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ICUIC  
2018

International Conference on University and Intellectual Culture

# PROCEEDING

International Conference on University and Intellectual Culture



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## FOREWORD FROM THE DEAN

Assalamualaikum Warahmatullahi Wabarakatuh.

The era 4.0 has brought many influences in our daily lives, including higher education. Recently, big data is something that we have to deal with along with globalization. Universities as one of higher education should manage these conditions to play its roles in three areas called *Tri Dharma Perguruan Tinggi*, namely: education (*pendidikan*), community service (*pengabdian pada masyarakat*), and research (*penelitian*). These areas must be fulfilled well to enhance intellectual culture in university and society.

Aware of those aforementioned situation which have to manage by both educators and students, the Faculty of Social Sciences Universitas Negeri Jakarta is held its first International Conference on University and Intellectual Culture (ICUIC) 2018, which is part of the celebration of Dies Natalis of Universitas Negeri Jakarta. There are 8 (eight) sub themes: (1) University, Society and Intellectual Culture; (2) In what sense could the scientist is a public intellectual also?; (3) Social Science and Humanities in the era of Market Globalization; (4) How to Develop Academic Culture Through Research; (5) The Relevances of Research and the Development of the Intellectual Culture; (6) The Contributions of Academic Community Development Programs to Strengthen Intellectual Character; (7) The University Roles to Develop Civic Intellectual; and (8) The Urgency of Humanities Studies to Develop Academic Culture—which could be chosen by paper writers.

I really appreciate the speakers who are willing to share their knowledge and understanding on university and intellectual culture in the ICUIC 2018, they are: Osama Bin Mohammed Abdullah Al Suhaibi (The Ambassador of Saudi Arabia for Indonesia); Dr. Greg Shaw (Charles Darwin University, Australia), Prof. Intan Ahmad, Ph.D (Acting Rector of Universitas Negeri Jakarta), and Prof. Suwarsono (the Chairman of HISPISI). The same appreciation also expressed for Prof. Anne Daly (University of Canberra, Australia), Dr. Anna Mrozek (Universitat Leipzig, Germany), Jiraporn Chomsuan, DBA (Dhurakij Pundit University, Thailand), Tri Mulyaningsih, Ph.D (Universitas Sebelas Maret, Indonesia), and Dr. Zakiya Darajat (Universitas Islam Hidayatullah, Indonesia) who provided their time to become editors for this program. To all the paper writers and participants, thank you very much. This event will not be successful without your participation. Last but not least, to all the committee members who make this event becomes to reality—thank you very much!

We apology for any inconvenience during the program. Finally, we hope this event will be continued as an annual event. See you again next year!

Wassalamualaikum Warahmatullahi Wabarakatuh.

Dean of Social Sciences Faculty

Dr. Muhammad Zid, M.Si



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## The Effect of Method of Teaching And Learning Emotional Intelligence History Student Affairs SMA Jakarta

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### **ABSTRACT**

This study aimed to reveal the effect of Emotional Intelligence Learning Method and the History of Student Learning Outcomes SMAN Jakarta. Metode experimental method used is to design treatments by level 2 x 2 with variable outcome variables studied history and learning methods as well as one independent variable 2 emotional intelligence. The results showed (1) The study of high school students who follow the history of learning methods sociodramatic higher than students who take conventional learning methods, (2) there is a significant interaction effect between emotional intelligence learning methods and learning outcomes history of high school students. (3) for students with high emotional intelligence learning methods sociodramatic better learning outcomes than conventional learning methods, and (4) for students who have low emotional intelligence with conventional teaching methods better learning outcomes than learning methods sociodramatic. It can be concluded that the method of teaching sociodramatic can improve learning outcomes for students with a history of high emotional intelligence.

**Key words: methods of learning, emotional intelligence, and learning outcomes history.**

### **INTRODUCTION**

#### 1. Background

National Education has the noble mission of the individual, that is to build a person who has knowledge, improve technical skills, developed a solid personality, and form a strong character. National education aims to develop a responsible human beings. To promote the goals of national education, it needs to be supported by a variety of factors. One of the factors that determine the success of a school is a school. Availability of schools in a community is very important because the school will be able to form the basis of education tersistem and controlled or illegal. (E. Mulyasa. *Standar Kompetensi dan Sertifikasi Guru*, Bandung : Rosda Karya, 2008, hal : 5.)

These components are teachers, students, curriculum, teaching methods, school environment, and the environment outside the school. Teachers are the most decisive component in the education system as a whole so that the teacher should get the attention of the most important. Because of the important role of teachers in education, then it is inevitable that a teacher is required to be able to use appropriate learning methods so that students do not feel bored in learning. Saturation of the students in learning feared would hinder the achievement of success in the educational process.( Kuntowijoyo. *Pengantar Ilmu Sejarah*, Yogyakarta : Bentang Budaya, 2001, hal : 18.)

History is one of the subjects taught in school. History is a reconstruction of the past. As a subject, discussing the history of the events of the past that affect human life. Through history, students should not just be aware of events in the past, but also encouraged to think critically and to take lessons from these events. If students understand the development of a cutting-edge issue in the past, the students will be able to better understand the implications caused by the problem at the present time. It is a quest to find the lessons of history that will help people to solve the problems that occur in the present.( Louis Gottschalk, *Mengerti Sejarah* Jakarta: UI Press, 2006 , hal. 138.)

Gardner corrects the limitations of conventional thinking person, that is a single way of thinking into the way of thinking double. The concept of dual way of thinking is known as the multiple intelligences (multiple intelligence). Intelligence is not just limited to the intellectual intelligence, measured by intelligence tests. However, the intelligence also illustrates the ability of a person to love the environment. Gardner's theory is further developed and supplemented by other experts, such as the introduction of emotional intelligence Goleman. Goleman give special attention to the aspect of interpersonal intelligence or interpersonal. (Goleman, Daniel. *Emotional Intelligence (terjemahan)*, Jakarta : PT Gramedia Pustaka Utama, 2002, h. 2)

These factors include the value of some students still do not meet the KKM (minimum completeness criteria), namely 7.5. Based on the above data, it can be seen that the teaching methods used by teachers and students' level of emotional intelligence can affect student learning outcomes. Therefore, we need a method that can synchronize with the acquisition of one's emotional intelligence learning outcomes. This research was conducted in order to determine how much influence the teaching methods used by teachers to students History subjects with different levels of emotional intelligence on learning outcomes. students in one of the high schools in Central Jakarta is located in Jalan Mardani, Village Johar Baru. The title of this study in accordance with the national educational function, which is to develop the knowledge and character development and civilization of the nation's dignity in the context of the intellectual life of the nation.

## 2. Problem Formulation

In accordance with the restrictions on the problem, the problem of research formulated in the form of questions as follows: 1. Are there any among the students taught with methods

sociodramas with differences in learning outcomes of students are taught history by conventional methods? 2. Is there an interaction effect between emotional intelligence learning methods to the learning outcomes in the history of high school students? 3. Is there a difference between the history of the learning outcomes of students who have high emotional intelligence are taught with methods sociodramas with students who have high emotional intelligence are taught using conventional methods? 4. Is there a difference between the history of the learning outcomes of students who have low emotional intelligence is taught with methods sociodramas with students who have low emotional intelligence taught by conventional methods?

### 3. Usability Research

The results of this study have theoretical and practical usability. Theoretically, this study resulted in finding a theory about the relationship between emotional intelligence learning methods and students' learning outcomes acquisition history. The study's findings are arranged in the form of reports document in the form of research. Meanwhile, in practice, this study has contributed to the improvement of the teaching of history in high school., Especially useful for teachers, students, and school. 1.) For teachers, this study provides an overview and insight into the methods of teaching history. 2.) For students, the results of this study could encourage students in order to use emotional intelligence when learning to achieve maximum learning results. 3.) For schools, the results of this study can be petrified schools in determining the criteria to be selected teachers to teach in schools, this study is also beneficial in terms of improving the quality of the process dah learning outcomes in schools. Especially on the subjects of history. In addition, this study also may be useful for further research to be developed.

## **STUDY THEORETICAL**

### a. Conceptual Description

#### 1. Learning Outcomes History

History is the science of the origin. Literally the word comes from the Arabic history, namely syajarah which means tree. This word into Indonesia after the acculturation between the Indonesian culture with Islamic culture. Understanding syajarah similar to that now in Indonesia called pedigree, the list of origins or register descent. Pedigree that we have described schematically, it will look like a tree with branches and twigs according Notosusanto. Moreover, the sense of history contains a concept, namely: history as a science and art

Regarding history as social science, has the objective to equip students to develop reasoning besides aspects and moral values, social contain materials that are memorizing so that knowledge and information received by the students merely memorizing. Thus history is a reconstruction of the past. Kartodirjo explains that history in a subjective sense is a

construct buildings arranged as a unified story writer and includes facts strung, objective sense, history refers to events in the actualization that does not happen again.

Assessment of learning outcomes in the subjects of History assessed through a test which is based on cognitive aspects. In addition in the form of exposure to storytelling, learning outcomes can be realized with a specific formula in the form of figures to give one category to another and in the form of role. The study results can be seen from the changes in the students which includes the capability of understanding, change attitudes and values, and skills in the field of history.

## 2. Learning Method

Learning methods that will be discussed in this study sociodrama is learning methods and conventional teaching methods.

### a. Learning methods sociodramas

Sociodramas term and play a role in terms of learning methods are two twins, even in its implementation can be done at the same time and turns. Sociodramas is a way of teaching that is done by way of dramatizing forms of behavior in social relationships as a method of playing a role, the pressure point lies in the emotional involvement and observation senses into a real problem situation facing the two terms are sociodrama and role playing. This method is sometimes referred to also as a method of dramatization. The difference of both methods is not prepared in advance manuscript. In educational learning methods sociodrama and play this role effectively in presenting a character in pristiwa proclamation, or the arrival of Hindu religion to Indonesia as well as other topics. In history lessons, for example, the teacher wanted to depict the story of the heroic epic pristiwa nations in adapting to the arrival of the Hindus and Buddhists as well as the advent of Islam

While the story of events be present in this country is certainly very interesting if presented through learning methods sociodramas. For students in addition to knowing the course of events go in Hindu and Buddhist as well as the arrival of Islam, also can live after learning sociodramas teaching methods, or activities that do play a role. Sociodramas can be used if: (in this case the researchers got a recommendation from the author and the existing provisions in the annex)

Advantages Sociodrama learning method	The weakness of the sociodrama learning method lies in:
1. This activity can be used as a review because it is repeated, memorable and memorable durable in the memory of students. 2. It is a fun experience 3. Be dynamic and full of enthusiasm	1. Sociodrama requires a relatively long time / lot 2. Requires creativity 3. Students appointed as actors feel embarrassed 4. If the implementation of

4. Awaken the passion and spirit of optimism in students and foster a sense of togetherness and solidarity social	sociodrama failed, not only can give the impression is not good, but also means the goal is achieved
5. Can live the events that take place easily, reap the wisdom contained in it with the appreciation of students themselves	5. Not all subject matter can be presented through this method

teachers and students can leave a comment, conclusions or in the form of notes sociodramas way for further improvements followed by a question and answer b. Conventional Learning Methods The conventional method referred to in this research is the method which has been frequently used by the teacher in the learning process, namely the lecture method. Characterized by the lecture method to teach teachers more emphasis on concepts instead of competence. The goal is for students to be able to know something is not capable to do something so pda learning process students are listening.

Observations researchers in preliminary field observations indicate that learning history by using cermah learning methods often lead to inadequate coverage in the students achieve mastery learning (mastery learning). The circumstances that have caused the students become frustrated when learning history so that the lessons of history in high school (SMA) is often known as the lessons are boring and not interesting to learn.

Some of the advantages of conventional methods through the lecture method is:	Some of the drawbacks of conventional through lecture method is:
a. master classes. b. Easy to explain a large amount of lesson material. c. Can be followed by students in large numbers. d. Easy to implement.	a. Creating passive students. . b. Contains elements of coercion. c. Contains critical power of students. d. Who is more responsive to the losers e. It is difficult to control the extent to which the acquisition of learning of the students. f. Teaching activities into verbal (sense of the words). g. If too long tedious.

In principle, the learning method lecture more emphasis on lectures and discussions that direction. Discussions in the same direction are the students asked the teacher and the teacher to respond to questions posed by the students so that almost never occurs an intensive communication between students and other students on the subject being discussed. In other words, it never happened exchange of information between students with each other.

Conventional teaching methods in the form of a lecture is a method of learning by communicating information and knowledge saecara spoken to a number of students who generally follow passively. Conventional learning methods through a lecture can be said to be the only the most economical method to convey information, and the most effective in addressing the scarcity of literature or referral in accordance with the purchasing range and understanding of students.

### 3. Emotional Intelligence

Emotional intelligence is the ability to monitor or control the feelings of themselves and others, and use those feelings to "guide the thoughts and actions" said Joseph LeDoux .demikian on the same page of the book the emotional brain.

People who are high emotional intelligence are usually successful because they can take advantage of the emotions for his own benefit and for others, such as reprimanding a subordinate employee atasanya laughed that's one example of a high emotional intelligence. Instead now, whether professors ever tried or when students do not dare mengahadap lecturer because there are no jobs in progress is due to EI (emotional intelligence) emotional intelligence or EQ (emotional quotient) emotional maturity lecturers low, the worst is when people become aggressive when you're in such negative emotions in a research psychologist Herianti On Domestic violence.

#### b. The theoretical framework

Tendency method of learning in this research, then the researcher can assume in emphasis from the diagram opinion, which in turn is a metric that are listed as follows:

Item	Method sociodramas	conventional method through lecture method
1.Fokus 2. Duration Time 3. Material	Material Students be included students dominant Students participate dominant	Master teachers dominant Students lesser role

For the next leading researchers in the form of poinisasi among others listed below

## RESEARCH METHODOLOGY

### 1. Research Objectives ,

This study aims to determine the effect of learning and emotional intelligence methods towards learning outcomes in the history of high school students. Operationally, this study was conducted to determine: 1. Differences in student learning outcomes History given sociodrama learning methods and conventional teaching methods. 2. Effect of the interaction between the learning and emotional intelligence methods towards learning outcomes in the history of high school students. 3. The difference between the results of studying history students with high emotional intelligence given sociodrama teaching methods and students

with high emotional intelligence given conventional teaching methods 4. The difference in learning outcomes among students with a history of low emotional intelligence given sociodrama teaching methods and students with low emotional intelligence given conventional teaching methods.

## 2. Place and Time Research

This research was conducted in SMA Negeri 27 Jakarta in April-October 2011. The study was conducted in three phases, namely: 1) Preparation The first stage is the submission of title to the Purchaser and Copromotor based on the recommendation of the Chairman of the Program in Education Technology after conducting a comprehensive exam on October 8, 2010, making license preliminary observations made in November 2010 until May 2011. The next step is the preparation of the proposal and seminar proposals that will be planned at the beginning of June 2011, and made instruments of research and license research planned by June 2011 , 2) The implementation stage : The second phase consists of the implementation of learning and retrieval of data starting from June-October 2011, 3) Stage of completion

Emotional Intelligence (B)	Learning Method (A)	
	Sociodramas (A <sub>1</sub> )	Convensional (A <sub>2</sub> )
Height (B <sub>1</sub> )	A <sub>1</sub> B <sub>1</sub>	A <sub>2</sub> B <sub>1</sub>
Low (B <sub>2</sub> )	A <sub>1</sub> B <sub>2</sub>	A <sub>2</sub> B <sub>2</sub>

At this stage, data analysis and research reports penyusunana planned at the end of October 2011.

## 3. Research Methods

### 1. Design Research

This research method using the experimental method with two independent variables, ie differences in learning outcomes of students under the influence of the history of the use of learning methods sociodrama and conventional teaching methods to students with high and low emotional intelligence. This study uses the design of such treatment by level 2x2 matrix below:

Information :

A1 = group of students who take the learning method sociodramas

A2 = group of students who take the learning method  
conventional

A1B1 = group of students with high emotional intelligence are learning with the learning method sociodramas.

A1B2 = group of students with low emotional intelligence is learned by learning methods sociodramas.

A2B1 = group of students with high emotional intelligence are learning by conventional teaching methods.

A2B2 = group of students with low emotional intelligence who studied with conventional teaching methods

## 2. Variable Research

Variable X1 = learning method , X2 = Emotional intelligence , Variable Y = Results studying History

## 3. Population and Sampling Techniques

The target population in this study were all students SMA Negeri 27 Jakarta Pusat, affordable and the population was all students of class XI IPS in the academic year 2011/2012. Sampling was conducted using simple random sampling technique. The first step taken is set randomly SMA 27 as a research site. The second step is to establish the class XI IPS as the class that will be used as a sample. Subsequently, researchers conducted a draw against an entire class XI IPS to define two classes that will be studied. Each class will be given a different treatment during the learning process. The first class will be given treatment using sociodramas learning methods, while the second class using conventional teaching methods. The selected class is a class XI IPS1 for teaching methods and class XI sociodrama IPS2 to conventional teaching methods. Each class consists of 37 students who were divided into two groups, students with high emotional intelligence and students with low emotional intelligence

## D. Results

The result of the calculation for the size of the central (mean, mode and median) and measures of dispersion of data (standard deviation) are described in the following table:

No	Group	Statistik							Range
		n	Max	Min	Mo	Me	$\bar{x}$	S	
1	A <sub>1</sub>	20	44	19	44	30.5	32.05	8.49	25
2	A <sub>2</sub>	20	34	23	34	28	2865	3.70	11
3	A <sub>1</sub> B <sub>1</sub>	10	44	33	44	40	39.6	4.12	11
4	A <sub>1</sub> B <sub>2</sub>	10	28	19	26	25.5	24.5	2.95	9
5	A <sub>2</sub> B <sub>1</sub>	10	34	24	34	30	29.6	3.75	10
6	A <sub>2</sub> B <sub>2</sub>	10	34	23	28	27.5	27.7	3.59	11

The complete summary of scores for each group can be seen in the following table:

No.	Summary Data	n	L <sub>o</sub>	L <sub>t</sub> ( $\alpha = 0,05$ )	Conclusion
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1	Group A <sub>1</sub>	20	0.129	0.190	Normal
2	Group A <sub>2</sub>	20	0.116	0.190	Normal
3	Group A <sub>1</sub> B <sub>1</sub>	10	0.219	0.258	Normal
4	Group A <sub>1</sub> B <sub>2</sub>	10	0.195	0.258	Normal
5	Group A <sub>2</sub> B <sub>1</sub>	10	0.144	0.258	Normal
6	Group A <sub>2</sub> B <sub>2</sub>	10	0.125	0.258	Normal

Summary Learning

Scores History

Results

According to the table above shows that the value of the calculation result Liliefors (Lo) for all groups of data is smaller than the value Liliefors table (Lt). This indicates that the sample group of this study comes from a normal distributed population, so that normality requirements are met.

Summary results of the study testing the combination treatment group homogeneity of variance can be seen in the table below.

Summary	Varians (S <sup>2</sup> )	Varians Gabungan (S <sup>2</sup> )	value B	$\chi^2_{hitung}$	$\chi^2_{tabel(0,95,3)}$	Calculation
A <sub>1</sub> B <sub>1</sub>	16.93	13.15	40.26	1.00	7,81	Homogen
A <sub>2</sub> B <sub>1</sub>	14.04					
A <sub>1</sub> B <sub>2</sub>	8.72					
A <sub>2</sub> B <sub>2</sub>	12.90					

#### Summary Calculation Results Variance Homogeneity Test

From the table that Thus, the variance for all treatment groups are homogeneous, so the homogeneity requirements are met.

#### B. Hypothesis Testing

To test the hypothesis, an analysis of variance of two lanes with interaction (ANOVA 2 X 2) in advance in order to determine differences in the effect of treatment methods of learning (learning methods sociodrama and conventional) and emotional intelligence to the learning outcomes of students of history. Additionally hypothesis testing was done to determine whether or not the interaction between the independent variables. = 0.01 and = 0.05.  $\alpha$

The results of calculations ANOVA at significance level Here's a summary calculations:

Based on the calculation of variance analysis of the two paths can be summed up as follows: Testing this hypothesis the numbers indicate greater in methods sociodramas, when it should have that number should be smaller Q is calculated from the Q next table shows the results are

not significant, meaning that the learning outcomes of students who have emotional intelligence low learning by conventional teaching methods are still lower than with students learning with the learning method sociodramas.

Groups compared	Q <sub>coun</sub> t	Q <sub>table</sub>	Conclusion
A <sub>1</sub> and A <sub>2</sub>	5.93	3.44	Signifikan
A <sub>1</sub> B <sub>1</sub> and A <sub>2</sub> B <sub>2</sub>	14.67	3.58	signifikan
A <sub>2</sub> B <sub>1</sub> and A <sub>1</sub> B <sub>2</sub>	6.29	3.58	signifikan
A <sub>1</sub> B <sub>1</sub> and A <sub>2</sub> B <sub>1</sub>	12.33	3.58	signifikan
A <sub>1</sub> B <sub>2</sub> and A <sub>2</sub> B <sub>2</sub>	3.95	3.58	not signifikan

## CONCLUSIONS, SUGGESTIONS and IMPLICATIONS

### a. Conclusion

After all stages of the research carried out, ranging from making a research proposal, literature review, preparation of research instruments are followed by testing and refinement of research instruments, through data collection and analysis of data, then ditariklah a research conclusions.

First, there are differences in learning outcomes in the history of high school students; ie between students who get sociodrama teaching methods and students who received conventional learning methods.

Secondly, there is an interaction effect between the use of methods of learning and emotional intelligence possessed by students on learning outcomes History. Students with high emotional intelligence showed better learning results when using the learning method sociodramas, while students with low emotional intelligence showed better learning results when using conventional teaching methods. Third, students with high emotional intelligence are proven to show results learn history better when using sociodramas learning method compared with conventional teaching methods. Fourth, students with low emotional intelligence can not show the results of history better learning when using conventional teaching methods compared with sociodramas learning methods.

### b. implication

First, if there are differences in learning outcomes in the history of high school students; ie between students who get sociodrama teaching methods and students who received conventional learning methods, this study shows the influence learning method sociodramas against conventional teaching methods.

Second, if there is an interaction effect between the use of methods of learning and emotional intelligence possessed by the students to the learning outcomes of History, then students with high emotional intelligence will show results better learning when learning methods

sociodramas, conversely, students with emotional intelligence low will show learning outcomes are better when using conventional teaching methods.

Third, if there is influence between students with high emotional intelligence and learning methods sociodramas, then these students will show the history of learning outcomes are better than the conventional teaching methods.

Fourth, if students with low emotional intelligence given conventional learning methods turned out to show the result of learning on the subjects of history are lower, then the student should be given sociodramas learning methods.

### c. Suggestion

First, high school teacher of history should be able to use learning methods sociodramas so as to improve learning outcomes better.

Secondly, in applying the methods of learning, teachers should pay attention to the emotional intelligence of students. By knowing the emotional intelligence of students, teachers can choose the method of learning which can accommodate the emotional intelligence of students either high or low so as to improve learning outcomes.

Third, if the teacher found that students have a high emotional intelligence, teachers should use teaching methods sociodramas so as to improve learning outcomes better.

Fourth, if the teacher found that students have low emotional intelligence, teachers should use conventional teaching methods to obtain better learning outcomes.

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## Participatory Action Research Model: Bridging The Gap Between University and Community Partnership

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### **ABSTRACT**

Sustainable partnership between university and community will create a good civil society. This paper will highlight some causes that emerge on the field, such as worldview gap, practical aspect and cultural sensitivity between university and people in community during conducting community-based program/research. Three type of research studies that engaging community will be discussed. This paper will explore the writer's personal experiences in facilitating community empowerment program with university students, including a) the challenge and opportunity in facilitating community program/research; b) The benefits of using participatory action research model in facilitating community work; and c) Improving the cultural sensitivity of university student's worldview and people in community in developing long-term partnership.

*Keywords: community, participatory action research, partnership, university*

### **INTRODUCTION**

Globalization and technology innovation change the social structures, academic culture, student's learning style, even the future orientation of people in community. One of the social problems that emerged in village was youth's mindset about modernization. To be a farmer, gardener, local entrepreneur is not something to be dreaming of by youth in village anymore (Widuretno, 2017). Local knowledge and culture were associated with old-fashioned style. It is way better for them living in urban area and getting job as laborer, shop man, housemaid, etc rather than living in village and descend their parent's work, which most of them are physical works. Widuretno (2017) assumed one of the reason was the subjects in school did not relate with their student's way of living. Formal education was separated from their living context. This phenomenon indicated there is a gap between what students have learnt in school and their daily living and environment.

Separating knowledge production from the living context of people and culture may contribute to several problems in local community such as losing local identity, community coping to external problems, urban immigrants, even the environmental destruction. Santoso (2017) argued that local knowledge and culture values in a village were the instruments to strengthen community capacity and resiliency, especially in responding to external problems, such as disaster or social conflicts. Culture values, such as religiosity, local wisdom, solidarity, communal practices, mutual deliberation were social capital that originally existed in village. It was proved in 2006 when there was an earthquake attack, a village in Bantul-Central Java was very fast recovery because people in community were working together to revitalize the infrastructure and supporting each other to bounce back from the devastated situation (Novianty, 2011; Prawitasari, 2011). The characteristic of people in village represented as collective community type in which social support in emergency situation mostly helped them to bounce back from suffering (Kulig, Edge, & Joyce, 2008).

Science knowledge and technology may reform the way people's life nowadays, yet history, local knowledge and culture patterned our responses and behavior (Joesoef, 2017). It is very important to understand how the knowledge was produced and delivered to students in university setting. Unless the knowledge is relevant in student's daily living, it only ends up as a good theory in the book. It is essential that students acquire an understanding of and a feeling for values. It is not adequate enough for university students only learn about scientific knowledge (man of science), they also need to value the wisdom (wisdom man) (Joesoef, 2017). Engaging community in producing the contextualized knowledge that able to be applied in community will result the co-learning process on both parties, as well as wisdom and value for students. Having practical wisdom makes them possible to use their knowledge to extent their daily works, pursuing the happiness, and contributing to the community where they live in.

Ideally, research in university could contribute in sustainable community development to solve community problems. To understand what kind of relevant knowledge that could be applied in solving community problem, university has to develop a good partnership with people in community, they were eager to learn together as well. Co-learning between both parties is the key principle in sustainable university-community partnership (Hacker, 2013). In fact, Contribution the university and community partnership in local sustainable development is not something new. Many projects of university-community partnership were done, some are very fruitful and sustain, yet some cases were 'one shot' type of project, even there are

cases which left behind the underserved community that making lost in trust towards university.

Shiel, Filho, do Paco, and Brandli (2016) highlighted the barrier in developing sustainable capacity building in their sampled institutions, such as lacking of monitoring and evaluation. They were addressing some difficulties such as lack of interest and institutional commitment, absences of adequate resources (mostly financial and human resources), lack of knowledge about how to monitor and evaluate capacity building (type of approaches and methodologies), and the nature of engagement with stakeholder and partners. It seems the design of community programs in their sampled institution was not community-based participatory design program, because the academic was the main source of knowledge for defining the problem in community and giving the education and skill in community. This community project design seems only benefit for students because they can experience genuinely the connection between community and environmental issues in developing their understanding about interaction between individuals, community and environment. The role of community only provides the location and real life issue, whereas academic institution (as members of the community) are core to educating citizens, professional, innovators, and problem-solvers (Shiel, Filho, do Paco, & Brandli, 2016).

Historically, research involving communities had not always included people in community in a participatory manner. Rather, research may be done in communities or on community residents, using the community only as a laboratory. As a result, members of community may feel exploited by researcher, depart, and leave nothing behind. The community-based participatory approach encourages engagement and full participation of people in community in every aspect of the research process from question identification to analysis and dissemination (Hacker, 2013). The goal of community-based participatory research is to produce research that is relevant to the life circumstance of communities and the people who reside within them. Knowledge does not only emanate from academia; rather 'people' also create and possess knowledge. There is knowledge and benefit in the shared partnership between academia and community (Hacker, 2013).

Hacker (2013) also concluded some principles in community-based participatory research, including: a) Acknowledging community as a unit of identity; b) Building on strengths and resources within community; c) Facilitating a collaborative, equitable partnership in all phase of research; d) Encouraging co-learning and capacity building among

all partners; e) Integrating and achieving a balance between knowledge generation and intervention for mutual benefit of all partners; f) Focusing on the local relevance problems and ecological perspectives; g) Involving systems development using a cyclical and iterative process; and h) Disseminating results to all partners and involving them in the wider dissemination results.

Community-based participatory research approach was frequently used in designing university-community program. According to Wang et al (2017), as academic researcher, to be able to engage in community, they need interpersonal skill such as listening and respect to community, be humble, humility, patience, affability and respect for others. Both groups described a skepticism about commitment to engage in sustainable program. Community leader was unsure whether having inter-organizational experience of conducting community based research project changes the university research culture for the long term. University research was concerned about the support of intra-organizational within university affects inter-organizational relationships. There need to be “a champion” in university organization and community. In this study power sharing and race also arise as an issue in university-community partnership. University believed that community was protected by regulation, so they will free from exploitation, yet community leaders are very aware and ‘traumatic’ toward perpetrated historical exploitation by the institutions.

## DISCUSSION

Community-engaged program/research exists on continuum ranging from research in the community setting to research that fully engages community partners. Hacker (2013) divided three types of research approach, such as traditional research approach, research with the community, and community-based participatory research approach. Three types of studies by writer in which conducted at community setting will be discussed.

### *Study 1: Traditional Research Approach*

Andrew, Lydia, and Yeo (2017) under supervision by writer conducted a research at undeserved community at suburban Jakarta about exploring the perception of community well-being through photovoice technique. The researchers lived in that community during five days. The participants were local people (children, teenager, and adult) at slum area. The method was qualitative approach with photovoice technique. The roots of philosophy of

photovoice technique were critical consciousness, feminist theory, and documentary photography. The idea was local people have their own knowledge and perception about their well-being. Some issues were very sensitive to discuss verbally, so photo could be a medium to raise the certain issue. The participants were allowed to take any photos (except people's face) to answer certain questions from researchers related community well-being. Later, the participants were asked to explain by writing/verbal about the photos that was taken. Data were analyzed by categorization of photos and themes that emerged from local people's narration. The results showed seven themes that related to the local people's perception of community well-being, including economic, social relation, basic needs, education, health, community service, and religiosity.

### *Study 2: Research with the community*

Research was conducted by eight university students that was assigned in macro-clinical psychology internship which supervised by the writer. The purpose of this community program was initial community assessment and community intervention design at Child Friendly Integrated Public Space (RPTRA). Intervention mapping approach was used as community program framework. Intervention mapping was an approach which placed the importance of theory and evidence on planning programs. By the term evidence, it means not only data from research studies as represented in the scientific literature but also opinion and experience of community members and planners. Intervention Mapping provides a detailed framework for this process (Bartholomew, Parcel, Kok, & Gottlieb, 2006).

University students were involved in RPTRA during two months while conducting community assessment and giving brief course to children at RPTRA as part of rapport building and assessing problems. The methods were used to collect data were participatory observation and interview. The participants were children and staffs at RPTRA. The initial problems were lack of children's participation at RPTRA and lack of initiative programs from staffs at RPTRA. Data were analyzed by categorization and inserting into logic model of problem and logic model of change schema. Logic model of problem was constructed to understand the main causes of problem at any levels (interpersonal, organizational, society, etc). Meanwhile, the logic model of changes was constructed to understand the determinants of problems and becoming a reference for planners to design a program to change the behavior and environments.

The result indicated that intervention mapping was eminent in designing evidence-based program as well as the indicator and the detailed what to change. Intervention mapping steps maintained the program planner to look out the problems with ecological perspective and considering various level intervention. On the other hand, this model was not that flexible to be applied in dynamic community in which the issues were changing so fast that impacted the change in logic model of problem and logic model of change, which means taking longer time to defining the problems and the changes. The program planner who used this model need to be experienced in collaborating with multidisciplinary team and stakeholders, as well as validating primary and secondary data.

### *Study 3: Community-based participatory research approach*

Starting from 2017, Novianty, Hadiwirawan, and Prawitasari (2017) were conducted in a village at Bantul-Central Java to revive the local knowledge and traditional art by youth after earthquake attack. Johana E. Prawitasari (2007) developed ‘Happy Stage’ as medium to facilitate the psychosocial function in village. Happy Stage was designed by both sociodrama and social artistry concepts. It was evaluated positively by people in village to reduce the interpersonal conflicts that contributed in the long-term community coping in village. Youth people were eager to replicate Happy Stage based on their own story and creative ideas to entertain people in the village, as well as to reinforce collective bonding of youth generation in the village by their origin traditional art and local values. The researchers engaged along community during a year. The participants in this study were young people in village. Participatory action research design was used in this program, which consisted of several steps including preparation, planning, implementation, and evaluation. The methods that used in collecting data were participatory observation, focused-group discussion, photo and video documentation.

The results indicated participatory action research lead the research as facilitator and people in community fully engaged in defining the problems, solving the problems during the program, and indirectly mutual assistance and joint deliberation comes up in youth groups dynamic. The challenges that comes up in this program were the decision making is quite long and has to be agreed by everyone, sometimes youth are very passive, sometimes their commitment is very low, sometimes feeling helpless. The solving problem that researcher and youth were used including creating small unit to do specific job, fund raising by youth in

village, and creating social media forum to communicate. Table 1 showed the comparison between those three types of research that have been conducted by writer.

Table 1

*Comparison Three Types of Research*

	<i>Traditional Research</i>	<i>Research with Community</i>	<i>Community-based Participatory Research</i>
<i>Who defines the problems?</i>	Only the researcher	Mostly researcher, less contribution from people in community to define the problem of research.	Researcher and people in community collaborating together in assessing the issues in community.
<i>Researcher and people in community role</i>	Researcher is the master of the issue on the field of research.	People in community as the source, whereas the researcher as the interpreter and the problem solver.	People in community is the master of their own issues, researchers act as facilitator.
<i>Who gain the knowledge and the skill</i>	The researcher	The researcher	The researcher and people in community
<i>Power sharing</i>	The power is not equal	People in community only have less power	The power is equal between people in community and researcher.
<i>Dissemination</i>	The result usually only disseminated by researcher in academic forum.	The result usually only disseminated to participants (probably as a part of data validation), most of data were disseminated by researcher at academic forum.	The result could be disseminated for public in a way that people in community easy to understood (less language barrier, contextual, and creative), by academic or people who involving in research.

*The Weakness, Benefit, and Opportunity in Conducting Community Based-Participatory Research*

The writer argued that community-based participatory research is the best approach to develop mutual university and community partnership. On the other hand, the researcher and stakeholders have to realize some points of weakness in conducting this approach including:

- a) Time allocation. This approach needs longer time to identify the key person in community and convincing them to join in the program, as well as time consuming of people in community to identify their own issue, comparing to those identified by standard assessment procedures;
- b) Research design, could change unpredictably in the field in adapting community dynamic and taking longer time to implement;
- c) Grant proposal and funding. Seeking input and engagement from people in community may slow the process and implementation when time constraints are often present by donor;
- d) Commitment of people in community need to be maintained for long-term involvement;
- e) Data collection, analysis, and interpretation need to be disseminated to community in which taking longer time and repeated discussion between both researcher and people in community.

The strengths of community based-participatory research, including:

- a) The impact of the research could reach and benefit for people in community to contribute in solving their problem. Researcher also gain the new knowledge and skill in enhancing the theoretical framework from westernized knowledge production into contextualized knowledge production;
- b) Participation of community in identifying their own issue and intervention will highly relevant to them and maintaining their commitment in the completion of program/research;
- c) Avoiding community exploitation and keep the power equal between both of parties;
- d) community will know and feel that they are contributing in the advancement of knowledge, as well as using the knowledge and skill in solving their community issues.

Community-based participatory approach is very relevant to be applied in Indonesia because the variation of culture, ethnicities, and resources that already exist in community that was inherited from old generation to the next generation. On the other hand, the heterogeneity in community also could lead to the various issues or conflicts between people in community. In order to identify the right issue/problem, people in community have to fully engage in empowering their own community.

## CONCLUSION

Community-based participatory research/program has immense potential to be applied in building a mutual university-community partnership. This approach provides more ethical approach that intended to benefit both parties. Even though this approach has a critical point, especially not the highest quality science (non-experimental method), but it has the ability to improve academic-community collaboration to contribute in sustainable community change, as well as to prove the theory into evidence and the evidence into contextualized theory. This approach also stimulated process-oriented in developing community program with the effort of engaging people in community in every steps of research/program to be aware of their own issue, use their local knowledge and value, and experiencing co-learning process between university and community.

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## **The Development of Intellectual Culture through Character Education Learning in Higher Education**

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### **ABSTRACT**

This research to answer the problems posed namely how to develop the intellectual culture in college. Based on a literature search is verified with peer friends and student assessment, character education is learning how to develop a culture of intellectual property. College is where students who have a basic role and function of college student wrestles with science and are expected to provide better changes through intellectualism. This research aims to develop the intellectual culture of the students through the learning of character education in college. This research develops this intellectual culture by developing character education materials, consisting of conceptualizing theories and principles related to character education. This descriptive qualitative research acquires data through peer friends, an expert appraisal, and assessment of student learning materials about character education in college. The results of this research show that the development of learning materials is an alternative to the development of intellectual culture to implement character education in college.

**Keywords:** Intellectual Culture, Character Education Learning, Higher Education

### **INTRODUCTION**

The development of civilization a nation Indonesia characteristic is condition zone for the people of Indonesia today. This can be realized if human individuals Indonesia as the main supporting civilization nation Indonesia had a national character that is sublime in order to build the nations. The character of the nation in question is that a person has established Pancasila as recognized that Pancasila was the soul and the personality of the nation of Indonesia. Because the character as a factor of personality could not be released from the cultural factors, then Indonesia's human character is also not truly can be released from Indonesia's national cultural character. Here is the Indonesia national culture rests on the four pillars of the life of a nation and a country, namely Indonesia, Pancasila, the 1945

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constitution, Bhinneka Tunggal Ika, and so on. In addition, it cannot be denied that national culture is also based on the wisdom of the local culture that lived in the life of the community the multicultural nation of Indonesia in the form of social capital that grows and develops into the peaks national culture. However, in the history of the growth and development of the national culture is also not dark from the influence of global culture, mainly because of the influence of the development of science and technology with the values of modern and global.

Global effects that also affects national and local cultural life of society Indonesia among others: neoliberalism, the ideology of the market (the ideology of commodities), hedonism, consumerism, materialism, individualism, capitalism, the secularism, high awards against the human rights, democracy, and the like. The main task of the lecturer, known as Tri Dharma Universities, such as the activities of education, research, and service to the community. One of the tasks of the Tri Dharma i.e. education hinted to the lecturer in order not only teaching material or transfer of knowledge. In addition, lecturers also internalize values or character to these students who largely determine the success of students in the future. Internalization of values or character undertaken by the lecturer to the students in need of understanding, skills, and competence about the character itself. However, one thing is important, a College Professor capable of transmitting from within her noble characters that can be imitated by students. An example has its own language or message that is very strong in students. Give an explanation about the tip or knowledge to be good and true. However, the college student can see and witnessed a lecturer in speaking, acting, and even the mindset of a lecturer himself radiates through how to teach. In short, for internalization of the values or character to the college student, a lecturer has a strong character so that when teaching in class has the power or the "spirit" to drive students to emulate and follow delivered. The condition of society, nation, and State recognized by many Indonesia has shown a degradation or demoralization in the formation of character and personality of Pancasila.

Degradation and moral values of Pancasila as the core or core values of Pancasila character formation does not occur in ordinary societies at the grassroots level, but also already penetrated into the personality of the professionals, a character community, the erudite, educators, political elite, even to the leaders of the nation and the State. Cases such as the degradation of morals in education namely and torture to the teacher (Inikita, 2018). Drug cases more fertile, the armed strife between groups of masses more graced TV news, violence against children and women, pornography and porn more vulgar stunts shown by young to the political elite circles, free sex more young generation are contracted by pupils and students,

the Act of 1980 are everywhere, the legal and judicial mafia case, movement of terrorism by one community group Indonesia itself, the case of money politics in the elections and legislative elections, the pollution and destruction of the ecological environment, competition between interests of more sharp and not fair, exhibition of wealth grew sharply between the rich and the poor, the poor eviction cases in big cities, and the difficulty of fostering confidence in the honesty of the community is a bit of a small sample of the iceberg how degradation of values and moral Pancasila has happened in the life of society, nation, and State Indonesia nowadays. According to Mahatma Gandhi education without a base character is the one sin that is fatal.

Theodore Roosevelt also once stated that: "to educate a person in mind and not in morals is to educate a menace to society" (Educate someone in the intelligence aspect of the brain and not the moral aspect was the threat of danger to society) (Russell T. Williams, 2010; Ratna Megawangi, 2010). It is clear that character education was very important and urgent is developed and implemented in Indonesia. Universitas Negeri Jakarta has programs of study civics and Citizenship which there are character education courses. As the Power of teacher training Institutions that produce educational staffs considered essential Character education courses containing about in addition to understanding the character of what will be built also gives practical skill how models, methods, and techniques of learning character with the subjects. Development of model character education insightful nationality in College (M. Japar, et.al, 2017). The study showed that providing an insightful character education the nation in an effort to face the challenges of global but hold fast insights on nationality. Then character education and students social behavior (Komaruddin, 2012). Abna Hidayat in his research also raised the development of character education curriculum for an elementary student in West Sumatra (Abna, et.al, 2014). Research conducted by Chiara Pattaro (2016) shows the character education: themes and researches an academic literature review. National character education model: a monolithic approach at the State University of Jakarta (A Husen, et.al. 2010)

## **DISCUSSION**

The development of character is not a lesson such as courses or other subjects. The development of character is a learning about life, then the character continued learning throughout our lives. Learning the characters should start from the basic level of education until College. Hereby the college was able to give the character learning to the students. Then

the role of the lecturer is very important in learning the characters. Professors not only teaching learning material but can also be a role model and also an example in character as well as being able to open the eyes of the students to implement the values of life. To improve the morality and character of students, then the character education has taught not only as a theory of learning but a practice of student life on campus while studying. It's time to character education in College functioning stem degradation of morality or character and shape the character of the students a solid foundation in order to face the challenges of the future. Character education has become the driving power for the students to become a nation of young intellectuals have a superior personality, as embodied in the legislation of national education. The College has two main elements, namely professors and students. Both of these elements need to have an orientation towards the development of the academic culture. Both tied into the academic ethics grew out of the lofty values and resulted in the formation of academic culture.

According to Santoso (2011), ought to be understood that the overall background elements that there are more scrutiny and more external dynamics of campus. In the implementation of the core activities of the College is the College Tridharma, so all the educational activities, research and community services implemented with character. However, to carry out educational activities, characteristic needed conditioning every day on campus that became a cultural campus. Conditioning it would appear in a variety of student activities in various fields such as sports, arts, paper, and others. Conditioning as has been mentioned is actually a manifestation of the lofty values of a total academic culture. The academic activities of the norms referred to in Indonesia be subject to students who do the learning process. His form of curricular, extracurricular, and curricula. The academic activities of the whole burden should be proportionate, productive, and positive. Examples are easy to understand is not to do the Act of cheating or plagiarism (Wibowo, 2013). The characters, as defined by Simon Philips (2008), is a collection of values that are heading on a system, which bases the mind, attitude, and behavior are shown. While Doni Koesoema A (2007) understanding that the same characters with personality. Personality is considered "characteristic, or characteristics, or style, or the nature of one's self from the bed-form received from the environment '. Meanwhile, Winnie understands that the term character has two meanings. First, it shows how someone to behave. When someone behaves dishonest, ruthless, greedy or, of course, that person's bad character manifests. Conversely, if a man behaves honestly, love, caring, surely the people manifests noble character. Second, the term

character is intimately connected with the ' personality '. Someone new could be called ' character ' (a person of character) when the appropriate moral rule whose behavior. Finally, the priest Ghozali assumes that characters closer to the good attitude, namely human spontaneity in being, or do any act which has been fused in man so that not to think about it again. From these definitions it is clear that the four characters are the positive personality characteristics that underlie the way people think, organize your value system, behave, and act as one unit toward the surrounding environment. Through character education in colleges, an effective educational model was born, it is expected that means for students, not just provide cognitive knowledge, but also the effect, and also on the expertise and materials group skills. From the results of the interviews with some students, this book is interesting because it comes with a learning model. This book can foster a positive attitude from the reader. See the character education function, application or implementation of character education in College was a price dead. Learning character education should be done on all the courses.

Hereby, the character education does not need to be taught in special courses, for character education indeed already can be found in the specific subjects that are considered to have the charge character education more viscous. The grouping of these subjects such as civic education, language and literature, and the arts. Therefore, character education in College should be the responsibility of each lecturer. Thus every lecturer has an obligation to form the character of students and not only charged to certain courses lecturer or a particular program of study. However, character education can also be taught through special courses. Here character education expressly limited and is seen as a subject is taught. Character education can only be realized effectively by creating special courses taught to its students the same as subjects in General. The course is designed in such a way that the material, his methods, and can be used as guidelines to assess the level of the formation of character in its students. Character education like this come true for real in subjects such as character building courses, religion, and also civics. This subject became an integral part of an essential in the formation of students ' character. These courses serve as compulsory subjects which should be followed by the students. This subject is considered important because it determines the student graduated or not in the lecture. Therefore, the role of the lecturer for courses such as College Professor character building is indispensable. In this case, the internalize the values of the characters in learning, evaluating learning about the values at the end of each study to determine the worthy student pass or not. Pernahaman intellectuals, students as people called call insane intellect must be able to realize the status in the realm of real life. In a sense realize

well that the basic functionality and squeeze student is struggling with knowledge science and provide better changes with the intellect that he had.

To some, having character simply means "following the rules." If you do what you are asked (or told), avoid becoming involved with drugs or gangs, do your schoolwork and graduate from school, and find useful employment, then you have character. This certainly is relevant to the character but is far from sufficient. As understood here, a character refers to a much broader constellation of attitudes, behaviors, motivations, and skills. It is more than simply avoiding involvement in socially undesirable behaviors. Similarly, Covey offers seven habits in developing characters, namely: habit-first, vision or be proactive (principles of personal), habit-second, begin with the end in mind (principles of personal Leadership), habit-third, giving priority to the main (principles of personnel management), habit-fourth, think win-win (principles of impersonal Leadership), habit-the fifth, trying to understand in advance (pathos) before the understandable (logos), (principles of Empathetic Communication), habit, habits-six intermingling of the self ( principles of Self-Renewal), habit-seven, dig and find potential and provide inspiration to others to discover its potential.

So it is with character education conducted by the Universitas Negeri Jakarta identified the characters that will be built in the academic people be 7 habits, namely: first Honesty (fairness); the second open; These three Disciplines; the fourth Commitment; a fifth responsibility (responsibility); Sixth appreciate/respect; and the seven sharing (caring). The first conditioning is honesty. Honesty is the ability of a person to declare something right that is the right and wrong it is. Honesty is a very expensive item price nowadays in our nation because when we see the condition of the nation, the concept of honesty it seems gone, we could see how the actions of the corruptor of top-level Government to Government levels as well as citizens of neighboring pillars seems very difficult to stop. As well as the lack of honesty in the environs of Academic people. Many students even professors who do plagiarism or cheating when the test. As for the conditioning is done with stop cheating, stop plagiarism. Stop lying dare say what it is, without a cover-up, plus or minus. Honesty is beautiful. The second-conditioning, namely open, openness is a character in which someone is open, transparent and covering up something for particular interests. As for its realization are able to personally be fair, has extensive insight, as well as open to change and feedbacks. Third, the conditioning is discipline. Self-discipline is the attitude to always on time and always obey the rule with high awareness and responsibility.

Fourth, conditioning is a commitment. Commitment in the language of simple it is fulfilling the pledge in accordance with the conscience of the sublime. People who are able to commit is a person who can be trusted because she already shows responsibility, honest, and reliable. The fifth is the conditioning of responsibility (responsibility). Is the ability to respond or "ability to respond", it means paying attention to others and pay attention to their needs. Armed with an open attitude, honesty and someone will dare to take the risk of any words and deeds. He dared to do anything with full responsibility. Its realization is a personal attitude that appears in bold (not reckless or cowardly), unruly, impatient, and clean up. The sixth conditioning is appreciated or respect (respect), respect is an attitude that shows respect for other people or something. There are three types of respect that are, respect for self, respect for others, respect for all life and for the environment. While the responsibility is an extension of respect. The seventh is conditioning and sharing (share), based on empathy is high then the attitude of the share is an attitude of someone who is always willing to share in regards to anything against other people in need.

William mentions one of the causes of a person's inability to apply well even though he already has knowledge about the goodness of it (knowing the moral) is because he is not trained to do good (moral doing). Based on this thinking of the success of the character education is heavily dependent on whether or not there is a knowing, loving, and doing or acting in character education. The first aspect of Knowing as moral as the first aspect has six elements, such as awareness of moral (moral awareness), that person's willingness to accept intelligently something should be done. Knowledge of moral values (knowing the moral values), that includes an understanding of the various moral values such as respect for the right to life, freedom, responsibility, honesty, justice, tolerance, politeness and discipline. Determination of a point of view (perspectives taking), i.e. the ability to use other people's point of view in the way look something. The logic of moral (moral reasoning), is the ability of individuals to seek answers to the question why is said to be good or bad, the courage of taking or determine the attitude (decision making), i.e., the ability of individuals to choose the alternative that best good of the many options, and the introduction of the self (self-knowledge), i.e. the ability of individual to judge yourself. The six elements are the components that should be taught to fill in the cognitive domain. After that *moral loving* or *moral feeling* is strengthening the aspects of emotion learners to become a human character. This reinforcement forms relating to attitude should felt learners, i.e. awareness of identity,

confidence (self-esteem), against the pain of others (empathy), love of truth (loving the good), restraint (self-control), and humility (humanity).

The word heart has two sides i.e. knowing what is good and the feeling is obliged to do well. Self-esteem is the assessment as well as respect for yourself. Empathy is the placing yourself in the shoes of others which is the emotional aspect of perspective taking. Love kindness is the highest character that includes the purity of flavor is interested in a good thing. Self-control is an awareness and a willingness to suppress his own feelings so as not to bore the behavior exceeded reasonableness. Meanwhile, humanity is an aspect of emotions of self-knowledge shaped pure openness towards truth and the ability to act of correcting his own mistakes. After two aspects last manifest, then the moral behavior (moral acting) as learning outcomes will easily appear both in the form of competence, will, or habits. Moral behavior is a result of the application of real knowledge and moral feelings. People who have a quality of intelligence and moral feelings of goodwill the tendency demonstrates good moral behavior anyway. The ability to manifest is the habit of moral knowledge and moral feelings in the form of real behavior. Moral volition is the mobilization of energy or power and energy to be able to give birth to the actions or behavior of morals. While the moral habits are the repetition of a conscious embodiment of knowledge and moral feelings in the form of continuous moral behavior. According to Doni Koesoema (2010:115), the spirit character education can be a double-edged blade. On the one hand, character education can stimulate and enhance the intellectual ability and academic, on the other hand, can be a character education efforts of defense and moral capacity development learners. Both of these forces can be educational idealism to point students are increasingly able to develop intellectual acumen and integrity of yourself as a person who has a strong character. Similarly, education without a soul and spirit are evident in the form of character education is believed to be able to backfire for the benefit of humanity itself.

## **CONCLUSION**

Based on the description of the results of the research and development of materials character education in College, then it can be drawn the conclusion that these materials can provide guidance in carrying out character education courses in college. The material development is a festive alternative material for stakeholders to implement character education in college. Implications on the development of model character education for

students. The results of this research provide a contribution to the development of learning materials character education in college. Character education that many talked to need to be realized in concrete implementation in college. , the implications on the strategy of learning in college. Learning materials developed may give you an idea or a guide to alternative models of character education. This model puts professors as facilitators who are able to create a democratic, participatory learning, and stimulates the ability of students in exploring science. For that lecturer is claimed to be creative in managing to learn. The application of the materials it demands good time management in order to achieve the goal. These materials are demanding the decisive policy of higher education to create policies that support for the implementation of character education in college. The creation of a conducive atmosphere that needs to be done so that the campus can be a community running a materialized character education in everyday life on campus.

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## **Improvement of Geographical Skills in Learners of Elementary School in DKI Jakarta Province Against Flood Disaster**

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### **ABSTRACT**

The purpose of this research is to develop a model of pre-existing learning by modifying the learning model that can improve the geographical skills of elementary school students in DKI Jakarta Province in facing the flood disaster that always hit Jakarta every year during the rainy season (Ruhimat, 2013). Learners will use a variety of learning strategies when faced with learning for problem solving often experienced (Recker & Pirolli, 2009). Proving by using the right model in a learning by looking at the characteristics of learners in this intake as well as educate the learning becomes meaningful. Geographical intelligence is the ability of high-level thinking in the spatial aspects of the territory that characterize the place and character where learners live or live so that learners are able to recognize and analyze each component of the environment that will be reciprocated against him. (Horton, 2014). Problem Based Learning Model (Kolodner et al., 2009) that has been modified with spatial approach can improve the geographical skills of learners against environmental conditions that interact with learners both when the environmental conditions are good or bad like during the rainy season where the area experiencing a flood disaster (Mirah Sakethi, 2010). The research methods used with the research development approach (Munawaroh, 2016), with sample samplers at public elementary schools exposed to the flood disaster were four schools, and took sample classes at level 5 of each sample school. The results obtained in this study on critical questioning points using spatial questions the researchers incorporated the Question Formulation Technique (QE) approach (Agustini, 2005) while to improve the ability to analyze the researchers modify the Problem Based Learning model with Cooperative Learning approach with Guided Discovery Learning (Novita , Santosa, & Rinanto, 2016) and the latter in improving the geographic response ability of the researcher to modify by adding approach in the learning with Problem Solving approach (Musfiroh, Ratu Beta Rudibyani 2015)

Keyword :

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## INTRODUCTION

Education in elementary school systemically is part of the basic education level. Elementary school is a very strategic type of public education, because it is the earliest formal education that provides the foundation for further education, namely education in junior high. Starting from elementary school is the process of children's intelligence nationally started. Primary School we can use as the first educational unit that accommodate the process of formal education for generally Indonesian children. Constitutionally, as stated in the Preamble of the 1945 Constitution of the State of the Republic of Indonesia, it is expressly stated that one of the aims of forming the Unitary State of the Republic of Indonesia is to educate the life of the nation. Furthermore in the Amendment of the 1945 Constitution particularly in Chapter XII Article 28A paragraph (1) stated that everyone has the right to develop themselves through the fulfillment of their basic needs, to be entitled to education, and to benefit from science and technology, art and culture, in order to improve the quality of life and for the welfare of mankind. Furthermore Article 31 paragraph (2) affirms that every citizen is obliged to follow basic education and the Government shall be obliged to finance it.

Philosophical and psychological-pedagogical views represent an expert's point of view in the field of philosophy, psychology, and pedagogy / education to the inevitability of the educational process for school age 6-13 years. It is said to be a necessity because education for children of that age is universal and has become a reality or often referred to as *conditio sine quanon*. For example, in all countries of the world, there is a primary education or elementary education like SD in Indonesia. We all must have attended elementary school before going to junior high school.

There are several arguments about the inevitability of education for that age (Bell-Gredler: 1986).

1. Institutionalization of the educational process for age in the schooling system of education, is believed to be very strategic, meaning it is appropriate to influence, condition, and direct the mental, physical and social development of the child in achieving systematic and systemic maturity.
2. Systematic and systemic maturation process is believed to be more effective and meaningful, it means more good and profitable results, rather than the process of maturation that is released naturally and contextually through the process of

socialization or association in the family and society and enculturation or interactive culture in cultural life solely.

3. Various psychological theories, especially learning theories that form the conceptual basis of learning theory, such as behaviorism theory, cognitiveism, humanism; and social, educational philosophy such as perennialism, which emphasizes the importance of cultural inheritance, essentialism, which emphasizes the transformation of essential values, progressiveness, emphasizing the development of individual potential, and social reconstructionism, which emphasizes the development of individuals for community change strongly supports the process of growing up children through education schooling (Brameld, 1965).

Therefore, elementary education is the foundation for the child in the development of all the pontensi he has optimally and peroses pembultinya itself is the beginning of a child. No exception is how a child begins to grow his geographical skills since the child goes to elementary school, so that his / her child is expected to have a good foundation in matters of kemampuan or academic potential and able to develop and apply it geographical skills at the next level of education.

Education is relevant (appropriate) if the education system can produce output according to the need for development of the relevance includes the quantity (quantity) or the quality (quality) of the output. Furthermore, the suitability should have a level of linkage (link) and match (match). The issue of relevance is a matter related to the relevance (conformity) between the ownership of the knowledge, skills and attitudes of a school's graduate to the needs of the community (labor needs). Education is said to be no or less relevant if the level of conformity is absent. the number of graduates from certain educational units who are not prepared by cognitive and technical ability to continue to the unit of education on it. The issue of relevance can also be known from the number of graduates from certain educational units, namely vocational and higher education who have not or even are not ready to work. In addition, we can also see the growing unemployment in Indonesia.

(Sidiq and Prayitno 2012) Broadly speaking, learning becomes important in improving learners' skills in learning, one with strategi with inquiry approach, this approach is divided into four important phases applied in learning as syntax. The four syntaxes in the inquiry approach are the procurement of the problem of the observed object, organizing the

problem in the form of a problem to be more structured so as to know the degree of difficulty, designing an experiment to solve the problem, and predict problem solving in the form of hypothesis and prove it by empirical experiment. Skills development of learners should consider the level of development of learners. The inquiry approach corresponding to that level is guided inquiry. This inquiry approach is combined with cooperative learning. The type of cooperative learning is the simplest and allows it to be combined with other strategies, models, or learning approaches. Cooperative learning can contribute to the development of learners' skills because there is interaction in learning. Aspects of a particular learner's skills can be developed with the interaction between learners or learners with teachers. This inquiry approach contributes to the discovery of new concepts resulting from problem solving. Discovery activities require good science process skills, then inquiry can develop the skills of learners. The inquiry mixture in cooperative learning is also in accordance with the principle of direct involvement in learning. The direct involvement of learners becomes meaningful. Learners engage directly in formulating problems from observations in learning, Science, Environment, and Learning in Efforts to Improve the Competitiveness of Nations get the solver. In addition, learners also interact directly with peers and teachers who can motivate learners in learning. From the above quote it is clear that skills are important not to mention geographical skills where geographical skills will create learners become literate space early on.

Based on the background of the above problems can be formulated problem, among others:

- a. How is the learning model able to improve the geographical skills of the students in the SD Negeri that responds to the flood disaster in their region
- b. How to learn interesting for learners who are able to develop geographic skills at the State Elementary School in North Jakarta Municipality based on the characteristics of the region?

The update in this research is to find a learning model based on the characteristics of the region that characterize the types of disasters that often occur in the region. Therefore since elementary school must be equipped with geographical skills to the space where learners live.

1. Finding aspects of geographic skills in elementary school students in areas that have often experienced flood disasters
2. Finding a learning model in elementary school that incorporates elements of geographical skills.
3. Increase the geographical skills of learners in the response to flood disasters in accordance with the character of disaster areas in the region.

This research is expected to contribute both theoretically and practically.

- a. Contribution Theoretically, It is hoped that the results of the research will reveal the model of geographical skills development in elementary school learning that characterizes the area with natural disasters that are often experienced by the flood.
- b. Contributions Practically. It is also hoped that this research can be used in the learning by the elementary school teachers in floating the geographical skills of a learner and able to develop a more interesting learning learners in learning. While in the academic environment itself later this research result can be used as real information in discussing geographic skill development model in learning in elementary school based on area characteristic with flood natural disaster.

This research method using quantitative method with development research approach where to see how big skill learners in geographical aspect need to be tested some model so that find good model in every aspect of development, unit of analysis in this research is learners residing in school with karakresistik area with the intensity of floods that vary each year it is taken 3 schools that is 1 school with high flood intensity means the school environment and home environment of learners who often experience flooding, 1 school of moderate flood intensity that is with the category of flooding occurred in the school environment or home environment the students, and 1 school which is the school environment and the home environment of the students are not exposed to the flood disaster but learners know the flood disaster from various sources such as media. The total number of students from each school is 40 students

## **DISCUSSION**

In this study, there are 3 learning components that are collaborated to improve the 3 skills in general, namely the skills to ask questions, the skills to analyze a problem and the

skills in answering, then packaged in thematic learning that emphasizes the spatial aspects so that learners are able to understand the characteristics of the space under study, ie areas with flood characteristics. Researchers use collaboration between Guided Discovery Model, and Problem Based Learning Model

Suryosubroto (2009), method is the way, which in its function is a tool to achieve the goal. Learning method is a process or procedure used by teacher or instructor to achieve goal or competence. The teaching method is the general way of teaching that can be set on all subjects. Meanwhile, according to Surakhmad in Suryosubroto (2009: 140), teaching methods are ways of implementation rather than the process of teaching, or about how technical

something lesson material given to students in school.

From the above description concluded that, learning method is a way used by teachers in membelajarkan a material to learners in the classroom to achieve the purpose of the learning.

Selection of learning methods should be based on conformity with the task and learning objectives to be pursued by learners. Selection of appropriate learning methods will help learners in achieving the learning objectives that have been set. There are several learning methods that can be selected for use in the implementation of learning activities. Each method has its own characteristics that its use needs to be adjusted to the learning objectives to be achieved. Various learning methods that can be used one of them is the method of discovery. Suryosubroto, (2009), discovery is a mental process in which learners assimilate a concept or a principle. The mental process is for example: observing, classifying, making conjectures, explaining, measuring, making conclusions, and so forth.

According to Jerome Bruner (1977), discovery is a process. The discovery process can be a common ability through problem-solving exercises, the practice of forming and testing hypotheses. Thus in Bruner's view, learning by discovery is learning to discover, in which a learner is confronted with a problem or situation that seems odd so that learners can find a way of solving. From the above description it is concluded that guided discovery method is a method of learning which in the implementation of the teacher allows the learners to think for themselves so that they can find the general principle desired with

guidance and instruction from the teacher. One of the materials, in the form of facilities by teachers who will guide learners in the process of discovery of the concepts, the formula of the material taught is the Student Worksheet (LKPD).

