article 34 of Indonesian Investment Law, investors may be subject to administrative sanctions in the form of:

a. written warning;
b. restrictions on business activities;
c. freezing of business activities and/or investment facilities; or
d. revocation of business activities and/or investment facilities.

In addition to being subject to administrative sanctions, investors may also be subject to other sanctions in accordance with the provisions of legislation (Article 34 paragraph (3) of Indonesian Investment Law).

3. Law number 32 year 2009 regarding Environmental Protection and Management ("Environmental Law")

Regarding on Article 68 of Indonesian Environmental Law, every person conducting business and / or activity is obliged to:

a. provide information related to the protection and management of the environment properly, accurately, openly and in a timely manner;
b. maintaining the sustainability of environmental functions; and
c. comply with the provisions on environmental quality standards and / or standard criteria for environmental damage.

4. Regulation of the State Minister for State-Owned Enterprises number PER-05 / MBU / 2007 Year 2007 regarding State-Owned Enterprises Partnership Program with Small Business and Community Development Program as lastly amended by Regulation of the Minister of State-Owned Enterprises. PER-08 / MBU / 2013 Year 2013 regarding on The Fourth Amendment to The Regulation of The Minister of State Owned Enterprises Number PER-05 / MBU / 2007 concerning Partnership Program of State-Owned Enterprises with Small Business and Community Development Program ("Permen BUMN 5/2007").

The regulation stipulates the obligations of the Company ("Persero"), Public Corporation ("Perum"), and Limited Public Company ("Persero Terbuka").

Based on Article 2 of Permen BUMN 5/2007, "Persero" and "Perum" are required to implement BUMN Partnership Program with Small Business and Community Development Program. Meanwhile the Public Persero can implement BUMN Partnership Program with Small Business and Environmental Development Program based on the Minister of Permen BUMN 5/2007 stipulated based on the resolutions of the GMS.

BUMN Partnership Program with Small Business is a program to improve the ability of small-scale enterprises to become strong and independent through the utilization of state-owned funds (Article 1 number 6 BUMN 5/2007). While the Community Development Program is a program of community social empowerment by state-owned enterprises through the utilization of state-owned funds (Article 1 point 7 BUMN 5/2007).

5. Law number 22 year 2001 regarding on Oil and Natural Gas ("Indonesia Oil and Natural Gas Law")

Upstream business activities carried out by a Business Entity or Permanent Establishment based on Cooperation Contract with the Implementing Body shall contain the main provisions of which one of the provisions concerning the development of the surrounding community and the guarantee of the rights of indigenous peoples (Article 11 paragraph (3) letter (p) Indonesin Oil and Natural Gas Law).

In addition, Article 40 paragraph (5) of Indonesia Oil and Natural Gas Law also states that Business Entities or Permanent Establishments conducting Oil and Gas business activities (upstream business activities and downstream business activities) are responsible for developing the environment and local communities.

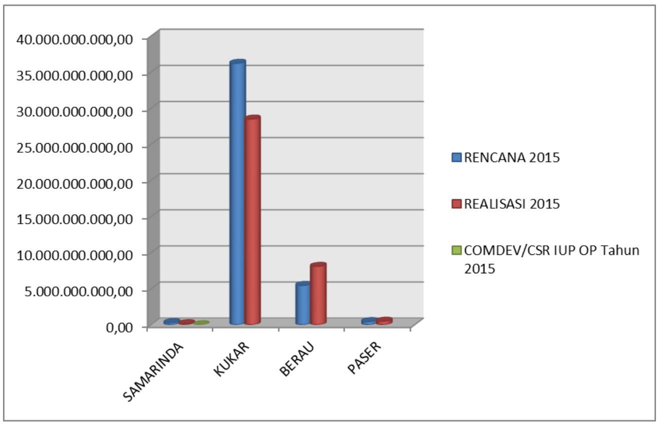
Based on existing regulations, financial contribution of CSR implementation by mining companies in East Kalimantan to address sustainable environment as shown in Table 1 and Chart 1.

Table 1. Financial contribution of CSR of Mining Companies.

No	District / City	Budget Plan (year 2015)	Budget Realization (year 2015)
1	City Samarinda	Rp.300.000.000	Rp. 151.900.000
2	District Kutai Kartanegara	Rp.36.209.479.821	Rp. 28.478.501.792
3	District Berau	Rp.5.451.400.000	Rp. 8.087.033.946
4	District Paser	Rp.440.040.555	Rp.493.219.000
COMDEV		**Rp.42.400.920.376**	**Rp.37.058.754.738**

Source: Annual Report of Department of Mineral and Coal Mining of East Kalimantan year 2015.

Chart 1. Financial contribution of CSR of Mining Companies.



Source: Annual Report of Department of Mineral and Coal Mining of East Kalimantan year 2015.

Whatever the nature of the commitment, most companies follow a similar series of steps when addressing their impact on the environment:

1. Corporate Environmental Policy: Companies committed to reducing their environmental impact usually create a set of environmental principles and standards, often including formal goals. At minimum, most such statements express a company's intentions to respect the environment in the design, production and distribution of its products and services; to commit the company to be in full compliance with all laws and go beyond compliance whenever possible; and establish an open-book policy whereby employees, community members and others can be informed of any potentially adverse effects the company might have on the environment.

2. Environmental Audit: Before a company attempts to reduce its impact on the environment, it is essential that it first gains a full understanding of it. For most companies, this usually involves some kind of environmental audit. The goal of audits is to understand the type and amount of resources used by a company, product line or facility, and the types of waste and emissions generated. Some companies also try to quantify this data in monetary terms to understand the bottom-line impact. This also helps to set priorities as to how a company can get the greatest return on its efforts.

3. Employee Involvement: Leadership companies recognize that to be effective, an environmental policy needs to be embraced by employees throughout the organization, not just those whose work is related to the environment. To do that, companies engage in a variety of activities, especially education, to help employees understand the environmental impact of their jobs and to support their efforts to make positive changes. Some companies go further, helping employees become more environmentally responsible throughout their daily lives, helping them build a true.

4. Green Procurement: To help ensure that their products and processes are environmentally responsible, many companies seek to buy greener products and materials from their suppliers. Some companies participate in buyers' groups in which they leverage their collective buying clout to push suppliers to consider alternative products or processes.

5. Green Products: Products themselves may be made more environmentally friendly, with regard to, for example, the control of emissions, noise, reduced health and safety risks, and reduced energy requirements.

IV. CONCLUSIONS

The community within which mining companies operate is one of the essential stakeholders of the company and for that matter mining companies must be sure to understand very well the community's views and concerns of the CSR activities that companies offer to their communities. It is recommended that mining firms should occasionally, but frequently move forward to implement programmes of CSR to preserve environment in relation with the operations of the company.

Although the coal mining activities give benefits on economy and social sector, there should be a sustainable strategy and management to countermeasure the negative impact of the coal mining activities on the environment sustainability. Thus, further environment study and sustainable mining management should be done. Mining companies must come out with clear guidelines on CSR, so that it takes care of the critical needs of the sustainable environment. Investment in CSR benefits the company in the long run.

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Harmonization's As A Way To Actualize An Establishment Of Good Legislations Within Indonesia's Legislation System

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Abstract. Recently Indonesia's Legislation facing problems of so many legislation products being revoked. In 2016 even more than 3000 (Three thousand) were be alienated. Start from what happened in Indonesia's legislation as mentioned before the aims of this study is to evaluate how this revocation can be happened though formal procedures of forming legislation had been done. Because revocation toward legislation product is not merely economically loss but also a setback reaching out the purpose of decentralization in Indonesia. These shall not be happened if only the harmonization within Indonesian legislation mechanism is functioning well. Since that a good quality of a legislation product is produced by a good mechanism as well. Therefore, through normative legal research that emphasized on statute, conceptual, and comparative law approach this research conducted to search the main problem within harmonization mechanism thus can resolve it in frame of Indonesia's Legislation system. The study reveals that the harmonization mechanism is there, regulated and might be conducted however it wasn't going as it should be. Thus this study will be useful for not only Indonesia's legislation system but may be contributed in making efficiency for legislations budget.

Keywords: Harmonization, Legislation, A Good Legislation System.

I. INTRODUCTION

Indonesia's Legislations recently facing a phenomenon whereas so many of them being revoked either through Judicial Review or previously it also can be revoked with executive review. However, authorities of executive review as one of the revocation mechanism is being confined already due to the Constitutional Court decision relate to executive authority toward its review. These revocations are shown that it is not easy to for authorities and any other parties involved in it to understand provisions properly. This phenomenon had caused the legislations is hard to be effectively, efficiently and beneficially implemented. This could be happened because in its making process harmonization was not done.

Reviewing these from regional autonomy point of view, how complicated the implementation of regional autonomy resulted of the legislations revocation especially local law products called Local Regulations (Peraturan Daerah /PERDA) and Regulations of The Regional Head (Peraturan Kepala Daerah/PERKADA). During 2016 there were 3.143 legislations was revoked. 2032 of 3.143 is Local Law Products (PERDA and/or PERKADA) and 1111 Regulations/Decisions of Minister of Home Affairs. [1]

Revocation towards local law products was done because those are not in accordance or overlapping either vertically or horizontally with other legislations. There are some other factors that resulted it revocations the substance for instance, it contains discriminations in many spheres such as discrimination over it tribes, religion, and race. Local law products that contain any substances violating human rights and considered contradicting to public interest or decency also can be revoked. Contradicting to public interest as mentioned before means in a form of disturbances among societies harmony, access to public services, tranquility and decency, economic activities purposing to increase society prosperities. However, based on Minister of Home Affairs delivered speech related to 3.143 legislations revocation; other than those mentioned above, those revocations also be done based on the consideration that those legislations inhibit investment and its permission in region. Some of those revocations are not overall, it could be some article only that contain substances caused resulting revocation as mentioned before.

Revocation towards local law products through Judicial Review mechanism is contributing a significant effect within Indonesia's Legislation system generally and local autonomy and co-administration work especially. As it is mentioned in Indonesian Constitution 1945 that Local Government reserved the right to enact PERDA and other regulations in order to carry put it local autonomy and co-administration work, beside it is as other form of local independence of state and governance administrations. [2]

Therefore, it revocations affecting Indonesian's Legislation System. Those revocations shown a bleak picture and low quality of legislations system in Indonesia recently. It also a picture of a repetition of the problem during local autonomy era, since almost every year these problem continue to happen.

Revocation towards PERDA and other local regulations obviously become resistor of local autonomy and co-administration work realization in region. In which PERDA is a tool of local policy to reach its main purposes improving local communities' welfare through continuously local development. Moreover, PERDA is an implementing regulation of higher legislations and a channeling aspiration of local society as well. PERDA is a transformation tool of changes in a region. In this function PERDA contributes whether the local government and development is successful or not and as the harmonization of many interests at the same time. When a revocation took place then the question will be "how PERDA's role can be functioned in reaching out the purpose of decentralization and deconcentration?." Since the revocation of local law product mostly related to retributions and taxes, then it is takes effect to its collection that has been ran. When the PERDA is revoked then its collections cannot be done any longer, because PERDA is the legal base to collect it. Thus the collection should be stopped immediately unless the new one has been made or its amendment has made. If it is so then the collections shall be done regard to its new PERDA or its amendment. In the meantime, the changes of collection system are not an easy and fast way to be done since it's correlated with the new mechanism that must be adjusted. When this thing happened then it will postpone region income that comes from taxes and/or retribution in certain period of time that in the end will impact the region income and operational necessities resulted from region spending.