Problem-based learning model known as Problem Based Learning (PBL) is a student-centered learning model in which learners seek to solve problems by using information from various sources and everyday experiences. Problem Based Learning (PBL) familiarizes learners to be confident in dealing with problems by helping learners to develop critical thinking skills and problem-solving skills. Model of learning problem based learning (PBL). The problem-based learning model is a lesson that teaches learners how to use concepts and interaction processes to assess what learners know, identify what they want to know, collect information and collaboratively evaluate hypotheses based on collected data. This understanding implies that the application of the Problem Based Learning (PBL) model can help learners to use what concepts learners understand and gather as much information as possible. In the PBL also required strong cooperation among learners. Learners will cooperate in collecting information and find the problem hypothesis to then jointly exchange information to find a way out of a problem being analyzed. b. Learning Steps with Problem Based Learning (PBL) Learning Model Problem-based learning has a clear procedure in engaging learners to identify problems. Rusmono, (2014) steps or stages of learning Problem Based Learning model are as follows:

- 1) Stage 1: Organize learners to the problem.
- 2) Stage 2: Organize learners to learn.
- 3) Stage 3: Assist in independent and group investigations
- 4) Stage 4: Develop and present works and exhibitions
- 5) Stage 5: Analyze and evaluate the problem-solving process

Based on learning step model of PBL that is:

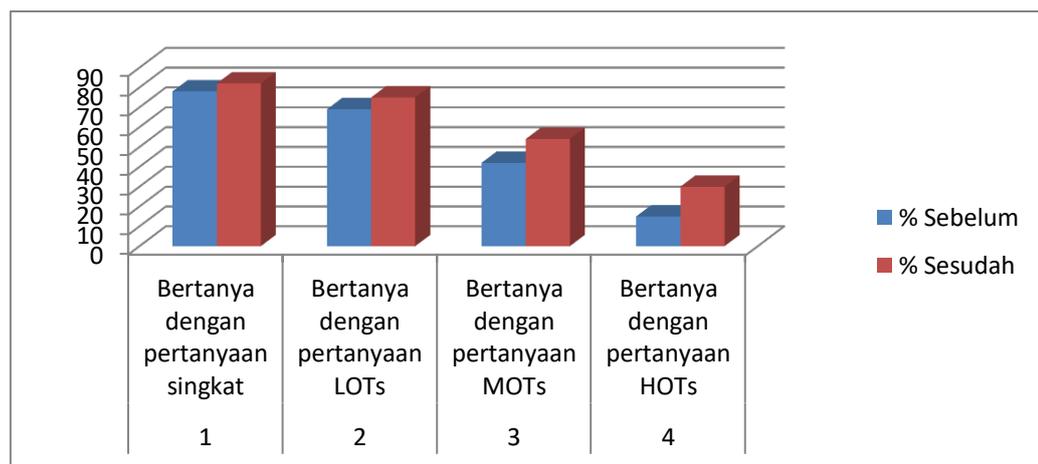
- 1) The introduction of problems to learners based on material taught to learners.
- 2) Learners are organized into groups to conduct a discussion on problem solving.
- 3) The results of group analyzes of learners are presented to other groups of learners.
- 4) The teacher helps the learners to reflect on the results of the investigation conducted by the learners.

In general there are advantages and disadvantages in each model of learning, as well as the model of Problem Based Learning (PBL).

The results showed the development of learning outcomes from the ability to ask learners that:

In the aspect of the ability to ask, learners experience a good development although not experiencing a meaningful increase that is up to increase by half or 50% but some learners are able to ask questions that are Hots. Seen from graph 1 where learners are more dominated on basic questions like who and what, while using the sentence why and how it rarely proposes.

Graph 1: the percentage of learners before and after the learning process with on the aspect of skill enhancing questions

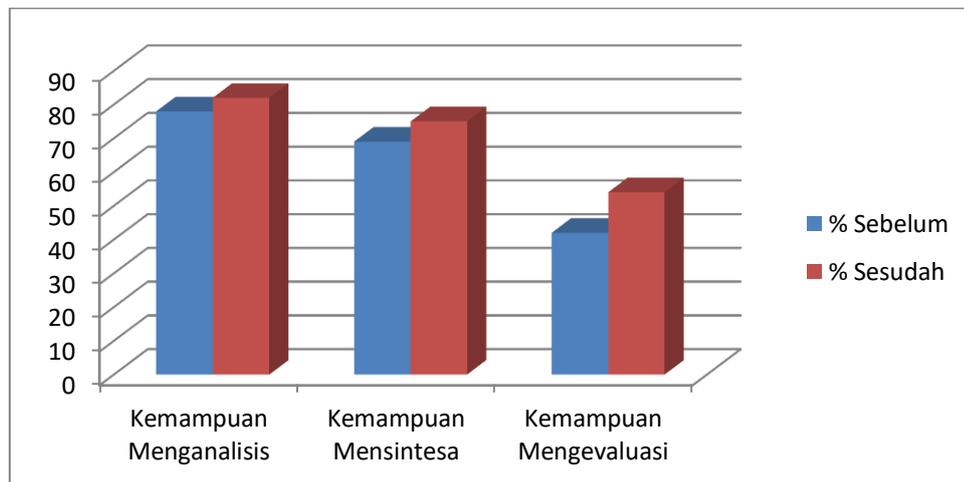


Research 2018

Other geographical skills such as categorizing and analyzing to answer questions are also improved, illustrated in graph 2 below. In Garafik 2 did not experience a good increase, basically learners have understood about the frequent floods, and learners know how mitigation and problem solving in handling the flood disaster, ranging from pre-flooding such as raising perishable goods to taller, tidying the water channels in front of their house. In the condition of the flood they know like not panic, save the use of clean water and so on. After the flood they also understand such as helping to clean up the goods and keep the cleanliness. In analyzing simple structural and non structural mitigation they can analyze

Structural Mitigation is an effort made to minimize disaster such as by doing special danal development to prevent flooding and by making engineering disaster resistant building construction, as well as waterproof building infrastructure. Where the waterproof infrastructure of the building will be expected to not give such a severe impact if the disaster occurs. Non-structural mitigation is an attempt made in addition to structural mitigation such as regional planning and insurance. In non-structural mitigation it is expected from the development of increasingly advanced technology. The hope is a technology that can predict, anticipate and reduce the risk of a disaster.

Graph 2: the percentage of learners before and after the learning process with the improvement aspect answered



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## CONCLUSION

In this study, it can be concluded that the modivication learning model is able to improve the geographic skills of the students on flood mitigation specs in Jakarta, ie floods that occur in the school environment or in the neighborhood around their houses, the ability to ask critical or high level increases, the ability to analyze and answer questions have increased.

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## **Contribution of Education Culture in Pesantren in Tackling Environmental Damage in Indonesia**

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### **ABSTRACT**

This study aims to determine the contribution of education culture in pesantren in tackling environmental damage in Indonesia. This research uses ecopesantren theory. The method used is qualitative research method with data collection through field observation, documentation, literature study, and interview. Sampling research using purposive sampling technique with the object of research is Hidayatullah Pesantren in Balikpapan, Pesantren Nurul Hakim in Lombok and Pesantren Sumber Pendidikan Mental Religion Allah (SPMAA) in East Java. This study concludes that *first*, boarding schools have a culture of education and comparative advantages that support the prevention of environmental damage. *Second*, pesantren Pondok plays an active role in tackling environmental damage according to the characteristics of their respective regions.

***Keywords: pesantren, education, culture, ecopesantren, environmental damage***

### **INTRODUCTION**

One of the traditional educational institutions in Indonesia is pesantren. This traditional education institute implements a boarding school system that studies the general science and science of Islam religion. Based on data from the Information System, and Public Relations of the Secretariat of the Directorate General of Islamic Education of the Ministry of Religious Affairs, in 2016 there are 28,194 Pesantrens scattered in both urban and rural areas with 4,290,626 santri, and all of them are private ownership (Yulianto 2017) .

Pesantren is one of the unique educational institutions that characterize Indonesia, because it has certain norms and regulations that characterize the pesantren. Pesantren is also one of the community institutions that grow because the community needs education.

Components contained in the Pesantren: kyai, santri, mosque, Pondok (boarding school) and yellow book (Diniyati, Fauziyah dan Achmad 2010).

Pesantren as a religious educational institution that has a dual function. First, as an educational institution that can develop knowledge and reasoning, skills and personality of the young age group and is a reference source of Islamic values for the surrounding community. Second as well as social institutions in rural areas that have a social role and capable mobilizing self-reliance and community initiative, able to improve the environment regarding spiritual and physical (Choliq, Pimay dan Anas 2015).

Pesantren has a significant role in society because it can directly or indirectly give guidance of its members to behave to the creator of this universe, to human beings as well as to the natural surroundings. The pesantren activity is more on religious matters, but along with the changing of time and the changing of needs, many kyai from pesantren start to pay attention to the natural condition and start plunge in nature conservation activities such as forest rehabilitation, the formation of disaster preparedness team (SATGAS), making artificial lake, artificial forest and so on.

The culture of education in Pesantren also has a unique characteristic. The culture of education in pesantren is a habit (Folkways), so it already has a high binding force between students with its kyai. If the santri does not do the act of honoring and respecting the kyai, it is considered as a deviation from the prevailing norm (Diniyati, Fauziyah dan Achmad 2010). Thus the education and practice of the environment will go well and sustainably. It is because there is compliance from santri to execute commands from Kyai regarding education and practice of preserving the environment.

Based on the description of, the purpose of this study is to describe empirical reality in depth and comprehensive about the contribution of pesantren cottage culture in Indonesia in tackling damage to the surrounding environment. This study focuses more on the active role of pesantren in tackling environmental damage. This research using purposive sampling technique. There are Pesantren Hidayatullah in Balikpapan, Pesantren Nurul Hakim in Lombok and Pesantren Sumber Pendidikan Mental Agama Allah (SPMAA ) in East Java. Sampling is based on the consideration of the three pesantren have been involved in

environmental conservation activities and the development of environmental green by the characteristics of the environment around the boarding school

## **DISCUSSION**

### **The Pesantren View of The Environment**

Environment and religion are sides by the side. The behavior of a person who cares about the environment can be reflected in one's religious behavior. The values contained in the Qur'an and Hadith can be used as a basis for thinking and act for Muslims in responding to environmental damage. Several things about the environment by the Qur'an and Hadith can be viewed as the principle of manifesting one's religious attitude is as follows (Fua 2014):

1. Respect for Nature

In the Qur'an Surat Al-Anbiya 107, Allah SWT says: *And we have not sent you, but to be a mercy to the worlds.* In accordance with that paragraph, the purpose of environmental management is a form of compassion for the universe. In addition to prohibiting the destruction of the earth, Islam also must protect the environment and respect the universe including humans, plants, animals, other living things, and non-living creatures.

2. Moral Responsibility for Nature

Humans have a moral responsibility for nature because humans are created as a caliph (responsible person) on earth and ontologically human is an integral part of nature. In the Qur'an Surat Al-Baqarah : 30 "*Remember when your Lord said to the angels: "Verily I want to make a caliph in the earth"*". This fact creates a moral principle that humans have a good responsibility for the universe entirely and its integrity, as well as its existence and sustainability.

3. Cosmic Solidarity

The principle of solidarity arises from the fact that man is an integral part of the universe. Moreover, in the perspective of ecofeminism, human beings have equal status and equal with nature and all other creatures in nature. This reality awakens in man a sense of solidarity, a feeling of endurance with nature and with other fellow beings.

4. Caring for Nature

As fellow members of an equitable ecological community, humans have the duty to love, cherish, and preserve the universe and all its contents, without discrimination and without domination. This love and concern also arise from the fact that as fellow members of the ecological community, all living things have the right to be protected, nourished, not harmed, and cared for. As mentioned in a Sahih Hadith narrated by Shakhiahain: *From Anas radhiyallahu 'anhu that the Prophet Sallallahu' alaihi wasallam said, "No Muslim planted plants or cultivated, then his fruits were eaten by birds or humans or livestock, except those eaten would be of alms to him."*

### **Culture Education and Excellence Pesantren in Society**

Pesantren has a unique and distinctive education culture. The typical values of pesantren developed by pesantren are: (1) theocentric value; (2) volunteering and serving; (3) wisdom; (4) simplicity; (5) collectivity; (6) arranging joint activities; (7) guided freedom; (8) independent; (9) where to seek knowledge and dedication; (10) practice religion; and (11) kyai blessing (Ma'arif 2010).

Through a set of normative and scholastic material and methodology, students are taught to be a loyalty and devotion to a kyai. The learning tradition developed in pesantren will justify this assumption. In this case, of course, kyai serves as a source of information, the main teacher learns and simultaneously acts as a leader who has 'absolute' power. In addition, the attitude of respect, reverence, and absolute obedience to the kyai are one of the first values also implanted in each santri. (Ma'arif 2010).

With the culture of education, it will easily instill an environmental caring spirit to students by the Kyai. Kyai who has been aware of the importance of environmental conservation then will pass on the spirit of santri who will eventually run environmental conservation programs in the environment of boarding schools.

Pesantren is also an institution that has advantages that are not owned by other institutions or more appropriately referred to as a comparative advantage. The concept of comparative advantage is a measure of potential competitiveness regarding competitiveness to be achieved if the economy is not distorted at all (Diniyati, Fauziyah dan Achmad 2010).

As an institution, pesantren has a comparative advantage that is one of social capital that makes pesantren feasible as environmental conservation institution compared with other institution. Some of the comparative advantages of pesantren can be seen from the following table.

Tabel 1. Comparative advantages of pesantren

No	Aspect	Advantages of pesantren
1.	Networking	<ul style="list-style-type: none"> <li>• Located in the village and direct contact with the community (grass root)</li> <li>• A large number of pesantren institutions</li> </ul>
2.	Demographic Aspect	<ul style="list-style-type: none"> <li>• Clear organizational masses</li> </ul>
3.	Human Resources	<ul style="list-style-type: none"> <li>• A charismatic leader (Kyai) / Strong leadership</li> <li>• A large number of students</li> </ul>
4.	Social	<ul style="list-style-type: none"> <li>• The nature of mutual cooperation and kinship is high</li> <li>• Good mass management</li> </ul>
5.	Economics	<ul style="list-style-type: none"> <li>• A large number of workers</li> </ul>

*Source: Potency and Role of the Moslem Boarding School as an Institution*

*to Execute for Land and Forest Rehabilitation Activity by Balai Penelitian Kehutanan Ciamis*

## **The Role of Pesantren in Tackling Environmental Damage**

### **1. Pesantren Hidayatullah Balikpapan**

Environmental management at Pondok Pesantren Hidayatullah Balikpapan is influenced by the climate and the weather that is there. Because the location of the boarding school that is not far from the equator and also on the beach makes the weather is quite hot there. Moreover, if there is a long dry land fire often occur/forest and also drought that causes difficulty in getting water. Therefore, this pesantren Pondok utilizes the existing land to overcome the existing environmental problems, first by making an artificial lake that

serves as a reserve of water and also the rainwater container so that it can minimize the occurrence of the enjoy. The two make the protected forest around the boarding school as a water catchment area. Moreover, the third makes santri as relief team in overcoming disaster, such as extinguish the peat fires that often occur around the boarding school as a form of participation of santri in maintaining the surrounding environment. It is intended that students can learn to appreciate and preserve the natural surroundings. (Musaddad 2017)

## 2. **Pesantren Nurul Hakim Lombok**

At Pondok Pesantren Nurul Hakim Lombok application of ecopesantren is not much different from boarding school Hidayatullah. It is because the location of the same boarding school is located in coastal areas and has hot weather. So the boarding school Nurul Hakim also did reforestation to minimize the effects of weather and drought that often occur. The boarding school boards and reforestation in the area of boarding school. In addition, in order to realize environmental management, pesantren has facilities and infrastructures that support the realization of environmental management such as where the management of compost, planting of tree seedlings, deer breeding, independent farmland and others (Aulia, Isnaini dan Khumairoh, *Pengelolaan Lingkungan Berbasis Pesantren (Studi Kasus di Pondok Pesantren Nurul Hakim Lombok NTB)* 2017).

## 3. **Pesantren Sumber Pendidikan Mental Agama Allah (SPMAA) Jawa Timur**

Environmental management that takes place in Pondok Pesantren Sumber Pendidikan Mental Agama Allah (SPMAA) prioritizes the aspect of environmental conservation by reducing waste and also use it again. Also, the development of alternative energy in this pesantren is very rapid and effective. Both of these are influenced by the surrounding environment which is located not far from the coast of north coast of Java which has fairly hot weather and also the amount of waste in coastal areas is quite a lot which then has damaged the marine ecosystems there. (Aulia, Narulita, et al. 2018).

## **CONCLUSION**

The culture of education in pesantren contributes positively to tackling environmental damage. Pesantren has a unique education culture. Like santri who will follow kyai command

so that santri will carry out environmental conservation activities such as participant activity of santri, making of the lake and artificial forest.

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## **The Role of Intellectual (Philosopher) in the Society According to Edward Said**

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### **ABSTRACT**

What is an intellectual? And what do they do in society? Although these two questions are not easy to answer, it is undeniable that in Indonesian society they are considered intellectuals have a special position. According to Edward Said, the life of an intellectual is essentially concerned with knowledge and freedom. The basic question asked is how people tell the truth? What truth? For whom and where? Here, we see many problems that in fact the intellectuals are enabled to sell themselves to the ruler for payment or more likely because they feel usable. They place the sharpness of thinking in the service of ruling political interests, become producers of meaning for the sake of propaganda, and become what was once considered a court beggar or kiai palace. It is quite surprising how many intellectuals without reserve devote themselves to an ideology, for example the Nazi movement in Germany, various Communist and Marxist regimes, regimes based on religion or other ideologies. We recall the leading European intellectuals who remained a member of the Communist party in France after the Soviet Union crushed the Hungarian uprising in 1956 and after the Warsaw Pact troops crushed the experiments of communism with human faces in Czechoslovakia in 1968. Thus, the betrayal of the intellectuals was not a sectarian phenomenon. Based on these conditions, this article tries to retrace the role of intellectual (philosopher) in society in the perspective of Edward Said. Then, the results of reflection are revised in the Indonesian context.

**Keywords:** Intellectual, Society, Edward Said, Integrity, Betrayal

### **INTRODUCTION**

Intellectual (philosopher) groups in Indonesia have a privileged position. This is marked by the opinion of an intellectual (philosopher) who has no power at all, perhaps he is just a lecturer at a college, can be a headline on the first page of the newspaper. It is the result of an undemocratic situation. Undemocratic occurs because all official opinions are determined and fixed by the government and all the official parties must repeat them. The public is not interested, is bored, a priori, and has no confidence in what is officially echoed. Intellectual (philosopher) groups can be said to be a clever man/woman to say oppositional things in such a way that he gets away with it. Because he really mastered the art of talking and did not depend on the boss who was entitled to determine what could be said, he can say things that politicians do not dare say. Intellectual (philosopher) groups are wrapping arguments well, for example theoretical abstract opinions, so that they are able to voice alternative views.

Based on this condition, this article tries to explore how the role of intellectuals (philosopher) in society. Said asserted that intellectuals (philosopher) are expected to be the creator of a language that says what is true to the ruling. According to Said, intellectual life is essentially about knowledge and freedom (Said,2014:xii). The basic question asked is "how do people tell the truth?, What truths? For whom and where?" Intellectual (philosopher) groups may be solid with his group, but always critically. Dealing with his audiences, he does not first want to satisfy them, but challenge them. Because of their involvement in truth, they can not sell himself to any party. He must challenge orthodoxy and dogma, both religious and political. He is a representative figure in public and represents an establishment. Therefore, he must side with truth and justice. This means that if you want to defend basic human justice, you must do it for everyone, do not just selectively for those who are supported by the people on your side, your culture, and your nation.

## **DISCUSSION**

### **1. Indonesian Intellectual**

The history of modern intellectuals in Indonesia began when the Dutch East Indies colonial government established schools for noble children and indigenous bureaucrats (Hindryati,2014:xl). Schools are held because bureaucracy is increasingly in need of skilled workers. The natives who attend school, both domestically and in the Netherlands, are enlightened. They become literate against the ghosts of imperialism-colonialism and yearn for the nation-state. The national movement is initiated and driven by newly educated people.

The educated native elite played a major role in grounding nationalism and liberating the country. The central figure in this national movement are Wahidin, Tjipto, Sutomo, Tirtoadisurjo, Mas Marco, dan Tan Malaka (Hindryati,2014:xli). When the government is formed, the intellectuals occupy important posts in the bureaucracy. Hatta and Sjahrir respectively became vice president and prime ministers. Soekarno became head of state. The other intellectuals are Iwa Kusuma Sumantri, Achmad Soebardjo, dan Wilopo become cabinets. The other intellectuals which has no place in the bureaucracy, penetrated the private world by becoming party activists, teachers, humanists, artists, journalists, lawyers, and so on.

However, there was a shift in the position of post-independence indigenous intelligentsia. After the Dutch rulers leave, they are practically substitute rulers. As the most educated people who are now free to move, they play a new role with excessive zeal. Despite the entry into the bureaucratic environment, these intellectuals generally remain as a bastion of common sense that can be critical of power itself, for example Sjahrir, Agus Salim, Soedjatmoko, dan Soemitro Djojohadikusumo who once joined a team to represent Indonesia in the united nation forum (Hindryati,2014:xlili). The end of the era of parliamentary democracy and the emergence of Sukarno as the ultimate control of power gave birth to a new political climate. The intellectuals are also affected by it. Sukarno's authoritarianism as well as the provision of wind to the Indonesian Communist Party (*Partai Komunis Indonesia*) has sharpened the situation. Those who are critical are put in prison, for example Sjahrir, Moh. Roem, M. Natsir, Ide Anak Agung Gede Agung, dan Mochtar Lubis. The most critically excluded academicians are HB Jassin and Muchtar Kusumaatmadja. The fall of Sukarno at once became a defeat and victory for the most educated people in this country. The losers, if they are alive, fall in the dark corners of history. While the winner out, open access to power. The New Order's military-bureaucratic-technocratic government with Golkar functioned as a political machine made the people educated as one of the main sources of recruitment. More than the mass of Sukarno, the New Order had originally given a special place to the intellectuals, both in bureaucracy and Golkar.

Since the time of the Dutch East Indies, the intellectuals in this country have been empowered by the government. Especially in the early formation of the republic when the new colonial rulers leave. This kind of recruitment is considered fair. But things changed, when Leimena, Soemantri Brodjonegoro, Emil Salim, Sadli, Ismail Sunny, or Sutjipto Wirjosuparto cooperated with the Soekarno government. They are branded as intellectual

prostitutes for serving deviant powers. This stamp was re-attached when Sumantri Brojonegoro (rector of the University of Indonesia), Tojib Hadiwijaya (rector of IPB), Sumitro Djojohadikusumo (senior economist), and Ali Wardhana (dean of the Faculty of Economics UI) were appointed Cabinet Ministers of Development. Quite a few examples where brilliant intellectuals who are part of the bureaucracy must subordinate their beliefs, in the interest of power. In the campaign period, for example, they should be campaigners who proclaim success stories of cliches of development.

The circumstances that squeeze and twist common sense have depleted the intellectual tree. Tribal, religious, racial, and class distinctions have embraced primitivism and impermissibilities, including among the most educated. This primordial attitude is also evident when responding to the case of Satanic verses Salman Rushdie's novel, the Nobel Prize to Bishop Belo and Ramos Horta, as well as racial and religious upheavals in the country today. Independent intellectuals who persist in declaring truth to power still exist in this country but there are not many. In performing his role as a guardian of a common sense fortress, they position themselves as activists and intellectual professionals, for example Y.B. Mangunwijaya, Arief Budiman, dan George Junus Aditjondro (Hindryati, 2014: xlviii).

## **2. The Role of Intellectuals According to Edward Said**

Edward Said shows Antonio Gramsci and Julien Benda are the two most popular intellectual (philosopher) descriptions of the 20<sup>th</sup> century. In *Prison Notebooks*, Gramsci argues that all human beings are intellectual (philosopher), but not everyone in society has an intellectual (philosopher) function (Gramsci, 1973: 57). Gramsci demonstrate and share the intellectual function in society in two types: traditional intellectual and organic intellectual (Said, 2014:1). Traditional intellectuals (philosopher) such as teachers, clerics, and administrators are continuously doing the same thing from generation to generation. Organic intellectuals (philosopher) that Gramsci sees as being directly related to the class or companies that use them for various purposes and to enlarge power and control. Gramsci believes that organic intellectuals (philosopher) are active in society and seek to change the mind and expand the market. Unlike traditional intellectuals, organic intellectuals are always actively moving and acting.

Julien Benda states that the intellectual (philosopher) means a handful of highly gifted and endowed moral philosopher-kings. They are in charge of building the consciousness of mankind. Julia Benda states that the betrayal of intellectuals (philosopher) is more a criticism

of intellectuals who do not ignore calls and have compromised their principles (Benda,1980:43). True intellectuals (philosopher) create order in society and are very rare, among them Socrates, Spinoza, Voltaire, and Ernest Renan. They hold the principle of truth and eternal justice. True intellectuals (philosopher) also do not achieve practical goals, but find satisfaction in practicing art, science, and metaphysical speculation. True intellectuals (philosopher) are fighting corruption, protecting the weak, and opposing aberrant authority.

Based on these two thoughts, Said asserted that intellectuals (philosophers) are individuals with certain public roles in society that can not be reduced to professionalism, class members who are only competent in their field. Intellectuals (philosophers) are individuals who are gifted with the gift of representing, expressing, and articulating their messages, views, attitudes, philosophy, and opinions to the public. This role is limitless and can not be played without feeling as someone who catapulted it to the public in order to raise questions when facing orthodoxy and dogma in order to become a person who is not easily coopted by government or corporation (Said,2014:8). Intellectuals (philosophers) are representative figures of public affairs. He is seen to represent the stance of certain circles and articulate it despite having various obstacles. However, intellectuals (philosophers) need to have distinctive features in speaking, writing, and teaching. The work is considered important, recognized publicly, and includes both commitment, risk, courage and vulnerability.

When we remember an intellectual (philosopher) like Sartre, we are reminded of personal temperaments, feelings as important figures, hard endeavors, risks, do not hesitate to talk about colonialism or commitment to social conflicts that anger enemies, and empower his friends. When we read Sartre's relationship with Simone de Beauvoir, his rivalry with Camus, and his brilliant collaboration with Jean Genet, we would put Sartre in his neighborhood. In that environment and to some extent because they are in this state. The purpose of intellectual (philosopher) group activity is to increase human freedom and knowledge. However, major narratives have been replaced by local situations and language games in the postmodern era. Postmodern intellectuals (philosophers) rate competence, and do not universal values such as truth or freedom.

Then, what is the current role of intellectuals (philosopher)? Said told that a very independent intellectual with a social vision must be passionate and have a great ability to communicate his idea in a frank and compelling prose. Independent intellectuals (philosophers) must dare to face the melancholy due to helplessness to their marginality or to

the choice of joining the rank of institution, company or government as a relatively small member of the group (Said,2014:16). Politics is everywhere. There is no place to escape to the reality where life really reflects the lifestyle of art and pure thought, or in this case a truly objective life. Intellectuals (philosophers) are far from their time span, growing in line with the emergence of mass representation politics associated with the information industry or the mass media. The ability to survive can only be realized by damaging the image of official narrative and cultural transformation.

This task is very heavy. Intellectuals (philosophers) always stand between solitude and seclusion. For example, how difficult the intellectual (philosophers) position of the Gulf War against Iran is to remind the population that America is not without any purpose of power or freedom altogether, even though its involvement is perceived by certain circles as a world policeman. For Said, the intellectual (philosopher) role of the moment was needed to open forgotten things, to explain connections that might be denied, and to present alternatives of thought that would avoid war and the destruction of humanity (Said,2014:18). Basically, intellectuals (philosophers) are not the creators of consensus and peace, but those whose presence is characterized by their critical and tasteful attitude for not accepting a simple formula, or a cliché, or something that goes unchallenged and accommodating to power by not committing or saying something that is less favorable to the authorities. This is not always related to the voice of criticism of government policy, but more than that, the intellectual work of maintaining the state with vigilance, is always conscious of its duty not to let truth be distorted or accept an idea that can dominate all life. As long as this role involves a realistic and rational view, as well as an elaborate struggle to balance personal issues and the demand to publicize ideas and public speaking, this task is never ending, never finished, and always less than perfect (Said,2014:19).

### **3. The Reflection of The Role of Intellectuals According to Edward Said**

Based on the situation of Indonesia dan some arguments or the role intellectuals (philosopher) according to Edward Said, we can learn talking about intellectuals (philosophers) today also speaks specifically about nationality and religious radicalization. In a certain degree, the locally narrowed focus of the intellectual (philosopher) worldview is also concerned with the breeding of special studies which may be regarded as the cause of the development of an intellectual (philosopher) role in modern life. Speaking of nationality, which is the nursery of nationalism is nationalism. Every intellectual is born in a particular

language environment and almost all his life uses the language that is the medium of his intellectual (philosopher) activity. In this case, the intellectual (philosopher) must use the national language. This is not only for reasons of comfort and intimacy but because he hopes that with that language there will be a special sound, special emphasis, and finally his perspective. But the special problem facing intellectuals (philosophers) is the language community in every society dominated by existing habits of expression. One of its primary functions is to maintain the status quo and ensure that everything runs smoothly, unchanged, and without challenge.

Solidarity that does not begin with criticism is never a short answer. People always have choices. Do you know what you do or do not, and may not be neglected, or might support a stronger one. In this case, it is good to argue again that you will be out there, but must be appropriately used. By referring to consensus on group or national identity, the intellectual (philosopher) group must show how a group is not a natural or existing entity from its origin but built up and produced. Even in some cases, objects found in a history of struggle and conquest behind them must be displayed. Intellectual is a general sociological picture. That's because he stands at two extremes. They oppose the existing norms or in an accommodative way, they prepare the order and continuity in people's lives. For Said, only the first possibility of these two possibilities is really a modern intellectual role that challenges the existing norms. Because the current dominant norms are strongly associated with the state because being governed from above by the self-victorious and always in the position of authority always demands loyalty and submission.

Moreover, in many cultures today, intellectuals (philosopher) tend to ask more, instead of communicating directly with the common symbols discussed. Even in many third world countries, antagonism stirs up between the power of the status quo of countries with disadvantaged citizens, locked within, but not represented or suppressed by it, gives real opportunities for intellectuals (philosophers) to challenge the upcoming march victory. However, intellectuals (philosophers) are always trapped and unrepentantly challenged by the issue of loyalty. All of us are without exception covered by nationalities, religious or ethnic communities. No one, regardless of the volume of statements, is free from the organic ties that bind individuals into families, communities, and nationalities.

## **CONCLUSION**

The presence of intellectuals (philosopher) as a torch of society is of course increasingly needed now amid the increasingly chronic economic and political crisis. The stuttering power of coping with the increasingly complicated daily problems is likely to make those who rule the dark. Here the task that can be played by educated people is mainly to remind every deviation of state power. In addition, they also conduct social consciousness (awareness) for the sake of civil society. The risk of doing this is huge. Intellectuals can experience not just exclusion and the threat of terror, but silenced eternally.

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## **Implementation of Character Building at Elementary Schools: Cases of Indonesia**

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### **ABSTRACT**

The purpose of this paper is to report five case studies in Indonesia to answer the question: "How is effectiveness of character building implementation at five elementary schools in the Province of DKI Jakarta"? The paper presents a conventional case study conducted in the Province of DKI Jakarta. Educational office in DKI Jakarta Province nominated five elementary schools at Pluit 01 Public Elementary School in North Jakarta, Bintaro 09 Public Elementary School in South Jakarta, Penggilingan 03 Public Elementary School in East Jakarta, Jembatan Besi 04 Public Elementary School in West Jakarta, and Cilamaya Cideng 11 Public Elementary School in Central Jakarta. Character building implementation observed at schools was related to teaching learning process, school culture, extracurricular activities, and community involvement. Based on Elementary School Character Observation Instrument (ESCOI), character building implemented in teaching learning process related to teacher presence on time, praying before learning, supervising student neatness and student presence, teacher as model, greeting before apperception and in closing activities, suitability between planning and action, professional competences was the most effective at Bintaro 09 Public Elementary School in South Jakarta reaching 100 % and the least effective at Penggilingan 03 Public Elementary School in East Jakarta reaching 72 %. Character building in school culture by ESCOI related to religious, honesty, discipline, clean and healthy, tolerance, working ethos, and nationalism was the most effective at Penggilingan 03 Public Elementary School in East Jakarta reaching 91 % and the least effective at Cilamaya Cideng 11 Public Elementary School in Central Jakarta reaching 70 %. Character building in extracurricular activities by ESCOI related to praying before starting and ending extracurricular activities, creating fun situation in doing extracurricular activities, involving character values in extracurricular activities, and working together in doing extracurricular activities were effective at those five elementary schools reaching 100 %. Character building through community involvement by ESCOI related to involving society to supervise character education, cooperation with society in deciding school program of character education and maintaining school cleanliness was the most effective at Pluit 01 Public Elementary School in North Jakarta and Jembatan Besi 04 Public Elementary School reaching 79 % and the least effective at Cilamaya Cideng 11 Public Elementary School in Central Jakarta reaching 37 %.

**Keywords:** Character Building, Teaching Learning Process, School Culture, Extracurricular Activities, and Community Involvement

## INTRODUCTION

Strengthening student character as stated in President Regulation No: 87 in 2017 is a foundation to carry out educational reformation started from school. Restoration of character education at school is done to prepare students in facing globalization era development challenges. Student character is a part of performance evaluation of elementary schools in Indonesia. However, in fact most of elementary schools in Indonesia with excellent accreditation are not followed by excellent student character. This is because high priority of elementary school's accreditation is placed on cognitive aspects.

Character education was done in the classroom during teaching learning process specifically in preliminary, core, and closing activities (Marini, 2017). Similar to this study, character building was integrated based on scientific knowledge (Berkowitz & Bier, 2004). Another study found that implementation of character values was carried out in school culture through daily activities at school (Marini, 2017). Milson & Mehlig (2002) stated that the teachers were not competent in giving character education to the students so that they didn't do as character educator optimally.

Different with the previous studies, the purpose of the present study was to investigate effectiveness of character building implementation by using Elementary School Character Observation Instrument (ESCOI) compared to 5 elementary schools in Jakarta. The research questions for this study were as follows: How is effectiveness of character building implementation in teaching learning process? How is effectiveness of character building implementation in school culture? How is effectiveness of character building implementation in extracurricular activities? How is effectiveness of character building implementation through community involvement?

## LITERATURE REVIEW

Study of character building done by Sarros & Cooper (2006) finds that character building has to be conducted in three phases. First phase is to know morally consisting of moral awareness and reason, and determining a series of accurate action. Second phase is moral feeling related to do something accurately. Moral feeling consists of being right and wrong, self esteem, empathy, and low

Implementation of character building in teaching learning process is carried out in

preliminary, core, and closing activities (Marini, 2017). Character values integrated in preliminary activities are done through class preparation, students' presence, and apperception. In core activities, teachers can build student character through teaching method applied, two-way communication, students' activities, and learning resources. In closing activities, student character can be developed through concluding activities, giving feedback, reflecting, and following-up.

Many efforts have been done related to character building based on scientific knowledge and effect of character education on students (Berkowitz & Bier, 2004). This study found general principles of effective practice offered for practitioners and policy makers on the basis of character building. Effectiveness of character building is depended on the teacher implementing character education accurately leading to effective character education.

Another study found that character values were not only implemented in classroom, but also through school culture (Marini, 2017). Some cultures applied at elementary schools containing character values were realized as religious, discipline, clean and healthy, tolerance, working ethos, and nationalism culture.

In line with this study, Milson & Mehlig (2002) stated that elementary school teachers are certain about most of basic education aspects and have more efficacies on character education. This study provides methods to improve elementary school teachers' competences of character building at school. This study found that elementary school teachers were less trained, prepared, comfortable, or competent in delivering character education so that they were not sure about what they could do and should do as character educator.

## **METHODOLOGY**

The method of this research used conventional case studies conducted in DKI Jakarta as the capital city of Jakarta. Educational office in DKI Jakarta Province nominated five elementary schools at Pluit 01 Public Elementary School in North Jakarta, Bintaro 09 Public Elementary School in South Jakarta, Penggilingan 03 Public Elementary School in East Jakarta, Jembatan Besi 04 Public Elementary School in West Jakarta, and Cilamaya Cideng 11 Public Elementary School in Central Jakarta. In all five schools, 172 questionnaires were given to respondents containing four parts. First part asked about attitude of the respondents toward

character building in teaching learning process consisting of 46 items. Second part was about character values integrated in school culture consisting of 94 items. Third part was about integration of character values through extracurricular activities consisting of 13 items. Finally, fourth part was about character education through community involvement consisting of 19 items.

### **Findings**

Effectiveness of character building implementation was measured by results in the Elementary School Character Observation Instrument (ESCOI) scores for five schools nominated by education office in the Province of DKI Jakarta. Researcher based on data collected from observation and confirmed by parents, teachers, and school principals provided these findings.

Penggilingan 03 Public Elementary School (School A) at Raya Penggilingan Kav 23-24 in East Jakarta has 10 teachers, 139 male students, 170 female students, and 8 study groups. This excellently accredited school has applied Curriculum-13, school based management, and Internet access. The principal, six teachers, and one parent were interviewed. Penggilingan 03 Public Elementary School reached ESCOI score 33 from 46 maximum score for the implementation of character building in teaching learning process, 86 from 94 maximum score in school culture, 13 from 13 maximum score in extracurricular activities, 11 from 19 maximum score through community involvement.

Pluit 01 Public Elementary School (School B) at South Pluit I No. 1 in North Jakarta has 14 teachers, 191 male students, 191 female students, and 12 study groups. This excellently accredited school has applied Curriculum-13, school based management, and Internet access. The principal, six teachers, and one parent of school committee were interviewed. Pluit 01 Public Elementary School reached ESCOI score 41 from 46 maximum score for the implementation of character building in teaching learning process, 75 from 94 maximum score in school culture, 13 from 13 maximum score in extracurricular activities, and 15 from 19 maximum score through community involvement.

Cilamaya Cideng 11 (School C) Public Elementary School at Cilamaya Street No. 1 in Central Jakarta has 8 teachers, 96 male students, 79 female students, and 6 study groups. This excellently accredited school has applied Curriculum-13, school based management, and

Internet access. The principal, six teachers, and one parent of school committee were interviewed. Cilamaya Cideng 11 Public Elementary School reached ESCOI score 36 from 46 maximum score for character building implementation in teaching learning process, 66 from 94 maximum score in school culture, 13 from 13 maximum score in extracurricular activities, 7 from 19 maximum score through community involvement.

Jembatan Besi 04 Public Elementary School (School D) at Jembatan Besi Street IX No. 31 in West Jakarta has 9 teachers, 135 male students, 116 female students, and 9 study groups. This excellently accredited school has applied Curriculum-13, school based management, and Internet access. The principal, six teachers, and one parent were interviewed. Jembatan Besi 04 Public Elementary School reached ESCOI score 35 from 46 maximum score for the implementation of character building in teaching learning process, 78 from 94 maximum score in school culture, 13 from 13 maximum score in extracurricular activities, and 15 from 19 maximum score through community involvement.

Bintaro 09 Public Elementary School (School E) at MKJ Street III No. 31 Bintaro in South Jakarta has 14 teachers, 203 male students, 185 female students, and 12 study groups. This excellently accredited school has applied Curriculum-13, school based management, and Internet access. The principal, six teachers, and one parent of school committee were interviewed. Bintaro 09 Public Elementary School reached ESCOI 46 from 46 maximum score for character building implementation in teaching learning process, 82 from 94 maximum score in school culture, 13 from 13 maximum score in extracurricular activities, and 12 from 19 maximum score through community involvement.

Table 1. Character building at 5 Public Elementary Schools in DKI Jakarta as measured by Elementary School Character Observation Instrument (ESCOI).

Aspects	Comparator	Public Elementary Schools (%)				
		All	A	B	C	D
Teacher presence on time, praying before learning, supervising student neatness, supervising student	83	72	89	78	76	100

presence, teacher as model, greeting before apperception and in closing activities, suitability between planning and action, professional competences in character building.						
Religious, honesty, discipline, clean and healthy, tolerance, working ethos, and nationalism	82	91	80	70	83	87
Praying before starting and ending extracurricular activities, creating fun situation in doing extracurricular activities, involving character values in extracurricular activities, and working together in doing extracurricular activities.	100	100	100	100	100	100
Involving society to supervise character education, cooperation with society in deciding school program of character education and maintaining school cleanliness.	63	58	79	37	79	63

#### Colour Coding

Substantially Above	
Above	
Same as	
Below	
Substantially Below	

### Public Elementary Schools

Penggilingan 03	East Jakarta	A
Pluit 01	North Jakarta	B
Cilamaya Cideng 11	Central Jakarta	C
Jembatan Besi 04	West Jakarta	D
Bintaro 09	South Jakarta	E

Based on Elementary School Character Observation Instrument (ESCOI), character building implemented in teaching learning process related to teacher presence on time, praying before learning, supervising student neatness and student presence, teacher as model, greeting before apperception and in closing activities, suitability between planning and action, professional competences was the most effective at Bintaro 09 Public Elementary School in South Jakarta reaching 100 % and the least effective at Penggilingan 03 Public Elementary School in East Jakarta reaching 72 %. Character building in school culture by ESCOI related to religious, honesty, discipline, clean and healthy, tolerance, working ethos, and nationalism was the most effective at Penggilingan 03 Public Elementary School in East Jakarta reaching 91 % and the least effective at Cilamaya Cideng 11 Public Elementary School in Central Jakarta reaching 70 %. Character building in extracurricular activities by ESCOI related to praying before starting and ending extracurricular activities, creating fun situation in doing extracurricular activities, involving character values in extracurricular activities, and working together in doing extracurricular activities was effective at those five elementary schools reaching 100 %. Character building through community involvement by ESCOI related to involving society to supervise character education, cooperation with society in deciding school program of character education and maintaining school cleanliness is the most effective at Pluit 01 Public Elementary School in North Jakarta and Jembatan Besi 04

Public Elementary School reaching 79 % and the least effective at Cilamaya Cideng 11 Public Elementary School in Central Jakarta reaching 37 %.

## **CONCLUSION**

This paper presented evidence on effectiveness of character building implementation by using Elementary School Character Observation Instrument (ESCOI) compared to 5 elementary schools in Jakarta. There were four research questions. The first research question for this study was:

RQ1. How is effectiveness of character building implementation in teaching learning process?

Based on ESCOI, character building implemented in teaching learning process related to teacher presence on time, praying before learning, supervising student neatness and student presence, teacher as model, greeting before apperception and in closing activities, suitability between planning and action, professional competences was the most effective compared to all 5 schools in Jakarta at Bintaro 09 Public Elementary School in South Jakarta reaching 100 % and the least effective at Penggilingan 03 Public Elementary School in East Jakarta reaching 72 %.

RQ2. How is effectiveness of character building implementation in school culture?

Character building implementation in school culture by ESCOI related to religious, honesty, discipline, clean and healthy, tolerance, working ethos, and nationalism was the most effective at Penggilingan 03 Public Elementary School in East Jakarta reaching 91 % and the least effective at Cilamaya Cideng 11 Public Elementary School in Central Jakarta reaching 70 %.

RQ3. How is effectiveness of character building implementation in extracurricular activities?

Character building in extracurricular activities by ESCOI related to praying before starting and ending extracurricular activities, creating fun situation in doing extracurricular activities, involving character values in extracurricular activities, and working together in doing extracurricular activities was effective at those five elementary schools reaching 100 %.

RQ4. How is effectiveness of character building implementation through community involvement?

Character building through community involvement by ESCOI related to involving society to supervise character education, cooperation with society in deciding school program of character education and maintaining school cleanliness is the most effective at Pluit 01 Public Elementary School in North Jakarta and Jembatan Besi 04 Public Elementary School reaching 79 % and the least effective at Cilamaya Cideng 11 Public Elementary School in Central Jakarta reaching 37 %.

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## **Ecotourism of Social Culture Aspect in Indonesia**

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### **ABSTRACT**

The paper aims to examine the phenomenon of ecotourism social culture aspect in Jakarta, the capital city of Indonesia. The research method used is descriptive about ecotourism of the social culture in Jakarta with the respondents as many as 107 persons. The results of this research indicated that visitor society participation in tourism activities in Jakarta involved local society directly and indirectly. Additionally, ecotourism done had been in charge of local society culture. Local societies automatically were required to know about ecotourism especially for uniqueness of tourism sites, culture, beliefs, and custom of local societies. However, ecotourism affected local societies such as diminishing original culture values of local societies, behaviour imitation, and unfriendly environmental life style of the tourists. It can be concluded that it is very essential to pay attention to ecotourism in social culture aspects because it will give negative effect on uniqueness sustainability of tourism location. This research will be useful as a basis to manage tourism location with local society environment sustainably and friendly environmental.

***Keywords:** ecotourism, social culture, local societies, original culture values, and friendly environmental*

### **INTRODUCTION**

Tourism development is closely related to the quality of the cultural environment of the community in an area. Increased tourism activity is directly proportional to the environmental damage and social cultural aspects. Various ways are done in order to overcome the degradation of the socio-cultural environment. This has a negative impact on the lives of local people. Therefore, we not only undertake technical efforts, but also make efforts that are educative and persuasive so that tourism activities have a positive long-term effects for local communities and social cultural institutions.

The study of community-based ecotourism generates direct economic benefits for shared, well-managed resources, and opposes negative collective action against these shared resources (Stronza, A.L, 2010). Ecotourism will increase the income of the local

community. Another study states that the development strategy in ecotourism is to enhance cooperation with stakeholders and increase the information on ecotourism products (Setyadi, I.A; Maulana, A., Muntasib, E.K.S.H, 2012). Establishment of coordination between the manager and stakeholders will have a positive impact on the development of ecotourism. The creation of an attractive ecotourism program for the younger generation requires cooperation between tourist sites and tourism. Education and training programs related to tourist sites can be based on the type and level of training education desired (Utama, I.G.B.U, 2015). Education related to tourism activities and tourist sites need attention so it can run well and on target.

Currently it takes a nature-based tourism that includes aspects of ecotourism and interpretation of the natural environment and culture of the community through the management of ecological sustainability. Ecotourism is part of a sustainable and environmentally responsible tourism. Therefore, ecotourism is needed in the socio-cultural aspects of Jakarta. The management of tourist sites must be balanced with integrated environmental education so that the activities of natural resources utilization and environmental resources services are carried out thoroughly to achieve optimal and sustainable development results.

Ecotourism contains environmental education that will result in an integrated innovation between environmental education and socio-cultural values in ecotourism. It is intended that tourism activities undertaken not to eliminate the uniqueness and characteristics of the tourist location. The aim is to create a society with a unique socio-cultural order in accordance with the location of the tourism and responsible for the preservation of the environment. This study will map the issues faced with regard to ecotourism and socio-cultural aspects in Jakarta.

## **LITERATURE REVIEW**

Many islands in Indonesia are a tourist destination of local and foreign tourists. This has great potential in increasing foreign exchange. Nevertheless, the potential has not been optimally utilized due to lack of integration of various components in tourism activities. Tourism is an industry determined by the quality of its environment, including the socio-cultural environment. Tourism can grow with the support of the maximum environmental quality. Tourism development can support sustainable development based on good environmental management. Tourism is not just to make observations, but also environmental conservation activities.

The study of ecotourism states that the attitude of the community is positive for tourism activities in the area because it can have a positive impact on the economy of the local community that became the main location of tourism activities. Nevertheless, local

communities need to adapt to various tourism activities in their area that apply the concept of environmental sustainability. This led to the need for special education and training for the local population in order to increase knowledge and insight to support the sustainability of this ecotourism (Asmara, Y., Suhirman, 2013). Local people can support ecotourism activities that will raise the level of their economy supported by planned special education and training. This causes local people to adapt to various environmental ethical criteria related to tourism activities that have low impact on the environment. This will have an impact on the preservation of species and their habitats, as well as eco-friendly accommodation.

Further, a study suggests that continuous ecotourism has a reciprocal relationship with local indigenous peoples. It can build sustainable ecotourism in a tourist location based on local communities that also contribute to preserving local culture and biodiversity, as well as tourism potential (Li, J., 2013). Ecotourism is not only related to economic factors and ecosystems, but also with the potential uniqueness of local cultures in every tourist location.

Ecotourism is a form of travel to the natural area. This is done to conserve the environment, preserve, and prosper the local population. Ecotourism contains a sustainable tourism concept that aims to support environmental conservation efforts in the form of nature and culture and increase community participation in management. This situation can provide economic benefits to the community and local government. Ecotourism studies conducted in 2014 show that environmental quality has not reached the standard. This resulted in the need for additional infrastructure to achieve an adequate environmental quality. As it is known that the local culture of society has a high selling value if the settlement is directed towards the concept of ecotourism so that the economy can be well developed (Paputungan, M.S., Warrouw, F., Tilaar, S., 2014). Ecotourism not only rely on the naturality, but also the arrangement and improvement of facilities and infrastructure in the tourist location refers to environmental sustainability.

Ecotourism not only exploits nature, but also uses the services of nature and society to meet the knowledge, physical and psychological needs of tourists. The development of ecotourism within a region can guarantee the integrity and sustainability of the ecosystem. Ecotourism is a nature-based tourism that includes aspects of education and interpretation of the natural environment and community culture through the management of ecological sustainability. Ecotourism is related to environmental conservation, which starts from the concern for the environmental damage caused by tourism activities. Ecotourism is an appropriate step to protect and maintain the authenticity of an ecosystem of a tourist area, and improve the welfare of local communities.

Another study shows that in ecotourism activities, the role of local communities in the development of ecotourism is enormous. Local people can offer various conveniences such as access to tourist areas, managing permits, cultivating land that is already controlled by

local communities, and involvement in management activities and utilization of ecotourism services (Riyanto, Hamzari, Golar., 2014). Utilization of natural areas in ecotourism is done with conservation and utilization approach. Both approaches are implemented with conservation rather than utilization. Another approach is the approach to alignment with local communities in order to maintain local culture and wellbeing.

## METHODOLOGY

This study uses descriptive method with case study in order to describe the state of local people and visitors of tourist sites in Jakarta with the respondents as many as 107 persons.

### Findings

The results of this study found that ecotourism in the socio-cultural aspect consisted of several indicators, namely the customs of local communities in carrying out their social cultural activities, training for local communities, responsibility for local culture, the dissolution of local culture, customs and habits of local communities, and certain tourist locations not to be reached by tourists.

Based on the calculation, the data obtained as follows:

$$N = 107$$

$$\text{Range} = 20 - 6 = 13$$

$$\text{Interval Class} = 1 + 3.3 (\log 179) = 7.69 = 8$$

$$\text{Interval length} = 12/8 = 2$$

### Jakarta Point C

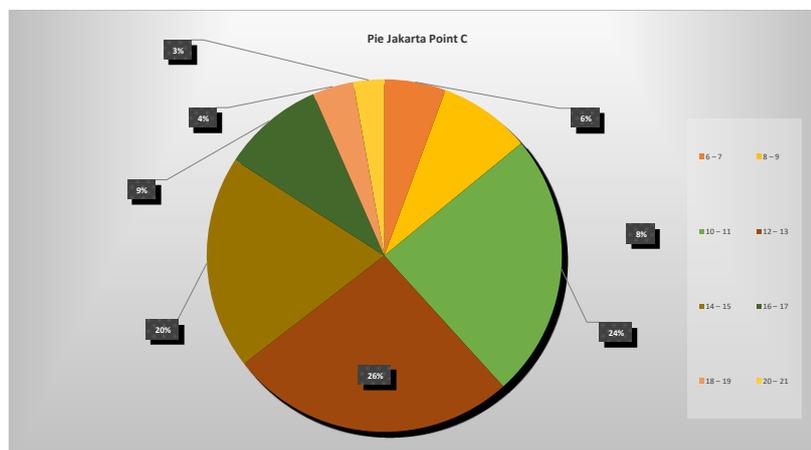
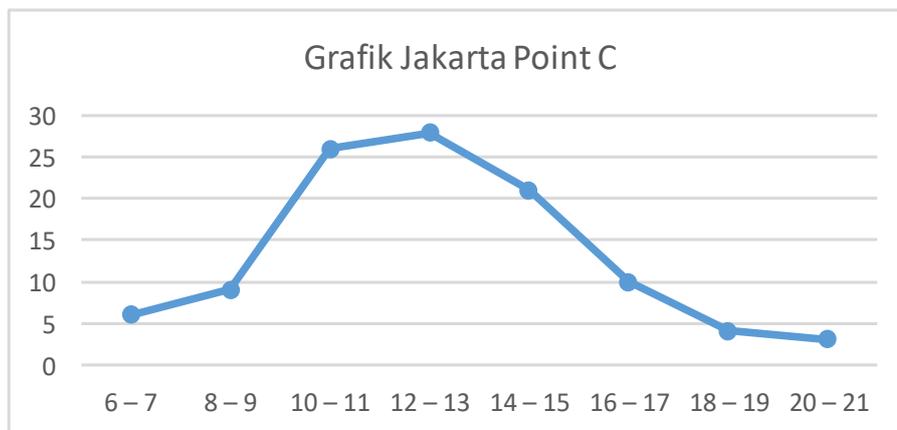
#### Descriptive

Frequency Distribution Table

No	Score	<i>Jakarta Point C</i>		
		Frequency	Cumulative Frequency	%
1.	6 – 7	6	6	6%
2.	8 – 9	9	15	8%

3.	10 – 11	26	41	24%
4.	12 – 13	28	69	26%
5.	14 – 15	21	90	20%
6.	16 – 17	10	100	9%
7.	18 – 19	4	104	4%
8.	20 – 21	3	107	3%

Data	Score
Number of observation	107
Maximum Score	20
Minimum Score	6
Mean	12,5
Median	12
Mode	11
Deviation Standard	3,07
Variance	9,21



## CONCLUSION

This study illustrates that ecotourism is a tourism activity that is responsible for the welfare of local communities and environmental conservation so it needs to be integrated in its values in environmental education. Integrated environmental education in ecotourism aims to make local people aware and conscious of the conservation of natural resources and all its problems, including various aspects of socio-cultural, and have knowledge, attitude, expertise, motivation and commitment to seek alternative solutions, tours. Management of tourist areas must be balanced with environmental education in an integrated manner with ecotourism, so that the activities of natural resource utilization and environmental resources services are done thoroughly to achieve optimal and sustainable development results.

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## **Accelerating Intellectual Culture in University for Society Through Patent Application**

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### **ABSTRACT**

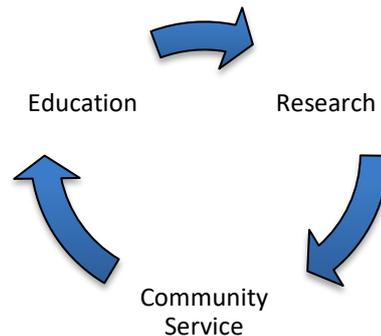
University atmosphere attached very closely to intellectual culture. Under the principle three pillars higher educations (teaching, research, contribution to society) the connection can be identified very clearly in Indonesia. The concept of three pillars drives lecturers to highly in teaching, research, and contribution to the society. These activities potentially offer intellectual products such as research result, books, and journals. From statistical point of view, we can see the picture. For the academic year 2014, lecturers all over Indonesia reached 230,915; if we combined with the obligation to do research minimum 1 research per semester, there are as much as 461,830 research results per year that can be processed for patents, copyrights, and other intellectual properties. However, the application of patent from Indonesian citizen in Indonesia Patent Office for example is very poor. Until February 2017, it was noted that from around 34 thousand patent's application, only 5% came from Indonesian while the other 95% was from foreigner's application. The smaller number was occurred when it came to international application. According to the WIPO data for the year 2016 period, it was only 15 application came from Indonesian. The number was doubled compared to the previous year that was only 6 applications though. When we compare to other ASEAN countries such as Singapore, Malaysia, and Thailand, this number fell far behind. Singapore for the same period applied 879 patents to the WIPO and Malaysia applied 190 patents, and Thailand registered 155 patents for the same period. This huge gap shows that university in Indonesia has not produced equivalent intellectual product yet which can be assumed that intellectual culture in this education institution has not optimal. The other issue is how to manage those intellectual products or commonly referred as intellectual property for the community. When the right cycles of intellectual property management in university take place then the welfare of the community and nation will parallel increase in the end. Therefore, it is necessary to 'waking up' the management of university in Indonesia to change its way of thinking in managing higher education activities. The mechanism for it is to maximize the management its intellectual property that link closely to the three pillars higher educations. At the same time, the role of the Government is vital for nurturing the intellectual culture in university that can make a good contribution to the society for better Indonesia's citizen life.

Keyword: three pillars higher education, intellectual property, patent

## INTRODUCTION

### A. Intellectual Property in Universities in Indonesia

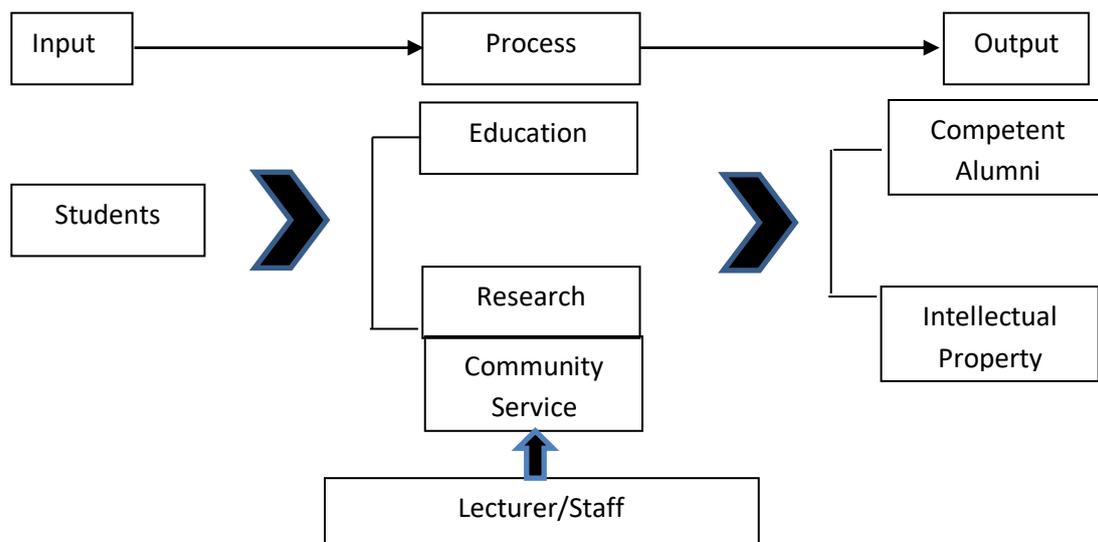
Intellectual property is very closely attached to universities activities due to three pillars principle in higher education system comprising education, research, and community service. Under this principle, it is assured that intellectual exercise will be conducted throughout its process.



Picture 1: Three pillars of higher education

Although the main activity in higher education is teaching, however the teaching process could not be completed by itself. The rich and dynamic teaching process could be supported by adequate research. The result of teaching and research activities can be implemented in society that could give fruitful feedback for better education in turn. This cycles will be benefit greatly if using continuous improvement approach.

The principle above will give clearer picture for intellectual products in university activities if we put it as a management process.



Students as input in this process enroll for academic activities in the university. They obliged to attend classes, doing research either in laboratory or under their supervisor (lecturers), produced papers, articles, or briefs. At the end of their study, they also make a contribution to the society through community service activity. Along with the process, lecturers also doing the same activities with staff supporting. Therefore, the intellectual property as a result of higher education system could be double in number if the system is processed systematically and carefully.

The number of the intellectual property produced by higher education system could be drawn from the amount of lecturers and students. For the academic year 2014 for example, lecturers all over Indonesia reached 230,915, while students achieved 5,839,587. If we combined the two, the intellectual property (IP) from university activity will be 6.070.502 per year. The trend is slightly increase every year.

**Table 1: The number of students and lecturers in Indonesia 2014-2016**

Year	Students	Lecturers	Ratio	IP Prediction
2014	5.839.587	230.915	1:25	6.070.502
2015	5.896.419	171.771	1:34	6.068.190
2016	6.924.511	247.269	1:28	7.171.780

Sources: BPS, 2018

The scope of the IP could cover 7 IP regimes: copyrights, patent, trademark, trade secret, design industry, circuit lay-out, and plant variety. However, the promising number above couldn't be implemented in reality. The patent application in the year 2017 for example, it was only 1.700 applications came from Indonesian citizen, the other 32.300 application came from foreigners. Therefore, the most challenging aspect to promote IP in higher education is the conducive system necessary so that motivated students and lecturers to change their way of doing three pillars that more oriented to IP purposes.

## **B. IP System for University**

Intellectual Property (IP) or Intellectual Property Rights (IPR) introduced as a system for protecting the result of intellectual exercise. Through the Agreement Establishing the World Trade Organization (WTO), especially in TRIPS (Trade-Related Aspects of Intellectual Property Rights) the application of protecting IP has been knowledge worldwide. There are 7 regimes or types of IPR that has been agreed in TRIPS context, and later has been ratified and became national regulation in Indonesia.

### **1. Copyright**

Copyright basically grants the creator in literature and art original works exclusive rights to determine and decide whether, and under what conditions, this original work

may be used by others. According to Indonesia Copyright Law 2014, the work automatically protected based on declarative principle after such work manifested in certain form. Therefore, literature and art works are not necessary registered first to be protected. Copyright is applied for books, paintings, films, music, etc. For performers or artists, they can obtain performance right under copyright. Economy right for copyright is author's life time and 70 years after his/her death, however there is no time limitation for author's moral right.

## 2. Patent

Patent is protection for innovation or invention in technology that meet the requirement of novelty, inventive step or non obvious, and industrial applicable. To be protected, the innovation or invention should be registered. According to Patent Law 2016, novelty means there is no same disclosure technology at the date of application. To make ensure the novelty, applicant should make searching through patent document both nationally and internationally. Inventive step means that the invention is nonobvious for average technical expert in the field. And industrial applicable defines as the invention is able to perform as patent description, in another word, it works. Patent is applied for apparatus, technical solution in mobile phone, computer, electronic devices, improving function in medical area, etc. However, there is no patent for life, theory and method in math, or curing method. The patent right is given for 20 years and 10 years for simple patent and unrenewable.

## 3. Trademark

Trademark Law 2016 defines trademark as a symbol in the form of drawing, logo, name, words, alphabet, colors in 2 and/or 3 dimension, voice, hologram, or combination 2 or more these elements using for identify and differentiate goods and/or service which is produced in the field of business. Trademark will be protected effectively after registration to Trademark Office. Identification of differentiation between goods and service should not fall into category unclear defined either too simple such as only simple line and a dot or too complex in contrary. Trademark protection is for 10 years and renewable. Examples for trademark is numerous in practice like Samsung, Aqua, Apple, Standard, etc.