One of the real impact toward revocations of PERDA is shown weakness of government supervision to it and lack of cooperation between central and regional government. It was proven with the revocation of 3.143 PERDA within a short period of time. Not only those, people trust to its government and other legislators also occurs because of that. People opinions will lead to judgement of their works. How could the legislation (PERDA and PERKADA in this case) that had been made and formed through a procedure regulated in the law and use a lot of money come from state budget but it could be revoked easily. This can be happened because it's been a common knowledge of society that the purpose of PERDA is to develop its region based on local wisdom of related region and the implementation of local autonomy, thus this regulation will not disturb local social condition in any different region. Through this way then the economic and social welfare will be more progressing and developing with the existence of PERDA that guarantee the enactment of local autonomy. Those revocations may cause any society distrust toward local legislators and other regulations maker. Using such a big amount of state budget and takes long processes and even society it not reaching welfare yet but at the end the legal product is powerless thus revocation taken place.

Revocation towards PERDA can be prevented actually if the harmonization is truly held as it how supposed to be. If it is held as it supposed to be then the revocation and the one that conflicted or contradicted with the higher legislation can be minimalized as well. When harmonization is held but still revocation took place means some criterial is not fulfilled. These criteria are first, the process of a good legislation making procedure that can answer any issues or problems, second it can be done effectively and efficiently, and last it has to be harmonized in term of not contradicting nor conflicting with others regulations.

Harmonization's is one of the process in legislation making as delegated on Indonesian Law Number 12 Year 2011. [3] As mentioned in this law harmonization is part of legislation making happened either in legislator sphere or executive one, depend on whose initiated it. When the legislation is come as the judicative initiation then harmonization shall happen within legislator chamber in this case is supposed to happen in legislative body (BALEG), in the meantime if the legislation come as the executive initiation then the harmonization shall happen within its legal division. This harmonization supposed to happen in any level of legislation no matter as the product of judicative or executive. Therefore, PERDA also needs to through these mechanisms as well. However, in its practices harmonization just happened almost in the finalization process of a legislation making, whereas the harmonization results sometime did not match desire and interest of the stake holder in this case is the initiator either executive or judicative. If it is so then there will be a big chance that the harmonization results are not going to be used in it finalizations. Thus seems that harmonization is such a useless effort to do. Because no matter how the harmonization done but if it does not being used in its final draft then it is true that harmonization does not meet it functions. When it does not meet it functions then the chance being revoked takes place.

During the harmonization the preventive mechanism of possibility being revoked actually there. What harmonization does is trying to eliminate any factors that makes any legislation being possible to be revoked, such as; harmonized it with any other legislations up and its level thus not contradicted nor conflicted each other, checking on the legal based being used whether it is appropriate or there is other/ new regulation that regulate it thus it needs to be adjusted, checking on the phrases, norm, diction and any relating to its legal drafting technique. Other than that, harmonization functions are to make sure that the legislation making mechanism run as article 5 and 6 of Law Number 12 Year 2011 already. It is mentioned that formally a legislation is made should meet a clear purpose, made by the right authorities, match among its type-hierarchy-substance, can be implemented, useable, clarity of formulation, and openness. Moreover it substance has to meet some principle such as ; shelter, humanity, nationality, kinship, have an archipelagic point of view, unity in diversity, justice, equality before the law and reign, orderliness and legal certainty, and/or balance, harmony and conformity. Other than those principles for a certain legislation also need to meet any other principles relate to its regulating materials.

Thus it is true when a legislation does not fulfill those principles then the possibility of being revoked is even higher.

Revocation toward PERDA as one of legislation existed in Indonesia can be done only through Judicial Review. Although the last mechanism which is through Minister of Home Affairs is being confined. The authority of Governor as the representatives of central government in a region to alienated district's / regency's PERDA and its subordinates has been revoked by the Constitutional Court Decision Number 137/PUU-XIII/2015. Thus by this decision executive review no longer reach the scope of revocation towards district's / regency's PERDA and other local legal products, but it still valid for Province's PERDA and it subordinates. But later, there is Constitutional Court decision number 137/PUU-XIII/2015 that alienated Minister of Home Affairs regarding its authorities revoking Province's PERDA and it subordinates. Therefore, through judicial review in which by means of Supreme Court is the only means of revoking any PERDA and it subordinates. However, the Constitutional Court What about by means of Constitutional Court toward PERDA and other local government legal products. Based on article 24 C clause (1) Indonesia's Constitution 1945 mentioned that one of Constitutional Court authority is to adjudicate on the first and final level which it decision is final in order to review legislation toward Constitution. Legislation in this term are general legal norm by special organ (acts) and regulations or ordinances made by central government. Meanwhile the revocation by means of Supreme Court can be done for those legislations that hierarchically is under act. Thus any legislation (include PERDA and it subordinates) that contradicted or conflicted with its higher legislation (act) shall be reviewed by Supreme Court.

Once again, these kind of revocation will not take place in if only the harmonization within in legislation making process is there properly. Although harmonization was done however if the process of a good legislation making procedure that can answer any issues or problems, can be done effectively and efficiently, and has to be harmonized in term of not contradicting nor conflicting with others regulations are missing within it process then the PERDA resulted will not match with the people interest. Moreover, even though harmonization process was done yet no expert relates to its making procedure involve in it then it will not have satisfied the result as well. Thus we need to use a very effective method within harmonization that can be a forcing tools for any legislation maker in order to do harmonization as truly as it supposed to be. This forcing tools needs to be a stiff mechanism in order to make harmonization result is a compulsory to be used in its final draft and only 'seems' as formality.

Harmonization is not an insignificant thing to do. If we can analyze it deeper, harmonization plays a very significant role preventing the revocation of PERDA and it subordinates. Harmonization supposes not only in a level of norm and rules of legislations but it can be a bigger concept than that. Therefore, harmonization need to be understood it big concept first then it can go deeper to it norms and rules later. From this steps it can be shown how the harmonization cannot run as it supposes to be, because harmonization need a certain condition of how each sector and/or interest can walk hand in hand in order to solve problems that relate to another one.

From those elaborations above occur problems that need to analyses deeper relate to harmonization towards PERDA and it subordinates thus can prevent, avoid or at least minimalized the revocation through Judicial Review. It need to analyze more about what it harmonization truly is, because it relates to what and how harmonization supposes to do since there are different perspective of how implementing it based on Law Number 12 Year 2011, Minister of Home Affairs Regulation Number 80 Year 2015 and President Regulation Number 87 Year 2014.

Therefore, the problem of this research can be formulated as below:

1. How the harmonization process in region that happened all along thus many PERDA and other local government legal products are revoked?
2. How the harmonization supposed to be happened thus it can prevent, avoid and minimalized the revocation of PERDA and other local government legal products ?

And the purpose of this research are in order knowing how harmonization happened in region and how it supposes to be based on Law Number 12 Year 2011, Minister of Home Affairs Regulation Number 80 Year 2015 and President Regulation Number 87 Year 2014. Thus we can find the gap between and find the solution toward problem facing in term or many revocation of local government legal product.

This research not only going be based those Laws mentioned above as the theoretical bases but also using some other theories relate to legislation. As Adolf Merkel dan Hans Kelsen said that every rule of law is an arrangement of it (Stufenbau Des Recht). With this Stufentheorie theorie Hans Kelsen put forward in the peak of stufenbau there is a fundamental rule. In which the fundamental rule called grundnorm or ursprungnorm [4] . Grundnorm is a legal principle that abstract, general or hyphotesis. This theory develops later by Hans Nawiasky. He put this theory inside a state legal norms top to bottom hierarchically, start from the top Grundnorm , State Rules (Staatsgrundgesetz), Formal Rules or Acts (Formellegesetz); and last is the Implementing Rules (Verordnungen) [5] . In Indonesia this theory is modified by A.Hamid Attamimi, in which he engineered it into Indonesia's Legislation [6] . Indonesia's Legislation implementing this theory as mentioned in Law Number 2 Year 2011 that hierarchically as the highest one id Indonesian Constitution and the lowest is PERDA.

II. METHODS

This research material is from primary legal materials such as Law Number 12 Year 2011 about the forming of legislations, President Regulation Number 87 Year 2014 as the implementing regulation of Law Number 12 Year 2011, Minister of Home Affairs Regulation Number 80 Year 2015 about the forming of Local Legal Products and Law Number 23 Year 2014 that had been changed couple of time as the last one with the Law Number 9 Year 2015 about Local Government. Despite of those law, this research also put Article 18 clause (6) Indonesia's Constitution Year 1945 as a primary material as well, since this is the milestones of local authority forming PERDA.

Secondary legal materials also used in this research in form of research results, international journal, and other attainment of legal circles especially one that figure it out how concept and practice of harmonization or in other forms that have purpose of to form a good legislation within a state. Tertiary legal materials also completing the legal materials of this research and this come from dictionaries etc.

This research is a normative legal research or literature study, means that this research that being done in order researching literatures, therefore data's that used is secondary one. However, as the complimentary of secondary data's there will be searching of primary data's either legislation expert opinions or technical implementation of problems and/or obstacles toward PERDA in its realization. This last method will use to interview the interviewee.

This research is a qualitative with descriptive porposes, technique that been used is a documentary study. Since the purpose of the research is to explore and depict thus it can find the ideal form of harmonization thus it need to be equipped by interviewing respondents that expert on legislations sphere and also one that relates to the implementations of the local legal product. Therefore, interview is one of the source of how gathering the data's.

Research start with exploring documentary materials and equipped with expert interviews. Since this research is qualitative, basically data's gathering methods is also the method of analyzing data's, in other word the methodic procedure is the data's strategic analysis. Quantitative method is a research method that based on positivism philosophy used to research in a population or a certain sample. The sampling technique is done randomly and data's gathering is using research instrument. Data's analysis is quantitative or statistical in order to test the hypothesis which has been set.

Therefore, the data's gathering process is also the data's analysis as well, thus after the data's had been gathered then researcher actually analysed it already.

In detail, the course of this research can be drawn as bellow:

a. Data's gathering. In this step consist of relevant literatures or data's search whether it is direct or indirect either discusses legislations harmonization or it's a good making one. Exploration of legislation about it harmonisations or it's a good making is placed as primary legal research material. Answering first question of this research will be started with literatures exploration and data's gathering that can explain how the harmonization toward local legal product process that had happened all this time so that even though it's taken place already but still there are revocations to it. Literatures exploration and data's gathering has to show a results of how the facilitation happen in order to get registration number from Province Legal bureau before the PERDA can be enacted. It takes sampling from Legal Bureau of some provinces as sample of other that has similar characteristic.

Other than that, other relating data's of harmonization of local legal product that done by either region or province government dan Local House of Representatives.