Other important issue stipulated in the Law 2016 is Geographical Indication (GI). GI refers to product or service that attached very closely with geographical situation either nature or human or both. This system provides the possibility to protect some indigenous or endemic natural resources. Since Indonesia retain numerous natural resources, this system could benefit greatly to the nation. An example to this is Salak Pondoh, Ubi Cilembu, Kopi Toraja.

## 4. Trade Secret

According to Trade Secret Law 2000, trade secret refers to information unknown to public in the field of technology and/or business that has economy value and the

owner of the secrecy make necessary step to make sure its confidentiality. The value of information can be measured by its commercial value in business that potential to give a profit economically. The necessary step to make confidential means that the owner of the information put an effort to make the information does not disclosure to public through restricted procedure that assure the information under control and possible to trace any wrongdoing or misuse of the information. The classic and famous example to this is step that taken by management Coca-cola that put their trade secret in safety box in bank that only can be accessed by certain people.

#### 5. Industrial Design

Industrial Design according to Industrial Design Law 2000 refers to feature, configuration or composition of line or color or combination of those which is esthetics and implemented in product, goods, industrial commodities or handmade. The design must be new meaning that there is nor similar design when it is registered. Esthetics value in industrial design will be relative and subjective. The only limitation to that is against public order, religion, and moral. The protection's time is 10 years and unrenewable.

#### 6. Circuit Lay Out

According to Circuit Lay Out Law 2000, there are two elements that could be protected under the Law. First, integrated circuit that is a product consist of several elements which at least one of those elements is active integrated to semiconductor material for electronic function. The other is lay out design that is a creation of three dimension of several elements where at least one of those elements is active and some or all of them interconnected to integrated circuit. To be able to register under this system, the circuit or design must be new. All electronic devices have this function to be able to operate. The time of protection is 10 years and unrenewable.

#### 7. Plant Variety Protection

Plant Variety Protection means protection for variety that new, unique, uniform, stable, and named. According to the Plant Variety Protection Law 2000, variety is new if at the time of application, the propagation or harvest of such variety was never be traded in Indonesia or no more than a year in case has already been traded, or no more than 4 years for seasonal plants and 6 years for yearly plants if it was traded in international level. Uniqueness of the variety can be acknowledged when the variety clearly different with similar variety that public known. The uniform classification is measured by uniformity of main or important characters of the variety despite different planting method and environment conditions. Stability of the variety is considered when the main character of the variety has not changed after multiply re-planting. Giving a name of the variety should not suggest an ambiguity of the variety character, and trademark could also be considered as a name of the variety.

The time of protection for seasonal variety up to 20 years and 25 years for yearly variety and unrenewable.

No.	IPR Scope	Requirement	Method of Protection	Length of Protection
1	Copyright	<ul style="list-style-type: none"> <li>• In the field of literature and art works</li> <li>• Original</li> <li>• In certain form</li> </ul>	Automatically	Author's life time plus 70 years
	Patent	<ul style="list-style-type: none"> <li>• In the field of technology</li> <li>• Novel</li> <li>• Inventive step</li> <li>• Industrial applicable</li> </ul>	Registered	20 years and unrenewable
3	Trademark	<ul style="list-style-type: none"> <li>• Symbol used in trade</li> <li>• Differentiable with others</li> </ul>	Registered	10 years and renewable
	Geographical Indication	<ul style="list-style-type: none"> <li>• Attached closely to geographical environment either nature and human or both</li> </ul>		
4	Trade Secret	<ul style="list-style-type: none"> <li>• Valued method/information which is disclose in appropriate manner.</li> </ul>	Non registered	As long as the disclosure manner is maintained.
5	Industrial Design	<ul style="list-style-type: none"> <li>• Esthetical</li> <li>• Industrial product</li> </ul>	Registered	10 years and unrenewable
6	Circuit Lay-out	<ul style="list-style-type: none"> <li>• Have an active element</li> <li>• Three dimension</li> <li>• Interconnected</li> </ul>	Registered	10 years and unrenewable
7	Plant Variety Protection	<ul style="list-style-type: none"> <li>• Novelty</li> <li>• Uniqueness</li> <li>• Uniform</li> <li>• Stable</li> </ul>	Registered	<ul style="list-style-type: none"> <li>• 20 years for seasonal plant</li> <li>• 25 years for yearly plant</li> </ul>

From explanation above, it is concluded that the essential of IPR system is creativity and acknowledgment. These two principle becomes the core of higher education as well. By doing the system consistently it will make education and economy sector could be improved significantly.

The other function of IP system for higher education becomes a source of knowledge. Patent document for example contains with latest information in the area since the first criterion of patent is novelty. It means not all patent application will be approved unless the technology is new globally. Japan Patent Office for example, receive around 370,000 patent application annually, and only about 100,000 of them were granted or 27,03%. Nevertheless, the refused patent application still having

significant information that applicable in improving technology in the area through further research and development.

WIPO (World Intellectual Property Organization) (WIPO: 2015, 8-9) identify that Patent information comprises all information which has either been published in a patent document or can be derived from analyzing patent filing statistics and includes:

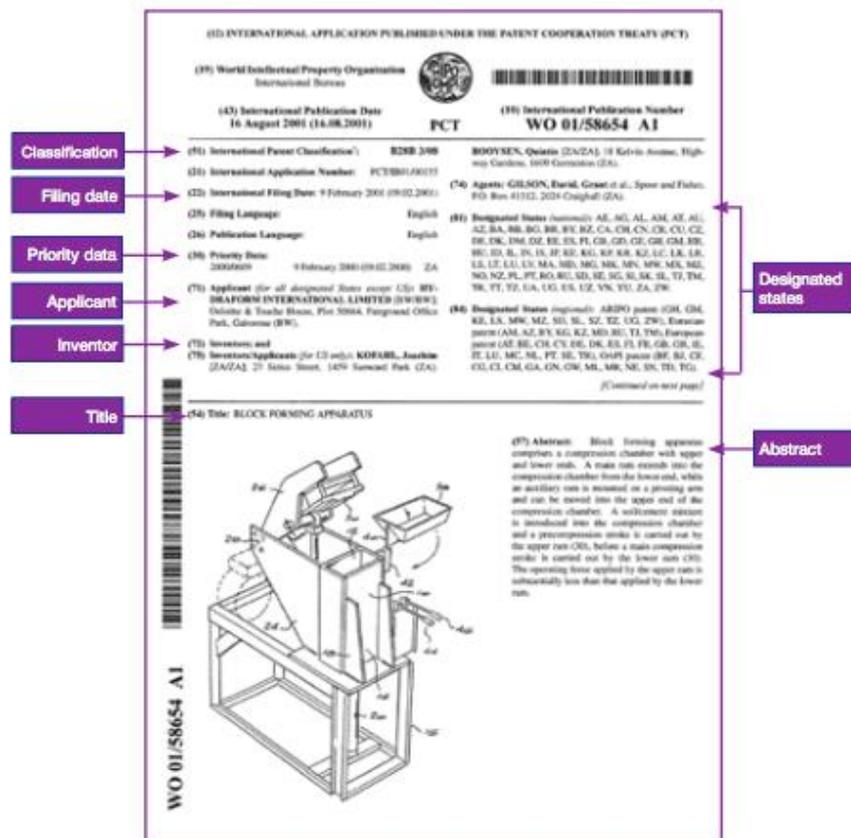
- ✓ Technical information from the description and drawings of the invention;
- ✓ Legal information from the patent claims defining the scope of the patent and from its legal status;
- ✓ Business-relevant information from reference data identifying the inventor, date of filing, country of origin, etc.;
- ✓ Public policy-relevant information from an analysis of filing trends to be used by policymakers, e.g., in national industrial policy strategy.

In particular, this information refers to the following:

- Applicant. Name of the individual or company applying to have a particular invention protected;
- Inventor. Name of the person or persons who invented the new technology and developed the invention;
- Description. Clear and concise explanation of known existing technologies related to the new invention and explanation of how this invention could be applied to solve problems not addressed by the existing technologies; specific embodiments of the new technology are also usually given;
- Claims. Legal definition of the subject matter for which protection is sought or granted; each claim is a single sentence in a legalistic form that defines an invention and its unique technical features; claims must be clear and concise and fully supported by the description;
- Priority filing. Original first filing on the basis of which further successive national, regional or international filings can be made within the priority period of one year;
- Priority date. Date of the first filing from which the one-year priority period for further applications starts;
- Filing date. Date of submitting an individual patent application at a particular patent office;
- Designated states. If the application is regional or international, the countries to which the rights may be extended;
- Legal status. Indicates whether the patent has been granted or not; if granted, the countries or regions in which the patent has been granted; and whether it is still valid or has expired or been invalidated in a particular country or region;
- Citations and references. Certain patent documents also include references to related technology information uncovered by the applicant or by a patent examiner during the patent granting procedure; these references and citations include both patent and non-patent documents;
- Bibliographic data. Refers generally to the various data appearing on the front page of a patent document or the corresponding applications and may comprise document identification data, domestic filing data, priority data, publication data,

classification data, and other concise data relating to the technical content of the document;

- Document kind codes. Used to distinguish published patent documents according to type and status; for example, with respect to published international applications under the PCT, the code A1 denotes an international application published with the International Search Report (ISR) while the code A2 indicates an international application published without the ISR, and the code A3 designates an ISR published with a revised front page
- INID codes (“Internationally agreed Numbers for the Identification of [bibliographic] Data”). Identify different elements of bibliographic data; for example, the code 11 is associated with the patent number and the code 54 is associated with the title of the invention; the full list of INID codes can be found at: [www.wipo.int/standards/en/pdf/03-09-01.pdf#INID](http://www.wipo.int/standards/en/pdf/03-09-01.pdf#INID)
- Country codes. Specify different countries by a unique two-letter country code for example, the code “WO” indicates the International Bureau of WIPO; a list of country codes is given in WIPO Standard ST.3 available on the WIPO website.



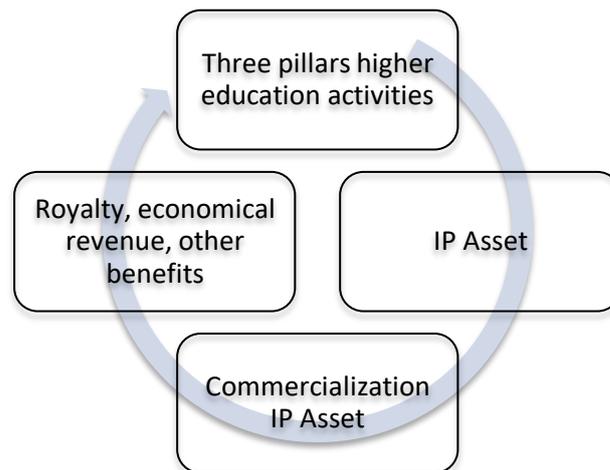
Picture 1: Type of Information in Patent Document

Sources: WIPO Guide to Using Patent Information, p. 10

### C. IP Management for Academic Based on IP System

In order to make IP management in higher education is effective, it is necessary to make sure that the three pillars of higher education have taken place properly. When the

system has been IP oriented in the beginning, then the opportunity of generating IP will be extensive. Besides, the possibility of making similar IP will be minor at the same time. Therefore, when those IP are implemented in the future, the infringement to other IP will be minimal. The next step is protecting these IP through legal system that make their value increase due to the right to monopoly the production the IP in market. Once the IP penetrate the market, then economical benefit will be back to the university in turn, that can support new or further research and development.



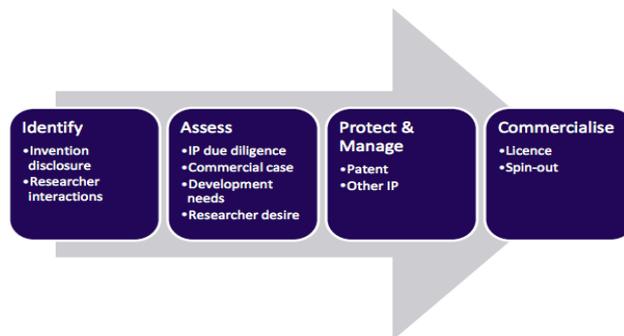
Picture 2: The cycle of utilizing IP in University

To achieve the concept above, there are 3 main factors should be prepared: curriculum, IP information and consultant center, and IP management. Curriculum of higher education that concentrated to IP is in line with the curriculum of Ministry of Education so called curriculum based on qualified out put (KKNI). In this term, the innovative framework has been introduced to the curriculum, for example the Entrepreneur subject becomes obligatory for all higher education. However, the best opportunity goes to science and technology faculties which is very closely to the patent, design industry, trade secret, circuit lay-out, and plant variety protection. The social science faculties could be benefit best from copyright and/or design industry. In order to make students and lecturers willingly involved in the system, they should aware of the system either through formal education under IPR subject in their curriculum or informal information from IP information and consultation center. It is suggested to provide IPR subject for all higher education students at least in semester 5 or before they take their final assignment, so that they can emphasis their assignment to IPR result systematically.

IP information and consultation center is essential in promoting IPR in the university. This unit focus on providing IPR information, consultation, dissemination, rising IPR awareness,

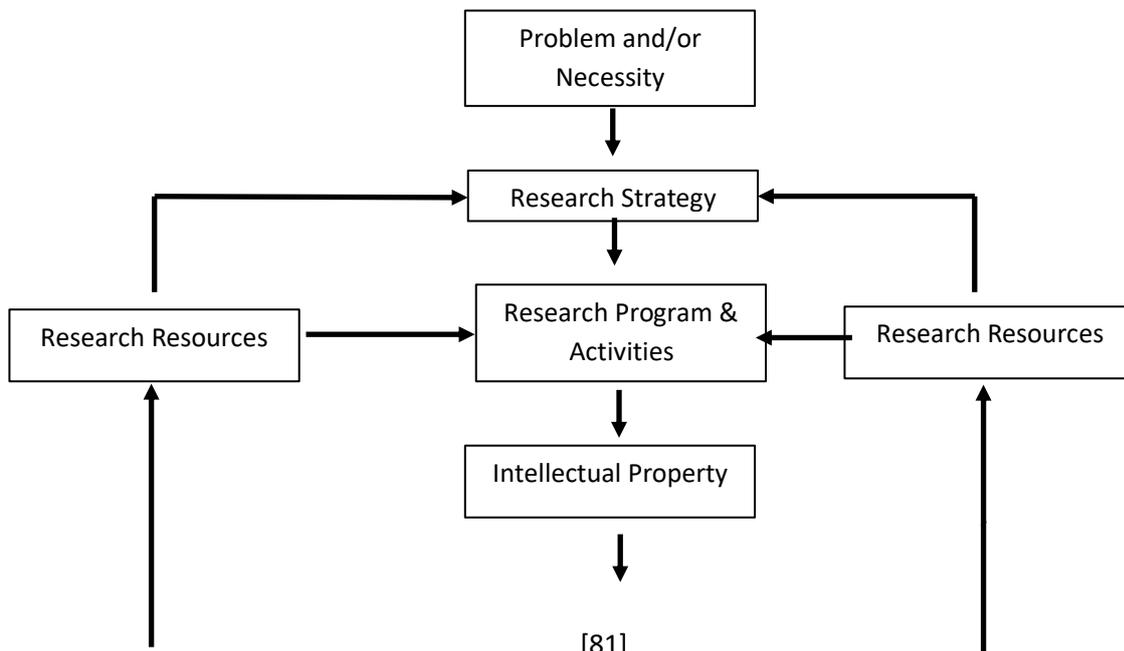
IPR data base and searching system for stakeholders. The unit also involve in constructing policies that could improve or support conducive IPR application in the university. In term of IPR application, the unit provide assistance for processing IPR protection application, such as patent document, and provide friendly procedure in processing the application using electronic or internet devices. Along with the protection procedure, the enforcement of universities' IPR must be assured, and the unit becomes the frontline for that.

In IPR management unit, it focuses basically in managing resulted IPR in order to commercialize them. It is understood that penetrating market for early stage technology and IPR products is not an easy task. Therefore, system, strategy, and method that enable to promote the IPR is fundamental task for IPR management unit in university. Promotion, negotiation, licensing strategies are among of skillfulness that needed for managing IPR in university. Licensing strategy can be also embodied with Entrepreneur subject, so that the curriculum of entrepreneur contains idea of making use the product.



Picture 3: Scope of IPR Management in University  
 Source: Eggington, 2017, 13

Combining with the research activities in universities, the IPR management in university can be proceed as picture below



#### Diagram 1: IPR in Research Activity

Source: Setyowati et.al, 77.

According to Article 13 par. 3 of Law No. 18 Year 2002 Regarding National System for Research, Development, and Science and Technology Application, universities and research organization obliged to establish of IPR center according to its capacity and ability in order to manage IPR resulted from three pillars of higher education activities. The said IPR center should make use any IPR resulted from research, development, engineering, and innovation especially funded by the Government and/or local government. One of the make use of the IPR through technology transfer as stated in Article 16 of the same Law.

In doing technology transfer, Setyowati et. al suggested that the best step taken by university as describe below.

Picture: Technology Transfer Process in University

Source: Setyowati, et.al, 101

Nevertheless, there are many obstacles in managing IPR in universities, the main problems could be:

### **1. Changing orientation of university's stakeholders**

To change and make university's stakeholders aware with the idea can begin with research activities. Despite doing research based on researchers' interests only, it is necessary to make a plan of producing IPR of the activities from the beginning. Some of research grants from Ministry of Higher Education have put this idea as an obligation out put. In this sense, introducing patent searching for example can benefit two folds: guarantee that the research is new to the world through identifying prior art in the area and giving an inspiration for developing the research further by studying patent document internationally.

Another effort made by the Government is embedded IP principle into institution and study program accreditation. Referring to Accreditation Guideline 2010, the best score for research result goes to those that published in accredited journals and applied as copyright, patent, or other IPRs. We can see this in point 7.1.4 of 3A Documents of S1 Accreditation, in point 7.1.7 of 3A Documents of S2 Accreditation, and point 7.1.6 of 3A Document of S3 Accreditation.

### **2. Ownership issue**

For the IPR resulted from research activities funded by the Government and/or local government will be owned by the Government and/or local government accordingly as stated in the Government Regulation No. 20 Year 2005 of Technology Transfer of

Intellectual Property and Research and Development Result by Higher Education and Research and Development Institution. However, if it was funded together with other parties, then the ownership will be joint ownership, but the usage of the IPR must follow the Government and/or local government indication or based on mutual consensus which is the management of it handed to relevant university's IPR management unit. Nevertheless from practice perspective, there are 5 agreement models in ownership at least out of funded by the Government and/or local government.

Table: Models of Making Use IPR Resulted from Research Collaboration

<b>Model</b>	<b>Principle Agreement</b>	<b>Ownership</b>
1	Sponsor has non-exclusive right for using the IPR in certain field which is no-sub-license	University
2	Sponsor could negotiate for further license of part or all university's IPR	University
3	Sponsor could negotiate for several further assignment for the university	University
4	University has right to use for non commercial purpose	Sponsor
5	University could make a publication only after have prior concern of the sponsor	Sponsor

Sources: Setyowati et.al, p. 93

### 3. Human Resources of IPR Management

Looking at the scope of IPR Management in university, it needs qualified human resources to involve obviously. However, not all universities have same understanding of the importance of the issue. Therefore, capacity building and training from the Government is essential in order to increase the awareness and the capability. The background of staffs involved in IPR management in universities must be from 3 different background minimum: technical, legal, and economy/marketing. The synergy of these qualification can protect and commerce university's IPR optimally.

### CONCLUSION

In order to make use IPR in university resulted from three pillars activities

1. Akreditasi
2. Gufon
3. Semendawai

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## **The Role of Students in Religious Tourism Development in DKI Jakarta**

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### **ABSTRACT**

Recent data from the Ministry of Tourism show interest in religious tourism visits in Indonesia which reaches 12% of total tourist visits. Religious tourism is generally synonymous with a visit to a mystical tomb. This article tries to reveal the role of students in religious tourism development based on the aspect of rationality. In addition to descriptive data, interviews, and observations with students who can optimize their religious tourism visits, especially pilgrimage tourism in DKI Jakarta enriched this article.

***Keywords: Student, Religious Tourism, Pilgrimage Tourism***

### **INTRODUCTION**

In Indonesia, the tourism industry is a medium of economic development that does not require too much investment in the long run before it can provide benefits. In the next few years, it is predicted that the Tourism Industry in Indonesia will bring the country's number one source of revenue compared to other fields.

The tourism sector has a critical role in supporting the realization of the tourism industry, which can reduce the poverty level because of its characteristic as follows,

1. Consumers come to the destination to open opportunities for local people to market a variety of commodities and services
2. Opens opportunities for efforts to diversify the local economy that can touch marginal areas
3. Opens opportunities for small and medium-sized labor-intensive enterprises reached by the poor; and
4. Not only depends on capital but also depends on cultural capital and cultural capital and natural capital which are often assets owned by the poor.

When we aimed to develop the tourism industry, we have to understand that the development means "helping" tourists to realize the motivations in making tourist visits, both with the tendency of the form of service and cultural performances. Through this line, the role of the student becomes very important, especially in realigning the understanding that tourism is more aimed at draining the nutrients of tourism, as well as build and maintain tourism to continue to grow sustainably by providing exciting and accountable information to attract tourists back visit

Straightening and providing reliable information also applies to improve religious tourism. Indonesia has excellent religious tourism potential. Indonesia is known as a religious country. Many buildings or historical places that have special meaning for religious people. Also, the large number of religious people of Indonesia is a potential for the development of religious tourism.

However, unfortunately, religious tourism, especially pilgrimage tours are widely viewed as a form of negative tourist visit; visits that are contrary to religion because they lead to *shirk*; ascribing a partner or rival to Allah in Lordship, worship or His names and attributes.

## **DISCUSSION**

Indonesian Law Number 10 the Year 2009 on Tourism states that Travel is a travel activity undertaken by a person or group of persons by visiting a specific place for recreational purposes, personal development, or studying the unique attractions of the visited tourist in the interim period. Recent research data from the Ministry of Tourism revealed that the interest in religious tourism visits in Indonesia reached 12%. The data shows the high potential of religious tourism in Indonesia. The potential is marked by the number of buildings or historical places that have special meaning to the community and are considered sacred and provide a positive impact on the continuity of community daily worship. The building and the place are interesting to visit; other than because of the culture attached to it; there is also a historical value embedded in it.

The form of religious tourism is by doing visiting the places of Islamic heritage or pilgrimage to the grave of Islamic scholars, kyai or community leaders. In other hand, the

usual form of religious tourism visited is the mosque which is used to worship, prayers, i'tikaf, prayer calls, and iqama and have a full Islamic history. In addition to mosques, religious tourism is also a visit to the tombs of the guardians, people who have *karamah*, or religious leaders who influence life. Pilgrimage in Islamic tradition is part of religious ritual and has become a culture in a society. Culture itself has the understanding way of life of a society or all aspects of human thinking and behavior that are inherited from one generation to another through the learning process (Taufiq Rahman, 2011: 42)

The high interest in religious tourism visits, especially in Jakarta is also a response to the negative impact of modernism. The revival of urban spirituality as an icon of modern society is characterized by the passion and passion of the people to follow a variety of activities that are characterized by spirituality. (Narulita, 2018). A form of the meaning of modern spirituality shown by

1. the Meaning of Life, which is shown by the understanding of good relations between self and the Almighty
2. Peace of heart, body, and mind acquired through contemplation, and recitation of scriptures and spread to the mind and manifested in attitudes or behaviors.
3. The growth of human values (empathy, courage, justice, and love)

Religious tourism is not just recreation and seeking entertainment, but more important is to broaden the horizons to know and understand the greatness of God that is on this earth. Through religious tourism is expected to be an effort to increase the value of spirituality in a person and the value of spirituality is not only limited but also should be maintained that is regarding the quality of worship, heart and feelings, and good manners.

In another hand, Religious tourism visits are considered capable of improving the character of religiosity (Narulita Dkk, 2017) with the following description,

1. Strengthening in religious practice; because the activities undertaken during religious tourism is generally dominated by religious rituals either praying or reading al-Qur'an. Therefore, the involvement of a person in religious tourism activities will make him accustomed to performing many rituals and worship
2. Strengthening in religious belief; because people who do religious tourism generally are those who have confidence in God; and getting stronger when he saw many

people doing the same thing even more. When he saw how many general audiences are willing to spend the night to pray, then that is when his conviction stronger

3. Strengthening in religious knowledge; occurs because someone who does religious tourism is generally involved in religious studies that lead him to religious tourism visits. Therefore, with the more frequent religious tours, the more studies and religious insights it gets.
4. Strengthening on the religious feeling; which is because someone who is accustomed to doing religious tourism, it will have a strong bond with his religion. At night, when he is a learner, the attachment to his religion becomes more pronounced. At that moment, he will feel the calm and peace when he prayed with focus '*khusu*' when most people fell asleep at night.
5. Strengthening the religious effect in self; because people who do religious tourism become more able to interact well with each other in general. The data is in line with Umi Khumaeroh's research which illustrates that the respondents in his research felt his attitude change to others after many religious tourism visits (Khumaeroh Dkk, 2017)

Improvement of religious characters above in religious tourism can only be obtained if the tour is not just a visit, But it is also accompanied by active involvement and participation in various activities organized by mosques or managers of places visited. In fact, sometimes, the religious feeling will be more felt in the darkness of night, when he/she is performing prayer. Some mosques that always facilitate the visitors with night activities is the Luar Batang Mosque and also the Sunda Kelapa Mosque. (Narulita Dkk, 2017).

The high potential of religious tourism in Indonesia is in fact not directly proportional to the high information that tourists get about religious tourism ever visited. Tourists only know the extent of whatever tourists hear and see, so that information is limited. Herein lies the role of students in developing religious tourism. Students with academic ability can provide useful information related to religious tourism object.

Researchers collect student teams and involve them in various religious tourism studies and participate in religious tourism visits. The team conducted various activities such as by reviewing the motivation and the tendency of adolescents in making religious tours. The team presented the results obtained in a national seminar at UIN Syarif Hidayatullah.

The research team also visited various mosques and tombs of Kramat in DKI Jakarta. Also, the team also get enrichment of insight by experts History, namely Humaidi.

The research team also made a map of religious tourism based on the QR Code that is connected with particular web related information that can be obtained from religious tourism object. For the first step, a tourist map that makes more focus on pilgrimage tours. Religious tourist objects listed in map version 1 are as follows,

1. In North Jakarta
  - ✓ Kampung Bandan Tomb
  - ✓ Luar Batang Tomb
  - ✓ Mbah Priuk Tomb
  - ✓ Mangga Dua Tomb
2. In West Jakarta
  - ✓ Mufti Betawi Tomb
  - ✓ Pangeran Jayakarta Tomb
  - ✓ Al Hawi Condet Tomb
3. In South Jakarta
  - ✓ Habib Kuncung Tomb
  - ✓ Habib Munzir Tomb
  - ✓ Muallim K.H Syafi'i Hadzami Tomb
4. In Central Jakarta
  - ✓ Syaikh Salim bin Sumair Tomb
  - ✓ Habib Cikini Tomb
  - ✓ Habib Ali Kwitang Tomb
5. In West Jakarta
  - ✓ -Tomb Muara Angke

Based on the joint discussion, conclude that the things that students can do as an effort to develop local religious attractions such as,

1. Invite students who have done religious tours well and correctly to share their experiences on social media to be able to motivate other youth to do the same.

2. Invite students who want to make religious tours to utilize social media with useful things such as join WhatsApp group, telegram, line, and other online social media that discuss the benefits of religious tourism, religious tourism wisdom, spiritual tourism advice, and religious tourism procedures.

The students then advise when someone wants to do religious tourism, he/she should first understand what things need to be done. The pilgrims can take advantage of websites that discuss such as web, <http://www.santrius.com/2016/05/ziarah-kubur.html>, <http://www.aktual.com/tata-cara-melakukan-zarah-grave/>, <https://dalamislam.com/info-islami/tata-cara-ziarah-kubur>, <http://rukun-islam.com/doa-ziarah-kubur/>. The web can be accessed to know or understand anyone who wants to make a religious tour, so the visit is not just passing, but also involved in existing activities until he can get excellent benefits in his/her visit.

## **CONCLUSION**

The involvement of students becomes very important if it is expected to realize the development of sustainable tourism. With the development of the tourism industry, it will open employment and also increase the welfare around tourist destinations; and it shows that students have participated in the development of the Indonesian state.

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## **Model of Pancasila Ideology Education in Development Curriculum MPK in Higher Education**

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### **ABSTRACT**

Pancasila as the state ideology faces various threats, disturbances, obstacles and challenges. The phenomenon of waning implementation of Pancasila values among students and in the practice of daily life in social life such as the rise of social conflict, hate speech and hoax in social media, acts of terrorism and radicalism, corrupt behavior of state officials, neoliberalism, communism and other behaviors shows that Pancasila has not yet manifested itself into the attitude and behavior of all components of the nation. Pancasila is still a limited symbol of minimal implementation of its citizens. Education Learning Pancasila and Citizenship is considered not effective enough in bringing positive changes in the character of citizens who match the value of Pancasila. Therefore it is important to develop a model of Pancasila ideology education in the MPK curriculum / MKWU of Pancasila Education and Citizenship Education appropriately, so that the goal is the citizen who has knowledge, attitude, and also have the skills as a citizen Intelligent Indonesians who are good in accordance with the noble values of Pancasila can be achieved well. One model of Pancasila ideology education that is quite effective in the course of Pancasila Education and Citizenship in Higher Education that can be developed is a model of learning critical thinking. With the ability to think critically students can consider everything, think and be able to act, behave according to the decisions that have been considered in accordance with the values of Pancasila as the ideology of the nation. The cultivation of Pancasila values is no longer applied in indoctrinative ways.

**Keywords:** *Learning model, critical thinking, Pancasila ideology.*

### **INTRODUCTION**

Although reforms have been initiated since 1998, it is recognized that Pancasila as the foundation and ideology of the state has not yet got a proper place in the life of society, nation and state. Pancasila as the ideology of the nation, and the view of life of the Indonesian nation has not been well embodied in the practice of life of society, nation, and state. Various conditions that show attitudes and behaviors that are far from the values of Pancasila are still often we hear and we feel in a state based on Pancasila. The phenomenon

of waning the implementation of Pancasila values in daily life practice in society such as the rise of student brawl, social conflict, hate speech and hoax in social media, murder, rape, corrupt behavior of state officials, PKI, neoliberalism, acts of terrorism and radicalism and other behaviors show that Pancasila has not yet manifested into the attitudes and behavior of its citizens.

To anticipate that, Pancasila ideology education needs to be continuously preserved and enhanced in quality so that the aspired goal of citizens who have knowledge, attitude, and skills as smart Indonesian citizens, and both in accordance with the noble values of Pancasila can be achieved well. The world of education at both the basic and the college level has a great responsibility how to develop the curriculum of Pancasila ideology education in the course of Pancasila Education and Citizenship Education so that it is expected to form the character of Indonesian citizens in accordance with the ideology of Pancasila ideology which is believed to be true. Pancasila and Citizenship Education as an ideological education conducted indoktrinatif from the government to the younger generation through Civn considered failed because the way that is not in accordance with the essence of education itself (HAR Tilaar, 2009). Udin Winataputra (2008) further stated that Pancasila education as a curricular packaging has experienced ups and downs characterized by the weakness of conceptualization, inconsistency of translation and isolation of learning process of Pancasila value. Therefore, Pancasila ideology education is seen as a necessity to remain upright and the growth of multicultural Indonesian nation and state, as stated by Suwarma (2016: 464) that Pancasila ideology education is needed, and strengthening civic education as Pancasila ideology education. HAR Tilaar (2009: 171; 2007: 59) argues that Citizenship Education (PKN) has a very important role in the culture of Pancasila ideology and becomes one of the means to develop a positive cultural capital for the nation and state of Indonesia.

The learning process has tended to be designed by teachers unilaterally for the purpose of presenting the material as much as possible in line with achieving the curriculum targets of less-emphasized learning experience and educational process compared to the orientation of learning outcomes. The implication of the learning process is still relying on the realm of knowledge or knowledge that develops the ability to memorize, the ability to think and develop the values of Pancasila less opportunity to grow the guidance of the ideology of Pancasila through learning. The substance is considered idealistic and utopian, overly indoctrinative, monotonous, full of ruling interests, mere matter of repetition, and only makes people memorize but not perform them (Listiono Santoso, et.al., 2003). There is still a

gap between low-level cognitive acquisition with affective and psychomotor domains, resulting in neglected values and morals in the learning process, and the implications of the learner lacking experience in value and moral learning so weak in the Pancasila-oriented intelligence resilience. Learning process is also less touched the development of high-level thinking skills, thus making it difficult for students to involve in solving the problem of actualization of Pancasila ideology, so that commitment to the ideology of Pancasila ideology does not get a touch in the learning process, it is this condition that makes permissive attitude among learners or students. Pancasila by learners is considered as normative information, not as a value force that must be grown in everyday life. The next method and model of learning development of Pancasila ideology value has not been widely used so that learning only develops knowledge of Pancasila values and morals. Therefore, one of the solutions to form citizens in accordance with the noble values of Pancasila, then it takes a model of Pancasila ideology education in accordance with the current situation and living conditions.

## **DISCUSSION**

The rise of various attitudes and behaviors that do not reflect Pancasila values such as the spread of hoaxes and hate speech, corruption, social conflict shows that Pancasila has not been implemented well for some Indonesian citizens. Increasing the seeds of radicalism in the world of education, especially in college also need to be a serious concern all parties. Hasanuddin (2017) put forward some surprising research findings such as INFID's research with Gusdurian found that 12.8% of youth agree with violent religious groups. Even BNPT research in April 2017 found the symptoms of radicalism have spread among students, from surveys to students in 15 provinces in Indonesia found that 39% of students interested in entry into radical organizations (replace the state ideology). Alvara's survey of 1800 students from 25 best campuses in Indonesia shows that 16.8% does not support the application of Pancasila Ideology as the ideal ideology of the Indonesian state. The results of this study indicate that learning in universities is not yet able to form a whole graduate person who reflects the character and culture of the nation based on the values of Pancasila.

The educational process still focuses and focuses its achievements cognitively. Meanwhile, the affective, spiritual and skills aspects of being a good citizen in the students themselves which is a strong provision to live in the community has not been developed optimally. Schools and colleges as centers of change need to seek genuine education based on national character and culture in accordance with the values of Pancasila. Based on the

philosophical foundation of the nation's character building is a basic need in the development process because only a nation that has good and strong character that will be able to compete in global arena and ideologically the nation's character development is an effort to manifest the ideology of Pancasila in the life of nation and state in the sense of grounding ideology in the praxis of public life as well as in state administration, the character building of the nation is based on the sociocultural foundation as a necessity of a multicultural nation which is tied to the motto of *Bhinneka Tunggal Ika* (Dasim, 2010: 2).

Winarno, et al., (2013: 101) argued that the problem of learning Citizenship Education one of them is a model, method of teaching a monotonous lecturer. Learning model which is done by lecturer is relatively monotonous, dominated by lecture and discussion, but still put the method of learning Pancasila indoktrinatif, learning which semestinta held affectively some still done cognitively. This is what makes the students feel they have no strong argument to believe in Pancasila as the ideology of the Indonesian state. From it shows that one important factor for the success of Pancasila values for the young generation, especially students is the use of methods or learning model of Pancasila Ideology education right in Higher Education.

### **Model of Pancasila Ideology Education**

The learning model is basically a form of learning illustrated from beginning to end that is typically presented by teachers or lecturers in learning. In other words, the learning model is a wrapper or frame of application of an approach, strategy, methods, techniques and tactics in learning. Bruce Joyce and Marsha Weil (Dedi Supriawan and A. Benyamin Surasega, 1990) presented 4 (four) learning model groups, namely: (1) social interaction model; (2) information processing model; (3) personal-humanistic model; and (4) behavior modification models. In building, preserving and implementing Pancasila values, it is necessary to have a suitable design or model of Pancasila ideology education, no longer indoctrination as it has been done with its P4. Although Kalidujih (2008), stated that it is not enough to state that the failure of civic education in Indonesia is due to the indoctrination of the regime.

Suwarma (2016: 576-578) argues that in determining or choosing a model of learning it should consider the following: 1) Allowing an active learner to develop his critical abilities

in moral learning so as to accept the truth of the morality as part of his personality 2) the learner is touched by his consciousness to have morality, 3) Avoid from indoctrination learning practice which only gives birth to a system of weak moral ownership, compulsion, and fear, 4) develops values based moral values and moral-based, Pancasila-based moral principles 5) and techniques that attract learners who strengthen critical thinking.

Hardono Hadi's (1994) study concluded that as an object of discussion Pancasila is a statement of identity of the Indonesian nation, while the core of the content in the teaching of Pancasila Philosophy is *Bhinneka Tunggal Ika*. Pancasila as a statement of national identity contains the meaning of Pancasila as the personality of the Indonesian nation. Pancasila as the identity of the Indonesian nation and Pancasila as the uniqueness of the Indonesian nation. Pancasila is not only a fact (a factual dimension), but it also reflects an independent reality that has its own ideals. And one of the weaknesses or obstacles that are still faced in learning civic education, among others related to the learning process that has not run well, in the midst of the dynamics of life of the nation and the state is full of challenges and obstacles in the global era as it is today. So that the implementation of Pancasila ideology education becomes one of the most important thing for the progress of Indonesian nation and state.

Suwarma (2015: 499-513) mentions the need for civic education rivatalization which needs to be based on the following paradigms: 1) Civics as a political ideology education based on Pancasila, it is necessary to emphasize approaches that value the reality of cultural plurality, 2) Civics should be developed as education of Pancasila ideology which aims to build nation-based civility based on Pancasila values, 3) Development of Civics as a Pancasila ideology education should be extracted from the foundation of Pancasila ideology and constitutional foundation of the 1945 Constitution of the Republic of Indonesia 4) Civics as an ideological education Pancasila is an asset to build intelligence in the life of nation and state, to build the nation's civilization, 5) Revitalization of learning Civics requires principles of education and teacher a number of principles in the development of the model of learning Civics, 6) Learning Pancasila ideology education in Civics in essence process internalisa the value of Pancasila based on the tradition that successfully grow and develop into the character and noble character of learners in strengthening the joints of the life of the nation and state that originated in Pancasila, 7) The substance of education in Pancasila ideology education in the Civics is the values of success both grow and develops in learners in the background and atmosphere of learning Pancasila culture is arranged nicely in the interaction

of citizens who successfully put the learners as the subject of the learner. One model that can be done is service learning, which by Giles, Chloe (2011) explained that Service learning is pedagogy that combines academic studies with community services, and the learning is enhanced by international and regular reflection.

Udin S. Winataputra (2012: 168) mentions that there are some normative assumptions and positive assumptions about future Civics, among others that the opening of the 1945 Constitution of the Republic of Indonesia will not change as it has been accepted as the core of national commitment in the life of nation and state of Indonesia. Citizenship education serves to create a unity of mindset, attitude patterns, and a coherent pattern of action from the educational conception of democracy, education through democracy, and education to build democracy. Based on the normative assumptions and positive assumptions regarding the future Civics mentioned above, Udin S. Winataputra (2012: 169) mentions there are some substance of national policy about curriculum of Civics future as the source of ideas and core norm of Civics, hence need deep study of ideas and values substantively contained in the Preamble of the 1945 Constitution of the Republic of Indonesia. Reposition and reconceptualization of civic education as a vehicle: psycho-pedagogical in the curricular, socio-andragogical domains of the socio-cultural domain, and epistemological in the academic domain, in education constitutional democracy of Indonesia.

### **Critical Thinking Learning Model**

Critical thinking according to Ennis (1996) is a reasoning ability and reflective thinking that is focused on determining what is believed and what to do. While Qing, et.al., (2010) states that it is the process of thinking, in which the person takes the initiative to think and make a personal evaluation of the assessment of the authenticity of the learned knowledge and make decisions about what he does and what he believes. Bobbi De Porter. et al (2013: 298) states that critical thinking is one of the most important high-level skills taught other than creative thinking skills. In critical thinking, students practice or incorporate careful assessment or evaluation, such as judging the worthiness of an idea, idea, opinion. The ability of critical thinking is a competency that must be possessed by students, as disclosed Sudiarta (in Ristia Sari, 2012) critical thinking has been proven to prepare students in thinking in various disciplines because critical thinking is a cognitive activity that students do by dividing way of thinking in real-life activities by focusing on making decisions about what is

believed or done. Sudiarta's statement has also been reinforced by Maruli's (2017) study, which states that " "critical thinking is to think reasonably and effectively with an emphasis on making decisions about what to believe or do."

Kneedler (in Hendra Surya, 2013: 179-180) states that the critical thinking step can be grouped into three steps, namely as follows: 1) Defining and Clarifying Problem, among them is identifying the issues or problems, and differences, selecting relevant information, and formulating / formulating the problem. 2) Judging Informations, among other things: selecting facts, opinions, judgment results, checking consistency, identifying assumptions, recognizing possible stereotypical factors, recognizing possible biases, emotions, propaganda, misinterpretation (semantic slanting) and recognize the possibility of different values and ideology orientations. 3) Solving Problems / Drawing Conclusions, among others: recognize the necessary data and the adequacy of the data, foresee the possible consequences of the decision or problem solving and or conclusions taken. With the model of critical thinking learning, students are expected to be more confident in the truth of Pancasila Ideology as the most appropriate ideology and foundation of the state of Indonesia, and strive to implement the values of Pancasila in the attitude and actions of every citizen.

## **CONCLUSION**

Ideology Education Pancasila faces a variety of obstacles, challenges and even threats as the ideology and basic state of Indonesia. Various attitudes and behaviors that do not reflect Pancasila values among the younger generation, especially students, such as the attitudes and behavior of radicalism and terrorism indicate the ineffectiveness of Pancasila ideology education in Higher Education. One model of ideological education that can be applied as one solution is through a critical thinking model that can be grouped into three steps, namely as follows: 1) Problems (Defining and Clarifying Problem), among them is identifying issues or problems principal, membandingkan similarities and differences, selecting relevant information, and formulating / formulating the problem. 2) Judging Informations, among other things: selecting facts, opinions, judgment results, checking consistency, identifying assumptions, recognizing possible stereotypical factors, recognizing possible biases, emotions, propaganda, misinterpretation (semantic slanting) and recognize the possibility of different values and ideology orientations. 3) Solving Problems / Drawing Conclusions, among others: recognize the necessary data and the adequacy of the data,

foresee the possible consequences of the decision or problem solving and or conclusions taken.

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### المثقفة

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### المقدمة:

تعد الجامعة ومؤسساتها العلمية والتربوية والبحثية التابعة لها من العناصر الأساسية في قيادة المجتمع وتوجيهه التوجيه الصحيح والفاعل نحو التطور والرقى واللاحق بعجلة التغيير المتسارعة في العالم لكي يواكب هذا المجتمع تلك التطورات ويتعامل معها ويستجيب لإفرازاتها في جوانب الحياة المختلفة ويستثمرها في عملية البناء والتنمية الاجتماعية الشاملة في مختلف الميادين.

وبذلك أصبح الدور الذي تقوم به الجامعة ينمو ويتعاظم مع تعقد حركة الحياة والتطورات الحاصلة فيها.

وأصبح هذا الدور لا يقتصر على تقديم المعارف والمعلومات العلمية فقط للطلاب كونه عضواً فاعلاً في المجتمع وإنما تعدي هذا الدور وتوسع ليشمل جوانب كثيرة أصبحت الجامعة مساهمة فيها بدرجة كبيرة ومؤثرة إن لم تكن مسؤولة عليها بصورة مباشرة. (1)

### أهمية الموضوع:

يعتبر التعليم الجامعي المحرك الرئيس في تقدم المجتمع وتطوره، وتوسيع آفاقه المعرفية والثقافية من خلال إسهامه في تخريج الكوادر البشرية المتعلمة والمتدربة على العمل في شتى المجالات والتخصصات المتنوعة الشاملة. وتعد الجامعة هي المحضن العلمي والتربوي والمهني لهذه الطاقات البشرية الفاعلة في المجتمع.

ولهذا قال كابيل سيبال " إذا أردت أن تبني لسنة فابن مصنعاً، وإذا أردت أن تبني للحياة فابن جامعة".

ومن هنا تأتي أهمية البحث كون التعليم العالي أساساً للنهضة باعتباره ركناً أساسياً من أركان بناء الدولة العصرية المتعلمة التي تقوم على الفكر المتطور الجديد وعلى المشاركة المجتمعية لأن التنمية البشرية هي إحدى الدعائم الرئيسية للتنمية الشاملة بأبعادها السياسية والاقتصادية والاجتماعية.

### سبب اختياره:

مما سبق اتضح لي أن للتعليم الجامعي آثاراً إيجابية على المجتمعات أستطيع تلخيصها في نقاط:

- 1 . يساعد الطبقات الفقيرة على تحسين أوضاعها.
- 2 . توفير فرص العمل للأفراد.
- 3 . يرفع مستوى المعيشة عندهم.

- 4 . ينتج الكوادر التي تساهم في كل الوظائف التي يفرضها المجتمع.
- 5 . محاربة الجهل بجميع صورته ونشر الثقافة والعلم. (٢)

#### مشكلة البحث:

من تأمل واقع الجامعات في العالم وجد أنها لا تستطيع أداء الدور الحقيقي المنوط بها في مجتمعاتها وذلك لأسباب كثيرة منها الداخلية وهي تأثر الجامعات في بيئة النظام السياسي الذي يهيمن على مؤسسات التعليم خصوصاً إذا كانت الحكومات لا تهتم بالتعليم فضلاً عن محاربتة، فهذا بطبيعة الحال يعرقل أهداف الجامعات ورسالتها العلمية. وكذلك هناك أسباب خارجية تتمثل في تسلط بعض الدول العظمى على الدول الفتية فتحجم دور مؤسساتها الجامعية التعليمية.

في حين أن استقلالية الجامعات هام في إظهار القيمة الحقيقية لها وبروز أثارها الإيجابية في تقدم الدول والمجتمعات. وقد قسمت هذه الورقة البحثية إلى عدة مسائل محددة رغبةً مني في الاختصار والالتزام بضوابط المؤتمر في الكم المطلوب وبالتحديد من ٨-١٠ أوراق فقط.

#### المسألة الأولى: مصطلحات مهمة في البحث وهي:

أ. الجامعة.

ب. المواطنة.

ج. الثقافة.

#### المسألة الثانية: دور الجامعة الحقيقي وأثرها على المجتمع:

أ. التدريس.

ب. البحث العلمي.

ج. خدمة المجتمع.

#### المسألة الثالثة: دور الجامعة في تحقيق المواطنة المثقفة:

ثم الخاتمة وفيها:

أ. التوصيات.

ب. المقترحات.

ج. المراجع.

#### المسألة الأولى: مصطلحات مهمة في البحث وهي:

أ. الجامعة (University) هذا المصطلح المعاصر وليس قديم ولذلك بحثت في التعريفات المتوفرة في المراجع فوجدت كثير من المعاني اخترت أفضل ما وقفت عليه:

1. "الجامعة هي مؤسسة علمية مستقلة ذات هيكل تنظيمي معين وأنظمة وأعراف وتقاليد أكاديمية معينة، تتمثل وظائفها في التدريس، والبحث العلمي، وخدمة المجتمع، وتتألف من مجموعة من الكليات والأقسام ذات الطبعة العلمية المتخصصة، وهي مؤسسة اجتماعية، أنشأها المجتمع لخدمة بعض أغراضه، فالعلاقة بين التعليم الجامعي والمجتمع، تفرض عليه أن يكون وثيقة الصلة بحياة الناس، ومشكلاتهم وآمالهم بحيث يكون هدفه الأول: تطوير المجتمع والنهوض به إلى أفضل المستويات التقنية والاقتصادية والصحية والاجتماعية".<sup>(٣)</sup>

2. هذا التعريف نقلا عن مؤتمر المسؤولين من التعليم العالي العرب "هي المؤسسة التربوية العلمية المنظمة التي تقع على قمة السلم التعليمي في المجتمع، وتقوم بإعداد الأفراد مهنيًا بالإضافة إلى قيامها بالأبحاث العلمية التي تخدم خطط التنمية الشاملة، وإعداد الباحثين لخدمة النسبة العامة عن طريق الخدمة العامة".<sup>(٤)</sup>

#### ب. المواطنة:

وردت العديد من التعاريف الخاصة بمفهوم المواطنة، حيث ركز كل منها على جانب معين، لكن ورغم التباين في مفهومها تتحد في معاني وجوانب كثيرة.

1. "المواطنة هي تمتع الشخص بحقوق وواجبات، وممارستها في بقعة جغرافية معينة، لا تميز بينهم بسبب اللون والجنس والعرق أو الموقع الاجتماعي، وبموجب القانون الذي يحقق المساواة داخل المجتمع ويفرض النظام ويجعل العلاقات بين البشر تجري وفقا لتصور مسبق يعرفه ويرتضيه الجميع".<sup>(٥)</sup>

2. وقال د/ صابر أحمد "فالمواطنة كلمة تدل على طبيعة العلاقة العضوية التي تربط ما بين الفرد والوطن الذي يكتسب جنسيته، وما تفرضه هذه العلاقة أو الجنسية من حقوق وما يترتب عليها من واجبات تنص عليها القوانين والأعراف، وتتحقق بها مقاصد حياة مشتركة يتقاسم خيراتها الجميع".<sup>(٦)</sup>

3. وعرفها د/ لكل أحمد بقوله "فإن تعريفي المتواضع للمواطنة يشتمل على أنها مجموعة من القيم والسلوكيات الناجمة عن علاقة الفرد بدولته، من خلالها تتحدد مجموعة من الحقوق المتمتع بها، والواجبات الملتمزم بها، والتي يتم إعمالها في إطار قوانين الدولة".<sup>(٧)</sup>

#### ج. الثقافة:

1. الثقافة لغة: أصل الثقافة في اللغة العربية مأخوذ من الفعل الثلاثي (ثقف) بضم القاف وكسرها. وتطلق في اللغة على معاني عدة، فهي تعني: الحدق. والفتنة، والذكاء، وسرعة التعلم وتسوية الشيء، وإقامة اعوجاجه، والتأديب والتهديب، والعلم والمعارف والتعليم والفنون. قال ابن فارس: "ثقافة الناء والقاف والفاء كلمة واحدة إليها يرجع الفروع وهو إقامة الشيء ويقال ثقفت القناة تلقينه إذا أقيمت عوجها.

ورجل ثقف لثقف. وذلك أن يصيب علماً ما يسمعه على استواء".<sup>(٨)</sup>

وقال الأزهرى في تهذيب اللغة: "يقال ثقف الشيء وهو سرعة التعلم".<sup>(٩)</sup>

وقال ابن منظور في لسان العرب: "ثقفت الشيء: حدقته، وثقفته إذا ظفرت به.

قال تعالى "فإما تتقنهم في الحرب فشردهم خلفهم لعلهم يذكرون" [الأنفال: 57].

وثقف الرجل ثقافة أي صار حاذقا خفيفاً.

وهو غلام لقرن ثقّف أي: ذو فطنة وذكاء والمراد أنه ثابت المعرفة بما يحتاج إليه".<sup>(١٠)</sup>

**2 . الثقافة اصطلاحاً:** قيل هي "الراقي في الأفكار النظرية وذلك يشمل الرقي في القانون والسياسة والإحاطة بقضايا

التاريخ المهمة، والراقي كذلك في الأخلاق أو السلوك وأمثال ذلك في الاتجاهات النظرية".<sup>(١١)</sup>

وقيل "جملة العلوم والمعارف والفنون التي يطلب الحذق بها".<sup>(١٢)</sup>

"اشتق مصطلح الثقافة من إحدى مفردات اللغة العربية وهي "المتقف" والتي تعني على القلم المبيري ، وهو أداة

للتعلم، واشتقت هذه الكلمة منها للدلالة على أن المتقف يصقل نفسه ويقومها ويسويها من خلال تعلم الأمور

الجديدة، وفي الوقت الحاضر كلمة الثقافة مفتاح دلالي على مستوى الرقي الذي وصل إليه الأفراد من الناحية

الفكرية والاجتماعية والأدبية".<sup>(١٣)</sup>

### المسألة الثانية: دور الجامعة الحقيقي وأثرها على المجتمع:

" إنَّ الجامعة مؤسسة علمية أكاديمية مهنية اجتماعية ثقافية لا بد لها أن تخرج من أسوارها وتفتح أبوابها لتشارك المجتمع

في جميع النشاطات والفعاليات التي تحدث فيه بصورة فاعلة ومؤثرة وأن يكون لها الدور الريادي في ذلك وأن لا تبقى

حبيسة القاعات الدراسية والمختبرات والورش وتنغلق على نفسها خلف أسوار عالية تصبح داخلها برجاً عالياً ليس بإمكان

المجتمع النفاذ إلى داخلها والاستفادة من خدماتها واستشاراتها وتطبيقها في حقول العلم والإنتاج المختلفة لتعطي دفعات

سريعة وواسعة لحركة البناء الثقافي والاجتماعي و العلمي في محيطها وواقعها".<sup>(١٤)</sup>

ولذلك يجب أن تقوم الجامعات بدورها الريادي والقيادي لمجتمعاتها، "إنَّ خدمة المجتمع هي الجهود التي يقوم بها الأفراد

أو الجماعات أو المنظمات أو بعض أفراد المجتمع لتحسين الأوضاع الاجتماعية أو الاقتصادية عن طريق تحديد

الاحتياجات المجتمعية للأفراد والجماعات والمؤسسات وتصميم الأنشطة والبرامج التي تلبي هذه الاحتياجات عن طريق

الجامعة و كلياتها ومراكزها البحثية المختلفة لإيجاد التغييرات المرغوب فيها، كما أنَّ الجامعة تخدم المجتمع عن طريق حل

مشكلاته وتحقيق التنمية الشاملة في المجالات المتعددة.

فالجامعة تقدم الخدمات التعليمية والأبحاث التطبيقية لمساعدة جميع أفراد المجتمع بغض النظر عن العمر أو الجنس أو

الخبرات السابقة.

وكذلك تستقطب الجامعة أعلى فئات المجتمع علماً وثقافة، وكل تغيير يطرأ على المجتمع ينعكس على الجامعة، وكل

تطور يصيب الجامعة يصاحبه تغيير المجتمع الذي نعيش فيه، فالجامعة لا تنفصل عن المجتمع وعلاقتها بالمجتمع كعلاقة

الجزء بالكل".<sup>(١٥)</sup>

بعد هذه المقدمة فإنَّ للجامعات ثلاث مسؤوليات رئيسة هي التدريس والبحث العلمي وخدمة المجتمع.

وفي الغالب فإنَّ مسؤولية خدمة المجتمع يقل الاهتمام بها، وغالباً ما يتم الخلط بين مفهوم المسؤولية المجتمعية وخدمة

المجتمع، التي تقع ضمن مهام الوظيفة الثالثة للجامعات، ولكن المسؤولية المجتمعية مفهوم أوسع وأعمق بكثير، ويمكن

تعريف المسؤولية الاجتماعية للجامعة بأنها التزام بتشرب وممارسة مجموعة من المبادئ والقيم من خلال وظائفها الرئيسية المتمثلة في التدريس والبحث العلمي والشراكة المجتمعية و الإدارة المؤسسية.

### أولاً: التدريس والتعليم:

هناك خدمة مهمة تسديها الجامعات للمجتمع في رعاية رأس المال البشري لدعم تنمية البلاد ودعم تنمية البلاد على المستوى الاجتماعي والاقتصادي والعلمي. وفي هذا المسعى فإن على الجامعات ضمان إتاحة الفرصة المتساوية في التعليم للجميع، مع إدراك التحديات العالمية وتشجيع الطلاب على العمل محلياً والتفكير عالمياً، وتشجيع برامج التبادل الثقافي بين المؤسسات التعليمية في بلدان أخرى.

### ثانياً: البحث العلمي:

بطبيعة الحال البحث العلمي ضروري في إنتاج المعرفة لخدمة المجتمع وتحسين نوعية وجودة الحياة وبدأت بعض الجامعات سعياً منها لتحسين مركزها في التصنيف العالمي للجامعات في إغلاق بعض الأقسام التي يكون لها ناتج بحثي متواضع.

### ثالثاً: الشراكة المجتمعية:

من بين جوانب المسؤولية الاجتماعية للجامعات صياغة مواطنين منتجين ومسؤولين، وتشجيع المشاركة الواسعة في المجتمع المدني وتنمية المهارات لتحقيق ذلك.

يمكن القول بأن الجامعات هي التي تدرّب قادة وصناع القرار في المستقبل. (16)

وهناك أدوار خاصة للجامعات ينبغي ألا نغفلها:

### 1 - دور الجامعة في تنمية المرأة:

التعليم يجب أن يكون متوفراً بعدالة لجميع فئات المجتمع وطبقاته من كبار وصغار ذكور وإناث، فقراء وأغنياء، وسكان المدن والريف.

فالتعليم مهم للمرأة كما أنه مهم للرجل، إضافة إلى الظروف الاقتصادية غير المستقرة ونقص الموارد المالية، وثقل المسؤوليات الأسرية، فالمرأة وجدت ضالتها في تحقيق ذاتها وأهدافها في التعليم الجامعي.

### 2 - دور الجامعة في دمج المعوقين وتمكينهم:

للجامعة دور مهم لذوي الاحتياجات الخاصة في هذه المؤسسات التعليمية حيث يندمجون فيها مع توفير جميع ما يحتاجونه ليسهل عليهم استكمال مسيرتهم العلمية ليكونوا أعضاء فاعلين في المجتمع وفي خدمة وطنهم.

### المسألة الثالثة: دور الجامعة في تحقيق المواطنة المثقفة:

يهدف نظام التعليم الجامعي إلى تحقيق تكوين شامل متجدد يسهم في تنمية الجوانب الروحية والخلقية والذهنية والجسمية لتكوين المواطن السوي المتكامل الشخصية وإكسابه القدرة على الإسهام في خلق المجتمع المتعلم المنتج وفي صنع التقدم الثقافي والتطور الاجتماعي والاقتصادي الشامل للإنسان والوطن. بمعنى توفير ثقافة المناخ الجامعي الداعمة لتأكيد العلاقة بين الكفاءة والمواطنة.

لذا تساهم الجامعة في بناء قيم طلبة المستقبل.<sup>(١٧)</sup>

وقد تقدم التعريف بالمواطنة في المسألة الأولى.

- وينبغي على الجامعة أن تساهم بصورة فاعلة في تنمية روح المواطنة الصالحة وحب الوطن لدى الطالب واستعداده لخدمته والدفاع عنه وإعلاء شأنه بين البلدان وأن تجعله يشعر بأن انتماءه لوطنه انتماءً أبدياً وحبّه له حباً أزلياً والتفاعل مع أبناء مجتمعه لينصهروا في كيان واحد متماسك هو الوطن. كما على الجامعة أن تسعى بصورة فاعلة إلى تنمية روح الالتزام لدى الطالب بتعاليم دينه السمحاء والعمل بموجب أوامر الله سبحانه وتعالى وطاعته والابتعاد عن المعاصي والذنوب والاهتمام بصلاح إيمانه والتزامه بدينه وخوفه من خالقه فبذلك تصلح معظم الأمور.<sup>(١٨)</sup>

- مما سبق نستنتج أن دور الجامعة في سلوك الفرد يتمثل ب:

1. ربط المادة العلمية للمقرر بالفرد والمجتمع والحياة والبيئة بدلاً من تدريسها بشكل يعزلها عن محيط الفرد في المجتمع.
2. ترسيخ قيم المواطنة الصادقة وفضائل السلوك المدني في الممارسات اليومية للأفراد والجماعة والمؤسسات.
3. ترسيخ مبادئ السلوك المدني من خلال الندوات والنشاطات والمؤتمرات التي تسهم في طرح مشكلات المجتمع والبيئة المحلية وطرح حلول منطقية لها.
4. تنمية المعرفة لدى الشباب وتربية كفاءاتهم وتهذيب مهاراتهم، وترسيخ مبادئ الوعي ونشره عن طريق ترجمة الأفكار إلى أفعال والشعارات إلى إنجازات والأهداف إلى نتائج.
5. تكوين المواطن الخلق المعترف بالثوابت الدينية والوطنية لبلاده، المتمسك بمقومات هويته الملتمزم بالواجبات والقوانين، المساهم في الحياة الديمقراطية.
6. تشكيل فضاء جامعي رحب عبر البرامج غنية وأنشطة متنوعة هدفها التصدي بحزم لمختلف السلوكيات اللامدنية وبخاصة العنصرية والعنف بشتى أشكاله.
7. تدريب الطلبة على كيفية المناقشة الحرة، فيتدرب على احترام آراء الآخرين مع نقدها وبيان محاسنها وعيوبها واعتماد الحجة والإقناع والتدريب على النقد الذاتي.
8. تحقيق التنمية الشاملة للمجتمع من جوانبه المختلفة عن طريق استغلال كل القدرات العقلية والمصادر المادية لمؤسسات التعليم العالي لتحسين أحوال المجتمعات وذلك من خلال:
  - أ. البحوث التطبيقية الهادفة إلى سد حاجة المجتمع أو حل مشكلة معينة.
  - ب. تقديم الاستشارات: وهي خدمات يقدمها أساتذة الجامعة في جميع المجالات لمؤسسات المجتمع الحكومية والأهلية للأفراد الذين هم بحاجة إليها.

ج. تنظيم برامج تدريبية وتأهيلية للعاملين في مؤسسات الإنتاج، وتنفيذها بما يحقق مبدأ التربية المستمرة والنمو المهني.

د. نقل نتائج البحوث والمكتشفات الجديدة في العالم إلى اللغة العربية.

هـ. تأليف الكتب العلمية الموجهة للطلاب وأفراد المجتمع.

و. النقد الاجتماعي البناء لتوجيه حركة المجتمع في إطار الأهداف الاجتماعية. (١٩)

مما سبق نصل بإذن الله إلى تحقيق المواطنة المثقفة التي تنفع ذاتها وأوطانها ودينها.

تعد المواطنة الصالحة من أسمى الأهداف العليا للمجتمعات الإنسانية، على اختلاف مدارسها الفكرية ومنابعها الفلسفية، لما تعكسه من آثار إيجابية على أهداف المجتمعات كلها.

المواطنة ليست صفة شكلية يحملها المواطن، بل إنها ارتباط صميمي وحميمي بجذور الانتماء والولاء للأرض المعطاء، فضلا عن الروابط الاجتماعية التي يجتمع عليها المجتمع للقيام بمتطلبات التنمية واستدامتها.

إن قيام الدولة الحديثة على مبدأ المواطنة هو أكبر ضمان لاستقرارها وأمنها وتقدمها، حيث يشعر جميع أفراد المجتمع بأنهم متساوون في المكانة.

إن بناء الإنسان المواطن الصالح الذي تقع عليه أعباء التنمية وبناء الوطن يعد من أهم الأهداف التي يجب أن يعمل على تحقيقها كل مجتمع. (٢٠)

#### الخاتمة:

وفيها:

#### أ. التوصيات:

1. إنشاء مراكز للترجمة تهتم بنقل المعارف والعلوم المختلفة التي تتناسب مع البيئة العلمية والعمل على ترجمتها إلى اللغة العربية وإتاحتها لأفراد المجتمع.

2. تفعيل الشراكة بين الجامعات والمؤسسات المحلية والإقليمية على قاعدة تبادل المعرفة والمنفعة.

3. الانفتاح على العالم والاتصال والتواصل المنظم مع الجامعات المتقدمة ومراكز البحث العلمي لمواكبة التطور والتقدم العلمي.

4. التركيز على البحث العلمي النوعي الذي يستهدف احتياجات المجتمع، والاستفادة من الأبحاث العلمية التي تنتجها الجامعات ومراكز الأبحاث العالمية.

5. العمل على تعزيز ثقافة التعلم في المجتمع، ودعم ونشر المعرفة باستخدام أجهزة الإعلام المرئية والمسموعة والمقروءة. (٢١)

6. إصدار مجلة إلكترونية متاحة للجميع تنشر أحدث الدراسات العلمية مع تزويد العاملين في الجامعة بها.

#### ب. المقترحات:

بناءً على كل ما تقدم فقد شعرت أنّ الميدان الجامعي والتربوي يحتاج إلى عناية فائقة ليرتقي بالمجتمعات والدول إلى مجتمعات معرفة وثقافة وهنا ثمة مقترحات لتطوير دور الجامعة في خدمة المجتمع.

- 1 . تقديم الخدمات للعاملين بالمؤسسات المختلفة في المجتمع.
- 2 . تشجيع أفراد المجتمع على زيارة منشآت الجامعة واستخدام مرافقها.
- 3 . إنشاء لجان استشارية مشتركة من الهيئة العاملة في الجامعة وقيادات المجتمع من ذوي القرار لتحديد حاجات المجتمع والتعرف على مشكلاته.
- 4 . توجيه الأبحاث الجامعية لحل المشكلات المحلية سعياً وراء خدمة المجتمع وتطويره.
- 5 . عقد مؤتمرات في الجامعة لمختلف التخصصات.
- 6 . تجهيز مراكز خدمة المجتمع القيام بتدريب أفراد المجتمع.
- 7 . تبني الأفكار الجديدة والمتطورة للأفراد وتسخيرها في إدارة المشاريع والأعمال المختلفة.
- 8 . مشاركة الجامعة في المناسبات الاجتماعية المختلفة.
- 9 . مشاركة الهيئة التدريسية والطلبة في المجال التطوعي العام لخدمة المجتمع.
- 10 . الدعم المالي لأبناء الجامعة ممن لا يستطيعون تحمل العبء المالي لإتمام دراستهم لتحقيق شعار حق المواطن في التعليم الجامعي. (٢٢)

تم بحمد الله وتوفيقه هذا البحث فما كان من صواب فمن الله وحده وما كان من خطأ فمني ومن الشيطان والله ورسوله منه بريئان والله تعالى أعلم.

#### الهوامش:

- 1 . مقال بعنوان دور الجامعة في بناء شخصية الطالب، للأستاذ الدكتور موفق الحساوي صفحة (1) في موقع مركز النور في الإنترنت.
- 2 . دور الجامعات في تطوير وتنمية المجتمع الدكتور ساجد شرقي صفحة (172) بتصرف وزيادة.
- 3 . التفكير الأخلاقي وعلاقتها بالمسؤولية الاجتماعية وبعض المتغيرات لدى طلبة الجامعة الإسلامية بغزة، للباحثة ميسون محمد عبد القادر صفحة (22).
- 4 . دور الجامعات الفلسطينية في بناء المجتمع للباحثة نهلة عبد القادر صفحة (10).
- 5 . المواطنة المسؤولة للباحث جمال بن دحمان ص (7).
- 6 . المواطنة حقوق وواجبات للدكتور صابر أحمد عبد الباقي وكذلك انظر دور الجامعة في تطوير قيم المواطنة للدكتور لكل أحمد ص (227).
- 7 . ينظر المصدر السابق للدكتور لكل أحمد ص (228).
- 8 . معجم مقاييس اللغة لابن فارس (1/ 382) بتصرف.
- 9 . تهذيب اللغة للأزهري (9/ 81)

- 1 0 . لسان العرب لابن منظور (9/ 19) بتصريف.
- 1 1 . أضواء على الثقافة الإسلامية، للباحثة نادية العمري ص (9).
- 1 2 . مقدمات في الثقافة الإسلامية، للباحث مفرح القوسي ص (36).
- 1 3 . انظر بحث حول الحياة الثقافية والفنية للباحثة إيمان الحيارى في موقع موضوع على النت.
- 1 4 . مقال دور الجامعة في بناء شخصية الطالب للأستاذ الدكتور موفق الحسناوي ص (1).
- 1 5 . انظر تصور مقترح لتطوير دور الجامعة في خدمة المجتمع في ضوء الاتجاهات العالمية الحديثة، للباحث طارق عبد الرؤوف عامر ص (23) بتصريف واختصار.
- 1 6 . انظر البيان الختامي لمؤتمر المسؤولية الاجتماعية للجامعات بتاريخ 1434/6/7  
ملخصاً.
- 1 7 . انظر دور الجامعة في تطوير قيم المواطنة للدكتور لكحل أحمد ص (226).
- 1 8 . انظر دور الجامعة في بناء الشخصية الطالب للأستاذ الدكتور موفق الحسناوي ص (3).
- 1 9 . انظر الاتجاهات والمسؤولية المجتمعية تطور دور الجامعة في خدمة المجتمع للدكتورة/ عايدة بكير ص  
(25).
- 2 0 . انظر العلاقة بين المواطنة والتنمية للدكتور خالد صلاح حنفي محمود باختصار.
- 2 1 . انظر دور الجامعات الفلسطينية في بناء المجتمع للباحثة نهلة عبد القادر ص (111).
- 2 2 . انظر الاتجاهات والمسؤولية المجتمعية تطور دور الجامعة في خدمة المجتمع للدكتورة عايدة باكير ص  
(12).

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### تمهيد:

الحمد لله الذي جعل العلم مفتاح للخير والمعرفة، فجعله أول ما نزل من قرآنه العظيم ( أقرأ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ )<sup>(1)</sup> ، والصلاة والسلام على نبينا محمد ﷺ الذي أنزل عليه القرآن الكريم وأمر بتدبره ، فشرح الله له صدره ورفع له ذكره ، وبعد:

أنه لمن دواعي سروري أن أكون ضيفاً مشاركاً في جامعة "جاكرتا" الحكومية من خلال مؤتمرها الدولي تحت عنوان: (الجامعة والثقافة الفكرية).

والذي تصدرت أهميته كون له أثر في تفعيل التنمية الثقافية للمجتمع، ويسعدني أن أشارك في محور {المثقفون ودورهم الاجتماعي}، وسوف يتناول هذا المحور الوقفات التالية والتي سوف أشارك الباحثين في إثراء المعلومات والدراسات التي وضع لها المنظمون عدة محاور تخدم الجانب الأكاديمي الذي يسهم في بناء وتطوير آليات العمل في المؤسسة الفكرية لتنمي ثقافة المجتمع وتكون رافداً للحكومة في خدمة الشعب.

والوقفات التي سوف أقدمها هي:

**الوقفة الأولى:** تعريف مفردات الثقافة والمجتمع ودور المثقفين الاجتماعي.

**الوقفة الثانية:** الثقافة الفكرية في مخرجات الجامعة.

**الوقفة الثالثة:** تعزيز الثقافة الإسلامية بالجامعة لخدمة المجتمع.

**الوقفة الرابعة:** الخاتمة والتوصيات.

إن هذه الوقفات تسهم في إبراز العنوان {المثقفون ودورهم الاجتماعي} تتطلع إلى وضع بعض اللبانات الأساسية في مسيرة الجامعة، حيث إن معرفة الثقافة عامةً والإسلامية خاصةً له دور كبير في فن التعايش بين الشعوب، وكذلك إن معرفة المجتمع ودراسته تزيد من اللحمة الوطنية وتستكمل الأجيال أدوارها في خدمة الوطن والمحافظة على تربيته ووحدته؛ لبناء أجيال المستقبل بعلم رصين وثقافة واعية ومجتمع سعيد.

**الوقفة الأولى:** تعريف مفردات الثقافة والمجتمع ودور المثقفين الاجتماعي

(1) سورة العلق: 1 .

### تعريف الثقافة لغتواصطلاحاً:

الثقافة لغة<sup>(2)</sup>: مأخوذة من كلمة "ثَقَف" وهي تدل على:

1- الجِدْق والفِطْنَة: يقال ثَقَّفَ ثَقَّفَ الرجلُ، أي صار حاذقاً فطناً، فهو ثَقْفٌ وَثَقْفٌ، وامرأة ثقاف: أي فطنة ماهرة.

2- تقويم الاعوجاج والتهديب، يقال: "ثَقَّفْتُ القنّاة" إذا أقمت عَوْجَهَا. وتثقيف الرماح: تسويتها وإصلاحها، ويُقال للفرس إذا كان ثبّتا مستقيماً في عدوه: "ثَقَّفَ العدو"

3- وفي حديث الهجرة: "يبيت عندها عبد الله بن أبي بكر وهو غلام شاب ثَقِفٌ لَقِنٌ". فالثقافة تدل على سرعة التعلم والحذق والمهارة.

### الثقافة اصطلاحاً:

استعمال مصطلح الثقافة جديد في هذا العصر، حيث استعمل ليقابل به كلمة culture<sup>(3)</sup> عند الغربيين، فالظاهر أن من ترجمها بكلمة "ثقافة" راعى المشاعر التي يختص بها كل مجتمع، ومن هنا تعددت تعريفات المعاصرين لهذه الكلمة، ونختار منها التعريف التالي:

الثقافة: "هي مجموعة المعارف، والمعتقدات، والقيم، والفنون والآداب والقوانين، والأعراف، والمدرجات الذهنية والحسية، والموروثات التاريخية، واللغوية...، التي تصوغ فكر الإنسان وتبني مشاعره وتشكل شخصية الفرد وهوية الأمة"<sup>(4)</sup>.

فالثقافة الإسلامية: هي المعارف والخبرات والأفكار والسلوكيات والقيم والمشاعر المستمدة من الكتاب والسنة وتميز الفرد والمجتمع المسلم<sup>(5)</sup>. ومكونات هذه الثقافة مستمدة من القرآن الكريم والسنة النبوية والاجتهاد الفقهي.

وتدرك الأمم قيادة وشعباً أن المثقفين من رواد الفكر ورجال التربية وأساتذة التعليم وقادة هم الفئة المتميزة، والنخبة الواعية، التي تحمل الفكر المستنير، والشعور الاجتماعي، ولديها القدرة على فهم قوانين تطور المجتمع، ووسائل توعيه أفراداً.

إن المثقف هو من يحمل ثقافة المجتمع وقيمه الفنية والفكرية والنفسية والاجتماعية، ويلعب دوراً بارزاً في تعزيزها الاجتماعي، وفي العصر الراهن يخدم المثقف المؤسسات الرسمية، ومراكز الأبحاث المتخصصة، ووسائل إعلام المهنية، وبهذا يستطيع إيصال ثقافة المجتمع لكافة أفرادها، بل ونقله إلى العالم الخارجي<sup>(6)</sup>.

(2) انظر: معجم مقاييس اللغة . ابن فارس . مادة : ثقف . الصحاح في اللغة للجوهري . مادة ثقف . لسان العرب مادة ثقف .

(3) انظر: لمحات في الثقافة الإسلامية ، عمر عودة الخطيب . ص 27.

(4) انظر: المرجع السابق.

(5) انظر: أضواء على الثقافة الإسلامية د. نادية شريف العمري . ص 17.

(6) انظر: . لمحات في الثقافة الإسلامية . عمر عودة الخطيب . ص 12.

### العلاقة بين الثقافة والحضارة:

الحضارة هي مجموع الأمرين: المدنية والثقافة، لهذا تُقاس حضارة أي أمة بمجموع ما عندها من مدنية وثقافة، ومن هنا نستطيع القول إن الحضارة أشمل من الثقافة. أهم خصائص الثقافة الإسلامية<sup>(7)</sup> : الربانية في مصدرها ، والعالمية في نفعها، والشمول في أحكامها، والموافقة للفطرة في تشريعاتها، والجمع بين ثبات الأصول، ومرونة التطبيق، والموازنة بين مطالب الروح ورغبات الجسد، وحاجات الفرد ومصلحة المجتمع، التكامل بين حظوظ الدنيا وتكاليف الآخرة. إن الناظر إلى مقومات الثقافة الإسلامية على سبيل المثال لا الحصر يجد أن الإسلام الذي ارتضاه رب العالمين للناس كافة هو الدين الذي يصلح عليه مآل البشر جميعاً ؛ لأن البشر بتكوينهم الفطري يحتاجون إلى دين ينقادون به لتنظيم سلوكهم الاجتماعي الذي يبني علاقاتهم الإنسانية معاً لأنهم عباد مكلفون بنعمة العقل الذي هو محل التكليف الشرعي ؛ لذلك وجب فهم هذه الثقافة وتعليمها؛ ليستقيم حال المجتمع لصالح الحال والمآل . وهذا مراد الله تعالى للبشرية بالدين الحنيف.

فالإسلام هو دين الوسطية في النظر إلى الأمور، بعيداً عن الإفراط أو التفريط، كما قال تعالى: (وَكَذَلِكَ جَعَلْنَاكُمْ أُمَّةً وَسَطًا لِتَكُونُوا شُهَدَاءَ عَلَى النَّاسِ وَيَكُونَ الرَّسُولُ عَلَيْكُمْ شَهِيدًا) (8).

### تعريف المجتمع

منذ بداية البشرية عاش الإنسان في جماعات متباينة، وكان الفرد يحقق أهدافاً كثيرة بإنتمائه لهذه الجماعات التي تتصل ببفائه وضمان حصوله على ضروريات الحياة وأسبابها، وصدق الله العظيم القائل: (يَا

أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ) (9).

ومن دلالة ما سبق ذكره؛ يتضح علاقة الفرد بالجماعة وهو موضع اهتمام المفكرين منذ القدم فالإنسان يولد في بيئة أسرية هي أول من يستقبل الطفل الوليد ويرعاه ، فالأسرة تعلم الطفل لغتها ودينها وتاريخها وعاداتها وتقاليدها ومعاييرها في الأخلاق والأدواق والآداب العامة وغير ذلك من الأمور، وهو المجتمع والبيئة التي يتواجد ويعيش فيها<sup>(10)</sup>.

(7) انظر: أضواء على الثقافة الإسلامية د. نادية شريف العمري . ص 19.

(8) سورة البقرة، آية:143.

(9) سورة الحجرات، آية:13.

(10) مجتمع دولة الإمارات، وزارة التربية، ط 1982- 1983م.

**المجتمع:** مشتق من مادة "جمع" وجمع الشيء ضم أجزاءه، وجمع الأشياء المتفرقة ضمها إلى بعضها، واجتمع الإنسان بغيره: انضم إليه، وإليهم، وتجمع القوم: اجتمعوا من هاهنا وهاهنا. إن دراسة علم الاجتماع بفروعه المختلفة ذات الأهمية بمكان، حيث إن فهم المجتمع وطبيعته المختلفة يساعد أصحاب القرار على اتخاذ التدابير اللازمة لإصلاح المجتمع ابتداء من نواته الأولى من الأسرة الصغيرة إلى الأسرة الكبيرة الممتدة لتكوين مجتمع فاضل بالقيم والعادات والتقاليد التي تعمل على بناء أجيال المستقبل.

### **الوقفة الثانية: الثقافة الفكرية في مخرجات الجامعة :**

من المعلوم أن الجامعات هي مصانع الرجال والنساء؛ لتكوين مجتمع بأعلى مستويات التقدم الحضاري من خلال مخرجات تعليمه يمكّن المرأة من أسس البناء الأسري لتخريج رجالات المستقبل من آباء يحملون هم الوطن والمواطنة للمشاركة معاً لبناء مجتمع تفاعلي يعود نفعه على كافة شرائح المجتمع المتمتع بفكر نير وثقافة عامة تشكل نسيج الوحدة الوطنية من خلال برامج مختلفة سواء من رؤية تعليمية تفاعلية مع القرن الحادي والعشرين وبخطة استراتيجية لبناء فكر مفتوح بثقافة وطنية عالية وبرسالة عالمية تحمل فيها معاني التعايش والتعارف لبناء حضارة عالمية بخطة مدروسة في مناهج التعليم المختلفة التي تلبي رغبات الطلاب على مختلف أعمارهم وأذواقهم وأجناسهم، وإن مهمة الجامعة هي رسم خريطة طريقة لمستقبل مدروس ومناهج قابلة للتطوير لبناء الفكر الإنساني الذي يطمح إلى المزيد من التقدم والازدهار.

وعلى ما تقدم نوضح الجهود في تعريف المراد من الثقافة الفكرية في مخرجات الجامعة ، فلقد عرف بعض الباحثين خدمة المجتمع بأنها تحديد الاحتياجات المجتمعية للأفراد والجماعات والمؤسسات ، وتصميم الأنشطة والبرامج التي تلبي هذه الاحتياجات عن طريق الجامعة وكلياتها، ومراكزها البحثية المختلفة بغية إحداث تغييرات تنموية وسلوكية مرغوب فيها<sup>(11)</sup>.

كما تعرف أيضا بأنها "تلك العملية التي يتم من خلالها تمكين أفراد المجتمع وجماعته ومؤسساته وهيئاته من تحقيق أقصى استفادة ممكنة من الخدمات المختلفة التي تقدمها الجامعة بوسائل وأساليب متنوعة تتناسب مع ظروف المستفيد وحاجاته الفعلية"<sup>(12)</sup>.

(11) دور بعض المراكز والوحدات ذات الطابع الخاص بجامعة الأزهر في خدمة المجتمع ، إيهاب السيد أحمد ، ماجستير ، جامعة الزهر 2002 ص12

(12) وحدة البحوث الاجتماعية والتربوية والنفسية في عمادة البحث العلمي ، توجيه البحوث العلمية لخدمة المجتمع ، دراسة تطبيقية على جامعة الإمام محمد بن سعود الإسلامية ، الملتقى الأول لعمداء مراكز خدمة المجتمع في الجامعات السعودية، 2000 23 - 80 ص 79-80

أن المأمول من تحديد ملامح مخرجات الجامعة لسد حاجة سوق العمل من خلال التعريفات المختلفة أعلاه، التي تتيح للحكومات أن تسعى جاهدة في تقويم التعليم بمراحله المختلفة حتى تصل إلى المخرج العام المهم وهي الجامعة التي جمعت ما تناثر من معلومات وأفكار ؛ ليصب من جديد في مخرجات تلبي حاجة المجتمع، لذلك من المهم جداً إعادة دراسة المخرجات بصفة دورية لوضع معايير تقييم جديدة تصلح مخرجات التعليم ومسيرة الثقافة الفكرية من خلال مخرجات الجامعة على مختلف الأنشطة إلى يمارسها الخريج في خدمة الوطن والمواطن والمقيم .

### **الوقفه الثالثة: تعزيز الثقافة الإسلامية بالجامعة لخدمة المجتمع:**

إن خيارنا الاستراتيجي هو بقاء باب الحوار مفتوحاً بين أفراد المجتمع، والوصول إلى الآثار الإيجابية في العلاقة المجتمعية، وهو في الوقت نفسه يمثل واجباً إنسانياً للتعايش السلمي بين البشر، والحرص على الالتزام المشترك لتحقيق هذه الأهداف، فهي التي تعزز القيم والمبادئ الإنسانية، وهي القاسم المشترك بين جميع الحضارات والثقافات. وإن تحقيقها بالفاعلية التي نذكرها، سيعمق فهم آفاق المستقبل في العلاقات الحديثة سواء بين أفراد المجتمع الداخلي أو الأمة الإسلامية أو أفراد الشعوب الأخرى، وهذا كله يقتضي التوسع في إقامة منتديات عالمية تتوزع على أكثر من منطقة، وتقوم على مبادرات من المؤسسات والمنظمات ذات الاهتمام المشترك من الجامعات والمحافل الثقافية والأكاديمية، على أن تعزز جهودها لإشاعة القيم الحضارية وتعزيز دور الأمة في البناء والتعايش الحضاري بين الشعوب، بما يمهدُ لولادة المزيد من أجواء التقارب وفرص التفاهم، ويوثق روابط الإنسانية التي تجمع بين الشعوب والأمم، ويعرف في الوقت نفسه بأهم معالم حضارتنا الإسلامية، ويتيح فرصة توثيقها على شبكة الإنترنت وسائر وسائل التعريف والتوثيق المتاحة، وتوعية الأجيال بقيمة تراثهم الحضاري والثقافي العريق الذي نهلت من فروع مؤسسات الغرب، وارتوى من منابعه الصافية علماءهم ومفكرهم خلال قرونٍ قبل نهضتهم العلمية الأخيرة .. ولهذا فإننا نؤكد على دور الجامعات في دعم آفاق نهوض الأمة وتعزيز فعاليتها الحضارية من خلال الحوار الحضاري بين الثقافات والفاعلية الحضارية للمسلمين بين هدي الإسلام وضرورات العصر.

وعليه فإن تعزيز الثقافة الإسلامية بالجامعة لخدمة المجتمع يدور حولها مفهوم نجاح المؤسسة العلمية ( الجامعة ) في بناء ثقافة الحوار بين شرائح المجتمع ؛ حيث إن الإسلام هو دين الجميع ، وكل إنسان عاقل يقبل بثقافة الإسلام التي تعطي الإنسان كافة الاختيارات ليعيش بالطريقة التي تسهم في بناء وخدمة المجتمع ؛ حيث إن الدين لله والوطن للجميع ، فالوطن والمواطنة عنصر مهم في نفس وعقل وفكر كل مواطن ليسهم في بناء مجتمعه ، دون النظر إلى خواصه الفكرية ومعتقداته الدينية؛ لينعم جميع أفراد المجتمع بالعيش مع الآخرين ، ويسهم في تشكيل البناء الإنساني العالمي .

### وتتمثل الأهداف الاجتماعية فيما يلي :

- 1- تزويد المجتمع بحاجاته من القوى العاملة المدربة بما يتناسب مع تطور المهن .
  - 2- تدريب الطلاب على ممارسة الأنشطة الاجتماعية مثل مكافحة الأمية ، الإدمان ، نشر الوعي الصحي وغيرها .
  - 3- تكوين العقلية الواعية لمشاكل المجتمع عامة والبيئة المحلية خاصة .
  - 4- ربط الجامعات بالمؤسسات الإنتاجية في علاقة متبادلة .
  - 5- الربط بين نوعية الأبحاث العلمية ومشاكل المجتمع المحلي .
  - 6- تفسير نتائج الأبحاث ونشرها للاستفادة منها في المجتمع .
  - 7- إجراء الأبحاث البيئية الشاملة التي تعالج بعض المشكلات المتداخلة (13) .
- إن خدمة الجامعة للمجتمع تعني أن تقوم الجامعة بنشر وإشاعة الفكر العلمي المرتبط ببيئة الكليات، وتقوم بتبصير الرأي العام بما يجري في مجال التعليم فكرياً أو ممارسة ، وعليها أيضاً أن تقوم بتقويم مؤسسات المجتمع وتقديم المقترحات لحل قضاياها ومشكلاته وتدلي بتصورات وبدائل، وأيضاً تثير وتشجع فكراً تربوياً داخل المجتمع (14) .

ويحدد المتخصصون أن للجامعة ثلاثة مجموعات من الأهداف وتتلخص في :

- 1- **أهداف معرفية** : وهى تتناول ما يرتبط بالمعرفة تطوراً أو تطويراً أو انتشاراً.
- 2- **أهداف اقتصادية** : والتي من شأنها أن تعمل على تطوير اقتصاد المجتمع والعمل على تزويده بما يحتاج إليه من خامات بشرية وما يحتاج إليه من خبرات في معاونته للتغلب على مشكلاته الاقتصادية وتنمية ما يحتاج إليه من مهارات وقيم اقتصادية.
- 3- **أهداف اجتماعية**: والتي من شأنها أن تعمل على استقرار المجتمع وتخطى ما يواجهه من مشكلات اجتماعية (15). إن هذه الأهداف التي تتناول عناصر التكوين الاجتماعي ونسيجه الشامل تسعى إلى رفع الطاقة الإنتاجية للإنسان ؛ حيث أصبح إنسان اليوم في حاجة ماسة إلى العمل المشترك لبناء اقتصاد معرفي عام يعود نفعه على الإنسان نفسه وعلى مجتمعه ودولته وكافة العملاء والشركاء في

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(1) تطوير أهداف التعليم الجامعي المصري في ضوء بعض المتغيرات العالمية والمحلية والاتجاهات المستقبلية وتحديات معوقات تحقيقها " دراسة ميدانية على جامعة الزقازيق " إيناس عبد المجيد حسن " المؤتمر القومي السنوي الثاني لمركز تطوير التعليم الجامعي " الأداء الجامعي الكفاءة والفاعلية والمستقبل ، جامعة عين شمس، مركز تطوير التعليم الجامعي 10/21 - 11/2 1995 ص522،521

(1) دور كليات التربية في خدمة المجتمع وتنمية البيئة حامد عمار ، المؤتمر السنوي الثالث عشر لقسم أصول التربية، جامعة المنصورة 1996.

(2) دعوة لتطوير التعليم الجامعي " مجلة "دراسات في التعليم الجامعي، عبد السلام عبد الغفار، جامعة عين شمس "مركز تطوير التعليم الجامعي" القاهرة، عالم الكتب 1993 ص14.

كافة القطاعات، التي لا بد لها من التكاتف للمحافظة على الهوية الوطنية، ومن تكافؤ الفرص أمام الجميع، والمساواة في الحقوق والواجبات بين أفرادها، وزيادة الدخل مقابل تغطية المصروفات، إن هذه العملية التنموية هي عملية شاقة وطويلة، تثمر في نهايتها مجتمعاً فاعلاً ووطناً آمناً وعالمياً مستقراً .

#### الوقفة الرابعة: الخاتمة والتوصيات.

##### أ- الخاتمة :

الحمد لله الذي جعل هذه الأمة خير الأمم كما قال سبحانه : (كُنْتُمْ خَيْرَ أُمَّةٍ أُخْرِجَتْ لِلنَّاسِ) (16)، ونسأل الله تعالى أن يختم لنا بالباقيات الصالحات . وخلاصة هذا البحث نجد أن الثقافة لها من الأدوار الأساسية في نهوض الأمم وتقديم الشعوب، فيجب دعم وتعميق المفاهيم والقيم الثقافية من خلال :  
أولاً: تثبيت الثقة بين المثقفين وكافة أفراد المجتمع.

ثانياً: تكليف أهل الحل والعقد قادة الأمة والمسؤولون، المثقفين ورواد الفكر والأدب ورجال التربية، وأساتذة التعليم ، بحمل مهمة نشر الثقافة والمحافظة عليها.

ثالثاً: صياغة الأفراد والمجتمعات صياغة وسطية بعيدة عن النعرات الطائفية، والعصبيات العنصرية، والفروق اللونية، والامتيازات الطبقية، والمذهبية، خاصة في المجتمعات ذات النسيج المتنوع ، والطوائف المتعددة ، وبذلك يقوم المجتمع على أسس التوازن والتكامل في جو عامر بالأخوة والود والعدالة الاجتماعية والمساواة في الحقوق والواجبات.

##### ب- التوصيات :

- 1- تفعيل الدور الثقافي والمراكز البحثية والجامعات والمدارس وعمل ندوات وورش توعوية تخدم ثقافة المجتمع وتوجهاته.
- 2- العمل على رفع مستوى الإعلام في توجيهه بما يخدم المجتمع؛ حيث إنه من المعلوم أن المجتمع يعطى ما يحتاج، ولا يعطى ما يريد.
- 3- تشكيل لجنة مشتركة بين التعليم العام والتعليم الجامعي لوضع مناهج التدريس لمخرجات سوق العمل.
- 4- زيادة الوعي المجتمعي بالتخصصات المستقبلية التي يحتاجها سوق العمل المحلي والعالمي

(2) سورة آل عمران : 110 .



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## **Health Capabilities in New Media Literation in Government Health Institutions**

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### **ABSTRACT**

Health workers in Indonesia desperately need an understanding of new media. Especially new media on information and health care. Especially in government health services. Health skills for health workers are indispensable in professionalism. Literacy on the ground is the ability to write and read, talk and listen. New media literacy leads to the ability to exchange symbols by participating amongst the public in unlimited symbol forms of language, images, still or moving, graphics, sound, music, and interactivity. The research method used in this research is by deep interview with head of puskesmas of Tebet Barat sub-district, South Jakarta. Informants with some health workers Lenteng Agung, South Jakarta and health workers Kalibata, South Jakarta. The results of this study are the health workers at government agencies in Jakarta has been very good. But the understanding of health workers aka nisi and the meaning of new media is not optimal. Therefore, health workers still have to be always educated by the central health personnel.

**Key words:** media literate, skill of professionalism, health of education on new media

### **INTRODUCTION**

Health professionals have the skills to understand the contents of new media messages. New media have advantages and disadvantages in delivering messages. Audience must have good skills in understanding the messages sent. The reality is that new media

understanding skills for health workers are not optimally owned by health professionals in Indonesia.

New media presented in speed in sending and receiving messages to the audience. The contents of the message presented may not be understood by the recipient of the message. Professional health professionals should have skills in understanding the content of health messages.

## **DISCUSSION**

As in international journals on political communications, social media, and public spaces from Iis Jamilah, Kamal Faishal Akbar, Muhammad Abqori Gunawan and Stanijuanita Marantika under the title Political Communication, Social Media, and Public Speher: An Analysis to a Phenomenon in Bandung The political communication according to Lord Windlesham is a deliberate political message by the sender to the recipient in order to make the recipient behave in ways that may not be wise to do. From this definition it can be assumed that political communication has a political purpose to influence the actions of others. While Meadow emphasizes the political consequences of political communication that any exchange of symbols or messages that become significant extent has been formed by, or has consequences for the functioning of the political system. This political consequence is the main thing that distinguishes political communication from public communication (<http://www.ijssh.org/vol6/774-HS0043.pdf> accessed on 3 July 2018 at 12:34 WIB).

New media "are digital, often have characteristics that can be manipulated, networked, solid, interactive and impartial. Some examples can be Internet, websites, multimedia computers, computer games, CD-ROMS, and DVDs. New media is not television, movies, magazines, books, or paper-based publications. (Rudi Setiawan, 2013).

Meyrowitz discloses that a new media environment known as cyberspace has brought new ideas to media research that not only focuses on messaging but begins to involve communication technology itself that directly or indirectly gives the fact that the technological communication device is one of the forms or type of social environment. Not only can be seen as a medium in the meaning of technology alone, but also other emerging meanings such as culture, politics, and economy (Nasrullah, 2015).

New Media is a medium that uses the internet, technology-based online media, flexible character, potentially interactive and can work both privately and publicly. The new media is a digitalization in which a concept of understanding of the development of the age of technology and science, of all the manual nature becomes automatic and of all complex nature to be concise. Digital is a complex and flexible method that makes it a staple in human life. Digital is also always associated with the media of the University of North Sumatra because this media is something that continues to always evolve from the media of old (old media) until now who have been using digital (modern media / new media). (Retrieved from <http://repository.usu.ac.id/bitstream/handle/123456789/42287/Chapter%20II.pf?sequence=4> on June 27, 2018 at 10:32 WIB)

Media literacy is the ability of the user's skills in reading, understanding the contents of media messages, then communicant can understand, understand the contents of messages delivered, and understand the purpose of the message. As stated in the International Journal on New Media from Richard Kahn, Douglas Kellner entitled New Media and Internet Activism: from the 'Battle of Seattle' to blogging published by SAGE Journals Publications Volume 6 (1) DOI: 10.1177 / 1461444804039908.

Media literacy has been systematically conducted since 1960 emphasizing media teaching rather than through the media. The term media literacy is not only used specifically for media, but can be used widely in different realms. Many emerging terms such as computer literacy, digital literacy, political literacy are encountered in many literatures. Media literacy is sometimes defined as referring to the type of technology used. The development of communication technology, especially through the internet, led to a new term in the practice of media literacy is digital literacy. Digital literacy is basically the same as media literacy, that is, practices that offer the capacity or competence to utilize the media, whether to understand it, produce it, or to know its role in society. (Wahid & Pratomo, 2017)

Qualitative research methods are looking for meaning, understanding, understanding about an event phenomenon, as well as human life by engaging directly and / or indirectly in the settings studied, contextual, and comprehensive. The researcher does not collect data once or all at once and then process it, but step by step and meaning is concluded during the process from start to finish, narrative and holistic (Yusuf, 2014).

Key informant is a person or group of people who have certain basic information. The key informant will be the source. Key informant of this research is editor of national

newspaper in Indonesia. Interviewing key informants is an important part of the research. Good informants are people who can be talked to easily, who understand the information that researchers need, and are happy to work with (Endraswara, 2006). Informants of this research are media reporters of national new media. The text under study is a new media on seven days from 27 May to 2 June 2018. The date is the preparation of the contestants to hold simultaneous general elections in Indonesia.

The results of this study health professionals are not skilled in understanding the message information. The contents of new media messages are very fast in conveying information but health professionals are not yet skilled in understanding the contents of new media messages. Professional health workers get new media training. But the results of training new media understanding has not been applied in daily work life.

## CONCLUSION

New media understanding skills are indispensable for Indonesian health professionals. The need for information delivered by the new media requires skills to understand the contents of new media messages for health professionals in government agencies

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## **Implementation Of Cyber Public Relations In Detik.com**

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### **ABSTRACT**

Cyber PR Implementation is a PR program implementation by utilizing online media to communicate with public. Utilization of online media as a supporter of the duties of public relations practitioners of course different and diverse in each company. One of the companies used in the business world is Detik.com. Detik.com is an online media in the providers of information and news services that exist in Indonesia, various activities conducted Detik.com in carrying out duties and responsibilities work very profitable on the availability of internet connection. Based on the background, things that are examined in this study are; "How the implementation of Cyber Public Relations at Detik.com?".

Key words : Cyber PR, Implementation, Public Relations

### **1.INTRODUCTION**

One of the media online that used by the PR practitioners is the cyber PR, according to Onggo (2004:1) is a public relations initiative to used the internet as one of their media for their publicity. Practitioner of PR can used cyber PR for building their relationships between their company's business with the their public audience.

Public relations practitioners, also in using Cyber PR activities to build the brand of their company and maintain contact with the public, or in discussion of this consumer market. Cyber PR also has a larger role and spacious compared to conventional PR, including constant communication, rapid response, reaching out to the global market, an interactive, two-way communication, and thrifty.

The entire PR activities can be done in the internet from getting engagements publications, relations with users of information and more great PR management that can also be done on

the internet. Thus, PR activities can be more flexible than is done in the real world, where conventional PR program budget nearly hundreds of millions, if it is done in the world of the internet will be much cheaper. The Internet has made the perpetrators of this media utilizing PR. Cyber PR Implementation is an implementation of PR program by utilizing online media to communicate with public. Utilization of online media as a supporter of the duties of public relations practitioners of course different and diverse in each company.

Detik.com is an online media service providers information and news that is in Indonesia, Detik.com conducted a variety of activities in carrying out its duties and responsibilities improvements depend heavily on the availability of an internet connection because it is on essentially the Detik.com online media is so very dominant online activity compared to offline activities, website Detik.com online accessible 24 hours, writing and publishing the news page of the website placed so that it can read the readers or the wider community anywhere, anytime using only gadeget they have and, fellow employees send email each other in formal contexts and informal, and many more things in this case could be included into the concept of E-PR. The purpose of this research is to know the implementation of Cyber Public Relations in the Detik.com.

### **1.1 Definition of Public Relations**

According Cutlip and Center in Effendy (2009:116) PR is a function of the management assess the public attitudes, identify the wisdom and the individual or organization for the sake of public interest, as well as to plan and undertake a program of activities to reach for the understanding and support of the public.

According to the (United Kingdom) the Institute of public relations (IPR) in Frank Jefkins (2003:9) PR is the overall effort is done in a planned and sustainable in order to create and maintain good intentions (to be good) and mutual understanding between an organisation with all audiences.

### **1.2. Definition of Cyber PR**

According to Bob Julius Ongo (2004:1) E-PR is another term for electronic public relations or it could be also called Cyber Public Relations that has sense i.e., public relations are in their publicity activities using the means of the internet. As you well know that at this point the development of communication and information technology has grown rapidly, especially its

impact on the internet that has affected many aspects of life including in the world of public relations (PR) so that the use of the term E-PR can't be avoided again by PR practitioners.

PR through internet media has a larger role and spacious compared to PR of physical world. If PR is offline, You will rely on an intermediary called a reporter or a journalist or editor in delivering corporate messages for broadcast on print media for the sake of building a corporate image (Onggo, 2004:4-6). With E-PR you can pass through this barrier limits and conveyed the messages to your public target and make use of other great potentialities, such as: constant communication, rapid response, global market, interactive, two-way communication, thrifty.

### **1.3. Implementation of Cyber PR**

in a simple implementation can be defined as the implementation or application. Majone and Wildavsky (in Nurdin and Usman, 2002), posited as implementation evaluation. Browne and Wildavsky (in Nurdin and Usman, 2004:70) suggests that "implementation is the expansion of the activities of each other adjust". Understanding the implementation of mutually adjust activities as also expressed by Mclaughin (in Nurdin and Usman, 2004). As for the Schubert (in Barcelona and Usman, 2002:70) suggests that "implementation is systems engineering."

The above notions shows that the implementation is boils down to activity, the presence of the action, the action, or the mechanics of a system. The expression mechanism means that it is not just an event, but an activity that is planned and conducted in earnest based on reference norms specific acupuncture to achieve the goal of activity. Based on the above-mentioned definition then the implementation of cyber PR is meant as a PR program implementation by making use of online media to communicate with the public.

## **DISCUSSION**

### **2.1. Approaches and research methods**

This study used a qualitative approach and the type of this research is descriptive. According to Sukmadinata (2005) qualitative research is the basis of constructivism which assume that the fact that multiple-dimensional, interactive and an exchange of experience on social interpreted by each individual. Its current status is qualitative believes that truth is dynamic and can be found only through the study of the people through its interaction with their social

situation. In this study, researchers will interpret the implementation of Cyber PR company Detik.com and also describe the implementation of Cyber PR which has been implemented by the Detik.com publicist.

## **2.2. Key Informant**

The key Informants in this study is the head of division marketing communications at Detik.com, who is Mrs. Shinta Permatasari. The next informant is one of Staff Marketing Communications Detik.com

## **2.3. Data Collection Technique**

The data that researchers collect consists of two categories: primary data and secondary data. To get the primary data, the researcher will have an in-depth interviews. In this study the author's writing also requires secondary data to further strengthen the more factors that are present in this research. The secondary data in this study is information on Detik.com, where the sourced will be from company profiles of companies and websites.

## **2.4. Data Analysis Techniques**

In analysing the data, the methods used in this research is descriptive analysis method. Interactive Cycle model made by Dabbs (1982). Deep data that authors collect then in descriptive so that the goal of this research can be done. After the data is retrieved the author already proved insufficient, so the author began editing data that there has been compliance with the problems raised. Not all data is received in writing within this scientific masterpiece but should the existence of data reduction that is summary, sorting data that has been accumulated in order not to overload. Results from the summary data obtained, then grouped on sections already arranged systematically in this scientific masterpiece. This stage is called the display data. After all of the data collected, summarized and placed on the appropriate parts then the author presents the results of his observations during this time, through descriptive methods i.e. be principal conclusions regarding the depiction of the issues discussed. Thus, based on the above understanding, the descriptive analysis of the data is collected to look for clarity that is not in the form of figures but rather in the form of a written description. In addition, in collecting data on the possibilities the key response to what has been researched during the research. In the presentation of the results that have been examined, the author describes the descriptive analysis is obtained as follows:

1. Based on information obtained in research from Key informants and Infoman is done through in-depth interviews will be analysed
2. the Data obtained from each category in the descriptive analysis of the authors
3. from each of these categories have been obtained will be linked between the information that one with other information as an answer from a major problem in the research that has been done by the authors.

## **2.5 Location and Research Time**

Research Time: Detik.com Company Center Jakarta Office (September 2017).

## **2.6 Test Qualitative Validity**

The type of validity test used in the process of data collection and analysis-interpretation of data is the type of competence of research subjects. Competence The subject of research "is the subject of research must be credible, by testing the answers to questions with subject experience. For those who have no experience and knowledge about the research problem, the data of the subject is not credible "(Kriyantoro, 2010: 70).

## **2.7. Description of Research Place**

### **2.8. History of Detik.com**

Detik.com Profile - Probably not many people know that initially Detik.com is a private project of a consulting, development and web management service company named: Agronet Multicitra Siberkom (Agrakom). The company was founded by Budiono Darsono with some of his colleagues mostly from Journalist background, in the early days of Agrakom having office in Lebak Bulus Stadium. In 1993 the internet began to mushroom in Indonesia and Agrakom was one of the pioneers of IT content industry that targeted the Internet market at that time.

The 1997 monetary crisis could make Agrakom slumped. Faced with these conditions, then Budiono Darsono (former Detik journalist), Yayan Sofyan (ex Journalist DeTik), Abdul Rahman (former Tempo journalist) and Didi Nugrahadi (Budiono's neighbor living in Pamulang -Tangerang) racked their brains for a new web service concept. remains in demand in a crisis situation. Finally, they decided to create a fast-updated news site in minutes, named: Detik.com. At the beginning of his operation Budiono served as editor in chief as well as a one-tape recorder capital reporter.

As times go, they gradually began to recruit some reporters, while requesting the help of journalist friends in other media to contribute news. On May 30, 1998, eight days after Suharto stepped down, the Detik.com server was ready for access, but only started online with a full serving on July 9, 1998. The news is warm and constantly updated within a matter of seconds. On the design side of the website clad in distinctive colors that are dominated, green, blue, and yellow. This color until now maintained as a characteristic of Detik.com. In just over a month, Detik.com visited about 15,000 pageviews. One year later, the number of visitors dashed to 50,000 per day.

## **2.9. Research Findings**

The research findings based on the concept of Cyber PR and its implementation in Detik.com are as follows: constant communication, rapid response, global market, interactive, two-way communication and thrifty

Based on the concept, this study analyses the implementation of ten types of Cyber PR on Detik.com which consists of :E-mail, signature file, autoresponder, online community, mailing list, online publication, direct mail, online ads, media relations and publicity through search sites

## **2.10. The Analysis of Cyber-PR on Detik.com**

Detik.com is one of the largest online media provider of information and lifestyle information in Indonesia, as an online medium of course Detik.com can no longer be separated in Internet usage activities because the Internet is the main point in Detik.com running its medium, Cyber PR in Detik.com is very felt once its use in access and disseminating information to the public at large, especially readers of Detik.com. Cyber PR in Detik.com has many benefits for the development and service of information to the public Detik.com, cyber PR can also be a tool in controlling the online visitors who often see the website or site Detik.com through UV (User Views) so Detik.com parties can find the content in Detik.com interesting or not for the public, in addition to cyber PR in Detik.com is also useful in establishing communication with various parties ranging from clients, communities, online communities and so all is done online and managed by the Marketing Communications.

### **2.11. Analysis of Cyber-PR Implementation in Detik.com**

Detik.com is an online media in the providers of information and news services available in Indonesia, various activities under taken Detik.com in carrying out duties and responsibilities work is dependent on the availability of internet connection because its basically Detik.com online media so that its online activity is very dominant compared to offline activities , Detik.com website that can be accessed online 24 hours, writing and publishing news placed on the website so that it can be read by readers or community anywhere, anytime just by using gadeget they have and, fellow employees sent each other email in formal and informal context, and there are many more things that in this case could be included into the concept of E-PR. Public Relations or public relations itself is not in the organizational structure Detik.com but doesn't mean the function and role does not exist, just replaced with Marketing Communications who run the function and role of public relations in Detik.com as in general, marketing communications on Detik.com role in facing the target public, readers of Detik.com as well as clients who need a good communication skills and strategies as PR does. The relation of E-PR and Marketing communications on Detik.com is that in keeping and maintaining a good reputation in public with increasing brand awareness is all done online.

### **2.12. Analysis of E-mail on Detik.com**

The use of email on this function for internal Detik.com more coordination between divisions or departments of the company itself. As for the eksternalnya, Detik.com using email to communicate with the public eksternalnya including customer or client Detik.com.

### **2.13. Analysis of Signature File on the Detik.com**

Signature file that is listed in the email Detik.com has important information not necessarily redundant, information that is in the sig file Detik.com to send email to other Division includes information such as company name, personal name the position in the Division and a contact person, for communication via email with external parties are not much different just added to the website address and contact person of the company as a whole.

### **2.14. Analysis of Autoresponder at Detik.com**

Using autoresponder is easy for the company, but the company Detik.com does not use this application program. Instead of replying to incoming emails, it is done manually, and

currently only done by two people. So the process is less effective. It causes multiple incoming emails, not retaliated.

### **2.15. Analysis on Detik.com Online community**

Detik.com did not follow an online community, but Detik.com precisely that becomes the container or creating online community itself. Detik.com news portal there are many types of Canal or categories of content such as lifestyle, traveler, sport, entertainment and much more. Of information through its website Detik.com share then appear online communities is based on the existing Canal at Detik.com online community such as, for example, Seconds that travel is a combination of mutually traveller lovers share information and experience about traveling with fellow community and also to the reader Detik.com. Detik.com also provides a forum for the online community on its website so that at this time many more online communities that have sprung up based on the reader's Detik.com initiative.

### **2.17. Analysis on The Mailing List on Detik.com**

Detik.com only uses mailing list for internal corporate interests. Marcomm Detik.com has a mailing list of any existing divisions in Detik.com. A mailing list for communication serves to Detik.com, coordination, and information about the work in accordance with the Division. For example, Marcomm Detik.com got an e-mail that contains a company wants to put up a banner online at the website Detik.com. The next step of Marcomm is continuing this e-mail to the mailing list categories the Division of Marketing and Sales. Further dealing with the cooperation of the Division of Marketing and Sales.

### **2.18. Analysis of Online Publications on Detik.com**

Detik.com did not mention using ezine as their online publication since last year. Even so, Detik.com using social media like Facebook and Twitter as their online publication. Thanks to the consistency in maximizing both the social media Detik.com, increase the number of visitors each year. Until now, the Detik.com already has 3,924,706 people who like Facebook page and reached 13.6 million followers on Twitter. Detik.com also has applications in order to make the reader more updates with news that loaded Detik.com. This application has a notification system allowing users to instantly find out the latest news without having to open the application first.

### **2.19. Analysis on Direct Email at Detik.com**

Detik.com company using email blast as a means to communicate or promote something that is contained inside, because it costs a lot cheaper compared to send through the mail and in addition also using email blast can also build good relations with the customers of the company the Detik.com because the response from the customer will be obtained more quickly than by using a media post that takes a long time in the the shipment.

### **2.20. Analysis on Online Advertising at Detik.com**

Detik.com always got an offer from big companies who want to advertise their products on the website Detik.com because votes from website traffic.

Banner advertising and design variations offered any Detik.com diverse and customized by the budget of the client. Payout type i.e., cost per click and cost per day. The party of maintaining this section is a division of marketing. In addition to collaboration offline, clients can also access detik.com line ad to advertise their website Detik.com. In the website, readers can see a variety of ads in accordance with the categories provided by the Detik.com as, cars, property, motor, health, food, drink, fashion, & etc.

### **2.21. Analysis of Media Relations in the Detik.com**

Detik.com did not company strained relations with much of the media, because the media was considered a competitor company and press releases made by the Detik.com also not given to journalists but only for external public companies, that will be published on the website Detik.com itself.

### **2.22. Analysis of Publicity Through Search Engines**

Site search is an important tool for the Detik.com news portal should always be actual. Currently the website Detik.com that always appear in the order of the first 10 on the site search. The results of the author's interviews with the staff of marcomm stated that of the IT Director got a special way to do this. IT Director Detik.com company is working with Google, which is currently the world's largest search site. Google has a feature called AdWords that can help make the website a company occupying the top site in searchers.

## CONCLUSION

Detik.com website designed with an interesting look as well as provide a variety of information that poured dense briefly and clearly, and like the advantages of online media Detik.com also generally accessible anywhere and anytime as long as to connect to the internet, editorial an understandable then served quickly, so the media has the power of leveraging more inviting country investors and tenants of commercial advertising, so the Detik.com also provide spaces of interaction the reader through the facilities forums, readers could discuss over discussing the topic and can get information at once greeted each other with other people, relatives and sib anywhere. In the use of E-PR Detik.com considered applying a wide range of existing activities in the E-PR as the use of e-mail is the way to communicate, signature files as identity, press release online that do if Detik.com have an error for clarified the scope of even only for internal Detik.com.

Another advantage possessed Detik.com online media lies in the utilization of search sites, Detik.com assessed already utilize search sites with the maximum can be seen from the order that always occupy the top ten. In this case Detik.com uses the AdWords service on its famous search site, Google. As the largest online media in Indonesia, Detik.com also has various shortcomings of the writer know through observation and interviews with the staff of its own, Detik.com as for shortcomings that there are only minor shortcomings, like too his many banner ads and posters on the page of the website Detik.com, the large number of redirects to other pages if open news, the number of Pop Up ads that appear on the page when you access the website.

Suggestion for Detik.com. First suggestion is as an online media Detik.com already use an E-PR in a variety of activities. However, there are some services E-PR that important but Detik.com don't used it, such as an autoresponder, mailing lists for public eksternal, and e-zine. As one of the largest online media in Indonesia, Detik.com have thousands of e-mail every day and have to respond everything quickly. But in fact, Detik.com still use the manual way in reply to e-mail. In another way, there are only two people, who handle to reply a thousand e-mail. This will have a major impact if not taken seriously against the corporate image Detik.com, because it will be much better if a company can quickly respond to the e-mails from people who have an question or interest with Detik.com. Detik.com needs to use an autoresponder program so that his work helped because it could be a lot of important e-mail and even illegible due to lack of organized by the party handle it. The limitations of

human resources manage part is also the thing that needs to be considered by the Detik.com henceforth immediately using an autoresponder program.

Another suggestion is Detik.com need to have a mailing list for an external public. So if Detik.com want to pass on the information to outside parties, Detik.com only need to send it to the mailing list that has been created. This way will make it easier to send e-mail in the Detik.com practically. In addition, we recommend Detik.com online ads need to reduce that shaped pop up because it will disturb the visitors of the website who want to read the news on the website Detik.com. Detik.com also must maintain and enhance the good relationship with online communities, such as continuing to build communication and create events that are interesting and innovative.

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## **Organizational Amnesia as the Barrier of Small and Medium Sized Enterprises to Improve Performance in the Global Market**

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### **ABSTRACT**

Small and medium-sized enterprises (SMEs) has an important role in economic. Their existence looked significant when the economy crisis in Asia 1997 and the world economic crisis in 2008. Therefore the role of SMEs for business and society is imperative, their sustainability should be maintained through utilizing knowledge and learning process to optimize their potential knowledge. However, different from the large organization that typically have resources to maintain their knowledge and learning process extensively, SMEs fall into lack of resources that driving them on amnesia consistently (S J Hall & De Raffaele, 2013). This paper aims to describe the appearance of organizational amnesia (OA) as the failure of organizations to learn reliably at the organizational level (Kransdorff, 1998) and it is inherent in SMEs daily activities. This phenomenon is proposed affect SMEs' performance to compete in the market place. Some conclusion and future research has been recommended.

**Keywords:** Organizational amnesia, Organizational performance, Small and medium-sized enterprise

### **INTRODUCTION**

The significant impact of small and medium-sized enterprises (SMEs) to world economies has been documented nicely by Birch (1989) and Storey (1994). This kind of organization exist with hundreds of employees make up the largest business sector in every countries (Culkin & Smith, 2006), and governments around the world are increasingly promoting and supporting SMEs growth as part of their national strategy due to their important role in GDP growth and driving socio-economic development (Karadag, 2016), some of them able to present their

products in global market. In literature, there is not a global definition about SME, and it could define in a different way across countries, because the dimension of “small” and “medium” of a firm is relative to the size of the domestic economy. OECD (2017) defines a SME as the firms employing up to 249 employees, and it can be breakdown into three levels, namely: micro firm (range from 1 to 9), small firm (10 to 49) and medium firm (50-249) while UK government adding a criteria such as the balance sheet total not more than £11.4 million. Airaksinen, et al. (2018) noted that SMEs represent around 99 % of all enterprises in the world and absorb significant employees. Based on OECD report in 2017, the increasing number of SME can help governments escaping from low productivity traps, improving the quality of jobs for low-skilled employee stimulate economic growth, and social inclusion objectives. Therefore, the role of SME is essential and should obtain more roles in business and society. However, many SMEs enable to utilize their knowledge optimally because some weaknesses so it will decrease their ability to increase performance and compete in global market. Raising this problem allows the author to do some investigation and discussion in the existing literatures.

Prior literature in knowledge management tend to analyse the processes of dissemination of knowledge and utilize information in large companies rather than small organization (Cerchione, Esposito, & Spadaro, 2016). Yet, in recent year some literature have been focusing on knowledge management in SME (Frey, 2001; McAdam & Reid, 2001; Wong & Aspinwall, 2005; Pillania, 2008). However, micro organizations have difficulties to avoid some problems that inherent with their daily activities. For example a couple decades ago Kransdorff (1998) introduced “organizational amnesia” (OA) to explain the existence of amnesia in organization routines due to inability to capture and diffuse learning in the organization because lack of accessibility of the knowledge generated from learning. In micro-sized enterprises the influence of OA will be felt even if only one member departs within a certain time (Hall & De Raffaele, 2013). Another issue such as high level of turnover, shift-work rotation, downsizing staff level, limited financial and human resources within the SMEs and perceive benefit of knowledge management itself make them difficult to implement knowledge management as a part of their strategy. Edvardsson(2006) noted that only 24 percent of Icelandic micro firms have a knowledge management programme in place, while mostly SMEs in Indonesia do not put knowledge management as priority (LPPPI & BI, 2015). The nuisance to utilize knowledge and information sent micro organization difficulties to compete in the global market.

Therefore, the authors argue that social science should present to contribute in this area, and some gaps should be fulfilled by researchers to solve problem. For instance, rising answer why micro organizations tend to be failure utilizing their knowledge as resources of organization to face market globalization.

## **DISCUSSION**

The main objective of organizations is to be more competitive in market place that is why they need to optimize the potential knowledge. However, in spite of the tendency to build knowledge management in SME, the studies have shown that it is not effortless for an organization to learn (Othman & Hashim, 2004) and also able to develop learning capabilities even most of them have natural propensity to forget (Conklin, 2001).

The notion of organization memory lost had been mentioned more than a couple decades (Stein, 1995) while organizational amnesia (Kransdorff, 1998) indicated an organization fail to benefit from its experiences due to lack of ability to effectively transmit the knowledge to the places in the organization where the lessons learned are absorbed and used. Explaining more detail about this situation, Othman & Hashim (2004) divided organizational amnesia to be two types. The first is named “time-based organizational amnesia”, reflect the failure to utilize learning that has taken place to make the necessary adaptation, and second is “space-based organizational amnesia” that related to the inability to move or diffuse lessons learned at one place to other places in the organization.

In SMEs context this kind of phenomenon is always happen in daily activities and it would affect the way organizations behave, in turn influencing their overall decision in their market place. Storey & Kahn (2010) noted the critical position of organizational memory in decision making process also some researchers have explored the extent to which memory affects how managers make decisions in the global market.

To understand the causes of organizational amnesia are cannot be separated with the organization learning process. According to Easterby-Smith (1997) learning organization is action-oriented processes by creating and expanding organizational capacity to learn, while Birdthistle (2008) emphasised that organizational learning can be used as heuristic tool to explain and quantify learning process. There were some scholars also tried to explain the dimension of organization learning process entire organisation such as Örtenblad (2002) that described four aspects of the learning organization construct. First, knowledge is stored in the organizational memory. Second, learning activity is seen as implementation of knowledge at dissimilar stages. Third, learning environment perspective looks organization as a place to

facilitate the learning activities for employees. The last is the learning formation perspective that looked learning organization as a flexible component. Watkins & Marsick (1993) also mentioned seven elements of a learning organization process, namely continuous learning opportunities, inquiry and dialogue, collaboration and team learning, systems to capture and share learning, a collective vision, connection to the company's environment, and strategic leadership for learning. Crossan, Lane, & White (1999) also presented a structure of organizational learning into four processes those covering individual, group and organizational level. The first is intuiting that happen in individual level. It represents that each person is unique with own cognitive map that will affects recognition process, the higher degree of personal expertise, the higher his ability to perceive patterns than others. This kind of process does not influence organization unless it is shared to all parts of organization. The second is, interpreting that refers to as social activity that allows individual learning with group level that generates a common language and develops convergence of meaning. The third process is integrating which enlargement of shared thoughtful and taking coherent collective action by members of the group. The best achievement of this stage is when actions repeated and accepted as regular process and tend to be made as the organization standard. It means that the learning process that takes place at the group level is linked to the organization level. Finally, institutionalizing is the process whereby the learning activities are becoming embedded in the systems, structures, strategy, and the culture of the organization. The accumulation of those activities can create a new knowledge that is stored in organization's memory. In other word institutionalizing ensures that what had been learned embedded in organisation system and no longer based on the person who was the drive of the learning process.

Furthermore, from organizational learning perspective it can be proposed that OA can happen in entire stages since learning is principally as a process of knowledge acquisition (Bahra, 2001), also knowledge is an abstract matter that cover individual experience, values, intuition, personal expertise, social background that provides a context and framework for incorporating new experiences and information, so knowledge should appear not only in organizations' records but it also been reflected in organization daily activities. So, it can be argued that the appearance of OA will make difficult of all organization to build up organizational learning because the nature of knowledge itself.

Another explanation why knowledge will lose in a certain process because quite often it must be understood based on the background that was generated and it has explicit and tacit bases. For explicit knowledge can be bit easier to be transferred become formal language within

organization but the problem always happen when tacit knowledge need to be articulated since it lies on personal perspectives and value system (Bahra, 2001).

Ensuring that tacit knowledge stored properly, Kogut & Zander (1992) argued that knowledge has had a set of identifiable rules and relationship so make it easier to be communicated, failure to converse tacit knowledge makes knowledge difficult to be transferred entire organization. In Addition Kransdorff (1998) added that both person and group level tend to avoid lesson, then the learning process can be rather distorted and misplaced. For a simple case even though an organisation already installed certain software to support the knowledge storage within organization there are still possible fail to access properly by all of organizational member due to knowledge has a tacit aspect, so using and replicating them in other parts of organization may not easy because it is still need a specific skill (Othman & Hashim, 2004), and everyone also has different intelligence (Kogut & Zander, 1992). Dealing with the human factor Cohen & Levinthal (1990) mentioned that previous knowledge of human being will affect the way they utilize the new knowledge. Long experience and the accumulation of knowledge in memory will increase the person ability to absorb and implement a specific knowledge. Schulz (2001) described that in term of utilize the knowledge among members of organization, a regular training to increase the personal capacity is needed to make it more reflective unless organizational learning will be a vicious cycle that restricting further learning and give more space for organizational amnesia. All elements that mentioned above are very susceptible in micro enterprises that can influence their daily business activities in the market.

OA indicates firms lost their memory so they are incapable of recalling their past knowledge and inability to communicate lessons within organization. This situation will influence the overall organizational performance, particularly in responding the change of global market and business preference. In order to response the uncertainty of business landscape, the firms need listening carefully their customers, develop product and service excellent, while at the same time preparing internal proper system to optimizing their knowledge to face competition. In other word the traditional management style of SME is never sufficient as weapon to response changes and global market preference. Therefore, participation of all the member of organization in the development and maintaining the business process will be fundamental aspect for future organisational (Choueke & Armstrong, 1998).

As known, it is very often found in SME that the absence one of member for a certain period will influence all the organization process. Some scholar also argued that SME always living with amnesia which knowledge management and organisational learning are nice to have but

it really hard to justify. There are some problems to install learning system entire organization such as limited of incentive makes member of organization reluctant to share his knowledge, building knowledge system also needs some cost and a good administration to maintain knowledge resources. In sum, SMEs is consistently on the threshold of corporate amnesia and it will directly influence their market performance. According Oto Deshpandé, Farley, & Webster (1993) and (Drew, 1997) organizational performance the degree to which companies attained its business goals and it can be measures from several factors, such as overall success, market share, growth rate, profitability and also innovativeness compare with their competitors. While Keh et al. (2007) divided organizational performance in two dimensions such as financial performance and non-financial performance. So, it is able to argue that the existence of OA in SMEs will directly influence their performance in the market place.

## CONCLUSION

The large organizations typically have resources to maintain critical information and knowledge extensively, while micro sized organization is always face weaknesses of sources that driving them on the amnesia consistently. This situation would influence their existence in market place. The barriers such as cost and require a good administration (Hall & De Raffaele, 2013) to maintain knowledge resources makes difficulty to acquire and utilize the information that fundamentally will affect firm performance (Keh et al., 2007). Also, micro and medium sized organization has a nature for the high level of staff turning over, shift-work, outsourcing process until downsizing that can cause organizational amnesia.

An organization needs continuously gather knowledge and information in order to deliver high-quality products or services in the market consistently (Slater & Narver, 1998). Brockman & Morgan (2003) argued that enterprises with more information about the market tend to benefit in a higher level of performance. The authors could argue that the more organisation maintaining and acquiring knowledge the more possibility to utilize their sources to increase their performance in the market place. Therefore, to be more precise an empirical assessment of the nature relation among variables proposed should be test to get more explanation and to prove the level of generalizability. Also, since the concept of OA is still being developed the researchers should contribute to fill this gap. Finding a clear concept, possible dimensions and some indicators to identify the existence of OA within SMEs would enrich the social science literature, and this more challenging for social researchers to contribute.