The second problem of this research which talk about how harmonization of local legal products truly supposed to be thus local autonomy can run well, will be traced with literatures that elaborates the implementation of harmonization in order to form a good legislation that in the end it's going to support the local autonomy implementation This exploration result will be equipped with legislations expert opinion that took directly through interview.

b. Data's processing. This step is consisting of the implementation of research method to process the available data. Data's are processed in such a way thus obtaining understandings of how the harmonization process toward local legal product all this time going thus many of them were revoked. Not only as mentioned before, it has to show how the ideal pattern of harmonization towards local legal product thus the local autonomy can run based on how the harmonization shall do ideally regarding the law and its subordinates within Indonesia's Legislations system thus a good legislation making can be achieved.

c. Presentation of Research Results

In this step will present the result of the research thus there will be a picture of the implementation of local legal product harmonization in Indonesia and supposed to and at the same time will show the problems faced all this time process in harmonization within Indonesia's Legislation system.

This research at the end will be emptying for strengthening the harmonization result to be followed in form of forcing tools. This forcing tools will define the quality and legality of local legal product. Thus if harmonization was not doing truly it may resulting legal defect. With this mechanism, harmonization will not only minimize and suppress revocation towards local legal product but it will contribute and support the effort of creating a good legislation making process.

In this research there are at least three approaches that been done, statute approach and conceptual approach. Conducting this research can be described first, observing and analyzing data's gathered relates local legal product harmonization implementation thus it can describe how the harmonization run all this time especially in Kalimantan Timur, that still caused the revocation of PERDA and it subordinates. Second, critical analyzes and observance to the ideal form of harmonization based on the Law Number 12 Year 2011 about the Legislation Making, President Regulation Number 87 Year 2014 as the implementation of Law Number 12 Year 2011, Minister of Home Affairs Regulation Number 80 Year 2015 about the local legal product making. Not only through those juridical based that being used as the search of how the harmonization towards local legal product supposed to be conducted but also using GRP and RIA Method. In order to analyze and to observe the actual problems faced by local government it is important to use Regulatory Impact Analysis (RIA) [7] since this method become one of the option that can be used in legislation making process that involving scientific studies that countable. Moreover, in order to measure the process of harmonization is using Good Regulatory Practices (GRP) [8].

III. RESULT AND DISCUSSION

A. The Harmonization Process in Region that happened all along

Harmonization process in region toward its local legal product can be start in two different times, they are; preparation/making and discussion. Harmonization start happened in preparation step when either executive or region house of representatives initiated any PERDA that already formulated in local legislation program (Prolegda). Usually when executives and it subordinates initiating any PERDA they will hand over the draft making to Legal Department to make it one, the initiator that came from the executive only gave some of guidance of what they want to regulate in that PERDA without submitting the draft. They give it to Legal Department to process it all until there is a draft of it. And the same thing happened when the initiate came from the local house of representatives (legislative). They will put their legislative body to organize and to make any draft of PERDA that need to be made. They will hand it over to them, however it still possibly to happen that the legislative body is not making it by themselves but hiring academics or legal expert to made one. These were what happen before the Law Number 12 Year 2011 taken place. When the Law Number 12 Year 2011 implemented it forced either executive or legislative cannot submit any PERDA to be appointed without academic paper that explained why that PERDA need to be made or to be enacted. This obligation of submitting Academic Paper together with the Draft is apply to one except those about Region Budget (APBD), revocation and/or amendment of PERDA. Therefore, almost all PERDA's Draft need Academic Paper before it can be legalized.

By that provision mentioned above, thus there will be no PERDA that entered into finalization without Academic Paper came along with it. It brings a good cause for any initiator so that they are not easily handed over drafting work purely to academics or legal expert or Legislative body / Legal Division. This new habit, bring a new problem actually because by this provision the hard work of drafting the PERDA no longer handed over to Legal Division or Legislative body but it shifted to Academics as the Academic Paper. Although in making academic paper the can do it by themselves but usually they always put academics to be involved in it, then it still be academics burden to finish it all. Academic Paper in this level is significant factor of how the draft can be made, because the final result of the paper is the PERDA's draft. Either Executive or Legislative choose to use the draft that had been made within Academics Paper as their real draft to be propose and or discuss further in order to get it legalization.

But the does this draft has shown it better quality rather than the previous one that handed over to legislative body/legal division? Well actually it is not, because as the matter of fact, mostly the Academics paper treated as a complementary only thus the Draft formally legal to be enacted. In this condition we will find so many disharmonies within the essence of the Academic Paper with the Draft resulted, because the Academic Paper is a requested work then it seems that the Academic Paper has to fit in with the Draft that actually already made and ready to be legalized. Meanwhile, ideally Draft that resulted from Academic Paper supposed to be the one that the stake holder holds on to since it is academically countable. But different condition also apply on the Academic Paper than formally and materially correct even in term of, Academic paper is truly made as it supposed to be without any request from stake holder and so on even Legislative Drafter already put in to be one of the Academic Paper team member. This must be hope that the draft resulted will be a ready to use draft with a very good quality. And yes if it resulting a good draft, but what happened sometimes is unexpected. Sometimes the stake holder reluctant to use the resulting draft of Academic Paper just because apparently it does meet their interest. In this situation the stake holder can decide not to use the Draft that resulted from Academic Paper, then they will make one that meet their interest. Thus the draft will totally different with the Academic Paper.

Those kind of practices are actually very regrettable, because when the Academic Paper making process conducted truly then all the academic paper works and it draft's resulted will be a good quality of legislation. Moreover, with the involvement of legal drafting as one of the Academic Paper Team. Legislative Drafter will play their role in resulting countable Draft. Because after the Academic Paper are done by the academics then legal drafting will continue to formulate what in Academic Paper into a draft that reflect the results of Academic Paper thus there will be a harmony between the Draft and the paper. In this condition make the harmonization to be done earlier, because th draft that has been resulted from Academic Paper surely being harmonized not only with the research result but also it will be harmonized with other law and legislation either vertically and horizontally even the diction and all legal drafting technique will be aligned. Harmonization in this preparation / making step is significant effort in reducing the time consuming just to discuss the legal drafting and other technical problems relates to its making. It could be happened because in order to create the draft, Legislative Drafter will analyze the theoretical and empirical studies of the issue brought up in the research, relate to society aspiration and necessities that need to accommodate in the regulation. After it passes theoretical and empirical practices then Legislative Drafter will analyze and evaluate legislations relates to the legal based if there any laws that prohibit, contradict, or if there is any laws and/or legislation that has been changed so that it need to be adjusted thus in it implementations later there will be no overlapping among legislation and this draft has legal standing that legitimate. Later after analyzed and evaluating legislations related, then Legislative Drafter will make philosophical, sociological and juridical based for the Draft. Philosophical based is a consideration or reason that drawn the Draft is considering philosophy of life, consciousness and legal ideals that comes from Pancasila (Indonesia's philosophy of life) and Indonesia Constitution Preamble. Sociological based is a consideration or reason that the draft is made to fulfill all society need from many aspect relates to empirical facts about issues progress and society needs. Juridical based is a juridical consideration of legal issues relate with substance of the draft that drawn legally why the draft is need to be made. When the philosophical, sociological and juridical analyses finish then Legislative Drafter will analyze the scope of the draft by made the framework of general requirements, regulating materials, sanction and transitional provision.

Thus mentioned before is how the harmonization in taken place in preparation/making process, however mostly it happened in Discussion phase. When the discussion takes place means the draft being discussed is the one resulted from Academic Paper or the one that made by the initiator. In the discussion, harmonization can be done in two different ways.

First, harmonization was done after the facilitation in the Province Legal Bureau. Before we're step out to the harmonization that might be happened in different moment, we need to know of what is facilitation conducted by Province Legal Bureau? it is a mechanism provided by Minister of Home Affair that mention on Article 88 Minister of Home Affair Regulation Number 80 Year 2015 that facilitation toward draft of PERDA is done before there is a mutual consent between Executive and Legislative. Regarding to this law PERDA cannot be enacted when they have no register number got from the facilitation. Therefore, PERDA cannot be enacted without passing through the facilitation.

Kind of harmonization that has been run all of this time in Kalimantan Timur is the harmonization that conducted after the facilitation. The one conducted before the facilitation may consist of two ways, first a raw draft. This raw draft means, it never been harmonized that involved Regional Minister of Law and Human Right before, since this institution is the one who has legitimate Legislative Drafters in Kalimantan Timur. In this way of harmonization, the Region who needs their PERDA to be enacted will request a facilitation to Province Legal Bureau. After that Province Legal Bureau will contact and ask Regional Minister of Law and Human Right through its Legislative Drafter to do some evaluation and other comment and note regarding to all Legal Drafting aspects of this requested PERDA, which this process taken quite some time up to a week more and less. When the evaluation and other feedback already delivered by Legislative Drafter to Province Legal Bureau then they will set the facilitation schedule inviting all relates institution such as the legal division and all relates government institution of the requesting region, Province government institution that relates to the PERDA materials, and Legislative Drafter from Regional Minister of Law and Human Right. In this facilitation will so much discusses the requested PERDA from many aspects either materially and formally such as its material charge and legal drafting. The Region that requested this facilitation will be asked to present their interest how why this PERDA need to be enacted, the urgency and its feasibility as well. Then will be responded by each of those invitee will give all their evaluation, comment, note and recommendation toward its PERDA. Usually this raw PERDA will not pass the facilitation, it given no register number yet, means the PERDA is cannot be enacted yet. This facilitation will recommend the requested region to fix the PERDA based on all the evaluations that has been delivered within the facilitation and moreover it will recommend to do harmonization involving Regional Minister of Law and Human Right through it Legislative Drafters. However, as the feedback of this facilitation sometime did not meet it purposes, since after the facilitation previous invitee did not ask to review the correction, does it already fix as it demanded, does the correction are correct, does it already fulfill all the requirement has been agreed upon the previous facilitation. Though small number of it follows up the facilitation result by consulting to relates Province institution and asking Legislative drafter to do the complete harmonization but mostly don't. The correction seems only be done by Province Legal Bureau without invitee consents. Thus sometimes all the invitee wonders how could the requested PERDA not long after the facilitation taken place be enacted. While they do not know whether that PERDA evaluated already fulfilled and /or corrected truly based on what the previous facilitation results.

Second way of harmonization taken before the facilitation. This kind of harmonization is the effective one, since it held before the facilitation, means the PERDA requested in the facilitation will be a mature one. This facilitation conducted through two ways; cooperation based and pure request. Cooperation conducted in two based first harmonization done based on Memorandum of Understanding (MoU) made between The region government and/or region House of Representatives with Regional Minister of Law and Human Rights, second through Team Decree. The cooperation based on Team Decree means that Legislative Drafters from Regional Minister of Law and Human Rights are formally involved in Legislation making process either in Region

Government and/or House of Representatives. With this kind of cooperation Region Government and/or House of Representative will harmonize all its PERDA to Legislative Drafters from Regional Minister of Law and Human Rights. The harmonization can take place in any process from the drafting, internal and or external discussion (before facilitation for sure), even when the facilitation over and still need some of corrections to be corrected the harmonization will still do by this kinds of cooperation. This cooperation allows the requested region government and/ house of representatives to do harmonization far before the facilitation takes place, they could do harmonization during the discussion internally whereas the stake holder of region government and all relating parties already involved in it. During the discussion not only about legal drafting and synchronized any legislations vertically and horizontally, but also the possibility of the implementation toward 'Discussing Draft', of problems that could possibly occur in the implementation in the future either for society or region government as the executor of the Draft. All the obstacles that might be shown in the Drafts already been discussed, projected and could be also predicted. Legislative drafter do their part drafting the draft that adjusted based on Law Number 12 Year 2011, President Decree Number 87 Year 2014 and Minister of Home Affairs Regulation Number 80 Year 2015. Formally the draft will be adjusted based on those law. Other invitee that comes from relating institutions will also give their input toward the draft, whether the material content of the draft is accommodating all it needs to support them running their duty as good as possible and the most important thing that when the draft is become PERDA is can be implemented and contributed to social welfare.