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## **The Use Of Digital Books Based on Android Device Application to Support Intellectual Culture: A Case Study in Open University of Indonesia**

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### **ABSTRACT**

Various applications developed by universities especially the university with distance education system such as Open University in Indonesia, start from easiness of access, facilities and user-oriented for tutorials, registrations and examination. Most device, application and facilities developed to assist students in accessing many services in completing their academic life. This paper tries to explore more about the implementation of android device application in digital teaching material that has been developed by the Open University at the beginning of 2017 which already downloaded and used almost more than 10.000 users, which focused on activities and guides and support intellectual culture, researches, books, paper to students, tutors and lecturers. It can be analyzed based aspects of effectiveness and efficiency. The feature and assessment of application based on android can be analyzed from system quality, number of users, purposes, simplicity, user-oriented of application and time of use. "Bahan Ajar Digital Universitas Terbuka" or Digital Books of Open University of Indonesia in version 2.3.2 (july 2017) bring some invention of eBooks that exposed the opportunities and accesses of our students from all over Indonesia and the world and support limitless access about intellectual property, since we have so many students even in the rural, remote or isolate areas. The conclusion that the application of Android Based Digital Teaching Materials is really help students, tutors and lecturers at the Open University of Indonesia to understand and comprehend materials for online learning, face to face tutorial and also final examination.

Key words : Android, eBook, Access, Application

## INTRODUCTION

Currently there are so many applications developed by many universities such as Open Universities in Indonesia, from easy access, facilities and user needs oriented to tutorials, registration and examination. In general, applications and facilities are developed to assist students in accessing many facilities and services in completing their academic tasks.

At this time, one of the applications that has been developed by the Open University is the Digital Books, it is a new service for all students to access Digital Books of Open University, Digital Books or referred to as Bahan Ajar Digital (BA Digital) is the adaptation of the UT Basic Printed Materials (BMP) which has been used as the main material of the students. BA Digital can be accessed offline via android device. This service has been launched on January 30, 2017.

BA Digital UT is a repository system and electronic book reader developed by Open University. This service is developed with the objective that students can access BMP / Books using mobile device easily and practically. This system allows students to be able to access, download, and read BMP according to the courses that have been registered.

This study discusses the detail application of digital books developed by the Open University, focusing more on the activities and guidelines and the use of android applications as one of the systems that can be analyzed based on aspects of usability, effectiveness and efficiency.

The quality, usability and evaluation in the application of digital books based on android can be seen on the quality of the system, the number of users, purpose, ease of application and time in using it. This study can be drawn the conclusion that Application of Android-Based Digital Books is able to facilitate students at the Open University in understanding the material for learning.



Picture 1. Home Page of Bahan Ajar Digital UT / UT Digital Library in Android version

## **The Android System**

Wikipedia described Android (/æɪn.drɔɪd/; AN-droyd) as a Linux-based operating system designed for Touch-screen mobile devices, it runs for smart phones and tablet in computers. The Android users are based on direct operation, using trace input which are actions in the real world, such as swiping, tapping, pinching, and flipping the pinch to operate the object on the screen. Android is the operating system with open source. In addition, Android has various application developer community (apps) that extend device functionality, generally written in a customized version of the Java programming language.

## **Characteristics of Android**

Based on the description above, in their site ([www.android.com](http://www.android.com)) stated that there are 4 characteristics of Android, they are :

### **1. Openness**

Android is built completely open, so an app can develop for many functions of the phone such as making calls, sending text messages, using the camera and others. Android is a virtual machine specifically designed to optimize the memory and hardware resources contained within the device. Android is open source, can be freely expanded to incorporate new, more advanced technologies. This platform will continue to evolve to build mobile applications.

### **2. Same Access**

Android does not make a difference to the main apps of phone and third-party applications. All applications can be built to have equal access to the capabilities of a phone in providing users with a broad range of services and applications.

### **3. Resolve problems**

Android breaks down barriers to building new and innovative applications. For example, developers can combine information obtained from the web with data on a person's phone such as a user's contact, calendar or geographic location.

### **4. Fast and easy application development**

Android provides users with extensive access to better applications. Android has a set of tools that can be used to help developers in improving productivity when building applications that are created.

(Source: <http://www.android.com/about/>)

### **Digital Books for Learning Material in Android**

Digital Books is one of the most important parts in the learning process, because the source of information in the can on the learning process can be started from teaching materials. Mulyasa (2006: 96) defines that teaching materials is one part of teaching resources that can be interpreted something which contains learning messages, both specific and general nature that can be utilized for the benefit of learning.

The explanation of the definition of teaching materials is further explained by Widodo and Jasmadi in Ika Lestari (2013: 1) which states that teaching materials are a set of learning tools or tools containing learning materials, methods, limitations, and ways of evaluating systematically designed and Interesting in order to achieve the expected goal, it is designed to achieve competence and sub-competence with all its complexity.

In the help of technology, the Directorate of High School Development (2008) classifies teaching materials into four categories, they are *printed materials*; Such as the distribution of notes in lectures, books, modules, student activity sheets, brochures, leaflets, wallcharts, photographs or drawings, and modules. Then *audio materials* such as cassettes, radio and audio compact disks. In addition there is *audio-visual learning materials* such as video compact disks, projectors and movies, and the last category is *Interactive multimedia* teaching materials such as CAI (Computer Assisted Instruction), interactive multimedia compact disc (CD) and web-based learning materials (web based learning materials).

Based on previous exposure, the definition and term of teaching materials used in this study is a systematic learning materials or materials used by teachers, lecturers, tutors, teachers and students in learning to achieve the expected goals.

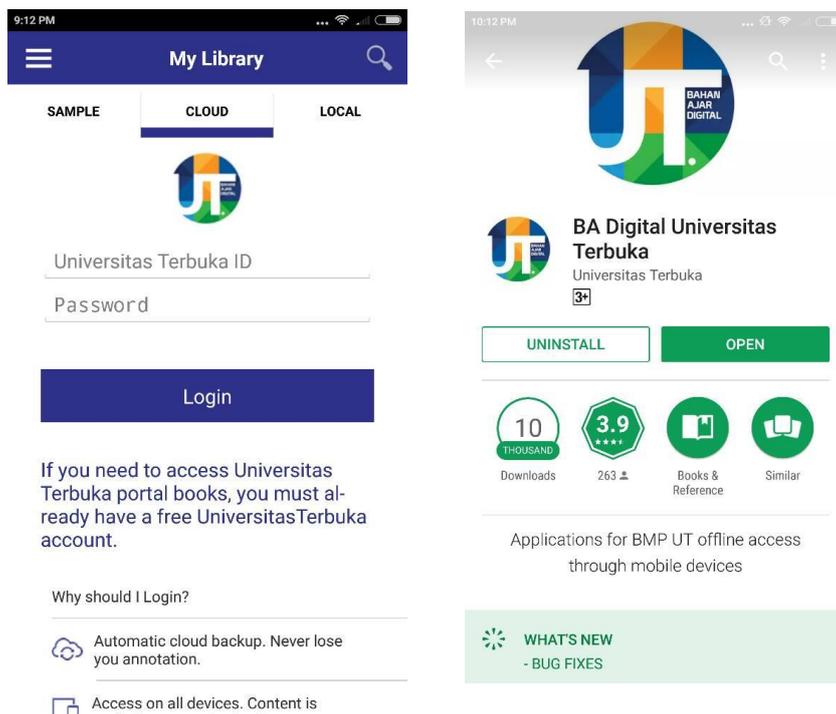
### **Types of Teaching Resources**

In general, teaching materials can be divided into two types, such as printed and non-printed materials. Printed teaching materials can be handouts, books, modules, brochures, and student worksheets. While non-teaching materials include, audio teaching materials such as tapes, radio, video and audio compact discs.

The teaching materials referred to in this study are more into printed textbook material. This is because textbooks are closely related to the curriculum, syllabus, competency standards, and basic competencies. Rudi Susilana (2007: 14) stated that the textbook is a book

about a particular field of study or science that is structured to facilitate the teachers and students in an effort to achieve learning goals.

This type of teaching materials is developed based on the needs of its users and the characteristics of the community in the environment. The Open University initiated the use of non-printed digital teaching materials through digital libraries in the Virtual Reading Room or RBV and then redeveloped on android-based applications in Digital Teaching Materials or Digital Books. It is intended that students can access in and also outside Indonesia can access the materials easily.



Picture 1. Home Page of Bahan Ajar Digital UT / UT Digital Library in Android version

### Digital Instruction Service

This Digital Teaching Service can only be obtained free of charge by all students who have registered on certain subject in the running semester. Students can access the Digital Books by entering their students number and name of the course that are registered, not all teaching materials can be downloaded. UT students who do not register courses in the current semester cannot access Digital Books. To be able to use this service, students must first do the registration of the course at the beginning of the semester. UT students are able to access BA Digital content a week after the ending of registration period.

The use of this Digital Books begins with installing the app, by opening Google Playstore and using the keyword 'BA Digital UT'. In addition students also get email notifications

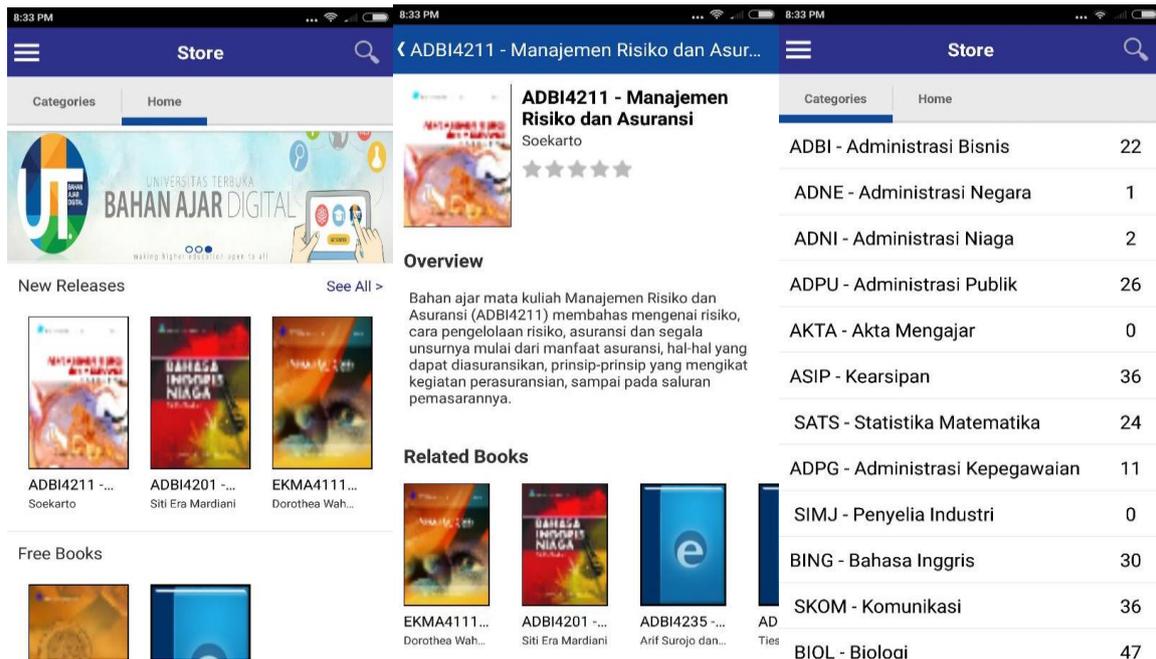
sent to the official email account which registered in UT database (<http://ecampus.ut.ac.id>).



Picture 2. Homescreen and Searching features

Students can login using their data along with notification on email. If they success to login, students can get a list of BMP titles that can be accessed for free. Since its launch in January 2017 until April 2017, there have been over 10,000 users downloading this app on their mobile device.

Students can access this application freely with the user name: studentsnumber@ecampus.ut.ac.id and initial password: Ut + mmddyy For example: Ut + mmddyy (Ut22031997). This Digital BA can only be accessed online and offline. BMP can be downloaded and opened anytime and anywhere without the need of internet connection (offline access). The collection of BA Digital contained in this system has been protected by a security system to avoid illegal access.



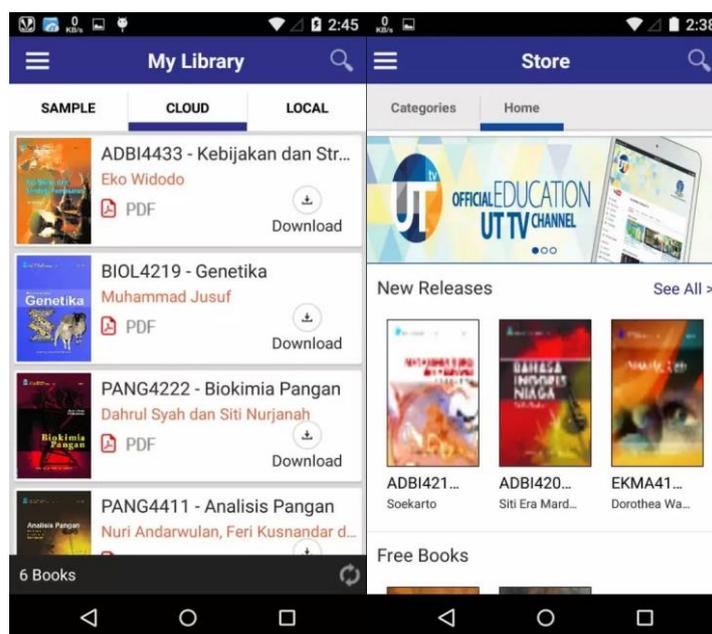
Picture 3. Information about books and its description

No	Topics	Comments
1	Loading	The app works fine, but for books in the my library, will it be updated several time and sometime takes time too long.
2	Download	For downloading should use "Loading progress%" in order to see the progress of its download.
3	Screen	The screen is really small when it opens the book. Though the screen 5.5 "should be enough.
4	Brightness	App is good, please give some option for setting brightness when opening file. Brightness is so bright that it makes eyes sore. thanks. Good job
5	Loading	Good, Free .. Just want to ask how to move books from cloud to local? It is took time in every page loading.
6	Download	This app always closes itself when the book is already downloaded
7	App	Thats so good and so help for me to learn
8	Log in	I have installed and successfully login / sign-in. Unfortunately when will open, sometimes it did not give any respond and application get closed.
9	App	Good & easy at login, but when all modules are downloaded, suddenly the application did not respond.

Table 1. Comments and Suggestions from Students

### Features in the Applications of Digital Learning Materials

The reader application contained in Digital Learning Materials is equipped with bookmark, note, and highlight feature (Highlight feature only works on book format). These features are expected to assist students in reading and understanding the contents of BMP. The features in the application of digital teaching materials will be added so that the use of this application more and can be used massively.



Picture 4. Books and its features

### Usability of Application

The definition of usability according to International Standard Organization (ISO) in 9241 about usability standard (1998) is the product that can be used by a particular user to achieve a target with effectiveness, efficiency and satisfaction of use in a particular context. The usage context consists of users, tasks, equipment (hardware, software and materials). Based on these definitions usability is measured by component:

- a. Easiness is defined as how fast the users are proficient in using the system as well as the ease of use of running a function as well as what the user wants they can get. Digital Books in UT is really easy and students can access it from their smartphone, it is designed for students to learn and comprehend materials by themselves.

- b. Efficiency is defined as the resources spent to achieve accuracy and completeness of objectives. This Digital Books in android will avoid several unusable budget and time, it is really efficient for students to find their needs by using their smartphone.
- c. Importance is defined how the user's ability to retain knowledge after a certain period of time, the ability to remember obtained from the laying of the menu is always fixed. The application will update several periods if there is some suggestions and input for better ways and fix some errors.
- d. Errors are defined by how many mistakes the user makes, the user-generated error encompasses what nonconformity the user thinks with what the system. This application also provides some input, comments, testimonials for students to give some feedback if they find any error, so the developer will fix the errors as soon as possible.



Picture 5. Review rating from more than 300 users (3.8 out of 5.0) in July 2017

- e. Satisfaction is defined as the freedom from discomfort, and a positive attitude toward the use of a subjective product or measure as the user feels about the use of the system. Most students satisfied with this application and it still developing to be better in the future. Some of our students also gave ratings 3.8 out of 5.0 in July 2017.

## CONCLUSIONS

Various applications developed by universities such as Open Universities in Indonesia, which started to be developed, from easy access, facilities and user needs oriented to tutorials, registration and examination.

Applications and facilities developed are very helpful for students in completing their academic tasks. Quality Evaluation in this android-based materials application runs well with users reaching over 10,000 for just 4 months since launch in January 2017.

Application of Android-based Digital Teaching Materials is able to facilitate students at the Open University in understanding the material for learning, this is can be seen by the number of downloads both on the device and the application.

Mobile devices that can be used to access BA Digital UT are mobile devices with Android operating system, it is expected that in the future Apple iOS users can use the Service of Digital Teaching Facilities at the Open University.

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## **The Understanding of Lecturers of Universitas Negeri Jakarta on Intellectual Property Rights (IPRs) Regime in Indonesia**

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### **ABSTRACT**

Although IPRs protection in Indonesia has been going on for quite some time, knowledge on IPRs has not been adequate. One significant thing is that many people still do not know the difference between patents and copyright. This is of great concern since the legal protection of patents and copyrights has been granted on the archipelago in 1910 (patent) and 1912 (copyright). Likewise regarding other types of IPR. Whereas in the current era of information globalization, information is one of the determinants of excellence in many ways including the economic field, IPRs is a very vital factor. In the world of academics, knowledge about IPRs is also important because lecturers should disseminate the concept of IPRs to their students as well as to protect their works and/or innovation or invention. So that lecturers should also be equipped with an adequate understanding of IPR. This research applies descriptive analysis by using qualitative approach. The data was obtained by interviewing seven lecturers of Universitas Negeri Jakarta. Based on the data, the understanding of the lecturers on this particular matter need to be elevated.

Keywords: TRIPS, IPRs, patents, copyright

### **INTRODUCTION**

Intellectual Property Rights are, actually, not a new concept in Indonesian. The terms patent, copyright and trademark are IPRs types which popular compared trade secrets, geographical indications, industrial design and layout design of integrated circuits. Eventhough patents and copyright are more popular, but the use of the terms are sometimes not correct. It is because many of Indonesian do not understand the meaning or concept of both terms.

After the Government of Indonesia signed the General Agreement on Tariff and Trade (GATT) in 1994, the government ratified the agreement through Law Number 7 Year 1994 regarding Ratification of Agreement Establishing The World Trade Organization. GATT has addendum which protect IPRs, that is Agreement on Trade-Related of Intellectual Property Rights (TRIPS). In TRIPS, there are seven terms to protect the products of human intellectual. They are namely Copyright, Patents, Trademarks, Trade Secrets, Industrial Designs, Layout Designs of Integrated Circuits and Geographical Indications. All the countries that signed the agreement are mandated to provide protection for intellectual property of their citizens, at least as specified in the agreement. Indonesia is included in the category of developing countries, thus the limit of granting period to provide protection through laws is by the year of 2000. In 2000, the Indonesian government issued three laws governing three types of IPRs, namely: (1) Law Number 30 Year 2000 regarding Trade Secrets; (2) of Law Number 31 Year 2000 regarding Industrial Design; and (3) Law Number 32 Year 2000 regarding Layout Design of Integrated Circuit.

The government need to disseminate the concept of IPRs regime to the society. One of elements that could help the government is lecturer. Lecturers hold strategic positions to also be able to spread the understanding of this HKI regime to the students. It is expected that lecturers can convey the understanding of IPR in relevant courses or also insert knowledge of IPRs in lectures or in research activities with students or even in some light discussions that may produce works that can be protected through IPRs regime. Moreover, through the current government policy, lecturers should also understand how to protect their intellectual works.

Universitas Negeri Jakarta has more than a thousand lecturers. It is important for the lecturers to understand IPRs. This study aims to seek the understanding of Universitas Negeri Jakarta lecturers on IPRs regime in Indonesia.

### **The Concept of Understand**

In the concept of Bloom's Taxonomy, which consists of 6 (six) levels, understand is at the second level—after remember. The levels are as follows: remember, understand, apply, analyze, evaluate, and create. Each level has a different level of complexity. The higher the level, thus the more complex/higher the ability that should be shown. For example, the level of understand has a higher complexity compared than the level of remember. Krathwohl (2002, p 215) states that what is meant by understand is "Understand -

Determining the meaning of instructional messages, including oral, written, and graphic communication." Furthermore, he writes that the dimensions included in the understanding are: interpreting; exemplifying; classifying; summerizing; inferring; comparing; explaining.

### **Intellectual Property Rights Protection in Indonesia**

Intellectual Property Rights (IPRs) is a term used to refer to rights as a result of the human mind. On the result of innovation and/or invention, the innovator(s) and/or inventor(s) should be given an incentive(s) for the results of his efforts (Tim Lindsey, et.al (ed), 2005). Agus Sardjono (2006) said that IPRs regime is a regime that protects commercialization of the result(s) of human mind.

IPRs are assets which are included as intangible assets. The protection on IPRs is granted on the following grounds (Tim Lindsey, et.al (ed), 2005):

1. Natural rights: that man should have control over what they created. Therefore, other people have to acknowledge the results of other human minds.
2. Protection of reputation: in generating inventions or works, a person or a company usually spends substantial costs. These costs are used in research and development to gain good reputation. Thus, it is logical if they want to protect the results of innovation(s) or invention(s) from other party(ies) who use their research results without permission.
3. The reward of innovation and creation: incentives for innovators and inventors is expected will encourage and assist them in conducting research. In addition, the results could be solutions to existing problems.

Candra Irawan (2011) put forward some criticisms on the politics of IPRs law in Indonesia. One of his critics is that the principles in enforcing IPR in Indonesia should be based on *Pancasila* (the ideology) and the 1945 Constitution.

The Indonesians are a nation that applies communal-religious way of life. The values of the aforementioned way of life are contained in *Pancasila*. The concept of IPRs, which comes from the Western, is considered not accordance with the principle of life of Indonesians. The implementation of IPRs which gives priority to individual is opposite with the principles that prioritize the benefits for the welfare and justice all together.

It has been pointed out in the Introduction part that there are 7 (seven) rights which are included in IPRs—which have been given protection by the government of Indonesia. Below are the definitions of each IPRs based on the rules that protect it:

1. Patent

The most recent protection on patents is provided through Law Number 13 Year 2006 regarding Patents. This law is replacing Law Number 14 Year 2001 regarding Patents. In Article 1 Number 1 of the Patent Law, the patent is defined as: "the exclusive rights granted by the state to the inventor of his invention in the field of technology for a certain period of time carrying on the invention himself or giving approval to the other party to carry it out."

2. Copyright

The most recent law protecting Copyright is Law Number 28 Year 2014 regarding Copyright. In Article 1 Number 1 of this Law, it is stated that Copyright is defined as: "Copyright is an exclusive right of the creator which arises automatically on the basis of a declarative principle after a work is manifested in a tangible form without prejudice to restrictions in accordance with the provisions of legislation."

This means that a person who produces a copyright does not have to register the results of his work to obtain protection, provided that the creator has declared the result of his creation. Whereas the meaning of the creation is stated in Article 1 Number 3, namely: "the work of inventiveness in the field of science, art, and literature resulting from inspiration, ability, thought, imagination, dexterity, skill, or expressed skill in tangible form. "

The right earned by the creator of his creation is the exclusive right to obtain the economic benefit of his creation (Article 8), which includes, among other things, the publication of creation, the multiplication in all its forms, the translation of creation (Article 9 (1)). If any other party wishes to exercise such economic rights this may be done after obtaining permission from the creator or the copyright owner (Article 9 (2)).

3. Marks

The protection on Marks in Indonesia is given through Law Number 20 Year 2016 regarding Marks and Geographical Indications. The aforementioned law is superseding Law Number 15 Year 2001 regarding Marks. In Article 1 Number 1 stated that:

"Mark is a sign that can be displayed graphically in the form of pictures, logos, names, words, letters, numbers, color arrangements, in the form of 2 (two) dimensions and/or 3 dimensions, sounds, holograms or combinations of 2 (two) or more of such element to distinguish goods and / or services produced by a person or legal entity in the goods and / or service trade activities."

#### 4. Trade Secrets

Based on Article 1 Number 1 of Law Number 30 Year 2000 regarding Trade Secrets stated that:

"Trade Secrets are information that is unknown to the general public in the field of technology and/or business, has economic value because it is useful in business activities, and kept confidential by the owner of Trade Secret."

Thus, inventors and innovators' good results in technology that can be protected through patents or non-value-added technologies can be protected through trade secrets. As long as such information is kept confidential in an appropriate manner by the owner.

#### 5. Industrial Design

Article 1 Number 1 of Law Number 31 Year 2000 regarding Industrial Design states that Industrial Design is:

"A creation of the shape, configuration, or composition of lines or colors, or lines and colors, or combinations thereof, of three-dimensional or two-dimensional shapes that give the aesthetic impression and can be realized in a three-dimensional or two-dimensional pattern and can be used to produce a products, goods, industrial commodities, or handicrafts. "

The application for protection of industrial design rights shall be submitted to the Directorate General of Intellectual Property Rights (*Direktorat Jenderal Hak Kekayaan Intelektual/DJHKI*) as stated in Article 1 Number 3.

#### 6. Layout Designs of Integrated Circuit

Article 1 Number 1 of Law Number 32 Year 2000 regarding Layout Design of Integrated Circuit states that:

"Integrated Circuit is a product in the form of finished or semi-finished, in which there are various elements and at least one of these elements is an active element, partly or entirely interconnected and formed in an integrated semiconductor material intended to produce electronic functions."

## 7. Geographical Indications

Geographical Indications are protected through Law Number 20 Year 2016 regarding Marks and Geographical Indications. In Article 1 Number 6 states that:

"Geographical Indication is a sign indicating the origin of an item and/or a product that due to geographical environmental factors including natural factors, human factors or a combination of both factors provide a reputation, quality, and certain characteristics of the goods and / or products produced.

## **RESEARCH METHOD**

To get real portrait of the understanding of lecturers of Universitas Negeri Jakarta on IPRs regime, this research applies qualitative approach. The number of respondents is 7 lecturers. The interview was conducted in 2015. This research applies analytical descriptive. In this case, the results of interviews with the respondents presented as it is. The interviews are conducted through live interviews recorded with voice recorder and also via emails. The questions used are the open-structured question. The questions raised are based on the concept of Taxonomy Bloom's understanding described by Krathwohl (2002, p.255) which has been written in the preceding section: interpreting; exemplifying (giving examples); classifying; summerizing; inferring; comparing; and explaining. The compilation of indicators of IPRs understanding based on those contained in the Patent Law, Copyright Law, Trademark Rights Act and Geographical Indication, Trade Secret Law, Industrial Design Act, and Layout Design of Integrated Circuit.

## **DISCUSSION**

As has been explained previously that the purpose of this study is to get a preview of how the understanding of Universitas Negeri Jakarta lecturers on IPRs regime in Indonesia. Although the concept of IPRs and some IPRs laws have been implemented in Indonesia, but the understanding of IPR has not reached all levels of society. Academics should have understood the concept of IPR as it relates to the protection of intellectual works. This research is an initial mapping, so the questions asked are general knowledge questions about IPRs regime. The questions are:

1. What do forms of IPRs that you know?
2. What is the appropriate form of protection for the invention in the field of technology?
3. Please explain how important is the IPRs protection in protecting innovation or invention in Indonesia?

4. Have you protected your work, innovation or invention with IPR?
5. What is the name of government agencies that deal with IPRs registration?
6. Please explain your opinion in regards the law enforcement on IPRs laws in Indonesia?

The results of interviews from the first question are as follows: all respondents mention patents, copyright is stated by 6 respondents, trademarks stated by 2 respondents, industrial design rights stated by 1 respondents, and trade secret stated by 1 respondent. Of the seven IPRs contained in TRIPs, only five types of IPRs are mentioned. Two types of IPRs which are not mentioned by the respondent are Geographical Indication (GI) and Integrated Circuit Layout Design.

For the second question: three respondents answered patent; while copyright, trademark and technology design were answered by one respondent for each form of IPRs; two respondents firmly answered that they do not to know and one person answered protection through law with strict sanctions. Actually IPRs right protection for invention in the field of technology can be protected through patent, and/or trade secret.

For the third question the seven respondents answered that it is very important to protect innovation(s) and/or Invention(s). Two respondents explain that the reason is economic reasons; four respondents said it is because of moral rights reasons; and 3 other said that their reason based on the ground that so as there will be no plagiarism. The definition of economic rights is the financial gain earned by an inventor or innovator. Whereas the moral rights (Article 5 Copyright Law) is a permanent inherent right of the creator of his creation except for certain circumstances the exercise of moral rights can be transferred after the creator dies.

The respondent's answer to the fourth question are: four respondents stated that they have not yet protect their works through IPRs protection. Two respondents claimed that they have received copyright protection (one of them earn it by registering to DJHKI). Nevertheless, referring to Copyright Law—actually copyright protection is not required to be registered. What one may do is to get notification (*pencatatan*) from DJHKI; and one respondent claimed to have used copyrights transfer. What is meant by copyrights transfer is a copyright protection agreement. In this case the respondent signed the agreement for his article to be published by an international journal.

The respondent's answer to the fifth question are: two respondents answered DJHKI, one respondent answered Ministry of Law and Human Rights (*Kementerian Hukum dan HAM*), two respondents answered through Faculty of Law or Legislative Body and two respondents answered that they do not know. The protection of copyright does not need

registration, it is protected immediately after a creator declared his/her work. Based on Article 1 Number 4 it is stated that the application is addressed to Minister in the field of law. However, the government body that is assigned to serve public who wants to register their IPRs is DJHKI. The process is through its website.

The respondent's answer to the sixth question are: two respondents answered that our public awareness in regards with the protection of IPRs is still low; one respondent answered that the law enforcement is very weak; two respondents answered that it is still weak; one respondent answered that the law enforcement has not optimal yet; and one respondent answered that the law enforcement is actually good enough, however there is still lack of dissemination and lack of public awareness.

Based on the results of answers from respondents can be submitted the results of the analysis as follows:

- 1) Of the seven types of HKI discussed in this study, patents are the type of IPRs which is stated by all respondents. It is confirmed to what has been stated in the Introduction part that the most popular IPRs forms is patent. Likewise with copyright which is a popular type of HKI although not as popular as Patents. Overall, other types of IPRs are not well known to the respondents.
- 2) Although the answer to the first question Patent is the type of IPRs that is answered by all respondents, but not all respondents know what protection is given by this type of IPRs. Only three respondents or 43% who answered protection for technological invention were patents. It is suspected that this can happen because Patent is the type of IPRs that is often stated or commonly used by mass media even for inappropriate IPRs protection (as described in the Introduction).
- 3) From the answer to the third question that is all respondents answered that IPRs protection is important. However, not all respondents understood what protection and how the process to get IPRs protection. There are three respondents who know the right protection for their work in writing and art. That is through copyright. It means that it still less than 50% of respondents who understand this. However, there is an interesting note from the fourth answer that there is one respondent who proposed copyright protection for her artwork by applying through DJHKI. This means that there is an initiative from the Universitas Negeri Jakarta lecturer to study the rules and procedures for submitting a copyright application for the filing of the application without being accompanied by IPRs consultant. The respondents stated that registering the work for

lecturers will provide benefits, one of which is related to economic rights. As a lecturer of ASN, the copyrights that have been registered in DJHKI will be granted by the Directorate of Higher Education with credit value equal to the patent, which is 40 for national registration and 80 for international scale with the attachment requirement attached to the college head certificate. Based on the Operational Guidance Assessment of Credit to Increase Rank/Academic Function of Lecturers issued by Directorate General of Higher Education Ministry of Education and Culture Year 2014 stated that:

- a. Creating patented technology/art designs and works a) International level (at least acknowledged by 4 States), enclosed with scanned performance evidence and a patent certificate shall be given a maximum credit score of 60; b) National level, attached with scanned performance proof and patent certificate given maximum credit score 40.
- b. Creating unpatented technology designs and works; design and monumental art / performing arts; literary works: a). International level attached with scanned evidence of performance, international peer review in the field of science given the maximum credit score 20; b). National level accompanied by scanned performance evidence, peer review according to field of science given maximum credit score 15; and c). Local level attached with proof scan given maximum credit score 10.

In the Operational Manual there is no information on the credit score given to Copyright. The artwork given the credit score is written patented artwork, whereas the protection of artwork is given through the Copyright based on the declarative principle (Article 1 Number 1 and 3 of Law Number 28 Year 2014 on Copyright).

- 4) Although there are Universitas Negeri Jakarta lecturers who have initiative to register their creations to DJHKI, but based on the answers of the respondents from the fifth question it can be concluded that more lecturers who do not know to what agency they can register the results of their intellectual.
- 5) Regarding the enforcement of IPRs protection law in Indonesia, almost entirely provide answers in the category of dissatisfactory. This is probably based on the fact that Indonesia had several years into the priority watch list issued by the United States because of the many violations of copyright.

## CONCLUSION AND RECOMMENDATION

### 1. Conclusion

Based on the results of research conducted through interviews of seven lecturers in the Universitas Negeri Jakarta, it can be concluded that the understanding of lecturers on Intellectual Property Rights (IPR) is still not adequate considering some strategic positions held by lecturers. Some of the strategic positions that are intended include: to disseminate their understanding on IPRs to students and society; and can bring the name of the Indonesian if the registration of their works reach to the international level. In addition to that, when lecturers have invention(s) and/or innovation they might earn economic advantage.

### 2. Recommendation

It is expected that the lecturers learn about IPRs. While the Universitas Negeri Jakarta may hold a seminar or workshop by inviting experts HKI and the Directorate General of Intellectual Property Rights to disseminate IPRs to lecturers.

## ACKNOWLEDGMENT

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Indication

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and Culture Year 2014 on the Operational Guidance Assessment of Credit to Increase  
Rank/Academic Function of Lecturers

## **Media Literacy and Critical Ability of Students College at Manggarai Regency**

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### **ABSTRACT**

This study aims to describe the ability of college students in using, accessing, analyzing, and evaluating the content contained in the internet media. The type of research used is descriptive cross sectional study. The subjects of the study are 353 students. They were determined using proportional stratified random sampling technique. Data were collected using questionnaires, interviews, and observations. Data were analyzed using descriptive statistics and qualitative analysis.

The results showed that 83% of students access the internet every day. Some students access actual news (41.7%) and scientific nuanced information (36.1%). However, this high accessibility is not matched by the students' critical ability. As many as 58.3% of students tend to seek information only from an anonymous source whose credibility is in doubt. This fact shows that the ability of student-based in Manggarai district is in the basic capability category in media. This condition needs to get the attention of educational stakeholders in Manggarai regency so that the young generation of special students is not stuck on false issues and pseudo-knowledge.

**Keywords:** media literacy, internet, critical ability

### **INTRODUCTION**

Predictions about the world order after technological advances have long been studied academically. Karl Marx, for example, expressed his views very simply: “*we must understand history to make history*”. With the development of science and technology, continued Marx, the world will become more stable and orderly. Many thinkers opposed Marx, then accepted the assumption. George Orwell, for example, imagined a society that is so stable and predictable, that we all become small wheels in large social and economic machines (Giddens, 2003: xiv).

In fact, the world we live in today is not exactly like what they thought or felt. Instead of getting more predictable and controlled, the world is out of control, a runaway world. Globalization of technology leads the world into a very complex process so that everything can not be analyzed from a single and linear perspective. Everything takes place in a contradictory form to each other (Giddens, 2003: xiv).

We are in a new era far different from the situation a few decades ago. Digital era, era of generation Y and Z. A very dynamic era simultaneously leads us into the increasingly complex socio-cultural problem. The all-digital mechanism in social interaction rather than promising a closer interpersonal bond, on the contrary, social estrangement is created when every individual is solely preoccupied with his own world, the digital world, the virtual world, the world of nowhere. Undoubtedly, there is a very embarrassing paradox in today's social life reality, when one feels very lonely in the middle of human solid. Thus digital modernization as a product of the information technology industry revolution presents itself as a double-edged sword and at the same time breeds a dualism of understanding of worth or inappropriate, good or bad, and right or wrong. The media have been made a stepping stone to violence against vulnerable groups such as women and children. The emergence of new, more complex crimes through social media communication engineering, such as pedophiles that at any time can threaten the future of children; the illegal buying and selling of organs from children for the lure of hundreds of millions to billions. It is almost certain that with the proliferation of online social media, every individual can invariably record, imitate or distort whatever information appears every second. That is why even hoax news can trigger social divisions and spur more sophisticated crime actions because it is difficult to control in the millions of information that appear almost every second from all over the world (Nelwan, 2017: 5).

Many people are increasingly pessimistic about technological advances because they are immune to ethical demands. New findings increasingly put aside concern for humanity, instead of being backed by profit-seeking and self-recall. And it is true, to pay attention to ethical aspects not to be the task of science and technology itself, but the duty of man or the perpetrator behind it. To that end, humans and especially scientists or technicians must "limit themselves" not to plunge too far into the preoccupation of interacting with the media. Heidegger was right when he said that the technology that man created to dominate nature and the world, even began to dominate men, his own creator (Bertens, 1993: 287). Hans Jonas described the destructive dimension of science and technology with the phenomenon of "fear". Humans experience tremendous fear of science and technology of his own creation. Even in the culmination of science and technology can human genetic engineering as seen in the field of biotechnology that shakes the traditional concept of what it means to be human (Two, 2009: 165). His early presence was greeted with joy, gradually worried and preying on his own creator.

New generation children, including students, are entering a new stage in life, a digital situation. Maryani, quoting Pendit, reveals the latest side of the latest generation with what is called "digital native", a term first disclosed by Marc Prensky, to refer to a different generation of what he calls digital immigrants ). The substance of the difference is more to the way of thinking and how to use the mind to process the information that has been accessed. Children who are born digital from computer technology from an early age so that Prensky even believes that their brains are more skilled in operating computers and media than previous generations (Maryani, 2016: 214).

The various positive and negative implications of the presence of technology (media) give rise to a variety of responses and attitudes, and "media literacy" can be called a "wisdom" for "self-limiting" to criticize the distance between "human" and humanity as the ultimate goal of life and "Media" as a means of radiating life only. Thus, media literacy can not be done through educational approaches in formal institutions such as schools alone, but rather it must be holistic and now media literacy leads to a public policy approach. That is, media awareness must be built through structural-instructive mechanisms.

The policy approach to controlling media usage has not really been the concern of the stakeholders against the massive use of the media. In schools, the presence of media (print, electronic, cyber) lure new generations ranging from elementary school children, high school, to college students. In addition to television, the most active and desirable mass media is (cyber) internet. In 2018, the research of British media agency We Are Social, in collaboration with Hootsuite, produced a startling conclusion that active users of Indonesian social media account for 49% of the total population; they spent 3 hours 23 minutes in front of social media (WA, Facebook, Instagram, Line) (Kompas.com, 1/3/2018). The Association of Internet Service Providers in Indonesia (APJII) reports that the majority of internet users in Indonesia (49.52% are young people aged 19-34 years, followed by groups aged 35-54 years (29.55%), and youth aged 13-18 years old (16.68%) .The unique thing is the role of schools in penetrating and forming the media culture through the provision of internet and online-based learning (Kompas.com, 22/2/2018).

It is needed to understand that media literacy is not about "protecting" kids and students from unwanted messages. We now face a digital reality and this is *our culture*. Although some groups urge families to just turn the TV off, or forbid the kids to keep away from android, the fact is, media are so ingrained in our cultural milieu that even if you turn off the set, you still cannot escape today's media culture (Center for Media Literacy, 2005: 21). Perhaps this is the same as forbidding children not to talk about sexuality, when in fact

sexuality is a modern pop culture that always stalks children in every corner of life. Therefore, it takes a way for children to understand the positive and negative aspects of media usage. At this point, we come to talk about media literacy. The question is: what is media literacy?

The concept of media literacy has disturbed public's attention, and this can be seen from the various interpretations of the term. Some prefer to use the term "information competence". Here we choose "media literacy" and follow Sonia Livingstone's thought that media literacy is "the ability to access, analyze, evaluate and create messages across a variety of contexts."

Students in Ruteng, Manggarai, are active Internet users who are adaptable to social changes as they interact with gadgets every day. The penetration of the media behind a technically oriented hidden curriculum, and the permissive and tolerant attitude of campuses and the surrounding community against the use of android, is evidenced by the low literacy of the media, like a double-edged sword, both helpful and destructive. As a newly growing city, Ruteng brings fascinating charms that attract students to always access the media.

In the future, governments and stakeholders should pay attention to the (social) media as part of the four pillars of democracy. Because if children are too engrossed in cyberspace and it is time to mature, understand that media has become your identity and your charm in social media, and self-control is the most effective means of literacy (Hisham & Pamungkas, 2016).

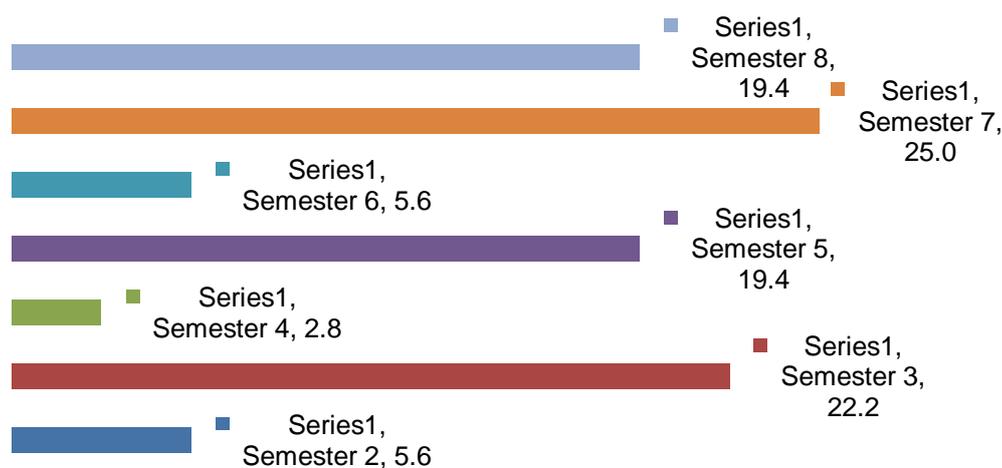
We conducted research on the students in Ruteng, the Capital District of Manggarai, Flores, to explore the critical attitude of media usage. The four campuses in Ruteng are STKIP Santu Paulus Ruteng, STIKES Santu Paulus Ruteng, STIPAS Santu Sirilus Ruteng, and STIE Karya Ruteng, the research area, and hopefully this research can help the institution and society to get the information about the development of the students in interaction with the media. Media is not a tool but is considered as "playmate". The type of research used is descriptive cross sectional study. Research respondents amounted to 353 students determined using proportional stratified random sampling technique. Data were collected using questionnaires, interviews and observations. Then, data were analyzed using descriptive statistics and qualitative analysis.

## **DISCUSSION**

Media that became the focus of attention in this research is digital media Internet. Therefore, media literacy is defined as the ability to use, access, and criticize the content contained in the internet. In this study, the literacy indicator is viewed from the aspect of the

intensity of use, the content being accessed, and the critical power in response to the content presented by the media. The subjects of the study were students in Manggarai district.

As an early illustration, in Kabupaten Manggarai there are several High Schools, namely STKIP Santu Paulus, STIKES Santu Paulus, STIPAS Santu Sirilus, and STIE Karya Ruteng. The campus which is the research locus is STKIP Santu Paulus, STIKES Santu Paulus, and STIPAS Santu Sirilus. These three colleges are the largest campus in Manggarai district. Students who became the subject of the study amounted to 353 people. Students studied are students of semester 2 - 8 with percentage details as follows.



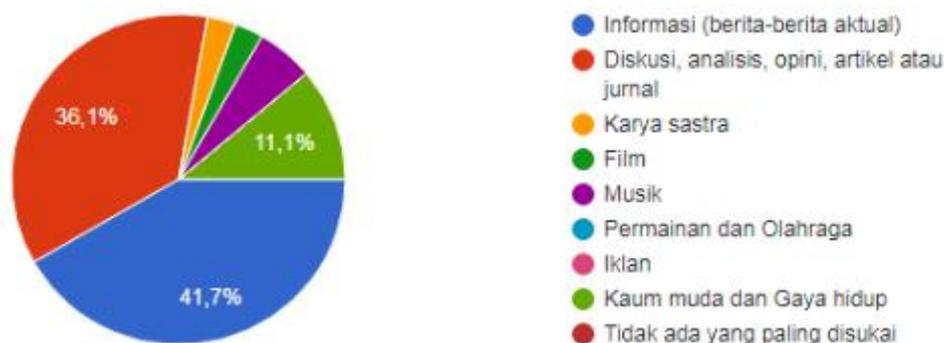
**Figure 1**  
**Percentage of Students based on Semester Lecture**

Factors in student semester positions are seen as an important part that is enough to contribute to the ability of the media and the critical power of the students. The assumption is, The higher the level of student semester, the more demands of the task which then affects the attitude of students in accessing the content in the media.

Most of students (83%) access the internet every day. With this number, the category of contact with the media or the frequency of use of internet media fall into the category of high level. Fedorov in his article on Levels' of Media Competence: Russian Approach explains that the frequency of daily media use is an indicator of media contacts in high-level categories (Fedorov, 2015: 194). The frequency of internet usage on this high level shows that the internet is not a strange thing for students. Students can access the internet through various devices such as, mobile phones and laptop. Internet access is done through google features contained in the phone. Mobile becomes the main device in accessing the internet because this device is easy to have students. With the capital of hundreds of

thousands of dollars only students can already buy mobile devices, fill internet quota and access the internet. This easy accessibility is also supported by the telkomsel network available in Manggarai district. Internet access via mobile phones can basically be extended to other devices such as laptop and computers by utilizing the portable hotspot feature available in all types of mobile phones. However, only a small percentage of students are able to activate the portable hotspot feature.

Although from the aspect of internet usage frequency, student media literacy in Manggarai district is in high category, that fact is not enough to describe actual media capability. Referring to the definition, media literacy is not only defined as the ability to access the media but also the ability to analyze, evaluate and create a variety of information. In the context of this study, it is not sufficient to describe the media literacy (internet) of students from the aspect of frequency of use and accessibility only, it is also necessary to explain the aspects of the information accessed and the ability to evaluate the information contained in the internet media.



**Figure 2**  
**Content that students access**

Research data shows that, the content accessed by students is quite diverse. Almost all students (41.7%) access internet content that contains actual information such as news and events that occur at the local, national, or international level. Actual information is accessed by students from 2nd to 8th semester. In addition, 36.1% of students use the internet to access content-filled discussions, analyzes, opinions, articles or scientific journals. The number of 36.1% of students accessing the scientific content is 92.3% or the majority are in the 5th to 8th semester. Meanwhile, 11.1% of students use the internet to access entertainment content

such as youth and style life. Students who access this content tend to come from semester 2 to semester 4. This can be a picture that student interest factor is one of the factors that determine the content being accessed. This fact is in line with Rahardjo's research results which show that in relation to the learning needs, students make use of the Internet as a source of learning. Utilization of the internet in this case aims to find and meet the needs of information, learning and doing tasks (Rahardjo, 2015). The observations also confirm that in the final semesters, the lectures of students tend to be done independently. Students are required to develop knowledge independently. This demand encourages students to find alternative sources of learning and one such alternative is to access scientific content provided by the internet.

Although most students use the internet to access actual information and scientifically charged content, a student's critical attitude in assessing information sources needs attention. Many students are unaware and able to sort between credible and less credible sources. For example, in completing lecture assignments, students cite the writings of anonymous blogs. This reference is even used as the main reference of student writing. Something like this also happens when working on thesis proposal. Not infrequently supervisors find references sourced from blogs without the author's identity. Permissive attitude to this condition can affect the quality of work produced by students. Access to information from anonymous sources is directly proportional to the level of student confidence in the internet. On a scale of 1 to 5 where 1 means less trust and 5 strongly believe, a total of 86.1% of students have a level of trust on the internet on a scale of 3 to 5. This means students believe in the information presented on the internet. Only a small portion (13.9%) of students lack the confidence in the content available on the internet.

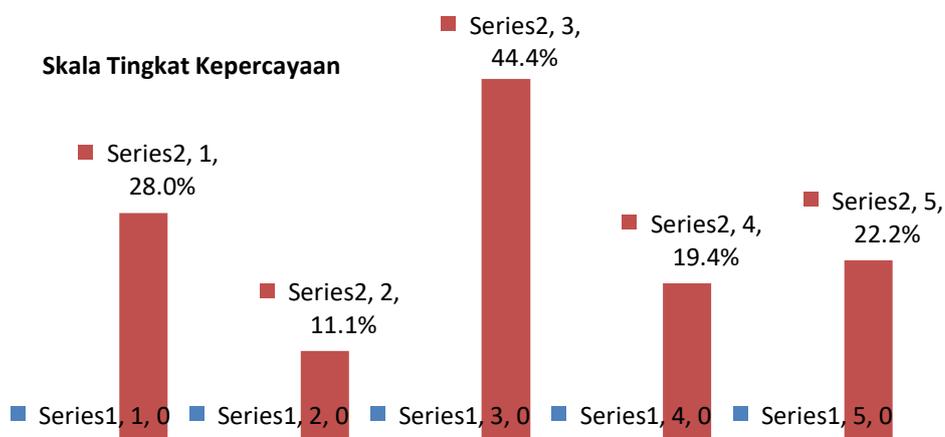


Figure 3

### **Level of Student Trust on the Internet**

When crosstabulation of confidence level data with semester students was conducted, it was found that the position of students in the upper semester did not affect the students' critical ability. 58.3% of students in the 5th to 8th semester believe in information accessed via the internet. Research data also shows the fact that students tend to ignore the difference in information from various sources in the internet. As many as 36.1% of students often and 22.2% of students very often ignore the differences in information found from several sources in the internet. This fact explains that students tend to believe in a single source obtained from the internet. Students usually believe or "come to believe" on information gleaned from sources first obtained from the internet. In other words, students rarely compare information from other sources.

A high degree of confidence in the content and information available on the internet should be balanced with the students' critical skills. If students only believe in one source let alone anonymous sources, then the students will be easily trapped in pseudo-knowledge that the truth can not be justified scientifically. If the questionable information is shared by the student without critical analysis, then the student will be the wrong information agent. This pessimism was proven through research data. A total of 69.5% of students who access information from the internet very often directly share the information without doing critical analysis related to the truth of that information.

The fact that the ability to use and access internet media belonging to the high level category was not matched by the critical power of students in Manggarai district. Paolo Celot in Study on Assessment Criteria for Media Literacy Levels categorizes these conditions at the basic level of competences in media (Celot, 2009: 55). Students have sufficient knowledge of internet functions, are able to use, and access information from the internet but do not have sufficient critical analysis capacity to the information obtained from the internet media.

### **CONCLUSION**

The ability to access high internet but not in line with the critical power will only produce students who are easily stuck on fake issues and pseudo-knowledge. This condition needs to get attention from education stakeholders in Manggarai regency. Educational observers need to socialize the media literacy movement as literacy literacy movement is incessantly carried out today. Educational stakeholders can also take the example of a Brazilian State that sets the subjects of Media Analysis as part of the national curriculum.

This can be done to ward off the massive news and hoax information that is spread freely on the internet. In addition, lecturers or teachers can also deliver various credible sources that can be accessed by students in completing lecture duties. Access to information from anonymous sources by students may occur due to a lack of knowledge regarding the various credible sources that students can easily access from the internet.

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## **Pesantren and University: An Educational Networking in the Era of Globalization**

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### **ABSTRACT**

Globalization and the communications revolution have allowed vastly increased flows of ideas and people across the Islamic world, generating new social forms. As it is well known, these include transnational religious movements providing Islamic education (pesantren) services. Indonesia, as the country with the largest Muslim majority, has attracted Islamic activists from other parts around the world. What is little known is that some of the most active transnational Islamic movements in Indonesia in recent years originate from Turkey. This research introduces one of the lesser known of the major Turkish transnational piety renewal movement that have recently established their Pesantren in Indonesia: the Süleymancıs. This paper provides an example of how a new actor of Turkish Muslim organization comes to project itself into a new cultural environment and adapts to that new context as well as contested their religious authority in Indonesian Islam through establishing Pesantren (Islamic education institution). One obvious characteristics of the Pesantren is to works closely with Indonesian universities. This paper is based on ethnographic research conducted in Indonesia and additional observations made in Turkey, Germany, and Australia. The study aims at documenting of the arrival of the Süleymancıs in Indonesia providing service in the form of high quality religious education considering the available ‘opportunity spaces’. This paper will also illustrate that an educational networking between Pesantren and University shares mutual benefits in order to educate younger generation in both secular and religious education. This networking could be an alternative model for future of education in this globalized era.

**Keywords:** Islamic Religious Education, Pesantren and University, Turkish Muslim Movement in Indonesia

## INTRODUCTION

Pesantren in many of its form could be said as the oldest Islamic educational system in Indonesia. It has survived through centuries and continues to play an important role in Indonesia (Dhofier, 2009). To begin with, Zamakhsyari Dhofier offers some basic elements to define pesantren. At the very least it requires a mosque (as its religious, social, and educational center), student dormitories (*pondok*), the students (*santri*), the pesantren leader (*kyai*), and the study of classical Islamic texts (*kitab kuning*) (Pohl, 2006).

The basic elements proposed by Dhofier are still relevant to some extent. However, pesantren has been developing and its focus expanding. This has led to a variety of pesantren types. According to Muhaimin (1995), pesantren can be classified into four different models regarding its Islamic educational system. The first one is the *traditional pesantren*. This type of pesantren does not offer a specific curriculum for study. Usually the santri live in the boarding house near the house of the Kiyai. The Kyai offers teachings in Islamic studies in a very traditional manner, known as *sorogan* (individualized instruction) and *bandongan* (collective learning) methods. The subjects are mainly the Arabic language and Islamic knowledge, such as *fiqh* and *ushul fiqh*.

The second type is *pesantren with madrasah*. This pesantren offers a classical teaching method in a madrasah (Islamic schools). The curriculum is set by its own kiyai or adopted from the Ministry of Religious Affairs (MORA). The third classification of pesantren is fairly similar to the second one, only it offers an ordinary public-school education administered by the Ministry of Education and Culture. The last type noted by Muhaimin is the *boarding only pesantren* that only provides boarding accommodation to students. The santri of this kind of pesantren go to public schools outside the boarding complex. Even though the Kiyai still remains the central figure and charismatic person, the role of the kiyai is quite minimal compared to the other types of pesantren. Later developments of pesantren also include *salafi pesantren* which is organized mainly by Hadrami descendants and alumni of Middle Eastern education institution graduates. The salafi pesantren—to some extent—receive academic and financial support from Gulf countries (Hasan, 2006, pp. 51-58). The emergence of salafi pesantren points to the significant influence of recent Arabian alumni and the spread of Wahabism.

The role of pesantren is currently more widely recognized by various authorities. For example, the government is paying more attention to it and showing appreciation for the significance of pesantren. The growing number of pesantren means they play a significant part among the educational institutions in Indonesia. According to the report by the Ministry of Religious Affairs 2008, the number of Pondok Pesantren institutions in Indonesia was 21,000 with a total of 4 million students. The education system of Pondok Pesantren has been also formally acknowledged by the National Education Laws No II, 1989, which made Pondok Pesantren one of the nationally-recognised education systems (Zakaria, 2010).

Pesantren is not only noted for its educational role. Zulkifli (2002), for example, shows how pesantren has been playing an important role in maintaining Sufism in Java, Indonesia. According to his research, Sufism is practised and maintained in the pesantren milieu. The maintenance of Sufism in Java is seen in two different ways: First as an affiliation of a particular Sufi order and secondly as maintaining Sufi teachings without being necessarily affiliated with a particular Sufi order. Pesantren is recognized for the role it plays in civil society. The research of Florian Pohl (2006) has successfully described the role of pesantren not only in terms of Islamic education, but also in civil society. This is illustrated in the ways that Islamic education deals with such issues as antiviolence, interfaith dialogue and interethnic conflicts. Unfortunately, after the 9/11 tragedy, the image of pesantren is associated with the breeding ground of fanaticism, terrorism or radicalism (Shuja, 2005). In the Western mind, Islamic education has a bad reputation for promoting religious fanaticism and radicalism, backwardness and the oppression of women (Dijk, 2011, pp. 4-5; Pohl, 2006). So, it is commonly known that some Muslims might have adopted extremist interpretations of Islam. Some of them take part in religiously-motivated violence. But what is much less widely recognized is the extent of peace-building within the worldwide Muslim communities. The majority of Muslims condemn religiously motivated violence and are even shocked by the exploitation of their religion. Therefore, a number of efforts are being made by many Muslim organizations and leaders to promote peace education. Sufism, among other Islamic studies issues, is seen to be as a remarkable instrument for eradicating religious terrorism. It offers tolerance and acceptance which are profoundly important in establishing better relations between communities both now and in the future.

This paper will examine another development of pesantren, which could be called as a transnational Pesantren (Bamyeh, 1993; Hopkins, 2002; Vertovec, 2009; Vertovec & Robin, 1999; Wajdi, 2015). This pesantren, the Suleymaniyah, originally comes from Turkey and then established its branches in Indonesia since 2005. This paper will particularly address the topics on networking the pesantren with the university to establish its role in the society. This will also show the uncovered role of the university within the society, including the one surrounding the campus.

## **DISCUSSION**

The Suleymancis in Indonesia has established a pesantren. The terms itself has been changing from asrama, to pesantren tahfidz, and later Yayasan Tahfidz Suleymaniyah (Uicci, 2018; Wajdi, 2015). This transformation was a glocalization (Giulianotti & Robertson, 2006, 2007; Roudometof, 2005) process to meet the Indonesian context needs regarding the pesantren or Islamic education institution in general. Although the pesantren name has changed during the time, the foundation in which the pesantren Suleymaniyah managed is still the same. The foundation is called, The United Islamic Cultural Center of Indonesia (UICCI) which is an Islamic social organization founded in 2005 by both Turkish and Turkish Muslim volunteers based in Istanbul Turkey (Uicci, 2018).

UICCI dormitory branches are already available in some parts of Indonesia and also in almost all countries of the world. The UICCI Foundation is a social and educational organization established in 2005 by Turkish and Indonesian volunteers to provide scholarships to junior high school, high school, students and Allied Quran recipients in the form of complete facilities, and religious and linguistic education in free with funds raised from Muslim communities, both in Turkey and Indonesia. Currently UICCI has branches spread in Jakarta, Jogjakarta, Medan, Puncak, Bandung, Surabaya, Semarang, Aceh, Klaten, Sukabumi, Temanggung and Pangkalan Bun (Kalteng) with more than 700 students. UICCI invites all Indonesians to actively participate in UICCI's various activities, through your participation, UICCI will continue to expand its reach to all corners of Indonesia (Uicci, 2018).

In the Suleymaniyah, the students are expected to gain both general studies and religious knowledge. The general studies subjects are taught outside the Süleymancı schools in the public-school system run by the government or in Islamic schools that offer general

curriculum studies. Therefore, the Süleymancı students may go to government schools from junior high to university level during the day time. Or they may attend the program of religious schools such as Madrasah Tsanawiyah (MTs) or Madrasah Aliyyah (MA). While some students do go to MTs, other UICCI students attend general high schools (Sekolah Menengah Atas [Senior High School]) or vocational schools (Sekolah Menengah Kejuruan). This policy is also adopted at the university level. The UICCI does not limit admission to university students doing religious studies courses, and some UICCI students are in university faculties such as economics or health. To ensure the high achievement of its students in their general education, the UICCI also provides support and assistance—for example, in the form of an enrichment program in general sciences, which is delivered by young teachers of the UICCI (Wajdi, 2015).

In this sense, the Pesantren Suleymancis has managed to establish networking and mutual agreement commitment with universities around their branches. One of the universities is Universitas Negeri Jakarta. This university, particularly is located nearby the central of the Suleymancis branch in Jakarta Timur. Many of the religious students of the Suleymaniyah are also university students at the Universitas Negeri Jakarta. The curriculum has been designed to meet this need. Normally the religious activities and studies starts at early in the morning and stops at around 7 to allow the student preparing and pursuing their ‘secular’ study at the universities. And then later in the afternoon the religious study is begin again.

Pesantren Suleymaniyah is a huge network of pesantren with excellent facilities. Therefore, the Suleymaniyah benefit the transnational management to support the pesantren, the establishment and as well as the development. The Suleymancis also implements multilevel management. From the lowest level, ie branch / center, then State level, then region and then all concentrated in Turkey. Transnational, there are about 33 branches that have been established in Indonesia. Each of these branches or dormitories is managed by one of the directors / persons responsible for the dormitory. The entire dormitory is then managed by a UICCI director at the State level. Related to management, these levels are hierarchical and solid, in the sense that they cannot be broken through. Everything must be tiered and obeyed in every level.

Interestingly, with a range of transnational organizations that can promise a variety of posts, no definite career path. In fact, the abi who already qualified in the field of Sufism because

provided from the beginning and then strengthened again when *tekamul*, thinking not to seek position. This appointment system is trust and the arena of recommendations from top to bottom. Positions such as directors or others are seen as responsibilities that have high consequences, so they do not think to pursue them. Better not to have extra responsibility because the responsibility is also extra. "If you have a high position, it will come with high responsibility and ultimately higher accountability." Some abi also there are tend to focus on the aspects of teaching. Prefer to be a teacher. However, it does not mean they are anti to enter the managerial world. There is even a strong understanding that when given the mandate to be part of the managerial of Suleymancis, they should not refuse. Because, the task is given also along with his help. That is, any task that is charged, it will be supported by Suleymancis.

## CONCLUSION

Globalization has allowed a traditional mode of Islamic education institution such as Pesantren to wider its connection with a modern secular education institution such as university. This cooperation has produce a wider role of Islamic education instruction such as pesantren to allow its graduate to have carrier in religious field of secular one. This paper also shows that university can play a role by establishing the cooperation with another education institution to allow more wider audience for education in Indonesia.

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## **Understanding Social Value Through Traditional Game on Early Childhood (Descriptive Study on Mawar Early Childhood Education of Cipinang Melayu East Jakarta)**

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### **ABSTRACT**

This study examines the cultivation of social values through traditional games to early childhood at Mawar Early Childhood Education, located in Cipinang Melayu, East Jakarta. The study examined the development of social values through traditional games at early childhood. This research is a type of descriptive qualitative, the method of analysis used is to describe the data obtained from the observation at the research location. This research uses *participant observer* approach, so the researcher is directly involved in observing and implementing the transformation of social values conducted in the research location, using the observation guideline.

The results showed that, implementation of social values through the transformation of game in early childhood was implemented. Social values transformed through the game by creating rows and small circles and then in this game the teacher gives meaning to the movement (kinesthetic) performed by early childhood. Transformation of social values is done also through marching and circle containing the movement (kinesthetic), skills, and knowledge that is equipped with the meaning of information, functionality, and usability. Activity is also complemented by inviting children to implement the values based on local wisdom such as smile, greetings, and respect to others. There is also a branch together program, which aims to enable children to adapt to a manners in their environment.