Thus in those internal discussions are possibly solves or at least find a way to resolve obstacle that occurred or might be occurred caused by the draft. This actually one of the purpose and function of harmonization, therefore harmonization that took place By this kind of way, the harmonization will be more effective. When it comes to facilitation there will be no more discussion relate to legal drafting in details, because the harmonization had been settled far before the facilitation taken place. Even if there is any corrections usually came from Province institution relates to its substance and it authority, does it correct already or need any correction. When there are correction toward it draft then the process will took a very short period of time because all discussion internally had been done before. What it lacks from the draft then it can be added and vice versa. When there's only minor correction toward the draft, it easier and faster to do correction. If correction has been done Legal Bureau will bestow the register number that can be used by Local Government as the legal foundation in order to stipulate the Draft become PERDA.

The practices, harmonization towards PERDA are directly comes to it norms. The draft norms or substances are harmonized with those higher or parallel legislations, forgetting the actual big concepts of the PERDA it self, meanwhile harmonizing the norm supposed to be the last thing need to do after harmonizing the big concept of the Draft toward the constitution.

Moreover, in the planning concept of the draft that made by the initiator in order to create the draft, usually got from the Academic Paper that fully made by the academist, the initiator will evaluate the draft late after the research within the academic paper already done. Meanwhile in the meaking of academic paper it has to involve Risk and Impact Analysis (RIA) in it, not only how to make academic paper formally. And the GRP concept shall also accommodate within the draft making, thus the draft will reflect the needs and the urgency of the draft for the society.

However, not only regard to the procedure of harmonization there must be any obstacles handled during the harmonization, because it is impossible to be resulting a good legislation when some criteria or requirements did not fulfill.

B. *How the Harmonization supposed to be happened thus it can prevent, avoid and minimalized the revocation of PERDA and other local government legal products.*

The regulation toward the settlement of harmonization regulated within Law Number 12 Year 2012, President Decree Number 87 Year 2014 and Minister of Home Affair Regulation Number 80 Year 2015. Regarding to article 46 clause (2) Law Number 12 Year 2011 Region House of Representative harmonized its legislations by coordinated within its organ that handled legislations, in this term is Legislation Body or Banpemperda/Baleg. Thus the harmonization towards legislation initiated by Region House of Representative is conducted by Banpemperda. Meanwhile the harmonization toward legislation that initiated by executive is conducted by its legal division for PERDA's region and by its Legal Bureau for PERDA's Province.

Regarding to Minister of Home Affairs Decision number 80 Year 2015, it is mentioned that after the draft made by the initiator by means of executive, the team leader of the draft making will propose the draft to Governor through Province's Secretary in thus it the harmonization can be conducted. The secretary will put Head of Legal Bureau to coordinate the settlement of harmonization that can involve the vertical institution related to legislation making, when it finished the secretary will deliver the harmonization result to the initiator of the draft. For the draft that initiated by Region House of Representative, will be delivered by the Region House of Representative to Benpemperda Head in order to be reviewed. That review held in order to be harmonized. Thus the harmonization of it took place in Reviewed by the Banpemperda.

Based on President Decree Number 87 Year 2014 as mentioned that harmonization is done in Province Legal Bureau, in which the harmonization ordered by Governor to Region Secretary in order to conduct harmonization. Lead by the Legal Bureau, harmonization can involve vertical institution as well. When the harmonization finished then next Region Secretary will deliver the result to the initiator institution.

Those mentioned above are the procedure conducting harmonization based on the laws. But how the harmonization it actually supposed to happen will be elaborated as follows; The big concept of the draft supposed to be harmonized with the Indonesia's Constitution Year 1945. Means that for the very first step harmonizing the draft need to be synchronized with the constitution. If the draft did not meet the qualification and/ or conflicting or contradict with the constitution, then it will be cancelled thus it cannot be proceeding further and vice versa, if it doesn't conflict nor contradict with the constitution then it will be continued with another process. When the draft doesn't conflict nor contradict with the constitution then it will be harmonized with the article 5 and article 6 of Law number 12 Year 2011 that regulated about legislation making at the same time it harmonized with the big concept of higher legislation. Harmonizing the draft based on article 5 means that the draft need to fulfill some requirement such as: clear purposes, an authorized institution and official, conformity among kind; hierarchy; and substance of the draft, executable, effective, clarification of the formula, and openness. Meanwhile based on article 6, the draft need to fufill some principles such as; aegis, humanity, nationalistic, kinship, archipegic, unity in diversity, justice, equality before the law, legal certainty, balance-harmony and conformity. Other than those principles it can be conformed with local wisdom as well. When the draft is met with that qualification then next phase of harmonization is to harmonized with the higher legislation that regulated the same materials with the draft. If the draft is in line with the higher legislation, then it can be proceeding to the next step of harmonization which is harmonized it with the legislation that parallel with draft. This harmonization not only for the sake of the draft substance but also to do double check if there are other PERDA that regulate the same thing as the draft, if it is so then it need to check the different between them, does the object, subject and the materials content. It purposes to avoid overlapping between PERDA that used to happen resulting revocation.

In the preparation mechanism, RIA need to be put the priority that being analyze in the academic paper thus it will create the best draft resulting as the attachment of the academic paper which is the draft. GRP will be taken place as better preparation in the draft making, thus the draft resulting from the academic paper will be perfected with GRP analysis during the draft making, thus final draft will be a good PERDA.

Therefore, as the main thing of what harmonization does is actually three major thing which are; harmonizing the draft with the constitution, higher and parallel legislation. But it will be better when harmonization is not merely done towards legislation and constitution only. It could be considered the necessity of society, because sometimes we might find any local government legislation that not conflicting nor contradict with constitution or higher and parallel legislation but in its practices it is not executable. How could a PERDA is not executable? Well it usually doesn't meet what society needed the most. Thus in order to make an effective legislation need to involve society in it's making, since the people is the one who will be affected the most by the legislation.

IV. CONCLUSIONS

Based on the analyses above, it can be concluded that:

1. The harmonization process in region that happened all along is basically only be done formally and still not fully regards to the Law Umber 12 Year 2011, President Decree Number 87 Year 2014 and Minister of Home Affairs Regulation Number 80 Year 2015. There still a different paradigm about when the harmonization taken a place, some are conducted before the facilitation in the Province's Legal Bureau that actually in concordance with the Laws mentioned before although mostly still took place after the facilitation. Harmonization toward the norms of the draft also become another problem. What happened all this time is mostly the norms of the draft that being harmonized either toward the higher or parallel legislation and it's only reach the norm harmonization, meanwhile those are not the truly meaning of harmonization.
2. The harmonization can prevent, avoid and minimalized the revocation of PERDA and other local government legal products when it's conducted before the facilitation, moreover it needs to refer and synergized among the harmonization that regulated within Law Number 12 Year 2011, Minister of Home Affairs Regulation Number 80 Year 2015 and President Decree Number 87 Year 2014 and the harmonization shall not only reaching the norms, but it has to be harmonized the big concept of it towards constitution first. After it's finished with the harmonization toward constitution then the big concept of the draft need to be harmonized with the big concept of the higher and parallel legislation, then it can go to the norms. Thus harmonization toward it's norms actually be last thing that has to be done.

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The Attitude of Indonesian Migrant Workers in Hong Kong (A Study of Functional Systemic Linguistics)

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Abstract. The article aims at evaluating the affection shown by the Indonesian Migrant Workers (IMWs) in Hong Kong through their written works contained in the rubric of Cahaya Utama and Berbagi Hikmah of the CahayaQu Magazine as well as those contained in the rubric of Sapa Iqro of the Iqro Magazine. Both magazines are published in Hong Kong and managed by IMWs. The purpose of the research was to obtain an illustration about the attitude shown by the IMWs in Hong Kong and the underlying reasons for performing such attitudes. The data were selected purposively and analyzed using the appraisal theory. The results showed that the number of positive affections and positive judgments indicated the attitude of the IMW for having motivation and spirit to continue their lives in Hong Kong. Meanwhile, the number of negative appreciations -which was outnumbered the positive appreciation- were used as triggers to develop themselves to becoming into better and more courage individuals.

Keywords: appraisal, attitude, affect, judgment, appreciation

I. INTRODUCTION

Hong Kong is one destination for the IMWs to work. Currently a number of 150 thousands IMWs work in Hong Kong. This number is not small and is likely to grow because Hong Kong is one of favorite destinations for the IMWs to work1). Hong Kong possesses some regulations concerning the foreign workers working there. The regulations are meant to protect the workers, especially the IMWs. The related regulations include waging, weekly off, leave, healthcare security, and right to associate2). This freedom of association has caused a freedom among the IMWs to actualize themselves. One of the actualizations is through the publication of magazines that can be used as means of communication.

In Hong Kong there magazines published in the Indonesian language, namely Iqro (IQ) Magazine and CahayaQu (CQ) Magazine. Both magazines are published in the Indonesian language because they are targeted for the IMWs working in Hong Kong. The CQ Magazine has declared itself as Islamic Mission Magazine for spreading the lights of Al-Qur'an, while the IQ Magazine is based on vision to be read, to be practiced, and to be shared. Both magazines are Islamic based magazines. It is therefore expected that the magazines can change the characters of their readers.
In reality, magazines have four functions, namely to distribute information, to educate, to entertain, and to affect. (Effendi. 1993: 93-94). Therefore, from both magazines the attitudes shown by the IMWs in all aspects of their lives can be induced. An article of a magazine that has been comprehensively read can develop and change the characters of its readers (Munir and Hartono, 2016: 68).
While they are in Hong Kong, the IMWs follow the ongoing rhythm of their lives working in domestic sector or as domestic helpers. Although they work in domestic sector or as domestic helpers, the IMWs have opportunities to have vacation or attend activities held by the IMW Organization. Working overseas or being away from their families may possibly emerge feelings or attitudes in their routine activities. This paper is written to find out the attitude of the IMWs in motivating themselves and their friends based on three articles selected from the magazines.
Most problems concerning to the migrant workers relate to the violation of human rights (Farbenblum, et.all, 2013: 23). For this reason, studies concerning the migrant workers generally relate to the legal and protection domain. Researches concerning to languages as used by the migrants, more specifically works written by the migrants, are too few or nil.

A. Functional Systemic Linguistics (FSL)

The research used a theory introduced by Halliday in 1985 which was called Functional Systemic Linguistics (abbreviated as FSL). Halliday 1985;1994) classified language strata into 3 , namely lexicogrammar, discourse semantic, and social context. Topic of discussion under the lexicogrammar included oral language, written language, gestures and visual. Language was used to expose, to exchange, to describe, or to organize experiences within the social context. The metafunctions of a language within the perspective of FSL were called ideational meaning, interpersonal meaning, and textual meaning. Appraisal study was a study of interpersonal function of a language developed by Martin and White (2005). Halliday (1978) used the term Functional Systemic Linguistics (FSL) to disseminate language function within the social interaction.