Keywords: Early Childhood Education, Traditional Games, Social Values

## INTRODUCTION

The government has proclaimed that character education becomes the foundation for the education developed in Indonesia. The character education of the nation of Indonesia must surely refer to the values that grow and live inherent in a comprehensive and integrative with the people of Indonesia. These values are explicitly implemented in everyday life and strived in such a way that they can be transformed to the next generation. Transformed values must be based on the values of local wisdom that can build character and manners of children as a capital and strengthening of the educational diversity. The conception of the implementation of diversity education is oriented as an effort to improve the quality of Indonesian-ness in maintaining ethical, moral, and socially religious characteristic.

Values sourced from local wisdom are values that live and thrive in society. The values of local wisdom are actualized in various activities of everyday life. From seemingly simple actions, such as conveying a smile, greetings, kissing the hand of an elder or a respected person, to expressing gratitude. All done and taught, whether at home, at school, or in the community. Comprehensively, the transformation of these values is done through family, education, and community relationships.

Early Childhood Education (ECE) is one of today's educational institutions should grow many like mushrooms in the rainy season. The growth of this educational institution is inseparable from the policy made by the Ministry of Education and Culture (MONEC) which formed the Directorate of Early Childhood Education (Directorate of ECE). Through the large skeleton program of 2011-2025, MONEC issued the foundation and direction of the early childhood development in Indonesia. MONEC prioritizes five coaching concepts, namely (1) increasing the availability of early childhood services, (2) increasing the affordability of early childhood services, (3) improving the quality and relevance of early childhood services, (4) realizing equality in obtaining ECE services, and (5) guaranteeing certainty of obtaining early childhood services. The policy was continued with the establishment of One Village One ECD program.

It is a necessity that the early childhood educational institutions are beginning to transform the values to young children outside the family and home. Relevant with it, then it becomes interesting to study, whether in the form of early childhood education institutions to approach the game in transforming the values-laden character based on local wisdom, especially in instilling social values to early childhood.

Focus and Sub Focus Research

The focus of this research is how the transformation activities of the cultivation of social values through the games conducted at Mawar ECE Cipinang Melayu . While research sub focus is activity of game inventory that instill social values which implemented in early morning of Mawar ECE Cipinang Melayu and mapping of social values competency that exist in game based on local wisdom.

## RESEARCH METHODS

This research will use descriptive-qualitative method. In this study described and analyzed how the strategy of social values transformation conducted at Mawar ECE Cipinang Malayu. In this research, the researcher as an instrument who join in an active role while digging deep data information (in depth interview), so that when found unexpected data but has comprehensive and controversial meaning in this research, then probed through question more deeply (more probe question). All data obtained and relevant are analyzed as research wealth.

## LITERATURE REVIEW

Development of social values is needed by every child as a provision in hanging out in the community (Sarako and Spodeck, 2007). It is even stated that in order to develop social values-emotional and child's independent, it is necessary to identify what values should be transformed to the child so that the child can face the challenges he faces. More complete Saracho and Spodeck stated; "*Identifying these components and processes can lead to interventions for parents (at home) and teacher (at school) who do not spontaneously provide affective parenting and thereby place their children at risk for optimum development* " (Sarako and Sopdeck in Sumadi, 2016) .

Meanwhile, Heejeong Sophia Han and Kristen Mary Kemple (2006) stated that decisions around how to encourage the development of child competence should be based on the main knowledge and competencies developed, such as effective strategies to encourage the emergence of all the desired competencies. Vlasta Gmitrova and Juraj Gmitrov (2003) have conducted a study entitled *The Impact of Teacher-Directed and Child-Directed Pretend Play on Cognitive Competence in Kindergarten Children*, stating that in early childhood between 3-6 years showed that there was a significant increase in the level of cognition children during the process of playing in groups. This research proves that there is a significant relationship between child's social competence with his cognition level, the older

the child the higher his social competence. Meanwhile Bruner (in Sumadi, 2016) assumes that the development of children at an early childhood has three phases of development;

- (1) Enactive mode; individual use actions to stand for information (eg trying a shoe),
- (2) Iconic mode; individual use visual images to interpret information (e.g. thinking of someone's face),
- (3) Symbolic mode; individual use language.

From the explanation put forward by Bruner in Saracho and Spodek can be stated that each child tends to have three phases of development, namely enactive, iconic, and symbolic mode. So the child tries to try something around him, trying to remember the face of someone he has seen, and trying to use language as a means of communication among all those around him.

Vygotsky in Santrock (2003) categorizes the development of child cognition as a *zone of proximally development* or ZPD. Vygotsky explained that early childhood tend to have difficulty to overcome the problems faced by single-handedly. However, if the child gets little help or guidance from an adjacent adult or teacher in school, the child will be better able to overcome the problems he faces. Vygotsky strongly believes in the importance of social influences during the development of cognition and the role of the learning process or the transformation of values in childhood development.

Social understanding is a child's ability to understand the meaning of the social situation or the living environment of the people around him. This ability depends on the development of empathy, the child's ability to put himself psychologically among others and view the situation from the perspective of others. The child must understand and understand that in dealing with others there will be good and bad deeds. Therefore, the child must have the ability to observe and estimate the behavior, thoughts, and feelings of others. The ability to gain insight (social insight) is influenced by several things, among others, namely; (a) sex differences (male and female). It should also be understood that girls tend to be faster 'mature' when compared to boys, (b) intelligence, (c) positions of children in a group, and (d) the personality of the child. Development ability to gain social understanding is closely related to the development of children's sympathy in early childhood.

The phenomenon of social discrimination has actually occurred at an early childhood. However, discriminatory feelings toward others are more developed as children enter into the group, especially in schools. In association within the group the child tends to show that the members of the same group have the same values and self-esteem. While

other children who are not members of the group is considered to have a lower value. The differences can be influenced by views built by the family from home. These different views (social discrimination) can also be based on an understanding of the religion, race, socio-economic level, and other factors that are considered prominent.

Prejudice is a tendency attitudes that children have the assumption that he is better than others or vice versa that others are uglier than himself. Based on this view, the child will treat others accordingly. Prejudice is formed through several foundations: (a) unpleasant experiences when interacting with a group, (b) accepted cultural values without proper understanding, and (c) imitation of parents, teachers or adults which is in the vicinity.

Dorothy Einon (2006) named the learning process in an innovative (innovative seaming) atmosphere. Innovative learning atmosphere can solve the problems of crisis in education and establish the resilience of students and schools in the face of life and maintain the dignity of human dignity to keep growing. While this is a misconception, it says that kindergarten is no longer the most beautiful park and many playgrounds and friends are full of innovative atmosphere. But kindergarten is a place to learn, where to hear teachers teach, and do homework. These conditions will certainly make children bored, passive, and moreover will lose some playing time.

The main objective of the development of social values cultivation in kindergarten is to restore and put kindergarten as its essential function, namely as a park. In particular, the development of kindergarten aims to: (1) inculcate the philosophy of the implementation of education in kindergarten; the kindergarten education philosophy has been compiled and beautifully poured into the song for kindergarten children. The song is not just to be sung, but is the embodiment of the content and meaning contained in the song. Kindergarten is the "most beautiful garden", philosophy should inspire the implementation of kindergarten education with various forms of activities that are beautiful, interesting and fun children. The "playground", which is through children's play will "make friends", to learn the characters, desires, attitudes, and styles of each. (2) Disseminating knowledge about the implementation of kindergarten education based on values and ethics; the occurrence of the phenomenon of deviation of the process of transformation of values in kindergarten requires the need for intensively dissemination of insight and understanding of the meaning and process of kindergarten education that transforms the values that develop in the community, so that someday the child will be able to adapt in social life.

Burton L. White (1979) states that the tasks of learners in schools with regard to social competence in schools are separated into two categories, namely *social*

*tasks and nonsocial tasks.* The tasks that have the values of social competence are;

*"To please, to cooperate, to gain approval, to procure a service, to gain social contact, to avoid unpleasant circumstances, to reject overtures and peer contacts, to avoid attention, to annoy, to dominate, to compete, to resist domination, to enjoy pets, to provide information, to converse, and production of verbalizations".*

Meanwhile, according to White, the tasks that reveal individual skills or competencies but not as a social competence, namely:

*"To eat, to relieve, to dress oneself, to ease discomfort, to restore order, to choose, to procure an object, to construct a product, to engage in large-muscle activity, non-task behavior, to pass time, to find something, to prepare for an activity, to improve, to pretend - to rule play, to improve a developing a motor - intellectual or verbal skill, to gain information (visual), to gain information (auditory and visual), to gain pleasure, to imitate, and to operate a mechanism".*

Of the two categories or groupings between the tasks of children in competencies that have social values and which do not contain elements of social values, then this can provide a very meaningful contribution in this study.

## RESEARCH RESULT

Mawar ECE is located near by the Becakayu toll road development site. As the research progresses, the construction of the toll road network is also being actively carried out. Meanwhile, not far from the site, children who join in Mawar ECE was busy playing games and running to and fro, the location is quite inviting danger. The early child, is not playing aimlessly, but the early childhood is incorporated in a learning process that transforms the social values of the teacher to them.

As mentioned above, where the process of transformation of social values in the Mawar ECE, is not safe and comfortable enough. However, for the dedication and on behalf of dedication done by Mawar ECE and *volunteer* teachers, until now no events or unexpected things have happened.

The location of Mawar ECE is on the side of the road under construction of the toll road. This location is chosen by the Chairman of the RW (community institution), temporarily waiting for certainty and determination of new location after the toll road and

supporting facilities are completed. Therefore, although the road construction process is still ongoing, but the learning process in the Mawar ECE continues.

The transformation of the following social values is accomplished through the skill of making things. On this occasion, researchers and teams are asked to contribute in the learning process that can improve the child's ability, by being asked to make something. Initially, there is a feeling of underestimation whether a child aged 3 to 4 years can make birds from paper. But apparently, the ability of young children in early childhood exceptional at Mawar ECE. Almost all can make birds from paper relatively difficult. The process of transforming social values through making these birds, then asked the children.

With Question, who is a bird's affection? Simultaneously the child answered me .... There was one boy named Faisal, daring to give an answer by explaining that he had had a baby bird behind his house, then the bird was bathed, and put into a cage and taken into the sun. Faisal's courage in telling this story shows that the process of learning and transformation of social values in Mawar ECE has been successful. Theoretically, transformation and cultivation of social values to early childhood is when children have dared to express or communicate their opinions in front of friends and teachers.

The transformation of social values transformed to early childhood in early childhood through games that are kinesthetic, skillful, and knowledgeable is to carry out a game model in the field. This game is a joint activity between teachers and learners who perform activities by exercising, line-marching, and making birds out of paper. Through activities like this children are invited to know their limbs, perform fine motor movement, and increase knowledge through empirical activity.

## **CONCLUSIONS AND RECOMMENDATIONS**

This research concludes that the implementation of social values transformation through game at Mawar ECE has been implemented. Social values that are transformed through the game in a limited area is done by making a small circle ranks and then in this game the teacher gives meaning to movement (kinesthetic) performed by early children. The transformation of social values conducted through line-marching and loop containing kinesthetic, skills, and contain knowledge. These activities completely by the meaning, function, and utility. Activities are also complemented by inviting children to smile, greetings, and appreciate to others. Also with a branch program together, so that children can adjust to the environment. Each movement is given an explanation of its function and

usefulness. Similarly, the recognition of the limbs and their functions, is also done through movement.

Referring to during the research and the results of research, it can be suggested, that see the spirit, competence, and skills of teachers Mawar ECE, then the local government should help facilitate early childhood education in the form of playground and learning of children so that the transformation of social values can be implemented adequately.

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## **Towards the Development of Peace Culture through Islamic Study Subject at Indonesian University**

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### **ABSTRACT**

*Religious-based conflict has become a global challenge for humanity in this disrupted Era. Religion and education can play a pivotal role to prevent conflicts through peace culture development and initiative. This paper identifies Sufism-based peace value and its introduction through General Islamic Study and Religious Study among university students in Jakarta. Moreover, it also identifies opportunities and challenges for the development and implementation of a solid peace education curriculum to inspire the students with peace culture. This is a qualitative study with the Research and Development (R&D) approach. It employs study of literature, observation, interview as well as a questionnaire among university students at Universitas Negeri Jakarta, Universitas Indonesia, and Tanri Abeng University as data collection methods. This study seeks to understand how Sufism-based peace values can be introduced among the university students to help them grow and develop with a solid understanding of peace culture in order to prevent religious conflicts. This study concludes that the integration of Sufi-based peace values at university is a long and continuous process. Religious studies which include general Islamic study subject have been seen appropriate to introduce the peace values. Charismatic Sufi leader teachings have been mixed with established theory of Peace Education initiated by Johan Vincent Galtung to make it more applicable. This study also suggests that providing a module or textbook will assist the lecturer to introduce the values of peace to the students. Overall, this research provides an evidence that along with a careful and skillful approach, the values of peace can be introduced and integrated into the university courses to develop peace culture among university students.*

**Keywords :**Culture of peace, Sufism teachings, General Islamic study (PAI)

## INTRODUCTION

The background of this paper is derived from the increasing fact that conflict is becoming a more serious global threat to face. Religion, Politics, Economics can be involved as a source of conflict, but it can also be a solution when used properly and well (Gould, 2012, Mildenerger, 2013; Mitkus & Mitkus, 2014; Rubin & Bramstedt, 2010). The diversity of potential fields necessarily requires comprehensive conflict prevention, handling and mitigation. All parties must use each other's potential to deal with and even prevent conflicts in society (Novais & Carneiro, 2016).

In relation to conflict mitigation, conflict is often handled curatively in the new sense of action after the conflict occurs. Yet it is very important to make preventive efforts to prevent conflicts before they occur. In relation to the above, religion and spirituality can play a role in understanding conflict and becoming a source of conflict prevention solutions (Novais & Carneiro, 2016, p. 36), especially religious conflicts that are currently quite apprehensive among Indonesians and also global.

In Islam, the study of spirituality is more focused in discourse Sufism (Tahir, 2011). The linkage of Sufism, spirituality and the value of peace is very close and has been emphasized by the researchers (Soltes & Johnson, 2013; Tahir, 2011). They emphasize that Sufism or Sufi teachings contain values and teachings of peace that can be used as a basis for Peace education and conflict prevention (Ayazi, 2010). Sufism teaches the development of spirituality to achieve peace for the universe. It should also be pointed out here that Islam does not position spirituality as opposed to material, as inner Education knowledge is not the opposite of Education (academic learning), but on the contrary, spirituality is the context of materiality (Ayazi, 2010, p. 24). Sufism also believes in love as one of nature's laws. Love is unity and harmony. Therefore, when connecting Sufism with Peace Education, the concept of love and unity is one of the key, for love is something vital in spiritual growth (Ayazi, 2010, p. 17).

From the above brief discussion, it is quite clear that Sufism offers relevance and values that can play a role in Peace Education and helps in the prevention of religious conflict. However, it is unfortunate that until now no researcher has made an actual and implemented Model of Peace Education to support this goal. Much of the study linking Sufism to Peace Education ceases only at the level of the concept of the definition of Peace Education and values in the Science of Sufism. Ahmad Minan Zuhri for example wrote about Peace Education in Islam (Zuhri, 2011). Or the concept of Peace Education that is curative for the victims of conflict that has occurred as written by Sukendar with the title of Peace Education (Peace Education) For Children Victims of Conflict (Sukendar, 2016).

This paper identifies Sufism-based peace value and its introduction through General Islamic Study and Religious Study among university students in Jakarta. Moreover, it also identifies opportunities and challenges for the development and implementation of a solid peace education curriculum to inspire the students with peace culture.

## **DISCUSSION**

### ***Method***

This research is a qualitative study as "a process of study to understand social or human problems based on complex, holistic images formed with words or narratives to report detailed views of information and be done in a natural setting" (Creswell, 2013). In this case researchers are trying to explain the need for a Model of Peace Education based on Sufism to prevent religious conflict in society. To synthesize this Model of Peace Education based on Sufism, the researcher uses the 'Research Development' (Research and Development) for the field of religion (Clarke, 2014). This approach is best assessed to help synthesize the product of the Peace Education model. As revealed by Borg and Gall in Educational Research: An Introduction, that research and development is "a process used develop and validate educational product" (Borg & Gall, 1989). In this case, of course, the product that will be developed and validated is the Model of Peace Education based on Sufism.

In this study Research and Development as a research approach is utilized to produce a Model of Peace Education based on Tasawuf integrated in PAI learning in Public Higher Education, so that PAI students can produce be human who understand the importance of putting forward the concept of peace, can appreciate the difference in understanding of religion and of course can be agent of change in order to prevent religious conflict.

## **LITERATURE REVIEWS**

Ian Harris defines Peace Education as "the process of teaching people about the threat of violence and a strategy for peace" (Harris, 2008, p.15). Meanwhile, according to Gavriel Salomon (2004), the important aspect of Peace Education is about making peace in life and living in peace with enemies or other groups deemed unprofitable like other minorities, immigrants, ethnic groups, tribes, religions or political parties (Salomon & Nevo, 2013). Peace Education deals with intergroup relationships that are usually involved in some tense conflicts or relationships (Salomon, 2004).

The history of peace education in general may have started since human history began, passed down from generation to generation, on how to live peacefully with others. But in particular, Peace Education in its modern form originated from the modern peace movement in the early nineteenth century in Europe which later developed into the United States which then used progressive education to teach their students about common humanity to promote peaceful social progress (Harris, 2008, pp. 16-17). Maria Montessori is one of the examples of influential mid-twentieth century theorists who discovered a new relationship between peace and education. He links teaching methodology with peace-building, in the hope of helping the next generation avoid violent authoritarianism. Other educational leaders of education, Herbert Read, encourage the use of artistic and student creativity to promote peace, while Paulo Freire focuses on training students for critical analysis and community reform. Peace studies became a more serious academic topic soon after World War II, and the threat of nuclear war during the Cold War prompted many scientists to devote their lessons to creating sustainable peace. From the 1980s and 1990s scholars of Peace Education from around the world have provided various perspectives on their practices and goals (Knox, 2011). Institutions such as UNESCO not only support, but also have a concrete program to develop

this Peace Education. Even Koichiro Matsuura said that "Peace Education is a fundamental, fundamental mission of UNESCO and UN missions" (Matsuura, 2008, p. xix)

In further development, religion and spirituality also play a role in understanding conflict and become a source of solutions for conflict prevention in the discourse of Peace Education (Novais & Carneiro, 2016, p. 36), especially the overcoming of religious conflicts that are currently quite alarming. Sufism as one of the essential disciplines in Islam that also examines Spirituality is the key word in the study of Peace Education involving Islam (Tahir, 2011). The linkage of Sufism, spirituality and the value of peace is intense and has been emphasized by researchers such as Soltes & Johnson, and Tahir (2013: 2011). They emphasize that Sufism or Sufi teachings contain values and teachings of peace that can be used as a basis for Peace education and conflict prevention (Ayazi, 2010).

But until now no researcher has made an actual and implemented model of Peace Education to support this goal. Much of the study linking Sufism to Peace Education ceases only at the level of the concept of the definition of Peace Education and values in the Science of Sufism. It is like Ahmad Minan Zuhri who wrote about Peace Education in Islam (Zuhri, 2011) or the concept of Curative Education which is curative meaning post-traumatic treatment for conflict victims that has happened as written by Sukendar (2016). It is desperately needed a research that can synthesize the Model of Peace Education based on Sufism that can be implemented as a tool for conflict prevention and suppress the growth or the occurrence of religious conflict in this Republic of Indonesia (NKRI).

This study is supported by a team that has conducted a preliminary study in line with the theme of the synthesis of the Sufism-based Peace Education Model for Conflict Prevention which the authors propose in this proposal. Study conducted by the team leader, Firdaus Wajdi (2009) discusses the Ayat-Ayat Damai in the Qur'an, which has been published in the Journal Study Al-Quran Vol. V No. 1 January 2009. In this study, there are many verses in the Qur'an that command peace and the verses need to be formulated. This Wajdi (2009) study is a preliminary study whose results will be used for the synthesis of the Peace Education Model.

In addition, Mushlihin who was a member of the team in this study wrote a thesis in Leiden University under the title Towards Peace Education: Nurcholish Madjid's Reform of Islamic Education. Mushlihin Research (2008) identifies education reform ideas of contemporary Muslim thinkers Indonesia alone Nurcholish Majid, better known as Cak Nur. The results of

this study can also be used to help synthesize the Model of Peace Education based on Tasawuf that will be implemented at the level of Higher Education.

In addition, Firdaus Wajdi is also involved in International Collaboration Research (KNI) funded by Diktis, Kemenag RI. The results of the study have been published in the Community: International Journal of Indonesian Society and Culture accredited by Dikti. Publication entitled Problems, Challenges and Prospects of Indonesian Muslim Community in Sydney for Promoting Tolerance (Muttaqin, Arifin, & Wajdi, 2016) is a religious-related religious sociology study that can also be used as a preliminary study for the basis of this proposed study.

The preliminary study in the form of a master thesis, the publication of national and international journals above became the initial capital to carry out this research. It is possible that this research is not intended to catalyze the achievement of the program in the University Research Strategic Plan, it will also open the door to the number of publications in reputable international journals.

## **RESULTS**

This study concludes that there are many value values in Sufism that are aligned for Peace Education and the establishment of a culture of peace. For example, the value contained in Salam. However, the value of these values need to be transformed in the formula and format that is more accessible to the outside community. Therefore, this research also produces outcomes in the form of android applications that can be installed so it is easier to use.

## **CONCLUSION**

The value of the peace values contained in the Sufi teachings that are relevant to the PAI among others is the value of *salam* which means salvation. That Islam is revealed to save mankind. Then moderatism in religion and understanding of Ihsan (good deed) as part of three pillars of Islam, Aqidah, Syariah, and Akhlak.

In addition, the study also concluded that peaceful culture has not found a solid place in research studies in Indonesia. The culture of peace as part of the study of Peace Education has not been much discussed by researchers and activists of moderate Islamic studies in Indonesia. So, it takes a long time to introduce and teach this concept. It also has not received concrete attention. This is for example the concept of peaceful culture and peace education has not had a solid concept.

However, there is an opportunity that can be achieved that is, the development of value through the development of android-based applications. This could for example have been carried out by researchers and authors of this paper to develop android applications to explain the values of peace which could help the formation of a culture of peace and harmony with the value of the material being taught Islamic Education in Public Higher Education.

With all the above notes, this research will recommend to continue the study of peaceful culture and peace education in Indonesia by using the value of Islamic teachings so as to establish a solid system and conception about the establishment of this culture of peace. This is then expected to be one of the academic's contribution to prevent conflict in a preventive, not just curative manner.

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## **Female Preacher and Model of Moderate Da'wah: A Case Study of BKMT**

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### **ABSTRACT**

*Da'wah is an important part of Islam. Many da'wah institutions were established to facilitate this important activity in Islam. However, the role of women preachers who have educational background of the University who play a role in da'wah is understudied. Therefore, this paper will explain one of the Da'wah Institutions founded by a woman professor who was first known as a preacher in Jakarta and surrounding areas. The institution is the Badan Kontak Majelis Taklim (BKMT). This paper is the result of qualitative research with the method of taking the document data analysis. This paper seeks to uncover one of the phenomena that are less widely discussed in the literature on Islamic da'wah, namely the role of women preachers and moderate propagation models. This paper concludes that the role of women preachers is great. This is evident from the case study of BKMT place. There are 33 BKMT branches whose management or representatives consist of women preachers. In addition, BKMT is considered able to develop a moderate da'wah pattern by carrying out a good communication role among the preachers, at least within the BKMT stewardship across the province. Universities are considered to have a significant role in the recognition of the religious authority of BKMT leaders. As can be understood that the initiator of BKMT was a professor from the Islamic University of As-Syafi'iyah, Jakarta. This title and status increase the religious authority of a preacher and make it possible to develop a da'wah network in Indonesia.*

**Keywords:** female preachers, moderate dakwah, BKMT, Indonesia

## INTRODUCTION

Da'wah as the definition comes from Arabic da ' wah which means solicitation. But more specifically it means missionary of all forms of activity to call, invite, and call people to believe and obey Allah SWT. That is why the word da'wah is often combined with the word Islam, so it becomes ad-dakwah al-Islamiyah which can be understood as an invitation to Islam in an Islamic way. This indicates two things. First, the purpose of dakwah, which invites Islam, a compassionate and peaceful teaching derived from Allah SWT to Prophet Muhammad SAW which is intended for all mankind. Second, the method of da'wah, which should be done in accordance with the teachings of Islam. Da'wah needs to be nailed in the right way so as not to injure the virtues of Islam itself. For example, preaching should be done in a moderate way (Aripudin & Sambas, 2007; Latief, 2012; Mustafa, 2010; Umar, 2011).

Moderate is a fairly complicated and full paradox term (Burhani, 2012; Khan, 2007) to describe. It is a term that can have diverse meanings. Najib (Burhani, 2012) for example explains that for the American government, moderate Islam is defined as an Islamic group willing to cooperate with the government. The meaning leads to the government's dichotomy over civil society organizations. While in Indonesia, Islam with a moderate approach is represented by two major institutions, although not only limited to, Nahdlatul 'Ulama and Muhammadiyah, each of which embraces Islamic Nusantara themes and Islam advances in depicting their moderate Islamic propagation movement (Darajat, 2017, Jainuri, 1992; Wajdi, 2018a).

Back to the Da'wah terminology discussed above. Da'wah has the ultimate goal to realize the happiness and prosperity of life which is complete, full of happiness in the world and the happiness in the afterlife that Allah Almighty. In this perspective, the da'wah is not only beneficial to the person who is called, but also to the callers. Thus, it is natural that dynamics and proliferation of da'wah become a routine phenomenon seen in countries with Muslim communities, whether in secular countries, even countries with Islamic proximity such as countries in the Middle East or countries such as Indonesia (Giyanto & Budi, 2007; Mustafa, 2010).

Indonesia as a country with the largest Muslim community in the world, certainly has its own history, development and dynamics of dakwah. The large number of Muslims is certainly the potential for carrying out da'wah and potential as the goal of da'wah. So, no wonder the Da'wah Institution grew up in Indonesia. There are for example two of the largest Muslim

organizations in Indonesia, Nahdlatul Ulama and Muhammadiyah that carry out da'wah more than a century in Indonesia and still exist. In addition, many other organizational elements originating from outside Indonesia also perform da'wah in Indonesia. Not to mention coupled with the development of da'wah with social media is very interesting studied in Indonesia (Fox, 2004; Wajdi, 2018b).

However, there seems to be somewhat forgotten. Namely, the role of women preachers in the development of da'wah in Indonesia. Almost all narrations about dai or ulama are about men. How is the role of the kiyai, how the roles, the leaders of the assembly, how the role of imam which all dominated by men as the owner of religious authority and successor of Prophet Muhammad SAW. Thus, in this paper the author will ask questions that attempt to identify the following:

1. What is the role of female preacher in Islamic da'wah in Indonesia?
2. How does the female preacher play a role in the moderate da'wah in Indonesia?
3. What is the role of the University in the da'wah of Islam with female preachers?

## **DISCUSSION**

### ***Profile of BKMT***

The Majelis Taklim Contact Board (BKMT) was established on January 1, 1981 in Jakarta. This organization was born from the agreement of more than 735 Majelis Taklim in Jakarta and surrounding areas. The BKMT organization has expanded throughout Indonesia. Coverage of its members reach thousands of taklim assembly by covering millions of pilgrims spread across 33 provinces. BKMT has also developed several autonomous organizations under it that engage in the field of economic empowerment. In this case BKMT has given birth to the BKMT women's business association organization (PUSPITA) and has about 400 units of Jamaah Cooperative (KOMAH) of BKMT. These cooperatives are shelter under the parent Cooperative Jamaah (IKOMAH) BKMT. In general, there are several conditions underlying the formation and development of BKMT. These circumstances are (bkmt, 2018):

1. Still the material content and weight of speech or tabliq submissions are less interesting, less attention to relevance to actual problems or environmental needs.
2. Management Assembly taklim without careful planning.

3. The individual ability of the preachers has not supported his involvement with the problem solving of society, especially in the mastery of general knowledge.
4. Management Assembly taklim without careful planning
5. The individual ability of the preachers has not supported his involvement with the problem solving of society, especially in the mastery of general science.
6. The power of analysis on the state and problem-solving ability is still weak, as it is, not yet systematic.
7. Lack of attention to social issues, backwardness of the ummah, ignorance, poverty and social injustice.
8. Organizational insights to work together have not yet become common awareness. The new organization is defined as a gathering place, not cooperating for the common good.
9. Activities Assembly majelis taklim still highly dependent ideas and activities of the board or teacher
10. Insights about the future, socioeconomic life, the environment, the welfare and even religious thought have not been the concern of most of them.

It has become BKMT's mission to improve the quality of understanding and religious practice of every Indonesian Muslim person who refers to the balance between faith and piety with science and technology. Special purpose of BKMT is to improve the ability and role of Assembly Taklim in increasing syiar Islam and intelligence of the ummah (bkmt, 2018).

### ***BKMT Program***

In accordance with the background of the above taklim state, the BKMT programs are directed at improving the ability of cleric/ mubalighot/ female preachers in improving the quality of taklim assemblies. Systematically these activity programs can be expressed as follows (bkmt, 2018):

1. Training program for quality improvement preachers. Includes speech exercises, leadership and educational methods.
2. Workshop program to improve skills. Includes the preparation of speech, propagation planning and financial administration majelis taklim it.

3. Da'wah Training Program to disseminate Islam and economic empowerment with TAS BKMT savings
4. Seminar program to broaden the horizons. Includes seminar role of wania, cancer, and economic seminar.
5. Science contact program to expand knowledge. Includes intelligent meticulous, halaqah ilmiah, and dirasat Islamiah. Goodwill program to expand contact and strengthen ukhuwah. Covering goodwill out of town with majlis taklim. MUI as well as local pesantren.
6. Program Delivery da'i region and abroad, among others to Brunei, Singapore and Malaysia.
7. BKMT Anniversary Commemoration Program on Islamic and National holidays every year.
8. Program expansion activities taklim assembly is the activities of foster children's support, toddler park in each majelis taklim.
9. Organizational development programs that increase awareness and ability to work together in organizations, and cooperation with other organizations or agencies.

In its implementation, several programs are held simultaneously, namely when organizing BKMT anniversary commemoration. On this occasion scientific activities, competitions, social events or the participation of members and recreation are held at a ceremony (bkmt, 2018).

## **CONCLUSION**

The paper concludes that female preachers have a very central and significant role in the development of da'wah in Indonesia. It's just that this is not or has not been much revealed in the study. This role can at least be described in an institution that facilitates communication among scholars in Indonesia such as BKMT. In playing its da'wah role, female preachers are also constricted in moderate Islamic preaching. This is evident from BKMT's work program which focuses on communication among preachers in Indonesia. By using a network spread across almost all provisions in Indonesia, BKMT has been able to deliver a moderate message of dakwah to representatives in Indonesia. Furthermore, this study also succeeded in identifying that the University with academic excellence and noble values held by its academicians has given its own role in the legitimacy of religious authority for female

accusers such as BKMT founder Prof. Dr. Hj Tuti Alawiyah and Chairman of BKMT Hj. Syifa Fauzia, M.Art.

In this paper we recommend a review of the role of women more deeply and in different sectors, such as Islamic politics in Indonesia or in the field of Islamic Education, or Islamic economics. This will undoubtedly reveal areas that have not been studied by researchers and will ultimately provide a more comprehensive picture

## **ACKNOWLEDGMENT**

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## **Creative Character of Jakarta State University Students**

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### **ABSTRACT**

This study aims to obtain empirical data about the description of the creative character (non aptitude creativity) at the students of Jakarta State University (UNJ). Creative thinking can be generated from the creative thinking process which supported by the creative character of the individual. The characters represent desire and encouragement of a person to create creative ideas. In other words, creative individuals not only think in a creative way but also have the creative character (non aptitude creativity) that supports the creative thinking process. The research samples are 438 students, consisting of 178 male students and 260 female students by using incidental sampling technique. Collecting data using a creative character scale refers to Guilford's creativity theory. There are five dimensions of creative character, such as the dimensions of high curiosity, imaginative, like challenges, taking risks and sense of appreciation character. In this study data analysis is using descriptive statistics. The results showed that 68% of students have creative character in medium category, 16% in the high category and 16% in the low category creative character. The result also shows the imaginative dimension is the most attribute owned by the student, there are 29% of students. Second is the sense of appreciating character equal to 21% student, third is the dare to take risk equal to 18% student, fourth is the character likes challenge equal to 15% of students and the last high curiosity of 14% of students.

Keywords: creativity, creative character, student

## INTRODUCTION

Learning activities applied at higher education level such as at university or college require students to be more independent in thinking to solve the problems and tasks given. The purpose of learning at the higher level of education generally prioritizes in the application of the basic concepts which have been understood and studied by the students in analyzing issues relating to the material being studied, thus no longer emphasizes in understanding and recalling and repeating the material only. Therefore, students are expected to be able to solve the problems carefully and to produce appropriate and varied solutions. This thinking process requires productivity of many ideas and fluidity in thinking. The description explains that students need creative thinking process that can support their learning activities, so that students are able to adapt well to the demands faced.

Guilford explained that there are four aspects of creative thinking, such as: fluency of thinking, flexibility of thinking, originality and elaboration. These four objectives are most needed by people in order to solve the problems, both in academic or nonacademic in everyday life. In addition, it can help individuals to create original and new creative works. Thus, creativity is an ability to think smoothly, flexibly, originally and able to elaborate in generating ideas quickly, widely, varied, new, rich and detailed in facing every problem that comes (Guilford, 1970).

Creative thinking can be generated from the creative thinking process of the individual, which is supported by the creative character or the affective characteristics of the individual that are closely related to the desire and encouragement of a person to continue to produce creative ideas of thought. In other words, individual who is creative does not only think creatively but also has some of the affective characteristics of creativity (creativity non aptitude) or creative characters which support the process of thinking creatively. The affective characters or the creative characters that are meant are: having high curiosity, imaginative, like challenge, taking risks and have a sense of appreciation character (Guilford, 1970).

Creative character is very needed by students in facing academic and non academic problems. This picture is derived from the initial search (pre-learning) conducted to some students on the importance of creativity in dealing with demands at the higher education level. In general the subject explains that creative character is needed when completing the

tasks given, as well as facing the exam or evaluation tests at every semester. According to the subject, in general the given problem requires the subject to analyze and provide opinions and solutions. With the ability to think creatively and to also have a creative character, it will be able to help them solve the problem in the exam. In addition, the subject also explains that creativity is needed in managing time, especially when during times of testing or when faced with many tasks. As a student who is incorporated in the activities of student organizations, the subject states the creative character is needed in running the organization's activities, such as generating new ideas to run activities that are interesting and useful. Based on the initial search results conducted, it can be concluded that the creative character is very important and needed by students in carrying out the role and meeting the demands of learning faced.

To cope with these demands, students need not only good material mastery, but also creativity that can help them find the right solutions, and generate new ideas. The development of optimal individual creativity, does not only prioritize the aspects of creative thinking or cognitive ability itself, but also needs to be balanced with creative character which support. Optimizing both aspects of creative thinking and creative character in individuals, will result in the development of optimal creativity. Therefore, this research will focus on tracing the creative character of students in developing creativity. The purpose of this study is to obtain a description of aspects of the creative character of the students.

## **DISCUSSION**

In the introduction section has been explained that to produce creative work is not only obtained from the results of creative thinking, but also supported by good creative character. Creative characters traced in this research, consisting of five characters such as, high curiosity, imaginative, like challenges, taking risks and have a sense of appreciation character.

These five characters become the benchmark for the formation of creative character in the individual. The results showed that 438 respondents who are students of the State University of Jakarta, consisting of 178 men and 260 women in general have creative properties fall into the category of being. This shows that there are 68% of UNJ student respondents who have developed their creative characters with optimal enough. Furthermore, 16% of UNJ student respondents have creative characters in high category, which shows the

development of optimal creative characters. While the other 16% have creative characters that are low. This illustrates that they have not developed their creative characters optimally. In addition to describing the categories of creative character of the respondents, this study also obtained data on the dimensions of creative character that many owned by respondents. The results showed 29% of UNJ students responded to high scores for imaginative dimension. Imaginative nature shows the ability to imagine things that have not or have never happened, but still able to distinguish between fantasy and reality (Vernon, 1970). A person with a high imaginative character will think of something unusual and different, because imagination enables one to develop his idea of thought as widely and as far as possible as he wishes. Imagination is also unlimited, just as Guilford's explanation that an imagination must also fulfill the rules of common sense that can be manifested clearly, not a only a fantasy. The second dimension that shows the value of respondents in the high category (21%) is the dimension of sense of appreciation character. The character of appreciation shows an individual who has an appreciation of the rights and values that belong to both themselves and others. This character is closely related to the control of creative works that remain useful and appropriate and not abused for things that are not good or not right (Vernon, 1970). It also illustrates that a creative work must have a positive and useful value. In addition to generating ideas and creative work, individuals must still appreciate the ideas and works of others. This can be seen from the way individuals receive criticism from others, face differences of opinion with others, and do not plagiarism or recognize the work of others into personal works. The next dimension obtained by 18% of respondents with high category is the dimension of taking risks. Taking risks is dare to try new things, not to be afraid of failure, to accept criticism, not to worry in uncertainty or unstructured situations and to dislike conventional things (Vernon, 1970). Individuals with a risky nature point out that in producing creative work he is not focused on possible failures, showing no hesitation when faced with an uncertain situation, but focusing on the work to be produced. The boldness of taking risks also shows the individual's reluctance with a common and predictable situation, making him dare to appear different from others in general, although he understands the risks to be accepted with the attitude shown.

The next dimension with 15% of UNJ student respondents belonging to high category that is, like challenge. The nature of liking the challenges of the individual can be seen in the form of behavior that is always driven to overcome difficult problems, feeling challenged by complicated situations and interested in tasks with high difficulty (Vernon,

1970). The nature of liking this challenge is closely related to the brave nature of taking risks, the individual with the likes of challenge he will strive beyond his ability to produce a work. He wants something new and difficult to overcome, so that when he manages to deal with it, the individual gains new results and experiences in his life.

For the fifth dimension, there are 14% of UNJ student respondents who have curiosity in the category of high, it shows that high curiosity is still not a priority of respondents to support their creative thinking process in creating a work. The high curiosity character is also the first creative character which is disclosed by Guilford. High curiosity character can be seen from the kind of behaviors such as always being driven to know something more and more, often asking questions, and liking to pay attention to people, objects and situations (Vernon 1970). The high curiosity character can form the basis of new ideas, because by observing, finding and exploring something in depth, the individual will be able to find new interesting information or problems to solve and stimulate the emergence of different new ideas.

In the respondents of this study, which is consisting of students of Universitas Negeri Jakarta (UNJ) from 8 faculties, high curiosity character is still the kind of character that needs to be to be developed optimally, in order to support the development of student creative character as a whole.

## **CONCLUSION**

The respondents of this research who are the students of Universitas Negeri Jakarta still need to develop their creative character in order to support their creative thinking process. The creative character that needs to be developed is primarily the character of high curiosity, so that the student will have the will to trace information that is related to the things he or she has learned or found in detail, broad and deep. Therefore, the next research can be focused on the development of aspects of creative characters in UNJ students, especially to increase the high curiosity character in the students. Hopefully it will help students to find new ideas in their creative thinking process.

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## **Field Study Activity in Forming A Personality Competence of Professional Teacher Candidate**

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### **ABSTRACT**

This study aims to measure the formation of a personality competence in the field study activity. The study is conducted toward the third semester students who did the field study in the form of *PKL* (practice of field coursework). The total of sample is 30 of 90 participants with purposive sample. A Likert-scale instrument with the scale of 1 to 3 is employed to measure the personality competence by using the peer assessment rating. The result of the study shows that the highest average score is on the mature personality aspect, while the lowest average score is on the wise personality. The activities of field study that include the pre, on-going and post stages of field study can build the mature personality by behaving in accordance with legal norms. The formation of mature personality is in line with the Hurloc's opinion on the last stage of teenage development (late adolescence stage). Meanwhile, the low on wise personality is caused by less participation of the participants in the committee. This happens because the implementation of field study was assisted by Even Organizer/EO. It is suggested that in the field study the participants should be more involved in the committee. Formation of wise personality can be built by involving the students in intra- or extra-campus organizations.

Key words: field study, competence, personality.

## INTRODUCTION

Professional teachers are needed to develop because they have a prominent position in forming the human resources (Ali Muhson, 2004). Professional teachers become important because they are persons who are involved directly in the classroom learning process. Teachers are demanded to have some abilities and particular competences as parts of teacher's professionalism (Suryanto, et.al., 2013, p.1). Teachers with all of their rights and obligations conduct their profession to prepare their qualified students.

More than a quarter of geography teachers out of Java Island who teach Geography are not teachers with geography background so that they do not teach skills and knowledge of geography properly (Adikosusmo, 1990, Rod Grabber p.101). Those who teach Geography must be teachers with geography background of study from a qualified education institution (unit). Therefore, it needs to develop a teacher education program that is linear and this enables the formation of qualified professional teachers (Oemar Hamalik, 2009, p.1).

Competence is knowledge, skills and basic values that are reflected in the habit of thinking and acting (Zuldafrial, et.al, 2004, p. 44) Teacher competence is a description of what teachers should do in doing their jobs including activities, behaviors and their results shown by teaching-learning process (Suryanto, et.al., 2013, p.39). Thus, teacher competence is a capability in thinking and acting that must be owned by a teacher both in the school environment and in the society.

Teachers at any education level/degree should have teacher competence. Teacher competence consists of professional competence, personality competence, and social competence. The three competences are interrelated. Teachers who are skillful in teaching should have good personality and can do social adjustment (Oemar Hamalik, 2009, p. 34).

Competence building can be conducted in learning activities both inside and outside the classroom. One of the learning activities outside the classroom is field study. The series of field study activities will form teacher competence because the activities deal with the practice of some courses. The practice done outside the classroom requires the participants' participation from planning to post implementation. These activities will form the participants' personality.

This study used descriptive method to find out the existing condition related with the implementation of field study. The population in the study totaled 90 persons with 30 of them taken as samples by using the purposive sampling, that are those who employed a survey tool in the form of a theodolite as many as 15 persons and a questionnaire as many as 15 persons. Data sources are from the instrument of peer assessment rating of professional teacher candidates in Likert scale (1 to 3).

## DISCUSSION

Field study comprises pre-activities, implementation and post-activities. These activities involve the participants physically and intellectually. Pre-activities cover meetings to set up the committee, making a proposal, making an instrument, proposing a permission. The implementation is from leaving to the destination, collecting data, processing data, presenting data and leaving from field study location. Then, post-activities include making a report, presenting the final result, making an article/a poster/a standing banner.

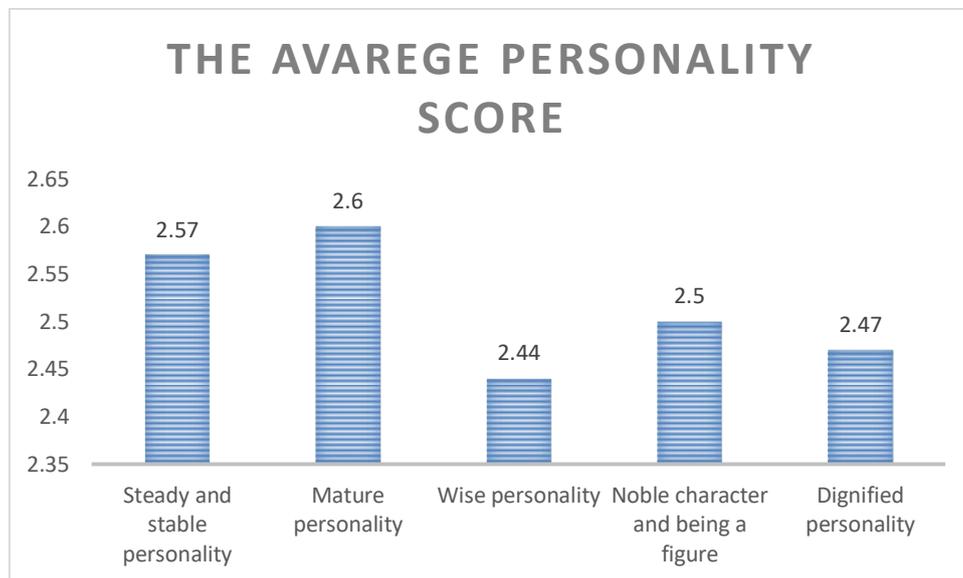
These activities will involve the participants wholly by bringing knowledge, skills they got in the classroom. The academic activities will also form the personality of the participants. The personality aspect that becomes a reference in this study referring to the personality aspect of teacher competence.

The personality aspect comprises the following indicators: steady and stable personality (11 item questions), mature personality (5 item questions), wise personality (4 item questions), noble character and being a figure (2 item questions), dignified personality (2 item questions).

**Table 1 The Average Personality Score of Professional Teacher-To Be (scale 1-3)**

No	Indicator	score
1	Steady and stable personality	2.57
2	Mature personality	2.6
3	Wise personality	2.44
4	Noble character and being a figure	2.5
5	Dignified personality	2.47

Source: Survey of May 2018



In Peer Assessment Rating, every respondent is rated by 7 members of his/her group. Peer assessment rating is conducted during the implementation of field study. The result of peer assessment rate is averaged and it shows the score order from the highest to the lowest. The order is mature personality, steady and stable personality, noble character and being a figure, dignified personality, and wise personality. The score difference among indicators is small because it employs the scale of 1 to 3.

The highest score in mature personality comprises mature personality elements that are: independent, not influenced by negative things, not panic, not despair and be honest. The respondents are able to do the activities independently without depending on the others. They are not easily influenced by negative things from their surrounds. They do not panic easily over the problem they encounter. They do not easily despair. They will confess what they've done and say honestly. These personality elements are interrelated or related each other.

This findings is in accordance with the opinion of Hurlock (1064) that divides the development of students into 11 stages. Based on the stages, the participants at the eight stage is late adolescence with the age 17-21 year. The result of processing data shows the similarity in the personality formation. In this stage, someone has been considered as an adult/mature who has his/her own personality. The characteristics at this stage according to Hurlock among others are:

- a. Be able to separate universal values or norms from the supporters who might be incorrect and wrong.
- b. Be able to determine and to evaluate his/her own acts on the behalf of the norms he/she chooses and follows
- c. His/her emotional reaction and expression get controlled and he/she can be self-controlled
- d. Religious observance is conducted by self-awareness and sincere consideration of conscience.

The lowest score is in the wise personality aspect. The respondents do not involve much in the organization activities, less able to help other work, less able to accept suggestions and do not get much discussion on new things/innovations. The lowest score is in organization aspect. Less involvement in organization is caused by the implemented system that makes the respondents do not involve much intensively in the activities. The researcher assumes that by involving the third party or EO, the respondents' involvement in the committee is reduced. It is different if the respondents are fully involved without EO; they will engage fully and equitably from planning, the implementation to post-activities. The involvement of EO also makes them less able to help other work because they consider EO have done their works. They have no challenge so that they are less able to innovate toward the problems they encounter.

## **CONCLUSION**

The activities of field study can form the mature personality in line with Hurlock's opinion, but they are less able to form the wise personality. The wise personality is indicated because there is a third party in implementing the field study. The respondents are less able to organize since their involvement is not maximal. Whenever they got a problem, they give to the third party. This makes them have no challenge. The field study as one of the personality formations can be conducted. If the EO involvement still keeps being applied, it needs to activate the respondents in other activities both in campus and in extra campus. The activities are expected to be able to train them in organization so that their wise personality can be formed.

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## **Middle Class in Indonesia and Public Intellectual Responsibility**

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### **ABSTRACT**

This article reveals the phenomenon of the middle class in Indonesia which is economically progress but in terms of social responsibility it is declining. This study was conducted using literature research method. Through this literature research found the low level of economic middle class involvement in Indonesia on issues of democratization. The middle class like this in Indonesia is called middle class *ngehe'*. But in the social middle class perspective they are at university for example student activist and lecturers who become public intellectuals have an involvement on various issues of democratization. Although the numbers are few, they show their social and political responsibilities as public intellectuals as well as the middle class.

**Keywords:** *middle class 'ngehe', indonesia, public intellectual responsibility*

### **INTRODUCTION**

The Sociologically (social criteria), college students' and lecturers' can be positioned as a middle-class entities. The position of the middle class is due to college students' and lecturers' is a social layer that feel the higher education. As a social layer that feels high education certainly feel how university life. However in a university, lecturers' and college students' should struggle with university culture such as an academic and non academic which then systemically make college students' have more personal qualities than their age who didn't get higher education. This social qualities that make the lecturers' and college students' in the social position as the middle class. According to Talcott Parsons quoted by Kingsley Davis & Moore Wilbret in the book *Some Principles of Stratification* which also

cites the work of Bendix & Lipset (1966:47) in the book class, social status and power suggests five determinants of social status such as birth, ownership, personal qualities, authority and achievement. Because as individuals and social entities lecturers' and college students' have personal qualities that exceed other entities due to the quality of himself who struggled with science and technology at the University, then sociologically lecturers' and college students' have a certain social status which is then referred to as the middle class.

The struggle of lecturers' and students' at the University has culturally enhanced its intellectual capacity. This intellectual capacity is then able to encourage college students' to be college activists' and lecturers' to be public intellectuals. But several college students' didn't make their plunge into a college activist. Their like science and technology. His science is only for science, not for change. They didn't involve in various of college student' organization. There are also lecturers' who are only focus on educated. There are those who focus on educated in higher education but didn't concern with situations outside of around themselves that threaten others and even threaten the continuity of democracy. Then this is some circles in Indonesia popularly referred to as the middle class of *ngehe*.

## **DISCUSSION**

### **The Middle Class in Indonesia**

In general there are two approaches to defining the middle class namely the absolute and relative approaches. Lester Thurow (1987) of MIT defines the middle class in the United States as a society group that has income in the range between 75% and 125% of the median (midpoint) per capita income. The middle class floor bound by this definition is 75% of the median income per capita. While the upper limit of 125% of the median income per capita. According to Easterly (2001) of New York University defines the middle class by dividing the population into five quintiles of consumption groups, from the poorest to the richest. The middle class according to Easterly is obtained by issuing the lowest quintiles (20% of the poorest) and the top quintiles (20% of the richest people). As we knew the middle class is a group of people who have per capita expenditure in the second, third and fourth quintiles (Yuswohady, 2012). The disadvantage of a relative approach that each country has a different income median number so the definition of the middle class from different countries will

vary. The absolute approach fixes this weakness by defining certain income expenditures or deficiencies to define the middle class.

According to Ravallion (2009) of the World Bank uses the lower limit of the median poverty line in 70 developing countries as the lower limit of per capita income per day of \$ 2, meanwhile for the upper limit it uses the poverty line number in the United States for \$ 13. Because it uses the upper limit of poverty in the United States, this definition is applicable to developing countries. The Asian Development Bank (ADB) defines the middle class with per capita spending per day of \$ 2-20. The per capita expenditure span is subdivided into three groups, there are (1) lower middle class with per capita expenditure per day of \$ 2-4. (2) Middle Middle Class with daily per capita expenditure of \$ 4-10. (3) Upper Middle Class, with per capita expenditure of \$ 10-20 per day. Study of World Bank (2012) mentions, Indonesia has middle class reach 56.5 percent from 237 million population of Indonesia. Based on the research Institute for research and development newspaper Kompas (2012) the middle class of Indonesia reached 50.3 percent. The study found the middle class formed at the time was a mix of elements. Some of middle-class who is middle-class, some of newly graded from lower to middle and fewer are those handed down by upper or upper middle-class parents. Although a few, their influence significantly transmits middle-class lifestyle to the middle class.

The middle class is also a blend of those who experience the direct impact of the economic crisis and when the crisis occurs, their haven't a job responsibilities because they are aged 0-17 years. This pre-crisis youth group, especially now occupy positions as upper-middle class citizens-currently the most enthusiastic group buying luxury goods. Only about 2 percent of the rich young group didn't have smart gadgets (smartphones), several of them have more than one smartphone. The research of compass is interesting because the researcher found the middle class in Indonesia they are only limited to the audience of various problems of the nation today (litbang, 2012). Five years after the Kompas Research and Development Research, on December of 2017 the World Bank released an important article titled Indonesia's National Secondary Class Important for the Future States which states is one of five Indonesians is in the middle class or about 52 million people. According to World Bank, Indonesia's middle class which contributes to 43 percent of total household consumption. At the same time there are 45 percent of the population who are groups want to

become middle class, if this group fails to rise in economic level it will impact on people who are more polarized and split (kompas, 2017).

The research of Kompas newspaper found that the middle class in Indonesia hasn't been able to become an element of social change, has not become an important part of democratization efforts, they are only limited to the audience of various national problems that occur, is the findings on 2012 which is still enough relevant. This conclusion is reinforced, for example, by the lack of middle-class involvement in democratization efforts. The most obvious implication among them is the fact that Indonesia democracy index decline in 2017 from position 48 to position 68. As stated above that in December of 2017 in the World Bank analysis mentioned there are 45 percent of Indonesia's population who are a group that wants to become middle class, if this group fails to rise in economic level it will impact on people who are more polarized and divided. On 2018 will be the year of the momentum of the middle class increase amid the rupiah exchange rate continues to slump and the economic situation that has not fully improved. At the same time, political turmoil on 2018 and 2019 also continues to show increased tension. The fact of the weakening of the rupiah, the unfavorable economic situation and the political year on 2018-2019 which continues to heat up, there isn't properly anticipated by the government, the polarization and split of social entities of Indonesian society as analyzed by World Bank is possible.

The situation is unlikely to occur if the new middle class from a more qualitative perspective (non-absolute perspective) but able to participate in a participatory process in the both political process and economic democratization. In this context, the definition of the middle class constructed from a sociological and political perspective has meaningful because of the quality of education, intellectual capacity and concern for the surrounding socio-economic problems to mainstream the problem in the middle class in Indonesia. Therefore, college students' activists and lecturers' who will choose their public intellectuals are in the middle class in sociological and political definitions very important entities for contributing constructively to the problems of the middle class in general in Indonesia.

### **Public Intellectual and Responsibility**

Based on a psychological point of view, intellectuals are more viewed in the context of mental ability or intelligence, which is a representation of cognitive processes, thought processes, linking power, judgmental aspects and the ability to consider (Joyce, 2016:98). From a sociological and political point of view, intellectuals are more viewed in the context of the ability or capacity of individuals to respond to issues outside of themselves with a logical perspective and have a preference for universal truth, justice and universal values of humanity. One of intellectual aspect isn't only see from how far a person has gone through education, but rather by his ability to digest information and connect to a logical cause. The relationship will be a source of consideration in decision making to resolve the problem.

This point of view must have an impact on who deserves to be labeled an intellectual individual. The level of education is no longer seen as a starting point, but also must take into an account aspects of thinking, problem-solving skills, and of course the effectiveness in decision-making. According to Lewis Coser (1965) quoted Sven Eliaeson (2008:112) argued that intellectuals are the people of knowledge who never feel satisfied to accept the reality as it is. They always think about the best alternative of everything that people have considered good.

This is confirmed by Edward Shils (1972) cited Rajendra Pandey (1990:247) argued that the intellectuals are always looking for truths whose boundaries do not culminate. The perspective of Lewis Coser and Edward Shils as described above shows that intellectuals are entities who never stop thinking of issuing ideas to answer various issues in the midst of society or find new ideas to make a change from the social and economic realities of politics and culture around it. An intellectual in this sense means he will never remain silent to see the circumstances surrounding him. Based on Indonesian Dictionary, the word intellectual is related to the word intellect. Intellect comes from the Latin vocabulary: the intellectus which means understanding, understanding, intelligence. In the everyday sense then means intelligence, intelligence, or reason.

This notion of intellect is different from the notion of intelligence or intelligence level. Intellect more shows what man can do with his intelligence; things that depend on exercise and experience. Intellect here represents a higher power or thought process with respect to knowledge, reason and intelligence of thought. The word intellectual also connotes to call the educated or the intellectual. Therefore, intellectual attitudes are usually shown by

thinkers who have the ability to analyze a particular problem or potential in the field. Intellectual also a change maker, that is person making change. Then the characteristics of intellectual: First, have science and religious knowledge that can be diteorisasikan and realized in the community; Second, can speak the language of his people and be able to adapt to the environment; and Third, have a social responsibility to transform a static society into a dynamic one (Syamsul, 2018).

According to Mohammad Hatta speech, once perceived the intellectuals as well as the intelligentsia. For Hatta, intelligence shouldn't be passive, but leave everything to whoever happens to be in office. They are part of the citizens who share rights and obligations. Hatta's appeal necessarily implies that an intellectual, obviously an entity that is expected to be able to give consideration to the role of the State in political, economic, and social management. Hatta said, they are a big responsibility bearer, bigger than the other classes because of the quality it has as an educated person (Mohammad Hatta, 1983). Noam Chomsky (2017) in *The Responsibility of Intellectuals* says that an intellectual with his special status is obliged to promote freedom, justice, humanity and peace. According to Chomsky intellectuals are not only in charge of exposing the lie of the authorities, but also explaining how far we are involved in a crime and how we stop it.

A number of perspectives above assert that an intellectual has a great sense of responsibility for various social, economic, political and cultural issues surrounding it. They academically have enough capacity to analyze and respond to various problems of the public (public interest). If intellectuals understood as human beings whose capacity is concerned with others and in the public affairs, public intellectuals would understood as intellectuals who understand the public, voicing public interest as well as accepted by the public both as a reference and as part of the public. Budhiana Kartawijatya (2012), public intellectuals can be understood as someone who has knowledge and authority about various kinds of actual issues in depth and have ability to convey to public. There are several stages in the process of attaining status as a public intellectual. In the beginning, public intellectuals convey ideas and write exclusively about the discipline of their knowledge. Then at a later stage, public intellectuals can talk or write about their discipline and how to relate it to the social, cultural, and political world around it. Budhiana also reminded that public intellectuals do not have to write things down. Writing everything can make a person not a public intellectual but stuck into a celebrity intellectual.

Public intellectual position in Indonesia becomes very important. Public intellectuals as intellectuals who openly voiced public interest and become part of the public amidst the middle class economic phenomena that are indifferent to the socio-political and cultural economic problems, it becomes a major agent for promoting the awareness of the economic middle class in Indonesia to take responsibility for bringing about democracy quality in Indonesia. Such a public intellectual position is a form of responsibility as an intellectual. Or some kind of academic university accountability.

## **CONCLUSION**

Until this article was written, the middle class (economy) in Indonesia has not been able to become an element of social change and hasn't become an important part of democratization efforts, they are only limited to spectators from various national problems that occur. First, this fact is reinforced for example by the lack of middle-class involvement in democratization efforts. The most obvious implication among them is the fact that Indonesia democracy index decline on 2017 from position 48 to position 68. Second, on December of 2017 in the World Bank analysis mentioned there are 45 percent of Indonesia's population who are a group that wants to become middle class, if this group fails to rise in economic level it will impact on people who are more polarized and divided. Third, the middle class built from a sociological and political perspective is much more meaningful because it is measured from the level of education, intellectual capacity and concern for the socioeconomic and cultural problems surrounding it.

Therefore, college students' and lecturers' who are in high education as a middle class in sociological and political definitions, very important entities to contribute constructively to the problems of the middle class in general in Indonesia. This is the side of intellectual responsibility. Fourth, public intellectual position in Indonesia becomes very important. Public intellectuals as intellectuals who openly voiced public interest and become part of the public amidst the middle class economic phenomena that are indifferent to the socio-political and cultural economic problems, it becomes a major agent for promoting the awareness of the economic middle class in Indonesia to take responsibility for bringing about democracy quality in Indonesia. This public intellectual position is a form of intellectual responsibility. Or some kind of academic university accountability.

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## **Research of Mix Methods for Students to Develop Research in the Historical Education**

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### **ABSTRACT**

Research may be a rare field. Research activities for most academics are usually only considered obligations and not necessarily. The reason, of course, is not only because of the difficulty of carrying out research procedures but also the consideration of funds, time and energy. In addition, research methods that are to be used also often lead to a dilemma between qualitative or quantitative. Therefore, an approach that is not merely to mediate the gap between the two very different paradigms but also able to fill every deficiency of each method. This is where the use of mixed research methods as an alternative to help students, especially in the field of historical education in conducting research. In this case it may be necessary to remember that the subject of research in historical education is not a physical thing as natural science and not a social society that demands an analytic criticism but learners and classrooms. So the role of the researcher of history education is needed not only as a field observer but also as an educator.

**Keywords:** Mixed Method, Qualitative, Quantitative, Historical Education

### **INTRODUCTION**

Compared with the field of education and community service, research is the most underdeveloped area in the implementation of Tri Dharma Perguruan Tinggi. This lag is experienced by almost all universities in the country. Causes of this condition include the ability in the methodology and tradition of researching in the campus environment. Research activities for most lecturers and students are still considered obligations, not necessarily. Many lecturers do research just want to get credit for teaching (KUM) for group increase. Similarly for some students, they do research only to qualify for a bachelor's degree. Seeing such conditions is certainly not enough with only concern, but also need to accelerate efforts in catching up. One of the efforts to develop and improve the quality of research is to improve the capability in the field of methodology (Kurde, 2005).

Efforts to implement this methodology often cause problems. Researchers are often required to carry out some pragmatic considerations concerning research procedures, time for research, institutional networks and other funding related matters. So it is not uncommon among researchers to rush to commit to one of the methods before they take the time to consider the appropriate list of methods in revealing the research issues they are studying (Brannen, 2005). In addition to the issue of consideration of funding, time and energy, many of the researchers assume that one method can not be complementary to other methods because of the vastly different theoretical perspective gap, so attempts to integrate the two methods in taste are almost impossible. Then what about the idea of combining two or more methods ?, whether by combining qualitative and quantitative paradigms in research can streamline funding issues, research time and research effort ?.

Regarding the dichotomy between qualitative and quantitative is actually a fairly long debate. Although actually as Bryman (2005, 96) has pointed out, none of the methods are better than other research methods, because each method does have its own advantages and disadvantages. Indeed it is good, as Burgess (in Brannen, 2005, p. 20) notes, that a researcher should be flexible and should choose a method that suits the problem studied and not base his research on only pragmatic aspects. Some institutions, especially concerning the aspect of research funding, usually require a researcher to be pragmatic, for example, requires only quantitative research because it is felt more accurate and neutral to political and economic interests, while others require qualitative such as educational institutions who want to see the phenomenon of education more natural. In addition, researchers are often troubled by the duration of the study so that quantitative selection is considered a shortcut by ignoring the qualitative data that are actually quite abundant (Miles and Huberman, 2014).