Grammar was used as a source to express relational purpose to the related oral or textual situation and culture

B. Appraisal Theory

The Appraisal Theory was the development of Functional Systemic Linguistics created by Halliday (1985/1994), Halliday & Mattheissen (2004) and was related to interpersonal meaning and discourse semantic within social relation negotiation text by communicating emotion, evaluation, and appreciation.

An appraisal device developed by Martin &Rose (2007) was used to analyze the spirits of the writers. According to Martin & Rose (2007) the appraisal system referred to appraisal relating to the evaluation of attitudes negotiated within the text, the involved strength of emotion and feeling observable in the texts, and how values of things or objects resulted and adjusted to the readers (2007: 27). The appraisal system was closely related to the doers of the communication and the social relation between them (in this case the writers/contributors and readers). Appraisal was a frame of theoretical concept to evaluate a language. The appraisal system related to one metafunction of a language, namely the interpersonal system. The appraisal framework consisted of three subsystems, namely attitude, graduation, source of attitude. The research selected the attitude aspect to evaluate the works written by the IMWs in Hong Kong which were published in the selected magazines

C. Attitude

Attitude is one of domain in appraisal system. Attitude relating to evaluate objekcts, characters, and fellings. Attitude categorized into three evaluation domain there are affect (people's fellings), judgement (people's character), and appreciation (value of things). Affect is used to discuss an expression of emotion and felling. Affect can be negative or positive. Affect shows bad felling or good fellings. Judgement is normative from the human behavior perspective which relate to the rules or convention behavior. Judgement relating to ethics, religion, moral, and rules. In general, judgement can be divided into two categories: social esteem (personal) and social sanction (moral). Appreciation is evaluations at how people feel about people and the way they behave. Appreciatioan of things includes attitudes about TV shows, films, books, CDs; about painting, sculptures, homes, public buildings, parks; about plays, recitals, parades or spectacles and performances of any kind. Feelings about nature for that matter –panormas and glens, sunrises and sunset, constellations, shooting stars and satellites on a starry night. As with affect and judgement, appreciation can be positive and negative.

II. METHODS

Data for the research were articles written by the IMWs as contained in the rubrics of:

1. Berbagi Hikmah in CQ Magazine no 22, June, 2014, an article entitled "Kelola Pondok61, Rajin Baca, Kuliah Online".
2. Cahaya Utama in CQ Magazine no 18, February, 2014, an article entitled "Mantan Peminum Jadi Praktisi Thibbun Nabawi.
3. Sapa Iqro in IQ Magazine no 86, January, 2014, an article entitled "Kolom Jejak: Darwinah".

The IMWs meant in this research were the IMWs working in Hong Kong. They were not the redactional staff of the magazines. The data were collected in 2014. They were selected using random sampling technique. The selected samples were those which could provide maximum information and not for generalization (Lincoln & Cuba, 1985). Such a sampling technique tended to be purposive because it was considered better in catching the completeness and depth of data in facing no single reality (Sutopo, 2003:36). The selection was directed toward the source of data that was having important data relating to the problems being searched. The rubrics were selected from editions showing the presence of data relted to the attitude of the IMWs in Hong Kong, namely affect, judgment, and appreciation. Details of the attitude are shown in the Diagram 1.

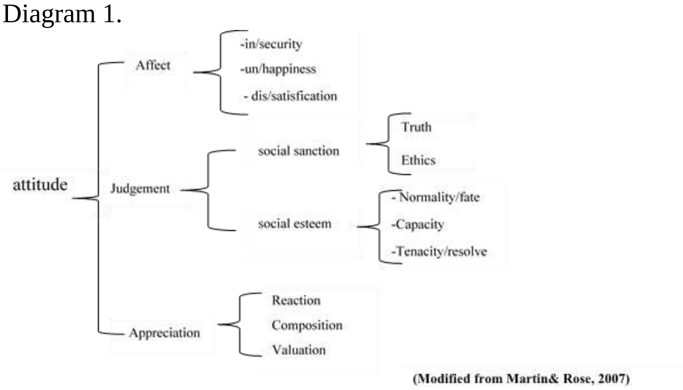

Diagram 1. Attitude Concept

The research was started by studying documents using the FSL approach and using the appraisal system to study the attitude of the IMWs in HK as encountered in analyzed articles. Then a qualitative analyses such as Spradley design (/1980) was used as a procedure.

Spradley (1980) mentioned that the analyses technique for a qualitative research consisted of four stages, namely : 1) domain analysis, 2) taxonomy analysis, 3) componential analysis, and 4) cultural theme analysis. In domain analysis data and non data were analyzed. The domain analysis was applied to group data based on appraisal system analyses. The componential analysis was used to see the relation of the appraisal system within the text. The cultural theme analysis was used to see the relationship after linking the results of the analyses of secondary data.

III. RESULT AND DISCUSSION

The analyses of the research was prepared to answer the question about the spirit of the IMWs working in Hong Kong through their writing published in both magazines and the underlying reason for using such expressions. Analyses about the three articles contained in the CQ and IQ are presented as follows:

TABEL of ATTITUDE

1. ***Affect***
   Positive : 39 *Negative: 32*

2. ***Judgment***
   Positive : 12 *Negative: 7*

3. ***Appreciation***
   Positive: 11 *Negative: 22*

The analyses showed that positive affect (39) was higher that negative affect (32). Positive judgment (12) was also higher than negative judgment (7). In *appreciation*, however, the negative was higher than the positive, namely (22) negatives compared to (11) positives.

A. Affect

Affect related to the writers' attitudes or feels through the use of clauses found in those three articles. In this research, the attitudes or feels were classified *positive affect* and *negative affect*. When the *positive affect* outnumbered the *negative affect*, it indicated that the writers had good attitudes/feels. The *affect* shown by the IMWs working in HK were identified in the following texts:

a. Be happy/ be thankful (to Allah)

(1) *Orang-orang takut, campur rasa* ***syukur***. (53) → People are afraid, mixed with **thankful**.

(2) *Tapi saya* ***masih beruntung, …*** (79) → But I am **still lucky**.

(3) *Hidup* ***berbahagia*** *dengan kelahiran bayi laki-laki* (85) → Live **happil**y with the birth of son.

b. Develop personality

(4) *saya masih* ***terus berproses***, ***move on****untuk perkembangan lebih baik dan* ***mencapai*** *misinya,…* (25/26) → I am still **continue processing**, **moving on** for better improvement and **reaching** my mission …

(5) …***memanfatkan*** *waktu, kesempatan yang ada* … (28) → … **use** existing time and opportunity.

(6) *Alhamdulillah, ternyata akhirnya saya* ***bisa mengejar*** *pelajaran di ITN-HK* (129) → Alhamdulillah, I **can finally catch** the lessons in ITN – HK.

c. Sadness

(7) ***Tidur di bawah jembatan, siangnya mencari pekerjaan***.(63) → **sleep under the bridge, find jobs at noon.**

(8) …*tapi* ***tak dapat saya tahan kerinduan***(76) → …but **I can't stand missing** ….

(9) *Saya menjadi* ***gelisah*** *dan* ***sulit tidur*** *karenanya*. (77) → I was **getting anxious** and **difficult to sleep** because of it.

d. Other Negative Affect.

(10) *Meski saya* ***marah*** *kepada keluarga* (75) → Though I **was angry** to the family

(11) *Saya* ***nekat*** *merantau ke Hong Kong* (106) → I **desperately** go to Hong Kong.

(12) … *lepas acara kembali* ***lepas*** *jilbab dan minum* (118) → ..after the program I **took of** my hijab and drank.

B. Judgement

Judgement domain related to discussion about normative valuation of human behaviors which were linked to roles and convention of behaviors. The valuation can either be positive or negative. *Judgment* within the texts was among other found in the following clauses:

(a) Positive

(13) *Hambatan pasti banyak,* ***masih bisa saya selesaikan*** (9/10) → There were of course many problems, but **I could manage them**.

(14) *Saya* ***bekas seorang peminum*** (1) → I **used to drink**.

(15) *…BMI* ***mandiri*** *dan* ***berdikari***, …. (114/115) → IMW was **autonomous and self sufficient.**

(b) Negative

(16) …*yang ingin menjadikan saya* ***istri mudanya*** (29) → …who wanted me to **be his young wife.**

(17) ***Dijodohkan*** *dengan seorang petani* (93) → I **was forced to marry** a farmer.

C. ***Appreciation***

Appreciation was one of the three domains of attitude which was related to the valuation upon object including attitude toward televison program, park, painting, scenery etc. including in the valuation were the relationship among humans and abstract quality of life. Appreciation found in the analyzed texts are as follows:

a. Positif

(18) *Pondok buku 61 adalah toko buku dan perpustakaan yang bertujuan* ***meningkatkan****minat baca, dan* ***menggairahkan*** *(*93/94) → Pondok Buku 61 is a book store and library intended to **improve** reading habits, and **develop** ….

(19) ***Sukses*** *kerja 2 tahun* (110) → Work **successfully** for 2 years.

(20) *Anak-anak* ***tumbuh sehat*** (111) → The children **grow up healthty**.

b. Negative

(21) ***Masa kecil saya dulu hidup mondar-mandir, tinggal berpindah-pindah …***(2) → **My childhood was here and there, lived moving from one place to another.**

(22) *Tapi Bapak* ***tak pernah berubah*** (19) → But my father **never changed**.

(23) … untuk ***perkembangan lebih baik*** (105) → …for **a better development**.

Based on the collected data, a discussion about the texts and the cultural context in Indonesia and the cultural context where the IMWs worked was implemented. Data analyses using the *appraisal* theory could probably found the attitudes of the IMWs in HK in moving forward to face the future and considered their past as triggers to improve better lives.

Unhappiness experienced by someone drove his/her willingness to leave that unhappiness. In addition to the examples presented previously, writers who had witnessed sad moments used the following affects to express their attitudes: *the memory remains, afraid, sad, jealous, having quarrel, can't stand staying at home*.

This expression was written by a IMW who had sad childhood due to the unfairness made by her father: When *having quarrel* because of *jealousy,* father did something *unfair*. The word unfair was a negative appreciation shown by the writer in her childhood. In her second marriage, because her first husband had passed away, the writer valued her second husband using this expression: *He was good at first, but then he showed his real characters.* The unfaithfulness of her second husband was expressed using the following clause: … *but my husband brought home another woman*. The events happening to her life in Indonesia have caused her leave for Hong Kong as an escape. She lived oversea in a labile manner.

Negative affect and positive affect appeared interchangeably. She said that she *did again her drinking habit, gathered with the community of break-dancer*, but *she was driven to attend Islamic mentoring*. *There was a recitation program, I was one of the committee members, but after the program I took off my hijab and drank again*. Her attitude changed in the recitation program. She expressed using the following affects: *sat down to listen to the lecture, was aware, remember my health, my children and their future.*

The contributors of both magazines showed different attitudes. These various attitudes were caused by different purposes they wanted to achieve. The critical and optimistic attitudes performed by the writer were to look for information while providing valuations upon someone's business (who was identified as Darwinah). Positive appreciation was given to Darwinah's business which were realized by using the expressions: *so good, along with the entrepreneurship of my family*. However, to the Darwinah's business conducted in home land Indonesia, the writer gave negative appreciation: *because our business was just like that (no progress)*. This appreciation was in contrast with Darwinah's business which was valued *so good.* The writer used judgment aspect *so I was not ready to go home* for valuing the unstable business. This was an indication that the writer wanted to go home but her business conducted in Indonesia had not been stable yet for earning her living.

Other contributors expressed their happiness for going back home to Indonesia using positive affect: *going back to Indonesia forever*, want *to develop and manage (business)*. In addition to that, she motivated her readers by using positive affects, such as *be diligent, join workshop, attend online lecture*. Furthermore, she provided positive appreciation using the following expressions: (*online lecture) to support knowledge, library was intended to improve reading habits, develop entrepreneurship through books*. She also provided positive judgment, for example *there were of course many problems, but I could manage them*.

It should be noted from the three analyzed texts that there were changes from *nothing* to *hero*. The changes of attitudes performed by the IMWs who had passed various development of personality occurred in accordance with the vision of each individual. Yet, those three writers expressed their attitudes to go back to Indonesia and fulfill their lives after going through a personality development in between the job as domestic helpers.

IV. CONCLUSIONS

The texts selected from the *IQ* and *CQ* magazines published in Hong Kong were analyzed using the *Appraisal Theory* under the *attitude domain.* The results show that the texts provided illustrations about affect, *judgment*, and appreciation as well as a valuation of the relation between the texts and context through language evaluation*.* The conclusion that can be drawn: the positive *affect* is outnumbered the negative *affect*. This shows that the IMWs possess positive attitudes or feels in providing judgment or *appreciation* for issues related to their lives. The number of positive *affect*s indicates a clear vision owned by the IMWs concerning their purposes of working overseas in Hong Kong. The positive attitudes shown by the IMWs working in Hong Kong can be used as means to motivate their friends in order to follow their ways: working and at the same time develop personality and bring back the results to Indonesia.

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Analysis Of Implementation ISO 9001: 2008 Model Of Internal Customer Process PT. KMI

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Abstract. Writing this journal focuses on quality management system ISO 19001: 2008. Customer definition according to ISO 9001: 2008 is the organization or person who received the product, while the organization is a group of people and facilities with an arrangement of responsibilities, authorities and relationships, BS EN ISO 9001: 2008. Customers can be categorized into internal and external customers. An activity or set of activities using resources (manpower, infrastructure and equipment) is managed to enable the transformation of inputs widened output can be considered as a process. The output of a process is the next input. The process can also be an organization's internal processes. These investigators about the activities of the organization's internal quality management system model aspects of internal processes. The process of repair / fabrication intercooler 130-EC-02-08 PT. KM) as the object of the application of ISO 9001: 2008 with internal customers Utility Section. This model adopts clauses 4 to 8 and then validated. This activity is carried out by observation with a view suitability of each section documents the procedures involved. The result-oriented quality management system internal process model applied in these activities in accordance with the procedure document quality is 100% and the results of this study we concluded that the organization is ultimately as well as a manufacturer of internal - external customers. The successful implementation of quality management at PT. KMI is strong support the management and implementation of internal-external audit lasted for 11 years and consistently.

Keywords: A manufacturer of internal and internal customers, ISO 9001: 2008, Quality management systems-oriented model of internal processes and the method of observation.

I. INTRODUCTION

The quality gurus define quality, based on their perspective: According to W Edward Deming, Quality is consistent with market or consumer needs. That the quality problem lies in the management and done with the approach of psychology and quality culture. According to Philip B Crosby, Quality is conformance to requirement, which is in accordance with the required or standardized. This idea is a commitment to always succeed and eliminate failure and Quality Is Free. Josph M. Juran defines quality as fit for use (fitness for use), which implies that a product or service must be able to meet what is expected by the wearer while according to Kaoru Ishikawa, quality is customer satisfaction. What according to ISO? Quality is the degree / characteristic level attached to the product that includes requirements / desires. The four gurus of quality and ISO 9000: 2008 emphasize the same basic principles of focus (managerial) process and customer satisfaction. So it is very important for any organization that implements the ISO to precisely define who the customer is. The inappropriateness of this definition will result in a misdirected system. In this journal the customer is an internal customer (Utility Section). The implementation of the quality management system becomes a fundamental and strategic need of an organization it is important to ensure that the products produced conform to the minimum requirements and minimum expectations of internal and external customers. ISO 9001: 2008 provides guidance on implementing, developing and improving the effectiveness of the quality management system based on the Plan-Do-Check-Act (Daming) process approach to improving customer satisfaction and requirements, drawing 1. A company, the product of the resulting organization is often the result of some organizational process (input-output), output can be input for the next process, BS EN ISO 9001: 2008. This small process will affect the quality of the final product (chain effect).

In writing this journal aims to know the implementation of ISO 1901: 2008 in a group of organizations (Mechanic, Engineering, Inspection, Logistics, HRD section & Management) in the repair / fabrication of Intercooler 130-EC02-08 head exchanger. This intercooler is used by the internal customer organization utility section. This intercooler serves to cool oxygen products generated from other processes. This oxygen is furthermore as one of the main ingredients for methanol. To guarantee the quality of repair / fabrication result, it is applied ISO 1901: 2008 quality management for internal customer satisfaction and expectation based on process based quality management system model as in figure 1, BS EN ISO 9001: 2008.

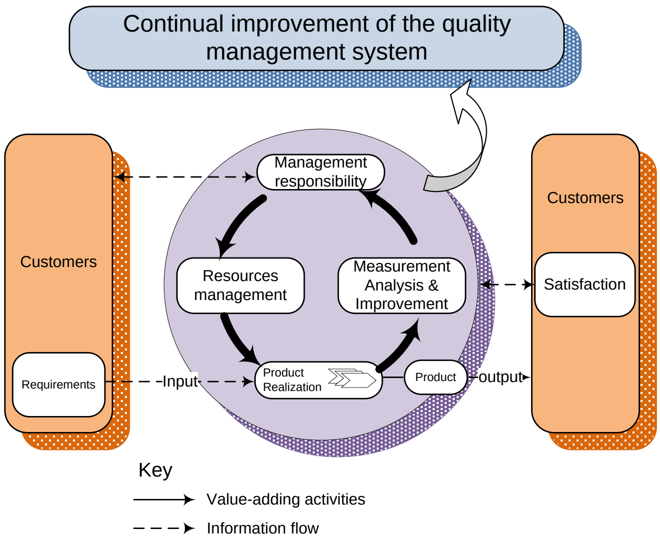

Figure 1 – Model of a process-based quality management system

Source: BS EN ISO 9001: 2008 and data processed, 2017

Based on the above background, the research formulated as follows:

- How is the implementation of ISO 1901: 2008 standards based on internal customer processes?
- Is the internal customer process-oriented quality management system model can also be a customer as well as a manufacturer?

ISO 9001: 2008 regulates the Quality Management System (QMS) system often referred to as "ISO 9001: 2008, QMS". This quality management is more focused on the business process pattern that occurs in the organization of the company so that almost all types of business can implement the ISO 9001 quality management system. The ISO 9001: 2008 system focuses on the effectiveness of the continual improvement process with the main pillar of the PDCA (Deming) thinking pattern, in which every process always performs careful planning, clearly measured implementation, accurate data evaluation and analysis and appropriate corrective action and monitoring the implementation in order to really be able to solve the problems that occur in the organization. The 2008 version also stipulates that the corrective and preventive action process undertaken effectively impacts the process change taking place within the organization, BS EN ISO 9001: 2008. In addition, the emphasis on outsourced process controls has been highlighted in the latest version of ISO 9001. To assist companies in implementing and developing a systematic quality management system focusing on customer satisfaction and continuous process improvement, understanding of the requirements of ISO 9001: 2008 standards needs to be known in depth.

II. METHODS

Observation method: is a data collection technique, where the researchers make direct observations to the object of research to see closely the activities undertaken (Riduwan, 2004: 104). Basically observation techniques are used to see and observe changes in social phenomena that grow and develop which can then be made changes to the assessment, so as to separate between necessary and unnecessary. (Margono, 2007: 159). In this research, it is important to observe the implementation of the quality management system in the fabrication process and repair intercooler 130-EC-02/08 which is being done in the maintenance department (workshop) refers to the process that has been made by each section involved. Instruments that are used in making observations in the form of Check list of respondents, factors to be observed, time and place can be seen in table 1.

Tabel.1 Check list of observation

NO.	RESPONDEN (*Section*)	DETAIL OF OBSERVATION	SCHEDULE	THE PLACE	OBS. (Y/N)
1	Utility	Procedures and implementation of ISO 9001: 2008	September, 1 up to 15 2015	All section	
2	Engineering	Procedures and implementation of ISO 9001: 2008			
3	Inspection	Procedures and implementation of ISO 9001: 2008			
4	Mechanical	Procedures and implementation of ISO 9001: 2008			
5	Logistic	Procedures and implementation of ISO 9001: 2008			
6	HR	Procedures and implementation of ISO 9001: 2008			
7	MR ISO	Procedures and implementation of ISO 9001: 2008			
8	Production Dept.	Procedures and implementation of ISO 9001: 2008			
9	Maintenance Dept.	Procedures and implementation of ISO 9001: 2008			
10	Management	Procedures and implementation of ISO 9001: 2008			

Note: OBS (Observation)

Observation Flow Diagram

The flow diagram of observation refers to the model of the quality management system based on the process, see figure 1. Explanation diagram:

1. First Process (input): Internal customer is Utility section that use equipment is for production process activity of methanol grade AA. Requirements: The operations department wants that the repaired / fabricated equipment

in the maintenance department meets the requirements of ISO, ASME, TEMA and can function as desired by the system (reliability).

2. The second process (product realization): a series of systematic processes to realize the repair / fabrication activities 130-EC02-08, consisting of:
    a. Brainstorming, ie: This process is done in the forum meeting / poll with the participants are Engineering, Mekanical, Inspection, Operation, Procurement section (supervisor level to the plant general manager) with a special agenda discussed about the process how to realize the work according to standard . The results are poured into the meeting minutes to be implemented.
    b. Engineering details, ie detailed drawing documents, technical data, specifications, standard work to be performed (TEMA, ASME, WPS, ISO 9001: 2008, etc).
    c. Planning (Planning), which is making the work schedule consists of procurement of materials, labor, machinery, tools, safety equipment, inspection and duration of work.
    d. Implementation of work (exsecution), which is the implementation process work in accordance with the stages of work that has been made in the planning process with reference to engineering detail.
    e. Submission of result of repair / fabrication to internal customer (Utility section-production department) accompanied with document of result of work and test.
3. The third process (Measurement, analysist & improvement): from the data retrieval and the second process activity parameters above is done the analysis process to improve the quality of repair / fabrication.
4. The fourth process (Management Response): the results of the analysis and recommendation of quality improvement are reported to the management to make the quality improvement policy.
5. The fifth process (Resource Management) proactively implement the results of the third and fourth process recommendations to ensure quality improvement.
6. Sixth process (feedback), feedback by communicating equipment performance 130-EC02-08 with internal customer (Utility section-production department) for quality improvement process.
7. The seventh process (Continual improvement of the quality management system) returns the second process cycle (realization product) as a proactive form of ISO 19001: 2008 system.

III. RESULT AND DISCUSSION

Technique of taking data is done directly (observation) starting from brainstrorming stage until fabrication process. With the assessment criteria:

Quality management system, implementation and development and documentation.