If each study has a weakness in terms of pragmatic considerations, then what about the effectiveness of funds, labor and time for mixed research ?. Regarding the length or the short duration of the study is actually not dependent on what method is used but on how a researcher can develop strategies to collect research data in a shorter time. As for the problem of its research effort, mixed researchers have easy access that is not possessed qualitatively or quantitatively, ie in terms of data collection and processing. Through a mixed method, researchers can more freely to sort out strategies in collecting and processing research data without dizzying by theoretical and paradigmatic barriers. That means, the mixed method researchers can be free to collect research data in both qualitative and quantitative form.

Actually there are many more reasons why the mixed method becomes interesting to use. As Brannen (2005, p. 2) points out, one is the fact that relatively little space is given to this problem in methodological books. Another reason that there are still few studies that use quantitative and qualitative methods in his research, especially in the field of historical education research. A third reason why this issue now draws attention is to the customs among donors, especially in the social policy arenas where there is an increasing concern for qualitative data in addition to the use of quantitative statistical data. The fourth reason concerns recent developments in both the social sciences and the humanities to open not only new developments in empirical research but also the current economic climate that makes up most of the research methods of strategic value. In addition, it would be wise for a researcher to avoid sectarian and puritan tendencies related to discipline, theoretical perspectives and methods.

## **DISCUSSION**

Some definitions of mixed methods (Mix Methods), have emerged after the end of the dichotomy between qualitative and quantitative research. In its development, the mixed method includes various elements of method, research process, philosophy, and research design adapted from both qualitative and quantitative methods. The original definition of mixed methods came from the authors in the field of evaluation, Greene et al. (Creswell and Clark, 2018, p. 3), which emphasizes the integration of qualitative and quantitative methods and paradigms by stating:

In this study, we define the design of mixed methods as designs that include at least one quantitative method (for collecting numbers) and one qualitative method (for collecting words), in which no one type of method is inherently related to particular research paradigm.

Furthermore, Greene also adds that mixed methods are different (from qualitative and quantitative) or specifically have different ways of looking at social phenomena and phenomena by stating:

. . . which actively invites us to participate in dialogue on diverse ways of seeing and hearing, various ways to interpret the social world and varying views on what is considered important and valuable.

Another definition comes from Johnson et al. (in Creswell and Clark, 2018, pp. 5), which concludes mixed research methods as:

The type of research in which the researcher or team of researchers combines elements of quantitative and qualitative approaches (eg using qualitative and quantitative point of view, data collection, analysis, qualitative and quantitative inference) in order to produce breadth and depth in understanding and strength.

In contrast to both Greene and Johnson's definitions, Creswell and Clark (2018, pp. 7), provide their own definition of the mixed method by stating:

Mixed method research is a research design that contains philosophical assumptions and research methods. As a methodology, mixed method research involves philosophical assumptions that guide the direction of data collection and analysis as well as the mixing of qualitative and quantitative approaches in many phases of the research process. As a method, mixed-method research focuses on collecting, analyzing and mixing quantitative and qualitative data in a single study or in a series of studies. The main premise is the use of quantitative and qualitative approaches, in an integrated manner, providing a better understanding of the problem of research than with only one type of approach.

In addition, the definitions of Tashakkori and Tedlie (2010, pp. 29), which may be somewhat different from some previous definitions, he says:

The mixed research method is a pragmatic-paradigmatic product that combines qualitative and quantitative approaches in every stage of its research process.

Furthermore, Tashakkori and Teddlie (2010, pp. 67- 69), citing Denzin further direct the term mixed method with triangulation. Although in its development, the mixed method has its own distinct form of qualitative as well as quantitative. From some of the above definitions it seems understandable that the mixed method is a combination of qualitative and quantitative methods (both in terms of design, procedure and data analysis), which are pragmatic-paradigmatic in view of phenomena and phenomena, which in its development stage have their own distinct forms from both qualitative and quantitative research.

### **Mixed Research Design**

Having understood the notion of mixed methods, the next step required by the researchers is to choose between mixed research designs that are perceived in accordance

with the intent or purpose of the research. According to Creswell (2014, pp. 316 - 325), there are six kinds of designs that can be chosen by researchers in conducting a mixed study including:

a. Sequential explanatory design

A sequential explanatory design is a design that is applied by making quantitative data collection and analysis in the first stage followed by collecting and analyzing qualitative data in the second stage constructed based on preliminary quantitative results. Weight or priority is given to quantitative data. The process of mixing data in this design occurs when the initial quantitative results inform the process of collecting qualitative data. For this reason, these two types of data are separate, but keep in touch. The advantage of this design is that it is easy to describe and report. While the main weakness lies in the length of time in data collection because it must pass two stages separately. In addition, the design will also be weak when two stages of data collection are given a balanced priority.

b. Sequential exploratory design

This design is similar to the previous design, only the data collection and analysis phase is reversed. Sequential exploratory design involves the collection and analysis of qualitative data in the first stage, followed by the collection and analysis of quantitative data in the second stage based on the first-stage results. The weight or priority is more likely in the first stage and the mixing process between the two methods occurs when the researchers connect between qualitative data analysis and quantitative data collection. The superiority of this design is appropriate when used by researchers who wish to explore a phenomenon, but also wish to extend its qualitative findings. The weakness is the same with sequential explanatory, ie the implementation of research becomes longer because it must pass a relatively long time in completing the stages of data collection.

c. Sequential transformative design

The design consists of two distinct data collection phases, one step following another, as well as two previous sequential designs. Sequential transformative design is a two-stage project (either quantitative or qualitative or otherwise) with a particular theoretical perspective (such as gender, race, emancipation and other social theories)

that help shape the procedures within it. The process of mixing methods occurs when researchers combine between two research methods, as is the case in exploratory and explanatory designs. However, unlike exploratory and explanatory, in a transformative design, researchers must use a particular theoretical perspective to guide their research. The advantages of this design is to facilitate researchers to apply, describe and report the results of his research even though it takes quite a long time. While the disadvantage is the difficulty of books or sources that include the design especially about how the transformative vision is used to guide the research method.

d. The design of concurrent triangulation

In the design of concurrent triangulation, researchers collect quantitative and qualitative data concurrently (at a time), then compare the two databases to determine whether there is convergence, differences or some combination. Mixing methods occur when researchers reach the stage of interpretation and discussion. Mixing is done by merging two research data into one (such as transforming one data type into another data type so that both can be easily compared). The advantage of this design is that it can produce substantive and completely validated discoveries. In addition, the data collection process only takes a relatively short time because the quantitative and qualitative data can be collected simultaneously at a time in the research site. While the shortcomings, this design requires the efforts and expertise of the researchers to study the phenomenon with two different methods.

e. Concurrent embedded design

As with any concurrent triangulation design, concurrent embedded design can also be characterized as a mixed-method design that applies one stage of quantitative and qualitative data collection at a time. However, what distinguishes embedded designs with triangulation is that embedded designs comprise both primary and secondary methods, in which less dominant secondary methods are grafted into more dominant methods. Mixing of data occurs when the researcher compiles one data source with another data source, usually this mixing appears in many sections of the discussion. The advantage of this design is that qualitative and quantitative data can be collected simultaneously, so that researchers can gain broader perspectives from different data types in one study. The downside is that researchers must first transform

the data from these two methods into categories so that the data can be combined in the analysis phase.

f. Concurrent transformative design

Like sequential transformative designs, concurrent transformative designs are also applied by collecting quantitative and qualitative data simultaneously and based on specific theoretical perspectives. Such perspectives can be oriented to ideologies such as critical theory, advocacy, participatory research or on a particular conceptual framework. The mixing process in this design occurs when researchers merge, connect or plug two different data. Because these concurrent transformative designs share features with embedded designs and concurrent triangulations, the three designs also share their respective advantages and disadvantages, but concurrent transformative designs have more value because unlike the previous two concurrent designs, concurrent transformative research has been put a mixed method in a transformative framework that makes it seem attractive to researchers who want to use a transformative perspective to guide their research.

### **Implementation in Historical Education Research**

Given that the study in history education is not a purely educational science that demands a possible natural emphasis on the phenomenon of education is also not pure history that sometimes requires accurate data such as Cliometry and Quanto-History. Then mixing qualitative and quantitative data in conducting historical education research may indeed be necessary. Indeed, none of the research methods are superior to other research methods. Each has advantages and disadvantages, so that the choice of a research method is no longer due to a paradigmatic perspective but rather to pragmatic goals. In this case, historical researchers may need to understand that the subject to be examined is not a measurable, compared and generalized natural object as in experimental research. The subject of his research is also not a social society that demands the existence of analytic criticism as well as the transformative roles that stem from critical social theories. Subjects in historical education research are students and natural classrooms who need to also be treated in order to achieve educational goals.

It may be rather difficult for historical education researchers to use two research methods at once. In addition to spending a lot of time, mixed research also requires

executives to have multiple abilities both in terms of qualitative data analysis using many words as well as quantitative analysis that requires numbers. These can be weaknesses for mixed research, but as a method, mixed research offers a variety of designs or designs that historical education researchers can choose to carry out in their research. Where historical researchers can weigh their abilities, a sequential explanatory plan may be the right choice for historical education researchers who master quantitative data so as to make the qualitative data only as a complement or vice versa by using a sequential exploratory plan. For historical education researchers who are happy with the approaches of social theories, sequential or concurrent transformative is the right choice.

## **CONCLUSION**

The research of mixed methods emerged as a third force amid a long debate between qualitative and quantitative research methods. Although in the beginning the mixed methods of research were nothing more than attempts to integrate and reconcile between qualitative and quantitative research methods through triangulation, but in subsequent developments, the method of mixed research found its own distinct form of qualitative and quantitative research. Although up to now researchers from both qualitative and quantitative persuasions have remained adamant to the differences between the two methods, often among their research results which eventually end up polarizing them. Even the paradigmatic theoretical differences among researchers now lead to pragmatic aspects rather than maintaining puritanical attitudes.

The things that are often the main consideration of researchers are not far from the consideration of funding, time and how much effort is done in collecting research data. This problem may be a disadvantage for mixed research but these may actually be addressed through appropriate research strategies and procedures. Several designs in the mixed study, offering a consideration for prioritizing among the quantitative-qualitative, in which they can be given both weight and priority (QUAN-qual or quan-QUAL). For researchers in the field of historical education, mixed research may be a complicated study, since it requires researchers to have multiple skills, but it can still be resolved through several designs on a mixed method in which historical education researchers can choose which method will rank the priority between qualitative and quantitative in its incorporation.

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## **The Contribution of Academic Community Program in Sustainable Partnership Program**

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### **ABSTRACT**

Since the issue of Undang-Undang Perseroan Terbatas (UU PT-Limited Liability Company Law) no. 40 of 2007 on the obligations of companies to perform social and environmental responsibility, many companies are trying to associate these activities with what is known as Corporate Social Responsibility (CSR). In its implementation, the company is cooperating with an NGO or a university.

However, there is a misunderstanding in the implementation of this CSR activity. Many companies are only doing CSR activities by creating a "Kiss and Run" program, which means that the company only provide funding without being accompanied by coaching and mentoring, let alone monitoring and evaluation.

This is where the role of a university is required to be more active. One of the pillars of Tri Darma Perguruan Tinggi is doing the community service. With this program, university would be able to strengthen the partnership between the implementing of company's CSR and the community itself.

This paper will discuss the results of field studies in Cirebon, where most of the SMEs have partnered with local governments, companies, NGOs, and universities to improve capacity building and intellectual character.

**Keywords:** *CSR, sustainable partnership, community program*

### **INTRODUCTION**

Cirebon is one of the cities in the province of West Java which has been growing rapidly lately especially since the opening of Cikampek-Palimanan toll road where the distance of 216.9 km Jakarta-Cirebon can be taken in less than three hours (Source: <https://www.liputan6.com/bisnis/read/2244130/lewat-tol-cikampek-palimanan-how-time-travel-to-cirebon>, accessed July 20, at 5:18 pm). The city known as the City of Shrimp is also known for batik, culinary, and various interesting of relics of cultural and religious sites

tourist destination. Based on data from <http://disperindagkopumkm.cirebonkota.go.id/potensi-koperasi-dan-umkm/> (accessed July 20, 2018, at 3.55 pm), the number of SMEs in the city of Cirebon is 1698 SMEs, which consists 832 of micro business, 685 small businesses, and 125 medium enterprises. Thus, Cirebon not only becomes tourism destination but also attracts companies to conduct their CSR programs.

The obligation for the company to conduct Corporate Social Responsibility (CSR) program is based on Limited Liability Company Law (UU PT) no. 40 of 2007 on the obligations of companies to perform social and environmental responsibility. The purpose of CSR itself according to Radyati (2014, 13) is the sustainability (business sustainability). Thus through CSR, the company is expected to improve its image in the eyes of the community while the scope of CSR itself, further Radyati (2014, 14) describes as all activities that have a positive impact on social, economic, and environmental aspects.

Based on ISO 26000 which was launched November 1, 2010 by the International Organization for Standardization (ISO), there are seven scopes of social responsibility, namely governance, human rights, labor practices, environment, honest business practices, consumers, involvement and community development. (Radyati: 2014, 16). This scope itself refers to the guidelines for reporting corporate social responsibility activities called sustainability reporting.

To run CSR, the company can partner with various parties who are experts in their field. For example, non-governmental organizations, educational institutions, and even consumers work together to ensure the success of the CSR program itself. One of the CSR activities is community development. This is also in line with community service programs from universities, which is one of the pillars of the Tri Dharma of Higher Education.

## **DISCUSSION**

Based on this background, this paper will discuss the role of community service in the university sustainable partnership program. This paper was prepared based on facts and field

interviews, as a prototype of one group of participants Paramadina Executive Program for Sustainable Partnership (EPSP) in Cirebon on 9-10 October 2017.

The ongoing partnership program has worked well in the Cirebon. Based on the interviews with Mr. Eko from Disperindag Cirebon Cooperatives Department, most of SMEs in Kotamadya Cirebon are based on culinary under the guidance of the Ministry of Cooperatives and Industry. While in Kabupaten Cirebon, most SMEs are directly under the guidance of Bank Indonesia. But from the results of monitoring in the field, there is an attempt made by local communities that have not been reached by the Government, namely the rattan craftsmen.



Figure 1. Discussiong with Ministry of Cooperatives and Industry

Indonesia is a major rattan producer in the world, and most of the rattan industry is in Cirebon. In general, rattan products, including those in Cirebon, are handcrafted and require skilled and toxic personnel. Producing products in large quantities requires a large amount of labor. The number of skilled and bonus workers in the rattan industry is quite limited, and this coupled with the challenges, has not yet made Indonesia's rattan processing industry the largest in the world.

In addition, for the last decade the design of rattan products have less innovation, including Indonesian rattan. Unattractive and reliable product design becomes a large Indonesian rattan

industry. This is still coupled with the lack of protection of the work of rattan designers. The old and costly copy right application cannot motivate designers to create innovative products.



Figure2. Rattan Labour

The lack of skilled workers and interest in working in the rattan industry has undoubtedly inhibited the development of the industry, and in itself the rattan industry has not yet been able to provide a viable livelihood for the workers involved. One of the major challenges faced by rattan industry players in Cirebon, especially small business actors, is how to meet the needs of skilled workers, making the workers involved earn sufficient income and survive and develop together the rattan industry.



Figure 3. Discussion with Board of RadeC

In a discussion with the parties who have concern for the development of rattan industry in Cirebon, it is suggested that one solution to answer the above challenges is to produce a rattan product with an attractive design and innovative because the market for these products

are still widely open. A market that is still very large will have a positive impact both on the industry and also increase income earning workers.

One group concerned with the rattan industry in Cirebon is RADEC (Rattan Designer Cirebon). This is an association that becomes a forum for communication and information exchange activist of rattan industry in Cirebon. In its development, this association requires partners to grow and develop into Development and Development Center of rattan industry in Cirebon.

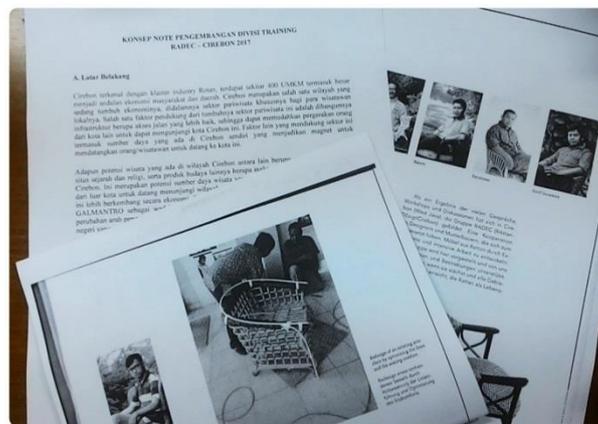


Figure 4. RADEC Profile

Radec (Rattan Designer Cirebon) was established in 2014 by actors and parties who have concern for the two main issues in the rattan industry in Cirebon, which are design and marketing. This is a forum for communication and information exchange activist of rattan industry in Cirebon. Based on data from Radec.or.id (accessed November 5, 2017, 04.53 pm), since its inception Radec has provided design training to various rattan businesses and facilitated and initiated collaboration between designers and producers. In producing its product designs, Radec targets a special market (niche or middle-upper markets), so the quality factor is a top priority.



Figure 5. Some of Radec's Products

Radec actually already has a market that is ready to absorb their products. But the opportunity that can not be utilized optimally, because the limitations of skilled labor to make quality products in a lot of volume. This is the next Radec challenge, which is to recruit and train the workforce to become skilled and make these rattan craftsmen believe that this industry is able to support their lives.

To conduct this training, Radec needs partnerships with various parties, one of which is from the university. The university is expected to help create an effective rattan training curriculum, helping to market Radec to other partners.

## CONCLUSION

There are also expected outcomes of this prototype: 1.) The establishment of multi-stakeholder partnerships. 2.) The strength of 'RADEC' capacity in rattan business governance. To achieve the first outcome, sustainable partnerships with local organizations such as PUPUK, PEMDA, and other local NGOs, as well as partnerships with universities and the media are required. Meanwhile, to achieve the second outcome, efforts are needed to improve the knowledge and skills of RADEC members and RADEC restructuring.

## RADEC NOW to RADEC FUTURE

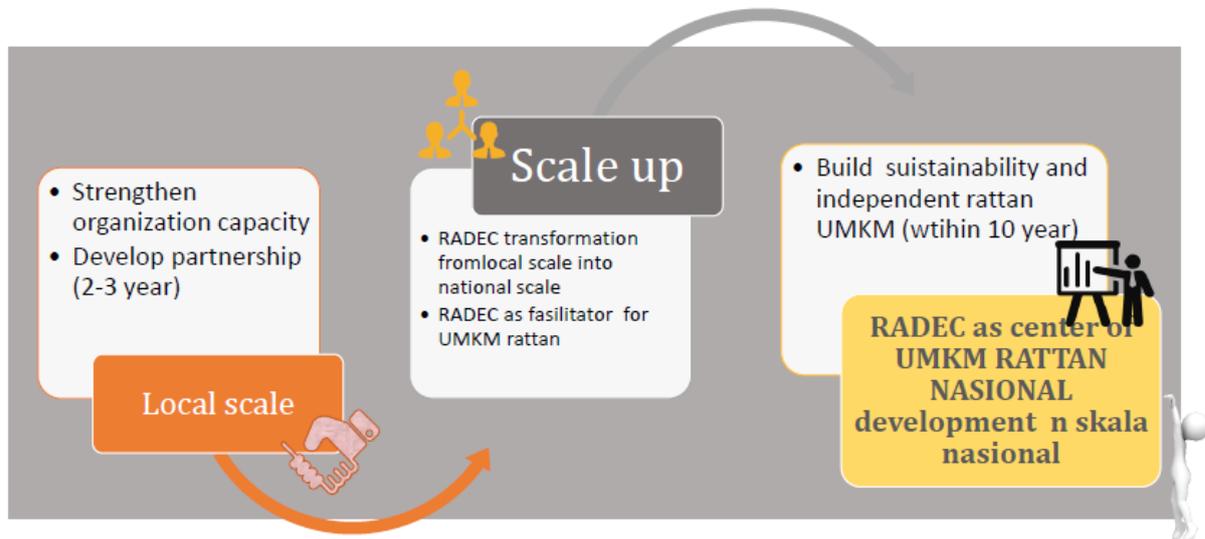


Figure5. Recommendation for Scalling Up RadeC

### ACKNOWLEDGMENT

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## **Producing Contextual Theory through Ethnographic Research Learning from Insider's Perspective**

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Universities have an important role in the production of knowledge. In this context, the most progressive way to produce knowledge on social science area is producing a new theory. This article will discuss how theory generated through qualitative research namely ethnographic research. These method is the best way to produce a contextual theory. There are three argument the importance on producing a contextual theory : first, contextual theory is closely to the contemporary social world; Second, contextual theory also mean adding one or more renewable dimensions of the previous theory due to changes and developments of the communities and society; third, Indonesian's local culture can be elaborated to be a benchmark for the study of sociology. I'm also argue that the individual's have a major role in this research because it represent their groups, community, institution and nation. To understand the importance of individual positions and roles, can be seen through the process of interpretation of subjective and intersubjective meanings. These also means that informant's position as a subject with their entire socio-cultural world must be analyzed in order to have an insider's perspective in the wider contexts.

*Keywords: Production of Knowledge, Contextual theory, Ethnographic Research, Insider's Perspective*

### **INTRODUCTION**

University comes from the words universum or universal values, which is defined as an institution that applies universal values.<sup>1</sup> The opposite of universality is particularity. The objective academic standard must be generally accepted to all *civitas academia* and it calls

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<sup>1</sup> Michael Proudfoot and A.R Lacey, "The Routledge Dictionary of Philosophy" , 4<sup>th</sup> edition (Routledge : 2010, 428)

objectivity in Parsonian Paradigm.<sup>2</sup> The universality of values becoming a reference for interaction among the stakeholders, to develop academic atmosphere, and subject matter among sub-discipline studies.

The university has also responsibility for scientific development, where one of the social science obligation's to produce theoretical novelty. Social Science have to produce novelty of data and theory. A good theory had ben produced from empirical datas. These renewable (contemporary) datas could support to build some contextual theory based on social world. I argued that ethnographic research is the most appropriate method for generating contextual theory based on daily reality of life from the insider's perspective (informant perspective). Ethnographic research allows the study of social science, especially sociology to produce contemporary sociological theory base on realities on the context of *Keindonesiaan* (Indonesian diversity).

### **Ethnographic Discourse in Socio-Antropology Research**

Anthropology and sociology have somewhat different understandings of what constitutes ethnographic research, but on the most general level ethnography involves the researcher directly interacting with people in situ in order to gain an understanding of that particular social world from an insider's perspective. Although the term comes from the root ethno and in common usage denotes the study of a particular ethnic group, in most social science disciplines the term has come to mean the study of any kind of group through frequent and sustained participation in the setting in which a group interacts.<sup>3</sup> Some researchers use the term ethnography to describe any research that involves spending time with people in a particular location, but true ethnographic research is actually quite rare outside of the discipline of anthropology, and most ethnographic fieldwork is actually much more superficial and less intensive than true ethnography. However, this distinction is not as important to other disciplines as it is to anthropology and qualitative sociology, so I will continue to use the term ethnographic research to describethether,in which includes participant-observation,interviews, and other research methods that require sustained interaction with informants in situ.

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<sup>2</sup> Parsons: "The Functionalist Version", in *Modern Sociological Theory*, Malcom Waters (SAGE Pub: 2000,107-114)

<sup>3</sup> John W. Creswell, "Ethnographic Research", in *Qualitative Inquiry and Research Design Choosing Among Five Approaches*, 2<sup>nd</sup> edition, (SAGE Pub: 2007, 68)

In ethnographic research, the researcher generally selects a research setting on the basis of both theoretical and practical considerations, gains entry to the research setting (usually overtly presenting herself as a researcher), and receives at least tacit permission from those she is studying to be present as a participant or an observer.<sup>4</sup> Then the researcher spends an extended time in the research setting watching, listening, and taking extensive field notes about what is happening, conducting formal or informal interviews, and perhaps working with other kinds of documentation such as sketches, genealogies, video, photos, audio recordings, and documents produced by the group being studied. These forms of documentation constitute the data that the ethnographer uses to construct her analyses. Ethnographic analysis is generally interpretive, seeking to explicate meanings rather than make verifiable predictions, or, as Clifford Geertz<sup>5</sup> put it, “that what we call our data are really our own constructions of other people’s constructions of what they and their compatriots are up to “unlike” more structured methods of data gathering such as surveys and experiments, ethnographers are not required to develop hypotheses before entering the field, and many ethnographic studies use inductive reasoning to generate theories from the field research in addition to testing existing theories against the fieldwork data. Ethnography also has the advantage of being recursive, that is, as new data comes in challenging existing theories and hypotheses, the researcher’s questions can be refined and immediately tested against the reality of the field setting. Again, to quote Geertz<sup>6</sup>, ethnography “guess[es] at meanings, assess[es] the guesses, and draw[s] explanatory conclusions from the better guesses.” Ethnography is thus a very flexible method, though it does not have the built-in rigor of more deductive methods.

The point of the ethnographic method is to uncover the explicit and implicit cultural knowledge that guides behavior in that group. The ethnographer comes very close to experiencing what is experienced by members of the group she is studying, thereby gaining a deeper understanding of what unspoken rules they might be responding to. It is an important research technique for anyone studying issues of identity because it gives you access to the self-understandings of the group in a variety of contexts, allowing you to experience the reflexivity of group identity as well as what the identity means in practical terms. Doing ethnographic research allows you to get beyond your preconceived notions about the content

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<sup>4</sup> *Ibid.*, pg. 70.

<sup>5</sup> Geertz on Laura Adams, “Technic for Measuring Identity in Ethnographic Research”, in *Measuring Identity: A Guide for Social Scientists*, (Cambridge University: 2010, 347)

<sup>6</sup> *Ibid.*, pg. 349.

of identity and to see how people themselves talk about and enact their identities. Furthermore, you can ask people about what they think and do, and why, thereby getting at the reflexive element of identity, while at the same time grounding your questions in concrete examples you have seen and checking to see whether their answers match their actions later. This is why ethnographic research can get at the “cognitive content” of identity better than most other methods.<sup>7</sup> Ethnographic research can stand on its own, but it also serves as a valuable component of other research strategies. For example, it is often a good idea to conduct participant-observation fieldwork with a population before constructing a survey instrument for them, so that you can determine in advance which issues or questions will be most fruitful to explore in a more structured way. Ethnography can serve as a very useful auxiliary method in order to check on the results that another technique is generating. Even if your primary data collection consists of surveys or structured interviews with a particular population, you may want to conduct fieldwork with this population as well, in order to check on the veracity of their answers or to see whether the reality diverges from their perception of it. Finally, ethnographic fieldwork is often the only way to study populations that are not likely to answer honestly to impersonal interview or survey questions. Persecuted minority groups, for example, are much more likely to share truthful information in the kinds of face-to-face, everyday interactions that ethnographic fieldwork encourages.

### **Producing Contextual Theory Through Ethnographic Research**

I have use Burawoy's idea to describe the process of producing contextual theory through the refflexive ethnography method. One method that links theory to ethnography quite rigorously is Burawoy's extended case method that “applies reflexive science to ethnography in order to extract the general from the unique, to move from the ‘micro’ to the ‘macro,’ and to connect the present to the past in anticipation of the future, all by building on preexisting theory.”<sup>8</sup> This method, which Burawoy argues is emblematic of an alternative (“reflexive” as opposed to “positive”) science. The first “extension” in the extended case method is the extension of the observer to participant – the recognition of power relations inherent in field research and the embracing of the distortion of the social situation introduced

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<sup>7</sup> Laura Adams, *Op.cit.*, pg. 355.

<sup>8</sup> Michael Burroway, “Extended Case Method”, (American Sociology Association, 1998, pg.12)

by the researcher. “Even the most passive observer produces ripples worthy of examination, while the activist who seeks to transform the world can learn much from its obduracy”.<sup>9</sup>

The second extension is of observations over space and time in order to compile situational knowledge into theories of social process. The third extension is out from process to force, a comparative strategy “tracing the source of small difference to external forces . . . to causally connect the cases. Instead of reducing cases to instances of a general law, we make each case work in its connection to other cases” in order to contribute to the theorization of broader social forces.<sup>10</sup> The final extension is of theory. Our first three “extensions” – intervention, process, and structuration – all call for prior theory.

My thesis show that reproduction of patriarchy in Peranakan Arab Women discovered different level of patriarchy.<sup>11</sup> It depends on social, cultural, power and educational background. I have conducted these research in two arab villages, namely Condet Jakarta and Empang Bogor. I am exploring the point of view from local Arab women and local leader from diverse backgrounds. Later I discovered that the big issues they facing through their everyday live in the grassroots level are the values from local traditions and religious narratives. Thus, the findings of the field I can include for the development of the patriarchal concept of gender sociology, into the concept of "negotiating patriarchy". On the basis of the argument that patriarchy can be negotiated in terms of social, economic, cultural and political contexts I am trying to create a structure of oppression against women in diverse context in terms of the informant's point of view. In this context, microl level withdrawal becomes to a macro level context.

My reflexive ethnography applies to the processes and interventions of tradition and religion in women's negotiations over patriarchal bondage in their lives. Reserach contribution to the study of gender sociology is to revitalize the theory of patriarchy. Contextual theory is more easily generated from the novelty of data in the field by discussing it with the existing theory. The novelty of data wrapped in the traditions and cultures typical of Peranakan Arab in Indonesia that are different from the Middle East. This finding could be a pattern for further studies, but also an opportunity to revitalize the theory that researchers have produced. Through the reflexive ethnography, the reseracher can develop the novelty of

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<sup>9</sup> Michael Burroway, *Op.cit.* pg. 15.

<sup>10</sup> Yuanita Aprilandini, “Patriarchy Reproduction in Arab Women”, (Ph.D Thesis: University of Indonesia, unpublished)

<sup>11</sup> *Ibid.*

the qualitative data, and continues to produce the contextual theory generated from the realities of our own society.

### **THE PROBLEM OF ACADEMIC RESEARCH**

University support is an absolute prerequisite to encourage researchers in order to obtain theoretical novelty. University must support a wide range of research not only a practical but also theoretical research. These policies are very important in order to get theoretical research more often to get subsidized.

The second problem, exploring an insider's perspective also being considered takes a long time research period and spending high cost research budgeting. It makes our university not interested to subsidize this kind of research.

Third, the micro-level study in social science arenas, everyday life phenomenon, grassroots life, everyday social interaction were being less considered also neither less important. These came from a strong positivistic tradition in several campuses in Indonesia. Thus, qualitative research is considered less scientific or less "selling" compared to survey and questionnaire research methods.

### **CONCLUSION**

The authors argue that ethnographic research is more effective to produce contextual theory in accordance with contemporary societies. Our social world built from interaction and interpretation of individuals on the micro level wrapped in symbols of Indonesian traditions and cultures. Reflexive ethnography is not only contains with specific culture of our own community, but also contesting the old structure. It also produces some criticisms to everyday life phenomena and their problems. It can also create a form of policy that is appropriate to today's realities in our society.

The problems of our academic research are divided into internal and external factors. The internal factors consist of high cost budgeting for ethnographic research, taking a long duration, and also microlevel problems are more or less interesting topics to our students.

On the other side, the external factor can be seen from the strong dominance of the positivistic paradigm in Indonesian campus. Quantitative research is more marketable than qualitative ones.

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## **School Management on The Perspective From Leadership Of School Principal, Infrastructure, Human Resources, And Curriculum**

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### **ABSTRACT**

The research aims to gain information with regard to school management on the perspective from the leadership of school principal, infrastructure, human resources, and curriculum from some schools either state-owned school or private school in DKI Jakarta. The result shows that the private school is more likely to use *laissez-faire* style, while state-owned school prefer to use authoritarian style. This result is in terms of school management from the perspective from the leadership of school principal. In addition to this, based on infrastructure, quality and quantity, junior high schools infrastructure (completeness and quality) are better than senior high school in public schools. Furthermore, in human resources, either junior high school in private and public school have better human resources and competent in their field. This means they hold a master degree. Then, in the curriculum, generally, the junior high school either private or public school are using the curriculum of 2013 for the class of VII and curriculum of 2006 for class VIII and IX. It needs more deep research regarding school management to gain more results from elementary school to senior high school.

**Keywords: school management, infrastructure, human resources**

### **INTRODUCTION**

Education is one of the most important components in building a developed country. By education, human resources owned by a country can be more developed and reach the required quality.

Education in a country includes various components, such as educators, learners, educational institutions, and so forth. Educational institutions act as facilitators or facilities providers for educators and learners in carrying out the educational process.

One of the educational institutions in Indonesia is the school. School as an educational institution has a vital role in creating competent learners and have good quality.

With good management, schools as educational institutions in Indonesia is expected to emerge a good generation in the future.

However, in reality, there are still many schools in Indonesia that still do not have good management. This can be seen in several ways, such as many schools are left behind, in terms of facilities. Also, There are schools that have a lack of educators and incompetent, schools that have not been able to optimize the resources it has, and so forth.

Due to a lot of weakness in school, there should be efforts and roles of government and related institutions to update and improve school management in Indonesia.

Indeed, management was originally known in economics and business, which focused on profit and commercial. However, as the development, then management penetrated the world of education, it seems that management is needed in organizational activities. Without management, school organisation will not run properly, effectively and efficiently<sup>1</sup>. Without proper school management, it is unlikely that there will be future generations that have good quality.

School or madrasah as an integral part of society needs support and community participation. As a social role, the school is an open system in which the organisation takes advantage of the environment and also change it to external production. For example, schools take labour, students and money from the situation and subject to the transformation process of education to produce and educate students from each level.<sup>2</sup>

Regarding school management, there are some parts of the primary focus, such as the leadership of the principal, infrastructure, human resources, and curriculum. These four things become very vital regarding school management. Especially regarding improving school management to realise the national development in the field of education.

Principal leadership must be in line with the competencies and standards to create proper school management, as well as infrastructure. Infrastructure needs to support the ongoing process of teaching and learning activities, and it must have a good quality based on the needs of educators and learners in schools. In addition to this, human resources play a vital role.

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<sup>1</sup> Didin Hafifuddin dan Hendri Tanjung, *Manajemen Syari'ah dalam Praktek*, (Jakarta: Gema Insani, 2005), h. 4.

<sup>2</sup> Veithzal Rivai dan Sylvana Murni, *Education Management, Analisis Teori dan Praktek*, (Jakarta: Grafindo Persada, 2009), h. 198.

Human resources have a significant role in school management because this will support the creation of proper school management. Also, the curriculum is essential in school management. Without an excellent curriculum, there will be no proper school management. Proper school management will create a good curriculum as well and fit the needs of learners. To realise the national development in the field of education, it is required improvement and refinement of the implementation of civic education tailored to the development of science and technology, the development of society, global challenges, and development needs. To realise the goals of national education, then create an excellent curriculum, which can be developed and altered to follow a new generation.<sup>3</sup> School management can also be seen from the perspective of principal leadership, facilities, infrastructure, human resources, and curriculum of State Junior High School in DKI Jakarta. This also needs to be studied more to get a new insight.

Therefore the research question is how school management is viewed from the perspective of principal leadership, infrastructure, human resources, and curriculum of State and Private Junior High School in DKI Jakarta.

## **RESULTS**

### **School management at state junior high school**

#### **1. School management from the perspective of principal leadership**

Based on interviews, observations and analysis, the Principal of the State Junior High School, the majority of Principals' leadership is more of a common type, where active, dynamic, and targeted principals seek to exploit everyone for the sake of organisational progress and development. The suggestions, opinions and criticisms of each member are adequately channelled and attempted to use them for the growth and improvement of the organisation as a manifestation of shared responsibility.

But it does not entirely fit into the common type or uses the whole democratic kind of school management, but it is also combined with the authoritarian/autocratic nature.

#### **2. School Management Viewed from Infrastructure Facility Perspective**

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<sup>3</sup> *Undang-undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 1 Ayat 3*, (Bandung: Citra Umbara, 2007).

Based on the results of interviews and observations from several junior high schools that became the object of research obtained results, that in State Junior High School, in terms of facilities and infrastructure is adequate but when compared with that owned by Private High School is still said to be lost in quality and quantity, in addition from the side of the treatment was, still not right, there are still many facilities and infrastructure that condition is not good.

### **3. School Management Viewed from the Perspective of Human Resources**

Regarding the similarities between State Junior High School and Private Junior High School regarding school management as viewed from the perspective of Human Resources are both have the majority of Human Resources qualified and competent in their field.

When viewed from the way they do their Human Resource development, such as skill development or ability, professionalism, religiosity, and others, they will be educators, administrative staff, learners, to the worker's general workers, Junior High School The country has a limited and incomplete way.

### **4. School Management Viewed from the Curriculum Perspective**

State Junior High Schools still follow the policies imposed by the Government of the Republic of Indonesia in the field of education, especially in this curriculum.

As it is, for seventh grade State Junior High School has implemented the 2013 curriculum, but for the eighth and ninth grades still, apply the curriculum KTSP.

## **School Management in Private Junior High School**

### **1. School Management Viewed from Principal Leadership Perspective**

Some of the requirements that must be owned by a principal as contained in Chapter II is almost entirely or mostly owned by every Principal who became a resource in this study. Whether it is the Principal of the State Junior High School, as well as the Principal of Private Junior High School.

Headmaster of Private Junior High School is slightly different from the Principal of State Junior High School. At the Headmaster of Private Junior High School in conducting

school management more into the type of *laissez-faire*. Not only is a *laissez-faire* type, but there is also a combination of authoritarian/autocratic nature.

## **2. School Management Viewed from Infrastructure Facility Perspective**

Based on our observations, private junior high schools have more three aspects of good school facilities, with better quantity and quality compared to State Junior High Schools.

Likewise, with the infrastructure owned Private Junior High School, the quantity and quality are better than the State Junior High School. This shows that school management is viewed from the perspective of infrastructure, private junior high schools and professionals in the administration, care and development

## **3. School Management Viewed from the Perspective of Human Resources**

Concerning the similarities between State Junior High School and Private Junior High School regarding school management viewed from the perspective of Human Resources are both have the majority of Human Resources qualified and competent in their field.

When viewed from the way they do their Human Resource development, such as skill development or ability, professionalism, religiosity, etc., be it to educators, administrative staff, learners, to the worker's general workers, Junior High School The private sector is more diverse and more complete.

## **4. School Management Seen from a Curriculum Perspective**

Private High School is still following the policies imposed by the government of the Republic of Indonesia in the field of education, especially in this curriculum. The curriculum is used using the 2006 curriculum and the 2013 curriculum.

As it is, for seventh grade private junior high schools have implemented the 2013 curriculum, but for the eighth and ninth grade classes still, apply the 2006 curriculum. But there are also private Junior High Schools, all of the seventh, eighth, and ninth grades all implemented curriculum 2013. Private Junior High School has little development in curricula, such as the addition of several foreign language subjects and others.

## **DISCUSSION**

## **1. School Management Viewed from Principal Leadership Perspective**

School management is an effort to develop all the potential that schools have with authority and policies relying on the school itself in an attempt to improve the quality of education. From the perspective of Principal Leadership, almost all of the Principals who become resource persons in this study have most of the requirements required by the Principal as a leader and are obliged to do proper school management.

The requirements of the Principal in the effort to perform proper school management are among others as follows:

- 1) Have a good intelligence or intelligence.
- 2) Self-confidence and membership.
- 3) Companionable and sociable.
- 4) Creative, full of initiative and have the desire to progress and grow for the better.
- 5) The organisers are influential and authoritative.
- 6) Have expertise or skill in the field.
- 7) Likes to help, guide and punish consequently and wisely.
- 8) Have a balance/stability of emotional and patient.
- 9) Have a high spirit of devotion and loyalty.
- 10) Dare to take decisions and be responsible.
- 11) Honest, humble, trustworthy and straightforward.
- 12) Wise and fair.
- 13) Discipline.
- 14) Knowledgeable and broad-minded.
- 15) Physically and mentally healthy.

Of the fifteen conditions, almost all of them are owned by each Principal who became the resource person in this study. Whether it is the Principal of the State Junior High School, as well as the Principal of Private Junior High School.

But it is different with the type of principal in managing the existing school in Junior High School between the State and Private. Based on current theory, there are four types of the first type. Among them are the authoritarian/autocratic type, laissez-faire type, democratic type, and democratic pseudo type.

Based on interviews, observations and analysis, the Principal of the State Junior High School, the majority is more of a democratic type, where active, dynamic, and targeted

headmasters seek to exploit everyone for the sake of organizational progress and development. The suggestions, opinions and criticisms of each member are properly channelled and attempted to use them for the growth and progress of the organization as a manifestation of shared responsibility.

But it does not entirely fit into the democratic type or uses the total democratic type of school management, but it is also combined with the authoritarian / autocratic type. The characteristics of the autocratic Headmaster are as follows:<sup>4</sup>

- a) Assume the organization as a private owner.
- b) Identify personal goals with organizational goals.
- c) Assume subordinates as a mere eye tool.
- d) Do not accept criticism, suggestions, and opinions.
- e) Too dependent on his formal power.
- f) In the act of mobilizing it often uses approaches containing both coercive and punitive elements (punitive).

As a result of his leadership, teachers become obedient and incapable of taking the initiative and are afraid to make decisions, teachers and students are forced to work hard with the fear of punishment, and the school will become static.

But it is not done in all circles or layers that exist in the school environment. But more to some circles or layers, such as the administrative staff who work poorly, learners are not disciplined and often violate the rules, as well as educators who are less than the maximum in performing their duties.

While at the Principal of Private High School, slightly different from the Principal of Junior High School Affairs. At the Headmaster of Private Junior High School in conducting school management more into the type of *laissez faire*.

*Laissez faire* if translated can be interpreted as "let's walk "or" not to be ignored ", so it contains the attitude of " *bodo* ". This form of leadership is the opposite of an authoritarian leadership form. This leadership basically does not carry out activities in any way. The principal is domiciled and never gives control and correction to the work of its members. The division of duties and cooperation is left to the members of the group without

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<sup>4</sup> M. Moh. Rifai, *Administrasi Pendidikan*, (Bandung: Jemmars, 1986), h. 38.

the instructions or suggestions from the principal. So that power and responsibility become confused and not directed.<sup>5</sup>

This is because the private junior high school, which is more dominant or who has more power in school management is the Chairman of the Foundation or Owner of the Foundation. The principal is only more of a symbol or as a means of an extension of their hands alone, so that the authority and power in managing the school can be said to be limited when compared to the Principal of Junior High School Negeri.

However, it is not only a *laissez faire* type, but there is also a combination of authoritarian / autocratic. The characteristics of the autocratic Headmaster are as follows:<sup>6</sup>

- a) To regard organizations as private owners.
- b) Identify personal goals with organizational goals.
- c) Assume subordinates as a mere eye tool.
- d) Do not accept criticism, suggestions, and opinions.
- e) Too dependent on his formal power.
- f) In the act of mobilizing it often uses approaches containing both coercive and punitive elements (punitive).

As a result of his leadership, teachers become obedient and incapable of taking the initiative and are afraid to take decisions, teachers and students are forced to work hard with a fear of punishment, and the school will become static. This is due to pressure from the Chairman of the Foundation or Owner of the Foundation. Because the highest power holders are in the Foundation Chairman or Owner of the Foundation, the Principal must also submit and follow his orders. So that impact on the type of authoritarian / autocratic applied by the Principal Private High School in conducting school management.

## **2. School Management Viewed from Infrastructure Facility Perspective**

Education facilities and infrastructure are all tools that support the educational process or teaching either directly or indirectly in school, in order to achieve the educational goals effectively and efficiently. Educational infrastructure facilities serve as supportive of teaching and learning activities in schools. Without infrastructure in the learning process, learning objectives will not be achieved.

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<sup>5</sup> *Ibid.*, h. 41.

<sup>6</sup> M. Moh. Rifai, *Administrasi Pendidikan*, (Bandung: Jemmars, 1986), h. 38.

There is little difference in school management in the perspective of facilities and infrastructure between State Junior High School and Private Junior High School. Based on the results of interviews and observations from several junior high schools that became the object of research obtained results, that in State Junior High School, in terms of facilities and infrastructure is adequate but when compared with that owned by Private High School is still said to be lost in quality and quantity, in addition from the side of the treatment was, still not good, there are still many facilities and infrastructure that condition is not good.

This is due to poor maintenance management. This is different from Private Quarter Private Middle School, in addition to quantity and quality is more adequate, the treatment they do is better than the State Junior High School.

Judging from its relationship with Teaching and Learning Process, Education Facility is divided into 3 kinds when viewed from its relation with teaching and learning process, that is: learning tool, props, and teaching medium.<sup>7</sup>

- a) A lesson tool is a tool that is used directly in the learning process, such as books, props, stationery, and practice tools.
- b) props are educational and teaching aids, can be actions or objects that easily give understanding to students in a row from the abstract to, with the concrete.
- c) Media teaching is a means of education that is used as an intermediary in teaching and learning process, to enhance further the effectiveness and efficiency in achieving goals.

Of the three, based on our observations, Private Junior High School has more of these three aspects with better quantity and quality compared to State Junior High School.

The educational infrastructure in schools can be classified into two kinds, namely:<sup>8</sup>

- a) Educational infrastructure that is directly used for teaching and learning process, such as theory room, library room, skill room, and laboratory space.
- b) School infrastructure whose existence is not used for teaching and learning process, but directly support the learning process, such as office space, school cafeteria, land and roads to schools, restrooms, school health office space, teachers' , and vehicle parking.

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<sup>7</sup> *Ibid.*

<sup>8</sup> *Ibid.*, h. 4.

Likewise with the infrastructure owned Private Junior High School, the quantity and quality are better than the State Junior High School. This shows that school management is viewed from the perspective of infrastructure, private junior high schools and professionals in management, care and development compared to State Junior High Schools in conducting school management from the perspective of infrastructure.

### **3. School Management Viewed from the Perspective of Human Resources**

High-quality Human Resources are Human Resources that can create not only comparative value, but also innovative-generative-competitive value using the highest energy such as intelligence, creativity, and imagination. According to Thomson as quoted by Ndraha, there are two things that are sourced in human beings that are needed: 1) a capability for decision and action, related to skill, capacity, and ability; 2) a disposition to cooperate with other (fellow workers and management) in interdependent and interrelated tasks. This has to do with motivation or willingness to contribute work.

Based on the results of interviews, observations, and analysis of the State Junior High School and Private Junior High School that became the object of research. There are few similarities and differences in school management seen from the perspective of Human Resources.

In terms of the similarities between State Junior High School and Private Junior High School in terms of school management viewed from the perspective of Human Resources are both have the majority of Human Resources qualified and competent in their field.

But there is little difference between State Junior High School and Private Junior High School in terms of school management viewed from the perspective of Human Resources. When viewed from the way they do their own Human Resource development, such as skill development or ability, professionalism, religiosity, etc., be it to educators, administrative staff, learners, to the workers general workers, Junior High School The private sector is more diverse and more complete than the State Junior High School.

This obviously will have a direct impact on the level of skill development or ability, professionalism, religiosity, etc., be it against educators, administrative staff, learners, down to the public worker who owned the school.

#### **4. School Management Viewed from the Curriculum Perspective**

The curriculum is a very important tool in ensuring the success of the education process, meaning that without a good curriculum and appropriate it will be difficult to achieve the goals and objectives of education that aspired. Etymologically according to Wiles and Bondi the term curriculum was first discovered in Scotland in the early 1820s, and the term was first used in the United States a century later. The term curriculum comes from the Latin word "currere" in the form of a verb (to run) which means run. In the Webster dictionary the word curriculum is derived from the Greek "curicula" which has several meanings from the curriculum including: (1) The place of race, the distance that the trained runner must take; (2) A way for a cart or race; (3) The race starts from the start and ends with the finish. From several meanings etymologically above, the latter curriculum is identical with the learning process, so on that basis the term curriculum is applied in education.

The curriculum is the experience of learners both at school and outside school under the guidance of the school, the curriculum is not only limited to the subjects, but includes everything that can affect the development of learners, and can determine the direction or anticipate something that will happen, in other words the curriculum must show what the learners should learn, which contains various teaching materials and learning experiences programmed, planned and systematically designed on the basis of applicable norms that serve as guidelines in the learning process for educational staff and learners to achieve educational goals.

School management seen from a curriculum perspective applied between State Junior High School with Private Junior High School is not much different. Between State Junior High School and Private Junior High School, both are still following the policies imposed by the government of the Republic of Indonesia in the field of education, especially in this curriculum.

As it is, for seventh grade Junior High Schools and Private Junior High Schools have implemented the 2013 curriculum, but for the eighth and ninth grade classes still apply the 2006 curriculum. But there are also private Junior High Schools that are entire, from seventh grade, eight, and Nine, all have implemented the 2013 curriculum. In addition, there are few differences in private junior high school, there is little development in the field of curricula, such as the addition of several foreign language subjects and others.

## CONCLUSION

Based on the description of research entitled "School Management Viewed from Principal Leadership Perspective, Infrastructure Facility, Human Resources, and Curriculum at SMP Negeri DKI Jakarta", the following conclusions can be drawn:

1. School management is viewed from the perspective of Principal leadership, in Public and Private Secondary Schools, most or the majority meet the requirements that the Principal should have in order to do good school management. However, there are differences in the type of leadership, in State Junior High School, the type of leadership is more to the type of combination between democratic and authoritarian / autocratic in conducting school management, while Private Junior High School has a combination of laissez faire with authoritarian / autocratic leadership school.
2. School management is seen from the perspective of infrastructure facilities, in terms of quality and quantity, facilities and infrastructure of Private Junior High School are better than the State Junior High School. In terms of quality and quantity, facilities and infrastructure are better than the State Junior High School. The management, maintenance and development of facilities and infrastructure in school management in private junior high schools are done well and more professionally.
3. Manajamen schools seen from the perspective of Human Resources, between State Junior High School with Private Junior High School have similarities, most and generally have qualified and competent Human Resources in their field. But there is little difference when viewed from the way they do their own Human Resource Development, such as skill development or ability, professionalism, religiosity, etc., be it to educators, administrative staff, learners, down to the workers general workers , Private Junior High School is more diverse and more complete than the State Junior High School.
4. School management seen from the perspective of the curriculum, generally between State Junior High School with Private First School is not much different, still following the policies of the Government of the Republic of Indonesia in the field of education, especially the curriculum. As it is, for seventh grade Junior High Schools and Private Junior High Schools have implemented the 2013 curriculum, but for the eighth and ninth grade classes still apply the 2006 curriculum. But there are also

Private Private Schools that are entire, from seventh, eighth, and seventh grade nine, all have implemented the 2013 curriculum. In addition, few differences in private junior high school have little development in the field of curricula, such as the addition of several subjects of foreign languages and others.

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## **Student Evaluation of Teaching (SET): How do Students' Perspectives Matter to Teachers**

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### **ABSTRACT**

End-semester program evaluation in our university implement questionnaire that students must fill out, containing questions about the learning materials, facilities, and teachers' performance. This research aims at exploring the significance of Student Evaluation of Teaching (SET) towards university lecturers.

Teachers are given the evaluation result before the start of the next semester. The review might be important as it could be used by the teachers to improve their instruction for the next semester. However, there has been no data showing its impacts on the teachers' performances.

The research will look at how teachers view the evaluation about themselves. The research questions are: a. How do teachers react towards students' evaluation result? b. Which area of evaluation matter the most? c. How do teachers use the evaluation result for their future teaching practices?

This research investigate on how teachers view some points from the student questionnaire results through interviews towards teachers in the institution. The questionnaire results serve as preliminary data on how students view their teachers' performance. Analysis towards the data is done through thematic coding and utilises professional development perspectives in English Language Teaching area.

The presentation is envisioned to be beneficial for in-service teachers and school management, broadening perspectives that will make change.

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Keywords: Student Evaluation of Teaching (SET), teacher evaluation, student questionnaire, professional development

## INTRODUCTION

### I. Rationale, Literature Review and Research Context

Student Evaluation of Teaching (SET) has been considered important in education institutions. It is believed to be a valid instrument as an indicator of effective instruction (Stupans, 2015) and is done with the main purpose of improving the quality of services offered to students. In SET, students' feedback plays important role to "enable university teachers, planners, and leaders to monitor teaching processes" (La Rocca, 2017, p. 676).

Chen & Hoshower's (2003) notion of Student Evaluation of Teaching describes its two functions, which are formative and summative measurements of teaching. SET is said to have formative function when it makes teachers modify their teaching practices, and the summative function is shown when the evaluation provides information for administrative decisions.

This evaluation mechanism is among efforts that are done for the purpose of professional development. Harmer (2007), by summarizing several concepts from Tomlinson (2003), Templer (2004), Davis (1999) and Piai (2005), explained in his book that "teacher development means different things to different people" (p. 410). One principle given by Tomlinson is that teachers who are given new challenge will reflect, learn and think carefully how they are going to deliver a particular teaching material. Another principle given by Templer symbolizes "holding up mirrors" in teaching practices as a practice of reflection. An interesting view is given by a teacher in Piai's workshop, saying that a teacher develops herself/himself; not anyone else. A trainer might train and educate, but teacher development is in the hand of the teacher him/herself (Harmer, 2007).

A discussion on the effectiveness of teaching evaluation process by Pounder (2007) identifies aspects related teachers, students, and course in SET. Among the factors are students' academic level of maturity that suggests that higher level students generally give more favorable results of SET, class size (where smaller class size tends to give better score in SET), teachers' age (where older and experienced teachers receive more positive evaluation from their students), and teachers' influencing tactics including easing up course content, assignments and tests (Pounder, 2007). Another research investigating how teacher's

characteristics affect SET done by Johnson, et.al (2013) also shows that teacher's gender and academic rank affect SET.

Inspite of the many studies done to investigate the area of student evaluation of teaching, Chen & Hoshower (2003) noted that there has been lack in studies that analyze the "factors that influence students' attitude toward teaching evaluations" as well as examine the 'behavioral intention of students' participating in the evaluation of faculty teaching effectiveness" (p. 72). Although not from the perspective of the students, this area is seen in this research through the teachers' perspective. Concerns on how truthful the students are in giving their opinions in the evaluation sheet was explored.

SET and how it becomes an effective way of assessing the effectiveness of teaching in an institution have been done throughout the years. As a further step, the question about how SET gives impact towards teachers in any ways might be asked after each evaluation. The impact towards teachers is as important as its benefit for the institution who makes decision on future policy. The impact of the evaluation towards teachers can be seen through how teachers react or behave as a result of their knowing the evaluation result. So far, there is little that has been done in relation to the impact of the evaluation towards teachers. This research fills this gap. It investigated teachers' perspectives towards the student evaluation on their teaching aspects. The research explores how teachers view the evaluation result and what impacts the evaluation gives. The discussion is presented in the domain of teacher or professional development.

The research is done towards English teachers in a university in Jakarta. End-semester program evaluation in this university implements questionnaire that students must fill out, containing questions about the learning materials, facilities, and teachers' performance. At the end of the respective academic year, teachers are given the evaluation result. So far, there has been no data showing its impacts on the teachers' performances. This research looks at the aspect in relation to professional development.

## **II. Research Methodology**

### *Research Methods*

As a qualitative study, this research used data “to build concepts, hypotheses, or theories rather than deductively testing hypothesis” (Merriam, 2009, p. 15). It understands the phenomenon through understanding the perspectives of the participants because “meaning is embedded in people’s experiences and this meaning is mediated through an investigator’s own perceptions” (Merriam, 1998, p. 6).

The research explores three main aspects namely how teachers react towards students’ evaluation result, which area of evaluation matters the most and how teachers use the evaluation result for their future teaching practices. Researcher’s interpretation towards the data cannot be separated from their own background and knowledge because in qualitative study, researchers interpret what they see, hear and understand (Creswell, 2009).

The data was collected through a survey on google form exploring teachers’ perspective on Student Evaluation of Teaching (SET) and how they perceive the result of the SET. The questionnaire should be finished within 10-15 minutes of working.

The questionnaire result can be seen in the google form in the form of individual and collective reports. The result was then coded manually, labelling themes was done using pens and colour markers. Analysis towards the data is done through thematic coding and utilises professional development perspectives in English Language Teaching (ELT) area.

#### *Participants Demography and Recruitment*

The research involved eleven teachers of a language center in a university in Jakarta. These eleven teachers are a number of teachers who responded to the invitation to participate in the research, out of fifteen who were invited. These teachers are male and female with some range of teaching experience. All invited teachers are those who have more than 2 classes at the language center, and teaching various levels of the university students.

Below is the demography of the participants:

No	Participant	Gender	Teaching Experience (years)

1	Ismi	Female	3-5
2	Fathur	Male	1-2
3	Mirna	Female	More than 6
4	Donny	Male	3-5
5	Hendra	Male	1-2
6	Dian	Female	3-5
7	Endah	Female	3-5
8	Tri	Female	More than 6
9	Antik	Female	More than 6
10	Yessy	Female	3-5
11	Henny	Female	1-2

**Fig. 1. Participants Demography**

The recruitment of participants was done through the direct invitation both orally or via text messages. Link to the google form was provided while inviting, so teachers can fill out the questionnaire as soon as possible. Interested participants replied to the message stating their interest and let researchers know when the questionnaire was done. From this process, recruitment of participants is simple and data is obtained quickly.

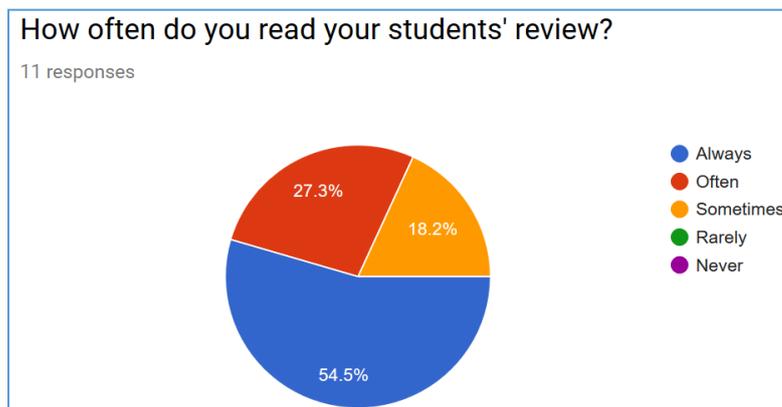
### **III. Findings**

In this research, the areas of investigation is as follows:

- Outfit (neat and decent, dress professionally)
- Attitude (fair attention, encourage English language use among students, enthusiast in teaching, making class a comfortable place to be, friendly and helpful)
- Time management (being on time, effective use of teaching time, on time class dismissal)

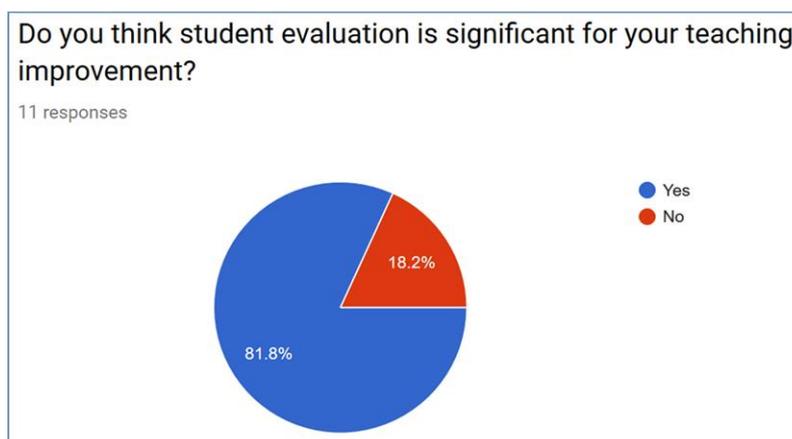
- Teaching (systematically explain materials, give clear instruction, speak in intelligible English, giving students chance to speak their mind)
- Feedback (giving constructive feedback)
- Overall performance (being professional)
- Student comments

Most teachers always read the evaluation result, however, there are two teachers read it only sometimes, as seen from the chart below.



**Fig. 2. Frequency of teachers reading the SET result**

Most teachers consider SET significant for them to improve their teaching practices.



**Fig. 3. Significance of SET to Teachers**

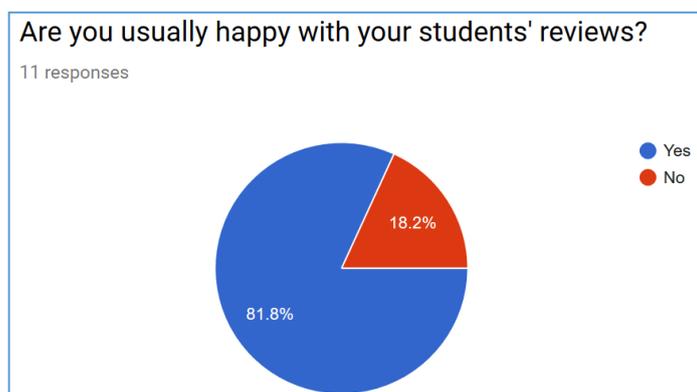
Teachers show various opinion in describing how SET is significant for them. Although two of the participants said it was not significant because the evaluation is considered not reliable and the students' answers are not truthful, most of the participants mentioned that

they want to change after reading the evaluation result, to suit students' needs or expectations. "If the students feel uncomfortable, I would try to improve my teaching" (Endah) or "I can see the responses of the students and what they really need and expect to have in the study process" (Yessy) are two of the quotes that show the teachers' will to modify their behavior based on the students' expectations. Other teachers stated that SET is significant in many ways including the teachers' modification in attitude to have better teacher-student interaction and better learning process. Teachers can also know their strength and weaknesses through SET; they obtained information on what areas they are still lacking. More reflective views are also seen from a teacher saying "As a reflection for the betterment of our way of teaching" (Hendra).

Thus, SET impacts teachers in many ways in relation to the practices of their teaching. Some of the actions that teachers take reflect the impact that is given by the SET. Below are quotes from the teachers which show some of the teachers' effort to change after reading the evaluation result.

- I try to improve, find more teaching techniques in literatures or workshops, and share ideas with other teachers.
- I put an effort to adapt with the demands which are related to the students' need.
- Have a much better teaching plan.
- I use it to reflect on what's lacking in my teachin and try to improve them.
- I'm trying to provide more engaging activity in the class.
- I keep in mind things I really need to improve and make sure I make necessary changes.
- I read it and make some notes of how I can make my teaching better in the future.

Most of the participants are happy with the result of the evaluation.