Evaluation system based on evaluation status is done or not, that is, (Y) to "fit" and (T) to "inappropriate", Vincent Gaspersz, 2005)

Based on the model of quality management system based on the process in Figure 1, a tabulation of conformity of ISO 9001: 2008, see table 2.

Tabel 2. The results of observation

No.	Desciption	Action	CL	Section	Docm. No.	Success creteria	SE	Character
1.	**Input**							
	Reliability: procurement / repair / fabrication 130-EC02-08 / Able to cool oxygen to 60 ºC - 65 ºC without leak.		Internal Customer: Utility section (Customers requirement)					Uty: Primer C.
2.	**Realization product**							
	a.Brainstorming	Meeting / discussion on repair / fabrication 130-EC 02-08/ Minutes		Input process (Internal Team C)		Minimum manager agreement of 3 out of 4 people	Y	Internal team: Mf and C
	b.Engineering detail	Pictures, technical data, specifications, TEMA standards, ASME and WPS.	6.3	Eng	SMT.PS. Eng-03	Distributed with related parties.	Y	Eng. Mf for MNJ and Uty. C
						Made to standard: THEME, ASME, WPS & Eng-03.	Y	
	c. Planning & Monitoring	Schedule execution	6.3	Eng section	SMT.PS.Eng-01	Work completed on time & according PS.Eng-01	Y	Eng.: Mf for Sub C MNJ, M, I and L.

Tabel 2. The results of observation (continuance)

No.	Desciption	Action	CL	Section	Docm. No.	Success creteria	SE	Character
		Implementation of repair / fabrication & Test.	6.3	M. section & team	SMT.PS.M-01, SMT.FM.Eng-03-03, SMT.FM.L.02-01, SMT.FM.I-01-02, SMT.FM.I-01-04, SMT.FM.I-01-10, SMT.FM.I-01-23, SMT.FM.I-01-25, SMT.PS.Eng-03, SMT.PS.Eng 01. SMT.PS.L-01	process of repair / fabrication activities according to standard, schedule and procedure	Y	Mechanic & I: Mf for sub MNJ C
	e. Delivery of work	Handing over of work and documents	6.3	M section	SMT.PS.M-06	Made in format	Y	M: Mf for sub MNJ C
			6.3	Eng. section	SMT.PS.Eng-03	Made in format	Y	Eng: Mf for sub C MNJ, MR ISO & MTN
3.	Measurement, analysis & improvement	Analyze during the work process	6.3	Eng. section	SMT.PS.Eng-01	The analysis is made according to the standard	Y	Eng : As a mf for sub MNJ, MR ISO & MTN
		Create an analysis report document and input addressed to the MNJ	6.3	Eng. section	SMT.PS.Eng-01	Documents are made to a standard and well documented	Y	

Tabel 2. The results of observation (continuance)

No.	Desciption	Action	CL	Section	Docm. No.	Success creteria	SE	Character
5.	Resource management		6.2	I, M, Eng & HRD.	SMT.PS. HRD-01, I-01, M-01 & Eng-03	Acceptance and training of employees in accordance with the standard format.	Y	HR: As a manufacturer for all sections & MNJ c.
6.	Feed beck	Communication between section production and engineering section.	4.2	Eng & PROD.	SMT.PS. Eng-01	The results are announced and acted upon	Y	Eng & Uty: Mf for major C of ISO quality system.
7.	Continual improvement of the quality management system	Proactive to implement ISO 1901: 2008	4.2	Secretariat of ISO 9001: 2008	SMT.MS-05	Document control	Y	Secretariat : Mf for major C of ISO system

Source: Data processed, 2017

Note: Section of Uty (utility), Eng (engineering), P (inspection), PROD (production), M (mechanical), L (logistic), MR ISO (management presentative), MNJ (management), MTN (Maintenance Dept.), HR (human resource), C (costumer), CL (clausal), SE (status evaluation) & Mf (manufacture (er).

From the observation result of field data and data processing, it can be seen that the quality management system for intercooler repair / fabrication project (130-EC-02-08) is carried out properly and correctly in accordance with what is stated in the document of the quality management system established by (utility, engineering, mechanical, inpection, logistic, HR and management). It is also reinforced that PT. KMI has implemented ISO since 2005 (running 11 years) and in the near future will implement ISO 9001: 2015. Interestingly from table 2, the NATURE column shows that in the application of internal process-based quality management models, all sections and management ultimately are both customer and producer. For that as a key keshasian implementation of ISO 9001: 2008 quality management system every organization position itself as internal customers as well as internal producers.

The successful implementation of ISO 9001: 2008 in meeting the expectations of internal-external customers (costumer statisfaction) are:

1. Internal audit system implemented once a year (until 2016 implemented 10 times) and external audit (until 2016 implemented 5 times).
2. Management support by establishing ISO secretariat that is managed consistently with specialized worker handling ISO.
3. Each level of employees conducted ISO training and planning this year will be practical training on ISO 9001: 2015.
4. Type of management applied is top-down.
5. All sections and also management position themselves as customers as well as internal producers.

IV. CONCLUSIONS

From observation data, data processing and analysis of application of ISO 9001: 2008 with approach model of processed quality management system as shown in Figure 1 in the implementation of repair / fabrication intercooler 130-EC-02-08 at PT. Kaltim Methanol Industri can be summarized as follows:

The implementation of ISO 9001: 2008 quality management system is systematically and well organized.

The role of top management is indispensable in making policies on improving quality and ensuring that it is properly and properly implemented.

All sections and also management are internal producers as well as internal customers.

In carrying out any activity based quality management system oriented to internal customer processes. The organization must position itself both as an internal manufacturer as well as an internal customer.

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Food Production, Poverty Indices and Capability Related Variables (Case of Central Java and Yogyakarta Provinces)

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Abstract. This paper tries the econometric analyses of poverty from the view point of the capability approach. Taking food production into consideration, this study shows that poverty indices are affected significantly by capability related variables. The objective of this paper is to analyze the relation of poverty from the consumption approach and the capability approach. Secondary panel data of head count index, poverty gap and poverty severity and variables of capability as well as food production were analyzed from 34 districts in Central Java and Yogyakarta Province. In conclusion, the relation observed in this paper is between capability poverty improvement and decreasing consumption poverty. Any economic development meant to increase income or consumption is important, but this is not the direct aim of the poverty reduction policies/programs. They should directly target the various elements of poverty and allocate budgets to such fields.

Keywords**:** Capability Approach, Poverty, Amartya Sen, Consumption Approach, Poverty Indices.

I. Introduction

Poverty is a problem faced by countries around the world. While the poor are mostly live in the villages and most of them are marginal farmers, poverty is a no exception for people live in urban area. The understanding of poverty itself widened by the concept of capability, thus poverty is not merely focus on income deprivation, but also refer to a condition with lack of ability to have fulfilled or productive life. Factors influencing poverty is also becoming diverse; from uncontrolled population growth, disaster, changes in environment such as uncertain climate variability that affects food production [1], epidemic or emerging diseases, and many other threats that can cause insecurity to a well functioning life. Previous study has discussed the definition and relation between consumption poverty and capability approach-poverty [2][3]. In this paper, analysis of those two variables was studied with additional influence of food production and impact of development in a longer time series.

This study used data from two provinces in Indonesia, in all, 50% of Indonesia's people call Java home. Java is also an island with the highest poverty incidence. The provinces of Yogyakarta and Central Java are examined in this study, since poverty is high in these areas. Figure 1 shows the poverty rate in Java in 2007. The highest head count index (P_0) values in Java in 2007 were in Wonosobo (32.29%), Rembang (30.71%), Kebumen (30.25%), and Purbalingga (30.24%), all of which are found in Central Java.

II. Methods

Quantitative study was conducted to analyse secondary data that examined using econometric analysis. Panel data from 34 districts in Central Java and Yogyakarta for four years time series has analysed total 170 data set.

III. Result and Discussion

This study used data from two provinces in Indonesia, in all, 50% of Indonesia's people call Java home. Java is also an island with the highest poverty incidence. The provinces of Yogyakarta and Central Java are examined in this study, since poverty is high in these areas. Figure 1 shows the poverty rate in Java in 2007. The highest head count index (P_0) values in Java in 2007 were in Wonosobo (32.29%), Rembang (30.71%), Kebumen (30.25%), and Purbalingga (30.24%), all of which are found in Central Java.

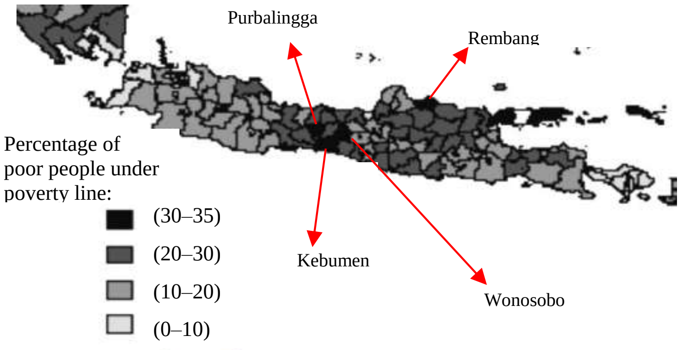

Figure 1. Head Count Index (P_0) in Java, 2007
Source: Authors' calculations, using data from BPS (2008) with R2.7.1, Maptools [4],[5]

To improve our understanding of poverty in these areas, the five districts with the highest access to capability and the largest poverty-index values are shown in Table 1. For the cases of Wonogiri and Gunung Kidul: among the 34 districts in the sample, both have the highest upland crop production rates and largest areas harvested. Gunung Kidul—most of which is arid, dry, and lacking in irrigation—is known as a poor area. It is commonly understood that these districts—which rely mainly on secondary crops—could have high poverty-index values. Having dry and arid land, the people of

Gunung Kidul cannot produce enough rice for their own consumption; cassava has been a substitute staple food. Realizing the poor conditions in these areas, the government has sought to provide support through various programs; for example, there were the underdeveloped village subsidy program (IDT) in Gunung Kidul, a transmigration and dam project in Wonogiri, and various programs that provide other basic needs such as health and sanitation. These programs could help mitigate poverty in these areas. Three districts in Yogyakarta province known to be poor are Gunung Kidul, Sleman, and Kulon Progo. In Gunung Kidul and Kulon Progo, access to sanitation and health services is the highest of all 34 districts. In Sleman, the high school completion rate and safe water access have been important in reducing poverty there.

In Table 1, Kebumen and Wonosobo (blue color) are among the highest-ranking districts in our sample, in terms of poverty-index values. The total area of Kebumen is around 1,281 km^2; of that, about 40% is used in nonirrigated paddy-field and upland farming, and 15% in irrigated paddy-field farming. The people of Kebumen mainly depend on upland farming, with intercropping and double-cropping. Kebumen shows a high Engel coefficient, with most of the farmers being upland and poor. The poor's food expenditure, as a ratio of all expenditures, is high (i.e., number four, among our sample); a high food-expenditure ratio is a burden on the poor, as it restricts their investment in other capability variables. A policy regarding inexpensive food is still needed in this district. In Wonosobo, the elementary-school dropout ratio is the second-highest among our sample. Birth control program participation is high in this district, but access to other capability variables is low and cannot mitigate the impact of the deepness and severity of the poverty there.

In Table 1, no cities are found within the top five poverty-index values. Access to health is high in Semarang and Salatiga (yellow color), and access to education is high in Semarang and Surakarta. No cities have high elementary-school dropout rates or high food expenditures. Urbanization has lifted many people out of poverty. In districts with more rural areas (and with fewer economic opportunities), investment in the basic-needs capabilities of health and education could help people there obtain many more opportunities and finally decrease the region's overall poverty-index values. The poor districts have been assisted by investments in areas related to capability-related variables. Based on the capability approach, we can consider such facilities as having contributed to a reduction in poverty.

Mubyarto [6] studies an interesting case of poverty in Yogyakarta. At the end of the 1960s, Yogyakarta was well-known as the third poorest province in Indonesia (after East Nusa Tenggara and West Nusa Tenggara), since 47% of its territory—namely, Gunungkidul—is an arid area. Most areas within Gunungkidul district and Kulonprogo district, and some areas in Bantul district, were dry and lacked irrigation. Locals consumed cassava or *gaplek* as staple foods. In 1973, Penny and Singarimbun published a monograph titled *Population and Poverty in Rural Java: An Economic Arithmetic from Sriharjo*, which not only made Sriharjo village well-known, but also made Yogyakarta province practically synonymous with poverty. Three decades later, Yogyakarta has changed from one of the poorest provinces in Indonesia to one of the most prosperous; it is tied with Jakarta for having the longest life expectancy in the country (i.e., 71 years in 2000). The key to this change is found in the HDI of Yogyakarta, which is the fourth-largest in Indonesia [7].

Supported by various projects, programs, and appropriate government policies, the rural poor can improve their capability. Investments in improvement in health and education could contribute to poverty alleviation in rural areas.

TABLE 1
TOP FIVE DISTRICTS IN ACCESS TO CAPABILITY VARIABLES AND HIGHEST POVERTY INDICES

	2008 Ranking (High to Low)				
	1	**2**	**3**	**4**	**5**
Head Count Index (P_0)	Kebumen	Wonosobo	Rembang	Purbalingga	Kulon progo
Poverty Gap (P_1)	Wonosobo	Kebumen	Purbalingga	Kulon progo	Brebes
Poverty Severity (P_2)	Wonosobo	Kebumen	Purbalingga	Kulon progo	Sragen
Safe Water Access	Salatiga	Sragen	Kudus	Sleman	Semarang
Toilet Availability	Gunungkidul	Kulon progo	Salatiga	Wonogiri	Semarang
Birth Control Program Participation	Banjarnegara	Wonosobo	Semarang	Temanggung	Rembang
BCG Vaccination	Kulonprogo	Banyumas	Sragen	Temanggung	Semarang
Elementary-School Dropout Rate	Batang	Wonosobo	Pekalongan	Kendal	Pemalang
High-School Completion Rate	Semarang	Surakarta	Klaten	Sleman	Sukoharjo
Food Expenditure of Poor	Batang	Tegal	Pekalongan	Kebumen	Pemalang
Rice Area and Production	Cilacap	Grobogan	Pati	Brebes	Sragen
Upland Crops Area and Production	Wonogiri	Gunung kidul	Grobogan	Pati	Banjarnegara

Source: BPS (2009)

The capability approach defines poverty as capability deprivation. Amartya Sen [8] considered capability as the substantive freedom to functioning which enable people to enjoy leading the kind of valuable life. In the approach, functioning is the subject of the capabilities referred to: what a person is capable, wants to be capable, or should be capable of being/doing. Living may be seen as a set of interrelated functioning. A person's chosen combination of functioning, what one is and does, is a part of one's overall capability set, which is the functioning he or she is capable of doing.

Table 2 examines capability variables—not only health, education, and food expenditure, but also rice and secondary-crop production—and their relationships with poverty indices. Improvements in farmers' capability in increasing their production tends to reduce all poverty indices. Quantitative analysis was done using panel data and the following model:

$$y_{it} = \alpha + \beta_1 x_{it,1} + \ldots + \beta_k x_{it,k} + u_{it} \quad (1)$$

where

y= Percentage of poor by head count index/poverty gap/poverty severity
α = Intercept
x = Variables related to capability variables
i = Area (districts)
u = Residual
t = Years of 2005–2008

Increasing the capability of farmers to improve their production skills tends to decrease all poverty indices. Quantitative analysis using panel data from year 2005 to 2008 of 34 districts in Central Java and Yogyakarta provinces was carried out, the result could be seen in Table 2.

Rice production and the area harvested are negatively related to all poverty indices (except P2-Severity Poverty- for rice production; it is negative, but not significant). This means that farmers become poorer if they decrease their production and the area harvested. For farmers under severe poverty indicated by P2, increasing their production may improve their life condition, but we find no significant impact. Farmers under severe poverty may have so small land that their rice production increase the production cost and have causes no significant impacts. However, when they increase their area under harvest, the result becomes significant at 10%, (meaning that improving the area under rice cultivation is important to alleviate the problems of farmers facing severe poverty). As smaller land cause the disguised unemployment of farmers, the increase of cultivation reduces such unemployment problem and improves their economic condition.

Regarding secondary crops production and the area harvested, no results are significant. This explains why farmers in areas under severe poverty depend more on secondary crops farming than those under less poverty. Secondary crops are still considered as "catch crops" that poor farmers use to maintain their subsistence level of income.

Unsurprisingly, expenditure of the poor on food is positively correlated with poverty: share of their food expenditure increases causes the poverty ratio increases. Households under severe poverty have higher share of food expenditure compared to less poor households.

The education variables do not make a significant impact on poverty indices. It would require longer time for this sector to make an impact on poverty indices.

In the health sector, only BCG vaccination has significantly positive impacts on P_1-Poverty Ratio- and P_2. To guarantee the availability of BCG all children under the age of five, including those from poor families, community-based health services (Posyandu: *Pos Pelayanan Terpadu*) provides BCG vaccination free of charge. It is also available in hospitals, but not free. Statistical data record larger amount of beneficiaries of community-based services rather than those of hospitals. The result is significant for the variable of availability of private or common toilets. Variables of participation in birth control programs and access to safe water show negative signs, but not significant. Improving the health-related basic facilities of households tend to decrease their poverty indices.

It is noteworthy that the city dummy unsurprisingly gives a significantly negative result. This implies that the urbanization can improve the condition of poor areas.

As the improvement in capability related variables can reduce poverty indices, improvement in these variables could be used as means to decrease consumption poverty. New paradigm based on the reverse relation between ends and means can contribute to the removing consumption poverty through improving capability of people. This has very practical policy implication that the effective and proper budget allocation to the sectors which have close relation with consumption poverty. Poverty reduction program under such poverty reduction strategy can reduce the expense of budget and effectively reduce the share of poverty. The capability approach gives us a different view on poverty and poverty reduction policy.

TABLE 2
CAPABILITY VARIABLES CONTRIBUTING TO POVERTY REDUCTION

	R–squared	Constant	city	d05	d06	d07	d08	water	toilet	birthc	bcg	edr	hcr	Fep	rprod	scprod	rarea	scarea
P_0	0.50	–9.10	–0.89	0.05	0.18	–0.68	0.01	–0.08	–0.10	–0.44	0.84	–0.09	–0.04	2.99	–0.09			
		*	***		**	***								***	**			
P_1	0.40	–16.03	–0.91	0.25	0.18	–0.50	0.10	–0.09	–0.22	–0.46	2.05	–0.03	0.00	2.96	–0.10			
		**	***	***	*	**			**		*			***	*			
P_2	0.30	–20.20	–0.85	0.32	0.17	–0.40	0.04	–0.16	–0.30	–0.52	2.92	–0.02	0.03	2.88	–0.10			
		**	***	***					**		**			***				
P_0	0.49	–8.36	–0.48	0.04	0.20	–0.60	–0.03	–0.09	–0.16	–0.52	0.85	–0.19	–0.04	2.69		0.03		
			***		**	***			*					***				
P_1	0.38	–15.09	–0.47	0.23	0.19	–0.41	0.06	–0.10	–0.27	–0.56	2.04	–0.14	–0.01	2.64		0.03		
		**	***	**	**	*			**		*			***				
P_2	0.29	–18.59	–0.36	0.29	0.19	–0.30	–0.01	–0.17	–0.37	–0.65	2.84	–0.13	0.02	2.49		0.04		
		**	*	**					***		**			**				
P_0	0.50	–9.17	–0.90	0.06	0.18	–0.68	0.01	–0.09	–0.10	–0.43	0.78	–0.08	–0.04	2.97			–0.10	
		*	***		**	***								***			**	
P_1	0.40	–16.07	–0.94	0.25	0.18	–0.50	0.10	–0.09	–0.21	–0.46	1.98	–0.02	–0.001	2.96			–0.11	
		**	***	***	*	**			**		*			***			**	
P_2	0.30	–20.24	–0.88	0.32	0.17	–0.41	0.04	–0.17	–0.29	–0.51	2.84	0.00	0.02	2.88			–0.11	
		**	***	***					**		**			***			*	
P_0	0.49	–8.11	–0.47	0.04	0.20	–0.60	–0.03	–0.09	–0.16	–0.54	0.84	–0.19	–0.04	2.67				0.03
			***		**	***			*					***				
P_1	0.39	–14.87	–0.47	0.23	0.20	–0.40	0.06	–0.10	–0.28	–0.57	2.05	–0.14	–0.004	2.63				0.03
		**	***	**	**	*			*		*			***				
P_2	0.29	–18.39	–0.35	0.29	0.20	–0.29	–0.01	–0.16	–0.37	–0.67	2.85	–0.13	0.02	2.48				0.05
		**	*	**					***		**			**				

Note: ***Significant at the 1% level; **Significant at the 5% level; *Significant at the 10% level. n = 170, *t* = 2004–2008, i = 34 districts,
d city: city dummy (Kota Surakarta, Kota Salatiga, and Kota Semarang), where "city" refers to administrative level city (*Kota*), others are districts (*Kabupaten*)

d05–d08: Year dummy

birthc: Log form of participation in birth control program

bcg: Log form of bcg vaccination

hcr: Log form of high-school completion ratio

fep: Log form of food expenditure of a poor

rarea: log form of rice area harvested

scarea: log form of secondary crop area harvested

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toilet: Log form of access to private/common toilet
edr: Log form of elementary dropout ratio
rprod: Log form of rice production
water: log form of safe water access

Source: Author, using R and data from BPS, various years.

Whereas the ends of poverty alleviation is to alleviate income poverty, various programs that invest in health and education could be the means to increasing poor people's capability, decreasing capability poverty, and generating greater earning power. Since the capability concept was introduced by Sen in the 1980s, the concept has been developed and implemented in various ways; many human development-related indices serve as examples. This study observations and analyses of the case of Indonesia supports Sen's idea. Economic development aims to increase income or consumption, but it is only one end of policies and programs. Poverty reduction policies directly target the various elements of poverty and allocate budgets to those areas.

IV. Conclusions

The econometric analyses in this study show that poverty indices are affected significantly by capability-related variables. As improvements in capability variables can reduce poverty index values, such improvements could be used to mitigate consumption poverty. A new paradigm based on the reverse relationship between ends and means can contribute to a removal of consumption poverty by improving the capability of people. The capability approach, in this way, gives us a different view of poverty and poverty-reduction policies.

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