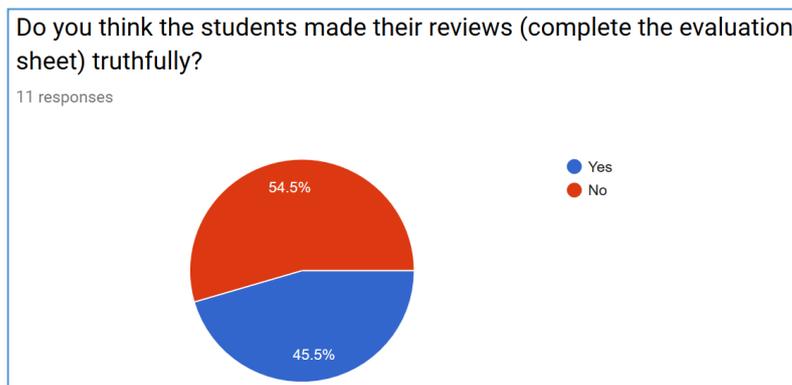


**Fig. 4. Teachers are usually happy with the SET result**

How teachers are happy getting information from the student evaluation is seen from the following. They feel happy because getting more response from the students means that the students paid attention to them, and because the review can improve their professionalism. Some reviews are said to be “quite an eye opener” (Tri). A teacher is being positive getting bad reviews and said that bad reviews “help me to reflect on my practice so I can ‘fix’ it and do better in the next semester”(Dian), while to her, good reviews give her encouragement and make her feel loved and respected by students. This feeling is believed to lead her to have more spirits and excitement in teaching.

However, there are always negative comments or reviews, which make teachers unhappy. Bad reviews are considered subjective and often exploit weaknesses in exaggeration while ‘hide’ the teachers’ strengths. This type of review is said to be destructive instead of constructive.

Many teachers consider that the students did not give their reviews truthfully. The chart below shows that only 45.5% of the teachers believe that the students are truthful, while the majority consider the reviews untruthful.



**Fig. 5. Teachers’ opinion on students’ truthfulness**

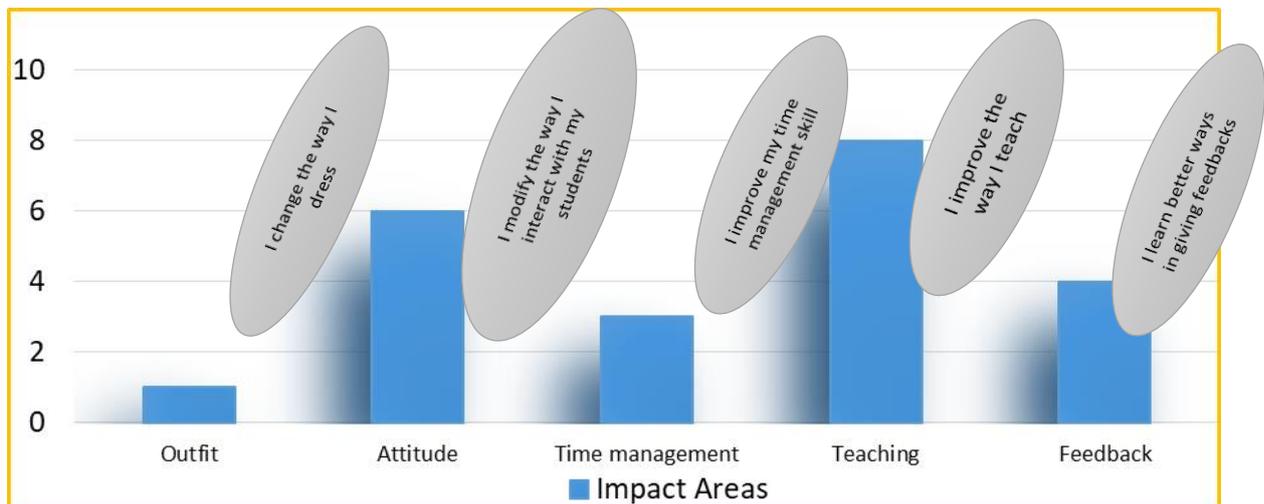
According to them, students are not truthful because of the following reasons:

- The evaluation is not important for the students
- Students do not want to think about the answers; they copy friends’ answers
- The anonymity ensures the students to freely say anything without being worried of getting bad impact in return of their negative reviews

Some of the students are still believed to be truthful in answering the evaluation questions, because “they are in university level, they know that the reviews are important for the improvement of everybody involved in the teaching-studying activity” (Yessy).

The last part of the evaluation on teachers is descriptive comments from the students, which mostly make teachers happy to read and to know. A teacher “read it, analyze it, and think about how I can meet what students wish to have or not to have in my classroom” (Yessy). Mirna, one of the teacher, stated that despite positive comments the students gave, negative ones made her wonder and evaluate herself.

There are some areas that give impact to the teachers. An area that gives most impact to the teachers is the “Teaching” area, which evaluates teachers on how they systematically explain materials, give clear instruction, speak in intelligible English and give students chance to speak their mind. Second place in by the “Attitude” area, which evaluates teachers on their fair attention, encouragement for English language use among students, enthusiast in teaching, making class a comfortable place to be and being friendly and helpful. The following chart explains more.



**Fig. 6 Areas that impact teachers the most**

The most impact-giving aspects make teachers want to change in the purpose of the betterment of their teaching practice.

#### **IV. Discussion**

Referring to Tomlinson (2003 in Harmer, 2007), teachers' reflective behavior after reading the result of SET suggests that professional development takes place. Teachers' efforts to modify their teaching technique, the way they approach or interact with their students and willingness to learn more on aspects they are lacking in, are among actions that are taken in the purpose of improving themselves professionally. These teachers are intentionally reflect on the "mirrors" (Harmer, 2007, p. 410) to get an idea of how they are doing so far and explore aspects they can improve.

The motivation to fulfil students' expectation through exploring what students hope from their teachers has made teachers explore the aspects that their students had expected. Mostly in the area of "attitude" in the student evaluation, modification on what teachers do as an impact towards the teachers. Referring to figure 6, teachers would fulfil the demands through improving the way they teach, modify the way they interact with their students, improve time management skill and learn better ways in giving feedbacks.

The area that has impacted teachers the most, the "Teaching" area, evaluates how systematic teachers' explanations are, how clear their instructions are, how intelligible their English is and how much teachers give students chance to speak. In the capacity of pedagogy, when this area is improved, it is when professional development is enhanced, and teachers get better qualification as teachers. This confirms the enactment of the core of professional development as an important part of teaching practice and institution service.

It is never enough to say that students' qualification in English is improving along with teachers' improvement in teaching. In relation to it, teachers' development benefits not only the students and the institutions but also goes back to the teachers themselves because they will be able to maintain the job.

#### **V. Conclusion**

Professional development and better service offered to students mark the importance of Student Evaluation of Teaching. “Change” is the key to improvement resulted from teachers’ reflective behavior. To most teachers, “Teaching” is the most impact-giving area in their professional development mechanism; thus, major change will happen in this zone.

A further research will need to be conducted for the institution to look at students’ perspective towards student evaluation of teaching to see the students’ view on how student evaluation benefits them in any ways.

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## **Developing Academic Culture through Conducting Empirical Projects Within a Research-Based Learning Approach**

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A main task of teaching at universities is not only the imparting of professional knowledge of the particular scientific domains, but also the imparting of the scientific methods how knowledge is constructed and validated through scientific research. Concerning the subjects of Psychology and Early Childhood Education, this scientific methodology comprises of the way that scientists conduct a methodologically controlled empirical study in order to answer a particular research question. The core of this empirical procedure is the selection and planning of a research design that enables the empirical analysis of the research question (e.g. experimental design, intervention design, correlational design), the planning of recruiting a suitable sample of people as well as of selecting suitable research methods for assessing the constructs in question (e.g. interviews, questionnaire, observation) and their analysis.

One possibility for imparting students of Psychology and Early Childhood Education the abovementioned empirical methodology also practically is the realization of small empirical studies within a university seminar (e.g. Garde-Hansen & Calvert, 2007). Students are scaffolded in acquiring the scientific methodology to a selected research question, e.g. in planning, conducting, analyzing and documenting an easy to manage empirical study. Such a teaching method is called a “research-based learning approach” (Ifenthaler & Gosper, 2014; Kazura & Tuttle, 2010).

**Keywords:** research-based learning approach, empirical methodology, preschool teacher education

## INTRODUCTION

One of the tasks of college is to do teaching and research. Both could be done together through a research-based learning approach. Students need the acquisition of scientific knowledge about the proper domains as well as about scientific methods how this knowledge has been constructed. Scientific methods could be learned and used to solve knowledge and life problems. It means that a scientific knowledge should be useful to both yourself and others.

In developing countries such as Indonesia, the culture of research in depth in accordance with the academic ethics of research has not yet achieved very satisfactory results, although currently research publications from Indonesia have begun to show significant increase. The report of the Minister of Research, Technology and Higher Education indicates that Indonesia's scientific publication is ranked third among ASEAN countries. The number of Indonesian international scientific publications indexed globally rose significantly to 9,349 documents (cutoff date July 31, 2017). Indonesia's position exceeds that of Thailand last year. "Soon, the international scientific publication of Indonesia surpassed Singapore in the number of 10,977 publications," (Nasir, 2017). In the Permenristek Dikti Number 44/2015, Master and Doctoral students are encourage to conduct international scientific publications.

Based on the Indonesian Qualification Framework (Law Republic Indonesia No. 12/2012) bachelor degree graduates should acquire the following competencies: 1) capable to apply science, technology and art within her/his professional domain to various situations faced during solving a problem, 2) mastering in-depth general and specific scientific concepts of a certain domain and capable to formulate related problem solving procedures, 3) capable to provide several alternatives for problem solving based on information and data analysis and to make strategic decisions, 4) responsible for her/his own job by taking responsibility of the attainment of organization's performances. Compared to this, Master degree graduates should acquire the following competencies: 1) capable to flourish knowledge, technology, or/and art within her/his professional domain through research for producing innovative and effective problem solutions, 2) capable to solve science, technology or/and art problems within her/his professional domain through an interdisciplinary approach, 3) capable to organize research and development useful to science and society as well as obtain national and international

recognitions. For doctoral graduates they should: 1) capable to cultivate new knowledge, technology, or/and art within her/his expertise's or professional domain through research for producing creative, original and reputable creation, 2) capable to solve science, technology or/and art problems within her/his scientific expertise through inter-, multi- or transdiscipline approach, 3) capable to organize, lead and flourish research and development useful to science and valuable to human civilization as well as obtain national and international recognitions.

Based on these hopes and realities, it is very important for lecturers and professors to teach students from bachelor degree to understand and apply scientific methods in order to develop scientific knowledge through college seminars in universities based on problems that occur in the field or empirically.

Research-based learning is based on a constructivism philosophy that includes 4 (four) aspects: learning that builds student understanding, learning by developing prior knowledge, learning which is a process of social interaction and meaningful learning achieved through real experience. Research is an important tool for improving the quality of learning. Research component consist of: background, procedure, implementation, result of research and discussion and publication of research result. All of which provide important meaning that could be seen from several points of view: problem formulation, problem solving, and communicate the benefits of research results. It is believed to be able to improve the quality of learning. Research-based learning approach is a learning method that uses authentic learning, problem-solving, cooperative learning, contextual (hands-on & minds on, and inquiry discovery approach guided by constructivism philosophy (Roach, Blackmore, Dempster, 2000).

Here are some strategies for integrating learning and research that are empirically developed at Griffith University (Griffith Institute for Higher Education, 2008):

1. Enriching teaching materials with lecturers' research projects and their methods as well as results. In their seminars, lecturers can describe the questions, methods and results of their research projects as a real example of doing research, which is expected to support learners in understanding research theories, methods and the procedure of doing research. In this activity, the values, ethics, and practice of research in accordance with the scientific community can be used to provide inspirations for learners.

2. Using the latest research findings and tracking the history of recent scientific knowledge. In this process of learning, the latest research findings obtained from the literature are discussed to understand the appropriate subject matter. The dynamic of the development of scientific knowledge is presented in the lectures as a series of historical developments of this knowledge. Thus, learners could acquire an understanding that current policies and practices could be done and developed nowadays, because of policies and practices that have been developed previously.
3. Enriching learning activities with contemporary research issues. This learning process could be started by asking students to present actual research issues that represent the state of the art in the specific research domain. Furthermore, learners are asked to discuss the application of research issues to solve real problems in life.
4. Teaching research methodology in the learning process. This strategy could be implemented by doing the following steps:
  - a. Increase learners' understanding of research methodology.
  - b. Designing teaching materials by incorporating research methodologies for analyzing selected research questions, so learners can apply them to solve real research problems.
  - c. Designing teaching materials with various research methodologies related to some of the latest research issues, so that learners can learn to evaluate the issues of research
5. Enriching the learning process with research activities on a small scale. In this learning process, groups of learners are given the task of doing joint research. Thus, learners could apply and improve their skills and knowledge of these activities. With this activities, the acquisition of a research culture could be more improved than conducting research projects only individually. Further activities could be developed for example:
  - a. Learners are required to perform data analysis of research activities they have done.
  - b. Lecturers provide questions so that learners need to conduct a literature search, apply research methodology, collect data, document the results of their analysis, and discuss their research results and their methodological validity.For a successful application of these research activities, it is necessary that lecturers demonstrate the usage of research skills and knowledge that have been studied in the semester of the previous topic.
6. Enriching the learning process by involving learners in institutional research activities

7. Enriching the learning process by encouraging learners to feel part of the scientific community in the faculty/department. In this strategy it is endeavored that learners feel as part of the scientific community in their department or faculty.
8. Enriching the learning process with the values that must be owned by researchers. The values that must be owned by researchers should be understood by learners. These values include: objectivity, respect for other views, tolerance of uncertainty, analytical skills, and rewards for research findings.

Implementation strategy models of a research-based learning approach could be developed in accordance with the discipline and a development of research culture that has developed in the particular institution. One thing that should be remembered is that the research-based learning approach is not only aimed at developing the ability of learners as a reliable researcher but also as a researcher who has character and values that are universal.

## **RESEARCH METHOD**

A research-based learning approach could be developed also in the field of early childhood education and psychology at State University of Jakarta. In this case, the seminar on prosocial behavior and morals can become a very important interface especially in the field of early childhood education because it is related to the inculcating of good life values in children from an early age. Students of early childhood education and psychology could be directed to use strategy number 5 as mentioned above. They could find empirical problems in preschools such as child care, play groups and kindergarten inductively or define the research problem deductively. If small research projects start by applying inductive thinking, students could go directly into the field to identify problems of practical relevance.

The method of video observation is one important method that can be used because it documents children's and teachers' behaviors and interactions in everyday activities that can be taken for an in-depth analysis in which the past activities can be observed again and again. When students are provided with video documentations of these everyday activities in preschool institutions, they can identify real and existing problems as well as research questions within the observed contexts. They can search for and find a suitable theory that fits to the

identified research question as well as to the particular contextual conditions of the field. Then, they select a suitable methodological design, e.g. a descriptive, correlational, experimental or an intervention design as well as suitable and feasible instruments for assessing the variables in questions. These variables depends on the research questions. They could focus e.g. the prosocial or moral behavior of the children or the classroom management of teachers. After planning a feasible empirical study also in agreement with the colleagues in the educational institution they visit, students conduct the study and, afterwards, start to analyze the conducted data by adopting quantitative or qualitative methods of analysis that depends on the chosen instruments and research questions.

Within the project in question, it is planned to conduct a university seminar in line with the research-based learning approach and to use the analysis of video material. The video vignettes were videotaped in child-care and preschool centers and contain everyday activities of children and teachers in these child-care and preschool centers. They enable to exemplify the use of correlational and experimental designs as well as observational methods. The lectures will provide the students with a theoretical impact on the development of prosocial and moral behavior in early childhood. They will instruct them to derive selected research questions from this theoretical background and to plan and conduct a suitable observation study using these videos while applying the empirical methodology to their research project.

For example, some potential research questions about the prosocial and moral behavior of early childhood in preschool can be: 1) which social and moral development stages of children age 2 to 6 years can be identified in their everyday activities? 2) how are prosocial and moral behaviors related to the educational attempts of their teachers? 3) is there a correlation between prosocial behavior and moral behavior in children aged 2 to 6 years? Theories required for analyzing such research questions are related to the social and moral development of early childhood, and the prosocial and moral behavior of children. The required scientific knowledge also comprises of knowledge about methodological designs, research methods (observation, interview, and questionnaire) as well as qualitative and quantitative analysis methods. Data analysis based on observations could be started by generating coding manuals based on an operationalization of the constructs used for the particular research questions. A coding manual contains the relevant variables, their scientific

labels and definitions as well as concrete examples of the values of each variable. Then, students are guided how to view the videos, write transcripts and code their observation along with the coding manual. They choose the type of data reduction, e.g. a quantitative analysis with e.g. the statistical package SPSS or a qualitative interpretation. Finally, students evaluate the results of their data analysis and discuss the interpretations of their results in the light of the used theory and literature. They also discuss the validity of their methods and results and their potential limits.

## **DISCUSSION**

The expected results of such a research-based learning approach are that students will get familiar with scientific thinking and problem solving as well as will acquire a more profound understanding of empirical studies in the domain of Development Psychology and Early Childhood Education. The results could be presented in lecture seminars, and lecturers and students could ask questions, give feedback and suggestions for the research that has been done by each student. Students could improve the results and interpretations of their empirical study through considering the inputs from lecturers and students. In addition, research results could also be used by the professionals of the educational institutions in which the students conducted their research.

## **CONCLUSION**

Based on the above-mentioned explanations, it can be concluded that research-based seminars Bachelor curriculum are a place to teach and acquire the academic culture of a specific scientific domain. This can be achieved through providing students with concrete little research projects that they have to plan, conduct, analyze and document in a research report and to scaffold them during this research process. The use of video documentations of everyday activities in preschool centers could be a possible opportunity to organize such a research-based learning, but it can also be done through direct observations during fieldwork. Students can present their research results as talks in front of the audience of the fellow students of their seminar. Taken together, developing academic culture through

conducting empirical projects within a research-based learning approach can be well adapted to university seminar and the teaching of Bachelor students of Psychology and Early Childhood Education.

The implications of their learning outcomes for students are that they become able to solve potential problems in their professional domain they are educated to. The implications for the institutions in which these little research projects could be conducted that their results may contribute to solve existing problems in the involved educational institutions. When this is the case, academic research changes into action research that results not only in an acquisition of competence on the side of the students, but also in an acquisition of problem solving on the side of the involved educational institutions.

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## **A Critical Review of Citizenship Education in Developing Civic Intellectual in Indonesia**

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### **ABSTRACT**

This paper examines the role of citizenship education in developing civic intellectual in Indonesia. It seeks to identify on how citizenship education exist in Indonesia, the government support on teaching citizenship and some possible pedagogical approach on teaching citizenship education. This study was conducted through library research which employs secondary data. Some book chapters, articles, journals, and other documents were analysed to generate the idea of how citizenship education in the university develops civic intellectuals. The data was interpreted and analysed descriptively. The result indicates citizenship education becomes compulsory in all level of education in Indonesia, and it exist from primary school to higher education level. The government has been supported this existing module by employing some form of policy forcing schools to promote citizenship education. What is more, citizenship education needs to be developed more to teach about multicultural education in Indonesia.

**Key words:** citizenship education, civic intelligent, government policy, multicultural education.

### **INTRODUCTION**

Citizenship education in Indonesia plays an important role to create better citizen. The module taught at all level of education teaches people concerning character and politics. Pupils do not only learn how to be a good behaviour as cleaning, voluntary activity, queueing, but also they learn regarding how to be a critical citizen who can criticise existing government and convey their own opinion based on the evidence. The existing curriculum of citizenship education in Indonesia focuses on teaching nationalism and patriotism. After observing the current circumstance appearing in Indonesia, this article suggests that citizenship education in Indonesia needs to teach more concerning multicultural education. When it comes to seeing the history of citizenship education development, the material was changed over time.

Admittedly, there were alterations in each period of government ruling the country. In a primary and secondary level, citizenship education is used as tools for building pupil's knowledge in political purpose by the government (Nurdin, 2015). He also argued since citizenship education was established in 1957, students had learned about how to lose and gain a national identity. However, after the new order era where President Soeharto governed the country, this subject was also used for constructing new knowledge among students.

At the Islamic university level, Jackson and Bahrissalim (2007) highlighted that citizenship education is the way to establish a civil society based on Islamic perspective. Because Indonesia is a home for Islamic citizen, it would be better to encourage them to learn a way of life in a democratic society based on Islamic values. This life could be referred to Al-Quran, Islamic holy book and hadist or daily activity of Prophet Muhammad. As a result, students will have a good behaviour after they graduated from university level.

Apart from teaching nationalism, patriotism and civil society, it is believed that citizenship education needs to educate students more about multiculturalism. As the world is more diverse concerning culture, ethics, languages, religions, a number of educational research studies have pointed out that pupils need to be open-minded and learn about multiculturalism (Banks, 2001; Hoon, 2013; Raihani, 2012). Hoon (2013) stated that "national unity is a primary agenda of Indonesian national-building for population comprises more than three hundred culturally, geographically, and linguistically diverse ethnic group" (p. 492). Educating pupils to understand diversity is tricky because the teacher needs to open their knowledge and broaden student insight. Although learning multiculturalism can be time-consuming, it is better to prevent a conflict by education way.

In this research, the argument is divided into three main sections. Firstly, it examines the current citizenship education which shows how citizenship education exists in Indonesia. Furthermore, it analyses government support which includes policy and teacher training. Finally, the article also offers pedagogical approach on how to teach multicultural society in citizenship education.

The finding shows that some educational institution in Indonesia has included multicultural education in their school either formally or informally. This lesson is integrated into citizenship education. However, it is only a part of the subject and not an entirely

purpose of citizenship education. Although incorporating multiculturalism education will not quickly address the issue of multiculturalism, the module of diversity will be in mind of student knowledge.

## **DISCUSSION**

Citizenship education in Indonesia needs to be developed further. Since it is not enough to teach only nationalism, patriotism and constitution, the subject needs to incorporate multicultural education. It is also supported by a number of past events which makes dispute among ethnic and religion in Indonesia.

The argument in key issue address three points. Firstly, it examines the current citizenship education in Indonesia. Secondly, it shows and criticises the government support which includes public policy and teacher training. Lastly, it reveals the pedagogical approach on how to teach multicultural education.

### **1. The current citizenship education Indonesia**

The educational system in Indonesia is managed by Ministry of Education and Culture. The government creates a number of policies in which schools need to apply these sort of rule. When it comes to observing citizenship education curriculum, it can be seen from two perspectives. Firstly, the documents published by the government and secondly, the situation on how teacher approach students in a variety of ways. Therefore, the current citizenship education in Indonesia can be observed from these two perspectives.

Citizenship education is a compulsory module for entire Indonesian citizens from elementary to university level because this is stated on Indonesian education system law number 20 of 2003 (Indonesia. the President Republic of Indonesia, 2003). The content of citizenship education focuses on six points. In terms of Law number 20 of 2003 it is stated that "citizenship education needs to consider: (1) personal and religious life, faith, piety in all aspects of life; (2) political literacy, law-understanding; (3) human being and democratic life; (4) human and individual intelligence; (5) human being and spirit of nationalism, national identity, patriotism and defence for state; and (6) living in harmony" (Nurdin, 2015, p.201).

Apparently, it has been covered by the guideline on the law about what teacher has to teach to their pupils. However, in fact, while there are some schools in Indonesia which emphasise civic education on democratic life, anti-corruption education, regarding problem happened in the past, citizenship education in Indonesia is not enough, and it needs to be more importantly teach multiculturalism on some part of the module.

In reality, a range of schools teaches students focusing on their intention. When it comes to citizenship education in year 8, 10 and 11 in Semester 1, Komalasari and Saripudin (2015) stated that the module emphasises on anti-corruption education. Students learn about performing audience towards national regulation, performing positive attitude toward national jurisdiction and law system and performing open-minded and justice attitude in national and state life, respectively. In the year of 8, when students learn about performing audience towards domestic legislation, the core competence of the module is describing the definition of anti-corruption and the instrument of anti-corruption in Indonesia. Following this in a year of 10, they analyse the effort of corruption eradication in Indonesia, while the last grade in 11, pupils need to investigate the impact of not transparent governance performance. This three-modern citizenship education Indonesia focuses on eradicating corruption to create a better citizen.

In North Sulawesi, the Central of Indonesia, the citizenship education tends to educate pupils on improving democratic life in class (Mapiasse, 2007). He has carried out a research towards 930 students learning citizenship education in North Sulawesi and reveals that teachers who create a democratic life in the class create a better student's achievement on civic skills, knowledge and engagement. Students are situated to share ideas and among peers and facilitators; teachers do not take a stand as an authority on civic subjects; and teachers share impressions on class activities with students (Mapiasse, 2007). These type of activities help pupils improve civic knowledge.

To sum up, although these two activities promote civic guidelines which are regarding law number 20 of 2003 about Indonesian national education system, It has not touched the part of multiculturalism which is the central part of solving the problem of conflict among ethnics and religion. Bank (2001) stated that citizenship education could promote multiculturalism by educating pupils diversity. Therefore, they will be equipped with known cultural identification, national identification and global identification.

## **2. Government support**

The government has imposed a policy which makes citizenship education becomes compulsory. In the top level of government, the national education system signed by the president has been imposed. What is more, Ministry of Education and Culture Republic of Indonesia has supported by imposing the rule as well. The argument is organised into two parts which are policy concerning the legal law and how to be a teacher of citizenship education.

### **a) *Imposing policy***

Citizenship education receives greater support from the government of Indonesia. It is because the decision makers realise the importance of citizenship education as a subject needs to be taught to pupils in schools. Overall, there are three policies which have been established by the government to create citizenship education legally in Indonesia.

Firstly, the highest regulation of establishing citizenship education is law number 20 of 2003 about Indonesian national education system. Particularly written in article 37 about curriculum, citizenship education is a compulsory module at the level of primary, secondary and higher education (Indonesia. the President Republic of Indonesia, 2003). In the current curriculum, citizenship education is well-known as *Pendidikan Kewarganegaraan*.

In addition to this, Ministry of Education and Culture imposed a specific regulation about content standard and graduate competence standard as a foundation of citizenship education. When it comes to content standard regulation imposed by Ministry of Education and Culture number 22 of 2006, citizenship education and character building needs to improve an awareness and student knowledge about status, right, duties, in the community life as well as improving their capacity. (Indonesia. Ministry of Education and Culture. 2006) Awareness and knowledge cover nationality, patriotism, human right, living in diversity, preserving the environment, gender equality, democracy, and others. It can be seen that living in diversity or the issue of multiculturalism is part of citizenship education that needs to be addressed in school.

It is also supported by the Ministry regulation number 23 of 2006 which describe graduate competency standard. There are two competencies which are stated in this regulation, firstly the general competence and secondly, the particular competence for citizenship education. All graduated students from primary to the secondary level of education in Indonesia needs to be aware of diversity regarding religion, culture, ethnic, and social, economic groups in their environment (Indonesia. Ministry of Education and Culture. 2006). What is more, since citizenship education is a compulsory module, students after learning this course will have a competence of shaping students to be a person who loves the countries and have a sense of nationality. (Indonesia. Ministry of Education and Culture. 2006)

These three regulations reveal that government particularly Ministry of Education and Culture, Republic of Indonesia has given a concerted effort to tackle the issue of diversity and creating a unity of Indonesia by imposing the regulation.

#### **b) Teacher training**

Teacher of citizenship education in Indonesia is trained by either formal and informal education. This is because they need to possess a competence of teaching before transferring the knowledge to students. Widodo & Riandi (2013) have argued that in Indonesia, teacher professional development is provided by three providers namely government, communities and teacher association. According to the law number 14 of 2005 concerning of teacher and lecturer in Indonesia, to be a teacher in primary and secondary level, teachers need to hold a bachelor of degree education from the field of their module (Indonesia. President of Republic of Indonesia. 2005). For example, when people have a tendency to be a citizenship education teacher, they need to pursue bachelor degree of education in universities. Several higher education institutions in Indonesia provide a course called Pancasila and Citizenship Education department such as the State University of Jakarta, Indonesia University of Education, State University of Malang, State University of Yogyakarta and any other universities.

The government has legally supported on establishing citizenship education starting from creating a legal law. The authorities also have created the module to be a mandatory course for all level of education. However, multicultural education has not been incorporated

into the module. Therefore, it can be an alternative that citizenship education can promote diversity providing that multicultural education is added to the course.

### **Pedagogical approach**

Teaching multicultural education needs to be well-planned and well-prepared. A number of teachers who will transfer their knowledge to pupils need to see another school experience to observe how to teach this activity. In this part, the argument will be divided into three sections. First, it will see how another country educates their pupils regarding multicultural education. Secondly, it examines some school's activity in Indonesia who has applied for multicultural course. Lastly, exploring the issue in discussion activity which can teach students how to be diverse.

The dispute among citizen's community which makes them fight each other is because they lack knowledge about diversity (Andreotti, Fa'afai, Sitomaniemi-san & Ahenakew, 2014). In Brazil, Costa (2016) has argued that social inequality which causes a black ethnic has lower status in society is because people need a more knowledge about their diversity. It is also happened in New Zealand, when pupils in school learn about diversity or a terrible case which has happened in the past, it prevents students to feel consciously sad and guilty (Andreotti, Fa'afai, Sitomaniemi-san & Ahenakew, 2014). Therefore, pupils need to be taught about multiculturalism as part of citizenship education in school to prevent the future terrible events. This means that people need to be taught difference among ethnics, religions, races and others. As such, when they visit from one place to another location, they will understand difference and diversity.

There are a lot of ways for creating students understanding to shape their knowledge about culture. In Finland, the Ministry of Education and Cultures established a CIMO programme, the Finnish agency for international mobility (Andreotti et al., 2015). This program allows students of Finnish to experience an exchange, trainee and scholarship program. In Brazil, the government impose a policy called ethnic-racial education reform in which multiculturalism is part of the school curriculum. This policy is started to be imposed in 2003 (Costa, 2016). He also stated that teaching students about multiculturalism, will create a better understanding and reduce inclusive among ethnic.

However, Indonesia needs a direct program which affects pupils experiencing in a domestic culture. In some schools, teacher of citizenship education and school principals have established multicultural education which allows them to understand each other and strengthen a sense of community. As such, there are at least two ways of teaching citizenship education which focuses on emphasising multicultural education in Indonesia. This is because multicultural education should be taught either theoretically in class and practically outside the class, these two methods help students to form a new knowledge in their brain for being a global citizen.

### **Non-classroom practice**

Multicultural education can be taught naturally in non-classroom practice, and boarding schools offer this opportunity (Raihani, 2012; Hoon, 2013). It is because students studying in boarding school stay in days and nights in school so that teacher can create a daily activity which can be followed by students. For instance, Darul Falah is one of school in Yogyakarta which has tried to apply multicultural education. This Islamic boarding school has an occasion which encourages solidarity and social justice practice (Raihani, 2012). In their daily life, after *Zuhr* (a midday prayer), students are gathering together in the large communal room to queue foods. Some students are in charge of distributing rice while the others are queuing to receive food. Normally they eat in a group of six to eight people on one big plate. When the food which is picked up by their group leader is coming, all 6 to 8 people in a group directly eat without spoon and fork. Students learning in this boarding school come from the different ethnic background. Therefore, when they study at this school, regardless of their background, they will be equal each other.

On the other hand, when it comes to Christian Chinese school in Jakarta, they have an annual program called "Live in" to teach multiculturalism which is part of non-classroom activities (Hoon, 2013). The Olive Tree Christian School (OTCS) arranges a program which enables a student to live with people in underprivilege Indonesian in a rural village for a week period. This program allows students to live with the host family in different ethnic and religion groups. They need to follow family instruction for cooking and see ways of life in

daily activity which is most likely different with students. After taking this The teacher stay, students understands the different particularly those who stay in a village.

These types of activities carried out by students in school can help make up a novel knowledge about diversity. Students can understand the difference and live in rural area. As such, the dispute which is caused by lack of understanding can be tackled in the future.

When it comes to the context of understanding deeply about religion or ethic difference, a teacher can arrange the programme which comes visit with very different ethnic. For example, students living in Jakarta as a capital city can visit and join the programme of "Live in" in very rural village such Ambon, the place where the conflict in the past had occurred. They can interact and discuss with local people about cultural different. What is more, they also can listen to the story or Ambon dispute in the past from their family in the homestay. This sort of activities can improve student understanding about the issue and make them feel of confident with open-ended journeys head (Andreotti, Fa'afoi, Sitomaniemi-san & Ahenakew, 2014).

### **Exploring issues**

The issue of diversity can be very interesting for pupils when it is studied in class. Uncovering the issue of multiculturalism can use a film as a medium learning (Marolina-Giron, 2016). The teacher can show the circumstance from the movie showed by the teacher in class. Alternatively, a teacher also can use a story text analysis from a journal, so that pupils can feel that as if they are inside of the story (Andreotti, et al., 2014).

The Internet provides a broad range of examples related to either Poso or Ambon discourse. The teacher can choose the most appropriate video which can be seen by students. After seeing the film, students are asked to analyse the movie. They can use a problem-based learning method (Komalasari & Saripudin, 2015) to seek the best solution and prevent the future conflict. As such, after understanding the issues, it can be avoided.

### **CONCLUSION**

The aforementioned evidence reveals that citizenship education has been implemented in Indonesia since 1957 to promote citizen membership. Over the years, this module has

developed following the government order. It can be seen from the name of citizenship education that every regime has different material taught to pupils concerning citizenship education. However, although currently citizenship education has been existed and taught about nationalism and patriotism, it seems that it is not enough to fulfil the domestic dispute.

As it can see that in the bygone era, Indonesia has experienced a terrible event such dispute among ethics, religious groups, and any other communities which interfere unity. Although Indonesia has some jargon which is unity in diversity, it still requires an insight in which pupils are encouraged to learn in school.

To create a better citizenship education in Indonesia concerning on improving multicultural education, citizenship education needs to be improved or incorporated some material regarding diversity for pupils. Although the government has supported by imposing some rules regarding citizenship education, the pedagogical approach needs to be updated to make students enjoy learning in classroom.

The program of "live in" by the Catholic Chinese school and the development of social justice in Pesantren Islamic Boarding School in Yogyakarta are a good example. Every school can incorporate or adopted this program for students in order to teach multiculturalism in their school environment. As such, they can learn not only in class, but also they can experience the real life of multiculturalism. However, education does not solve the problem immediately. It takes time to promote diversity throughout education. This is a prevention method for avoiding the future case in Indonesia.

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**Geography Literacy for Students in Border areas: A Study Regarding  
Loving a Country Character for Students in Primary School, Middle  
School and Vocational School in sub DISTRICT OF ENTIKONG, Sanggau  
Regency, Western Borneo.**

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**ABSTRACT**

This study aims to see geographical literacy as an indicator that can be used as a tool to measure the formation of the attitude of love to the motherland of Indonesia in primary school, middle school and vocational school (SMK) Entikong District Sanggau regency of West Kalimantan Province. This research employed a mix method with survey approach. The overall sample are 95 respondents of students, consisting of 35 students of Class 3.4.5 in SD Negeri 12 Entikong, 30 students Grade 8 in SMP Negeri 4 Entikong, and 30 students Grade 11 in SMK Negeri Entikong. In-depth interviews were conducted with several key informants. The results showed that the attitude of diversity and geographic literacy realized by all students, embedded since childhood. This is because the geographic position of Entikong District as one of the gateway to East Malaysia which has long been visited by various ethnic groups in Indonesia. What is more, students in primary school, middle school and vocational schools are also implementing the literacy movement.

**Keywords:** geography literacy, education, borders.

**INTRODUCTION**

Geography or geographical literacy is an indicator to understand and measure the formation of the attitude of love to the homeland of Indonesia in elementary school student (SD), junior high school (SMP) and Vocational School (SMK) Entikong Sub-District, Sanggau District, West Kalimantan Province. This is because Entikong District is one of the sub-districts directly adjacent to Sarawak State of Malaysia, and also its strategic geographic location nowadays become one of the largest land boundary (PLB) in West Kalimantan, where everyday human traffic, goods and services in and out of Sarawak State-Malaysia and Sanggau District, West Kalimantan Indonesia.

Strategic location, supported by the infrastructure of a smooth road from the city of Sanggau to PLB causing various positive growth-pushing impacts to the economic growth and welfare of the Entikong population, as well as the negative ones-allegedly some in the form of a decline of nationalism because citizens around the border often show a "more proud and oriented" tendency to Malaysia as a neighboring country. The location is only about "a stone's throw" from Entikong.

The spatial interaction between the two adjacent territories produces various tangible forms in the economic, cultural, and customary aspects, among others, seen by the abundant use of various barrels of nine basic daily staples such as cooking oil, granulated sugar, gas, flour from Malaysia, food and soft drinks, clothing, children's toys. The condition will certainly affect the attitude of children in the border area. Their everyday activity is very familiar with the products and culture of Malaysia.

The conditions of geography literacy students of elementary, junior high school and vocational school in District Entikong Sanggau district of West Kalimantan Province will be the main focus of this research. The research question will be narrowed down to be: (1) knowledge of elementary, junior and vocational school students about the border points between their territories and the neighboring countries; (2) students' knowledge of spatial interactions between their region and neighboring countries; (3) the potential of natural resources owned by their area and become the material of trade with neighboring countries; (4) the impact of spatial interactions between the two countries on the potential for separatist and terrorist movements that may arise in border areas.

## **DISCUSSION**

- 1) Government rule No. 12/2010 About the National Border Management Agency (BNPP)

A number of frequent conflicts in border areas between Indonesia and the bordering countries - on land and sea - among others, with Malaysia, Singapore, the Philippines, Timor Leste, Papua New Guinea and other countries are often initially triggered by the vagueness of border points between neighboring countries, so that this could threaten the sovereignty of a

country. Each country has different claims about the territory, so the conflict often creates tension between the State in one region.

Article 1 paragraph (1) of Presidential Regulation No. 12 of 2010 on the National Border Management Agency (BNPP) states that : "State Territory Limit is a boundary which is a separation of the sovereignty of a State based on international law". Furthermore in Paragraph (2) states that "Border Area is a part of a State Territory located on the inside side of the boundary of Indonesia with another country, in the case of the State Territory Limit on land, the border area is in the sub-district". Referring to the two verses, it is clear that the sub-districts as administrative areas that are representative of the central government in the front area as the front porch have a very strategic role because they are facing directly with the Malaysian State. This must be acknowledged to have better economic condition and the welfare of its citizens compared to the State of Indonesia. The strategic role includes the sovereignty of the Unitary State of the Republic of Indonesia (NKRI), because in some cases conflicts and separatist movements often occur in border areas which are often under-noticed by the central government.

Entikong Sub-District plays and important role in the border area of Indonesia. Differences in physical development between Entikong-Indonesia and Miri-Malaysia show a very visible disparity, without exaggeration can be likened to the proverbial like the earth and the sky. Using simple economic indicators such as the availability of basic infrastructure in the form of: (a) roads; (b) lighting facilities; (c) availability of health facilities; (d) educational facilities; (e) the market, much different between the Entikong District and the neighboring Miri Sarawak-Malaysia District, shows the difference in the well-being of the Entikong population is far behind. As an illustration, the narrow altitude in Entikong on the right is filled with various official buildings and wild buildings growing almost without any planning, whereas in Miri the asphalt road is very smooth, has the same size as the highway, equipped with traffic signs, street lighting which is adequate, and the park which is also a roadblock. The aspect of folk agriculture in Entikong is largely still a simple subsistence farm with a mainstay plant of rubber latex. Agriculture in Miri, among others, in the form of oil palm plantation has been managed commercially with market orientation that is managed massively by absorbing many workers from Indonesia.

Miri's educational and health facilities are well-run and well-equipped, while for Entikong area there are many basic facilities that are managed soberly and not able to make it as part that must be handled seriously and professionally. The complete health facilities in neighboring countries with excellent service are very beneficial to them will siphon away the patients of Indonesian citizens living on the border to medical treatment to hospital in Malaysia.

Disparity between two regions adjacent to economic growth is also different, and it becomes push-pull factor of labor migration flow from Indonesia to Malaysia by utilizing PLB Entikong.

- 1) GEOGRAPHY LITERACY: The Way to the Process of Love to the Homeland
  - a) Geographical Aspects

According to Law No. 43 Year 2008 on State Territory, article 4, it is mentioned that the boundaries of the country include land territories, aquatic territories, seabed, and subsoil and airspace above it, including all sources of wealth contained therein.

Countries can be natural boundaries such as sea, river, mountains, hills, or artificial boundaries such as monuments, stakes, highways, at some strategic crossing points equipped with gates of cross-border post (PLB) and jointly guarded by the two adjacent countries.

The understanding of students in Entikong Subdistrict to the boundary between the State of Indonesia and the Territory of Malaysia located in their sub-district varies greatly in terms of precision, position and depth of the border between Indonesia and Malaysia in Entikong Sub-district. All the respondents of elementary, junior and vocational school students know exactly the location of inter-boundary post (PLB) integrated in their homeland. The difference can be seen from the depth of information between the condition of the Entikong District and the state of Sarawak. Elementary students generally get information from social science lessons in schools as well as from various mass media such as television.

Junior high school students get information about the conditions of their region and neighboring countries from the social science lessons, immediate experiences of the closest people such as parents, relatives, neighbors who have been back and forth to Malaysia. While for vocational students, information about the condition of the region where they live come

from the lessons at school, information from various media and their closest people, also based on direct experience. Some vocational students who become respondents claimed to have invited their parents to travel to the State of Sarawak both for the benefit of trade and family events. Those who have been to neighboring countries have a more complete opinion, can compare the socio-economic conditions between two neighboring countries and finally formed their critical attitude towards the development results achieved Entikong District.

Love towards Indonesia is also formed through the process of extracurricular activities in schools. Junior and vocational school students who are active in extracurricular activities Scout, claimed to have been invited to camp at the border location. With the guidance of teachers who cooperate with the TNI, they get material about the integrity of the Unitary Republic of Indonesia, the love of the homeland and the nation, as well as the attitudes needed to counter the various separatism and terrorism movements that can appear in border areas.

The principal of State primary School 12 Entikong said that (Sgm, 56 Years):

"One of our duties as teachers who are on the Indonesia-Malaysia border is to instill a sense of nationalism continuously to all students, it is very important because in their daily life they feel directly the influence of Neighboring countries. Many of our students' parents work as laborers in Malaysia, even though they are laborers, but their wages are greater than the wages of workers in Entikong, this is a challenge for us because economically many people in Entikong are dependent on neighboring countries ... ..".

This condition is a potential for the grinding of the attitude of love towards NKRI, therefore the school continues to instill a love attitude towards the homeland through the subject matter, extracurricular activities, national songs to students.

One thing that is exciting is when each student asked the desire they are to move into Malaysian citizens, all junior and vocational high school students are not willing to argue that life in Entikong is more fun because it is close to big family, neighbor who has good relationship. Some of their family members are working and have trade relations with Malaysia. This condition affects the interest of those who are in the vocational school to be able to work in the neighboring country if they have graduated from school. Even if

conditions permit, there are some students who want to study in Malaysia who have better educational facilities.

When asking students about welfare Indonesians who are in the border area, their views are quite critical. According to them, the Indonesian government is still lacking in handling the welfare of people living on the border, especially indigenous Dayaks living in the interior along the border with Malaysia. This is different from the Malaysian State which more seriously improve the welfare of its citizens. This welfare condition is always compared to the residents of the Malaysian State who live and borders the Entikong region, this is because many of the residents of the second border still have familial ties that are both derived from Dayak ethnic.

This welfare difference causes many indigenous people on the border who are trading directly with Malaysians who became their neighbors. SMK towards the leaders of the Republic of Indonesia revealed to the increasing corruption symptoms both at the central and regional levels. They assume that if there are some citizens on the border who choose to trade with neighboring countries, as well as geographically have close proximity, culturally there is also tribal bonds, as well as a form of "demonstration" against the government's indifference to the welfare of its citizens in the border area.

The desire to work in a neighboring country that is very close to their village seems to have become a tradition for generations before the two countries to strictly regulate the various labor bureaucracies between the two countries. This is reinforced by H. Mus (65 years), one of the board of DKM Mosque in Entikong City. According to H.Mus:

"Almost every adult here has worked or back and forth to trade across, including me, because the time to work for Malaysia is very easy. When I was younger, in the 1970s I spent many years working at the Kerobak Refinery Factory in the State of Sarawak, after which I worked on a plantation with a larger income compared to here. When I have an offer to become a citizen of Malaysia I reject, I have a desire to remain an Entikong, My results work for many years in Malaysia I make capital to trade and become a civil servant here. "

According to Mus and some key informants, the neighboring country's economy is better, but living in the country itself is more calm, because here they need no to worry about lack of

food, as long as willing to work, Everyone can live decent, coupled with the attitude between brother and neighbor who does not necessarily have if living in other countries. At this point they can be learned about the love of NKRI to citizens who are on the border actually never fade and necessarily be exchanged even though they have a great chance and possibilities to choose to become other citizens.

The strategic location makes Entikong Sub-district serve as integrated cross-border post (PLB) with Immigration, Customs, Defense and Police. The existence of the PLB has made Entikong one of the largest PLB in West Kalimantan.

b) Economic and Legal Approaches in Border Areas

"If only the prices of daily necessities of supply from our own country are sufficient and the price is cheap, I am sure the goods from Malaysia will be difficult to enter Entikong, so that we can be fully in control of our own economy .... ." Thus the opinion of the Entikong Sub-district head reinforced by the Head of Entikong Village when asked about the economic condition in the influential Entikong area - if not said depends - to the Malaysian state. Various necessities of life especially sugar, cooking oil, gasoline, various soft drinks dominated by Malaysian products. This condition indicates that the flow of goods and services coming out from Malaysia to Entikong is so easy without having to go through various convoluted procedures. It is recognized by some traders at the retail level in the Entikong market. According to them, they buy a lot of daily necessities from Malaysia, in addition to the smooth supply, the price is very much cheaper when compared with the price of goods from Indonesia. As an illustration, the price of quality first sugar, Rp 9,000 per kilogram at wholesale level in Malaysia, whereas if purchased from Sanggau Market or Pontianak, at the wholesale level Rp 11.000-12.000 per kg. Cooking oil 1 kg packing, price difference up to Rp 3,000, various soft drinks with the same brand have price difference between Rp 600 - Rp 1,000 per can. This condition for them is obviously very profitable, but it is very detrimental to the Indonesian economy, because gradually some Indonesian products are out of market border areas. The cheapness of some products of Malaysia as a result of illegal trade that continues to bloom on the border. Partly major goods from Malaysia entering without customs duty. The big cukongs in Malaysia especially in Indonesia often use locals to shop to Malaysia. The merchants use the policy to free import duties to shop in Malaysia with a maximum limit of Rp 3 million per day. Several informants admitted

that the practice of "perjokian" in this shop has been a long time and often get "support" from the security forces at the border of Indonesia.

The analysis of macroeconomic policy seems to need to be revisited with more criticism of local cases occurring around the Indonesian border with other countries. This is because border issues are not merely a security dimension but have broad implications for economic, political-cultural dimensions and lead to the unity of the Unitary State of the Republic of Indonesia.

Law enforcement in border areas such as Entikong is very urgent, cases of smuggling of goods even human trafficking continues to occur as a result of indecision of the apparatus in enforcing laws and regulations concerning the management of border areas. The legal approach with the support of adequate security forces will be able to detect the various movements that live in the border region. This is detected from the movement of Warriors Wathoniyah which was detected by the security apparatus of RI. This movement had evolved in remote border areas and was difficult to reach by Indonesia border security patrol.

Facing the economic and legal problems in Entikong area in particular and the common border, junior and vocational high school students responded variably. Most of them feel the swift flow of domestic goods products neighbor. They are accustomed to snack foods and soft drinks Malaysia products, as well as apparel that many imported from Malaysia. According to students of SMK, in determining the purchase of clothing they never made a problem in Indonesia or Malaysia, which is important price is affordable. But they also have pride of domestic products, especially the style of dress, they admit many follow the model that is teen trend in big cities and even many who follow the style of public figure.

The heavy flow of communications technology advances also greatly affect the smoothness of information from and out Entikong. Various information from Malaysia is very easily obtainable through various Malaysian TV channels available with good picture quality, national TV such as TVRI and some private TV channels can be enjoyed by citizens of Entikong. According to teenagers, in terms of information and entertainment, national private TV remains the preferred choice of people in the border area. This is because the programs broadcasted by Indonesian private TV are more varied and suited to their needs as young people and at the same time increase their insight about life.

Another negative impact that arises from the advancement of communication technology is the potential of separatism movement in the form of Wathoniyah Warriors that are allegedly formed / orchestrated by the Malaysian side. This movement can be a serious threat to the unity of NKRI, because the goal is to mobilize the masses around the Indonesian border to be recruited into the army of the Islamic army. According to key informants, the movement is a new symptom and the local security forces have handled it seriously by increasing the participation of citizens at the border, especially the youth, so as not to be hooked by various separatist movements.

The actions of the apparatus that often put forward the repressive attitude in the form of military operations, military exercises at the border remain important but need to be accompanied by a persuasive and educational movement in the form of an invitation to participate in maintaining their respective territories. The activity is not merely counseling but must be integrated with the economic empowerment of the citizens so that the territorial resilience of NKRI territory at the border is getting stronger, also balanced with the economic resilience of the citizens at the border.

## **CONCLUSION**

The geographical setting of the Entikong Sub-district as a front-runner of the territory of the State of Indonesia is directly adjacent to the State of Malaysia, making it one of the largest land boundary (PLB) in West Kalimantan. Every day human traffic, goods and services flow in and out of Sarawak State-Malaysia and Sanggau District, West Kalimantan Indonesia. Opportunities for spatial interaction between the two neighboring countries have economic, legal, security, social and cultural dimensions that give positive and negative impacts. It cannot be denied that the economic growth around Entikong Region is relatively faster compared to the regions others in Sanggau District. Nevertheless, the socio-geographical interaction still leaves a disparity in the form of an imbalance of economic growth between Entikong Sub-districts when compared with its neighboring territory belonging to Sarawak-Malaysia State.

Spatial interactions also encourage some negative effects such as; a) the rush of foreign information that has the potential to undermine the attitude of nationalism; b) illegal trade; c)

human trafficking; d) eroding local culture; e) lack of independence and bring an attitude of dependency and "pride" to other countries; f) raises the potential for separatism movements. If this condition continues to be left and not handled holistically it has serious potential and becomes a threat to the integration of the Unitary State of the Republic of Indonesia (NKRI). Various efforts that can be done as a solution is a welfare approach, improvement of main infrastructure in the form of roads, lighting networks, adequate health facilities, strengthening local culture as national identity, and defense of security that prioritizes humane approach.

Research on geographical literacy attitude as an indicator of attitude love of NKRI elementary, junior high school, and vocational students in Entikong Sub-district of Sanggau Regency of West Kalimantan Province shows the following results:

1. Knowing exactly where some of the border points between the Territory of the Republic of Indonesia and the State of Malaysia. All students are aware that their village territory is directly adjacent to the State of Sarawak, this is because of the boundaries between the two countries created in the form of PLB gates. They can also mention the names of the hills and indicate the location of the hill, the forest in their village which is the natural boundary between Entikong and Malaysia.
2. Know the forms of spatial interactions between their territories that borders Malaysia. Some of them are involved directly and indirectly in the form of family visits or shopping with their parents.
3. Knowing the natural resources of their area such as rubber latex, oil palm, rice, fruits, vegetables that are widely traded to Malaysia, and vice versa they are also actively buying and using goods from Malaysia in everyday life. The students of SMK have a critical attitude to the problems facing their territory in the form of illegal trade in goods, services and even people who work in the neighboring country.
4. Various commodities Malaysian products are widely circulated around Entikong such as cooking oil, sugar, gas, various types of food and soft drinks. They use Malaysian products in addition to the fact that they are widely available in the market at much cheaper prices, as well as the rampant illegal trade with less serious handling by the Indonesian government.
5. The cultivation of diversity, the love of the homeland, and the pride of being a citizen of Indonesia formally occur because of the education process through IPS lessons,

Civics, Bahasa Indonesia and national anthems given in elementary and junior high schools, as well as through Civics lessons, Bahasa Indonesia given in SMK. Vocational students can mention besides mentioning the border in their territory. Have a critical attitude towards: a) socio-economic differences between their territory and the Malaysian State; b) illegal trade - goods, services and even human beings - who enter and exit both countries through their territory; c) issues of separatism movements in border areas.

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## University's Model of Education: to Master or to Emancipate?

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### ABSTRACT

The new millennial students had different challenges when studying in university level. The vast development of technology made informations obtained faster and easier, nonetheless the new millennial still struggle in developing their knowledge and way of thinking with those many informations. This paper examined the university's students way of thinking which fall in identification method and how students used the method to understand phenomena. The pitfall of identification model is students could not use the theory to explain and analyze phenomena. Thus, for students, theory only served as instrumental tools and the purpose of education is to master the knowledge. This paper reflects the missing philosophy of education for the millennial students. With the technology and globalization, millennial students tend to see the world and everything in it, including knowledge, as something to obtain and object to consume. University needs to introduce emancipation model of education, in which knowledge could assist students to acquire autonomy and self-responsibility. Although it still quite far away for students to perceive knowledge and education would emancipate them from domination and oppression, this paper shows how critical thinking class could introduce emancipate model through integration of self-reflection and critical thinking in task-assignment.

**Keyword:** model of education, instrumental tools, emancipate, identification, critical thinking, self-reflection.

### INTRODUCTION

Globalization has change the facet of education in Indonesia. To be able to compete in global market has become our aim, especially in highlight of ASEAN Economic Community (AEC). AEC has agree upon Mutual Recognition Agreement (MRA), which to recognize the qualification of skilled labour between ASEAN country (Kementerian Luar Negeri RI, 2015). With this MRA, people from one country can easily work in other country in ASEAN. The qualification of skilled labour has been implemented in higher education level based on Pemenristekdikti RI no. 44 tahun 2015 that established national standart higher education (SN Dikti). Kerangka Kualifikasi Nasional Indonesia (KKNI)/ Indonesian Qualification Framework was develop to fill the qualification of skilled labour (Sugiharto, 2015) that focus

on forming the curriculum. The curriculum has established learning outcomes into 4 aspect: attitude which reflecting the attitude and values as Indonesian people, general skills that cover the general work skills and responsibility based on level and kind of education, specific skills which incorporate specific skills related to study course and knowledge that describe the level of mastery knowledge on study program. Within this learning outcomes, KKNI has brought emphasis on ready to work and specific workfield competency.

This new facet of education which driven by globalization is what Tilaar described as social Darwinisme in education (Tilaar, 2005:146). The purpose of education then has been to supply the market's demand and study programs which produce graduates that easily transferable to workfield has long become favourites in universities. Thus, utilitarian has become the new principle of universities (Sastrapratedja, 2013: 252). With the tagline to become world class universities, most university focused on using applied science to fulfill market and industrial needs. Therefore, research has evolved into product of knowledge to be used rather in creating and developing students to have an academic culture. Nowadays, students likely see education, especially in university, as stage to prepare them only for professional and vocational works (Joesoef, 2018: 288). Yet, the academic culture were nowhere felt or seen on daily life in universities. Seminar, discussion, research, community service were treated as the requirements to get something, either certificates or to be published in journal and so on, not many academics go extra mile to construct knowledges. If education set a picture of how future will be, then based on how our education currently operates, Indonesia will always on the hand of market and capital power (Tilaar, 2005: 147).

Nowadays, most of the students in university are categorized as the new millennial, they likely to be called generation Z or net generation. Generation which exist in a world connected globally by Internet and are tech-savy. They always conneted through social media and spend most of the time in the Internet. Generation Z has some of profiles which differ than older generation, they more attracted to visual imagery and find visual learning to be more effective than auditory (lecture and discussion). This generation are just one click away from information, they can obtain many information without difficulties through the Internet. Yet, they likely just spot some keyword information rather than reading all the text when getting information online. While generation Z acquire information through headlines, tagline, hashtags and any form of quick and in small bits, their brain were rewired with short and rapid burst of information, thus making this generation incapable to focus and analyze complex issues (Rothman, 2016). Instead of focusing to analyze problem, they tend to find quick ways and answers to problem solving, and prefer doing it by trial and error. Though generation Z lived in abundant and easily accessed information, they find it hard to choose and evaluate from reliable sources (Mohr & Mohr, 2017). This charatheristic will bring new color in academic culture, such as doing seminar and discussion through Skype, or more conference will focus on doing poster and video presentations rather than traditional oral one. However, this generation also will need much work to do writing assignments and need to be encourage to go deeper and pursue critical way of thinking.

Generally, our education system in elementary and secondary education used guided discovery model (Anitah, 2014) and most common activity is using *lembar kerja siswa* (LKS). Within this activity, students most likely focus to find answers and rely on quick and already available answers (Salirawati, 2006). If there any form of assignment to write paper, the students usually only transfer information they get from the Internet. Based on author's experience on testing IQ in various high school and universities from 2006 until now, most of the students have higher score on memory test. It reflect that our education system likely emphasis on memorizing, focused more on what to think rather than why and how to think (Joesoef, 2018: 286). Therefore, this students likely acquiring 'know about', yet not too much developing 'know why'. 'Know about' is more about skills in gathering information and receiving knowledge as it is, whereas 'know why' is beyond 'know about', it seeks for explanation and constructing various information into comprehension (Keraf & Dua, 2001: 34-36). Thus, there lots of homework in our higher education. Students will have to realize that learning is not equivalent with transferring knowledge from books or lecturers, they have to establish independency on constructing knowledge by themselves.

Bloom's Taxonomy is generally known model of higher order thinking, which consists of six levels: remember, understand, apply, analyze, evaluate and create (Anderson & Krathwohl, 2001). This model has been used as learning tools to raise critical thinking and writing skills (Granello, 2001; Athanassiou, McNett & Harvey, 2003). Research shows that Bloom's Taxonomy was effective to identify the level of thinking based on students' writing and give indicators on how to move to higher level (Granello, 2001). It also help them to evaluate their performance and monitoring the occurrence of higher level of thinking (Athanassiou, McNett & Harvey, 2003).

Critical Thinking is an extra credit class, in which the purpose is to encourage students to analyze social phenomena. Students who attend this class are on their second year in university. At the first stage, students were given an article which they need to summarize by answering three question: find out the question which proposed by the author, how the author answers those question and what is the solution that author come up with. This method facilitated students to understand structure of writings. Next stage, students were encourage to pose a personal questions which peak their interest and curiosity. The writing will focus on how students can elaborate their questions based on phenomena and perspectives they used in order to explain those phenomena. There were 3-4 meetings where students can discuss progress of paper and seek feedback from lecturer and assistant lecturer. This article will discuss examples of papers which were written by students and will examine pattern of thinking which shown in those paper.

## **DISCUSSION**

Students have come up with various topic that depict interesting social phenomena, such as sharenting; corruption; death penalty; importance of saying thanks, sorry and help; religion; trash; smoking behavior, etc. Some of students did not have problem in elaborating

their question about those topics, they also can support questions with data or background situation. This questions demonstrate students potentially have critical perspectives about social situations.

*“Survey by PEW Research Center, United States in 2015 indicates that 95% Indonesian consider religion as the important thing in their life. [...] Are this 95% people taking religion in the ‘actual’ context (religiosity)? Or religion only perceived as something obligatory to have, because in Indonesia people with no religion would often see as bad and immoral?” [EA, 1]*

*“Research from Atlas Tobacco, Indonesia possess first place of total active smoker in the world. Indonesian smoker has increase every year, especially in teenager. Survey from Indikator Kesehatan Nasional (Sirkenas) in 2016 showed that male adolescence has reach 54,8%. What makes adolescence, especially boy in Indonesia choose to smoke?” [PT, 1]*

*“Malesbanget.com stated that criteria of body goals which now has become trend are slim abdomen, even lead up to flat abdomen, gap between left and right thigh (thigh gap), not too big arms and everything which lead up to slim physicals. Is having that kind of body has become accomplishment?” [YK, 1]*

In other sides, there few students still struggled to develop questions. It seems they understand some of concepts, yet they cannot arrange their thinking in order. Subsequently, there are lots of thoughts which seem jumping from one sentence to another.

*“Kompas (28 September 2017) wrote a story about mother that snap and scold her children using foul language. It started from a vase broke and the mother which provoked by it, exclaimed some foul words. Based on cognitive phase, children understood how parents do things and then used it to get what they want. This process is called modelling which mimic by Bandura. However, what would be the effect if children did not understand language that they observe before they can use it effectively?” [VT, 1]*

*“Car Free Day (CFD) on Saturday and Sunday is one of activities which proposed by DKI Jakarta government as a way to deal with pollution. CFD is aimed to minimize people dependency with motor vehicle with using vehicle without motor or public transportation with emission free so it can minimize*

*pollution. Nevertheless, former vice governor of DKI Jakarta, Djarot Syaiful Hidayat said that the use of public transportation with emission free are still under 20%. There are many people still used personal vehicle on area other than CFD and increase pollution in other's area. Based on those phenomenon, why people lack of awareness to minimize pollution by using public transportation?" [JP, 1]*

Some of students have flaw in introducing the questions by specific and personal case, they could not arrange the case by using objective data and point of view. Eventhough the questions has some possible critical perspectives, it lacks the power of social relevance and could fall into common sense traps.

*"I saw lots of parents post their children daily activities in social media. At first, I feel delighted because the children are cute. Yet, after some time, I realize that children's right to have personal secret in their life were distrubed. There are no personal space in those children life. This phenomenon is called sharenting." [RV, 1]*

*"[...] But in reality, in the sidewalk, streets and crossing bridge are never without trash. Author once has saw people who seated near the crossing bridge in Grogol while holding food, after they eat and drink, they just throw away their trash in the sidewalks. Meanwhile, there are three trash can just three step away from them. Why people seems don't care and ignorant of neighborhood's cleanliness?" [JM, 1]*

After students received feedback from lecturer, they could compose more strong questions,

*"In everyday life, we use various language to communicate, such as verbal language, written language, etc. Yet, what would be the effect if children do not understand language they imitated before they can use it effectively? Parents and enviroments have important part in developing how children speak, children's skill to imitate, observe, listen and children's mind from their observation. [...] It is important to notice what language which delivered to children" [VT, 2]*

*"Based on news which already elaborate above, we can see that people seem do not care with their behavior of throwing garbage which would bring disadvantages to other people. People will feel reluctant to cross bridge that full of trash and they will prefer to cross the street which would bring higher change of accident. News excerpt from poskota, it is obvious that people think throwing away garbage anywhere would not become problems because there*

*are personnel who will clean those garbage. [...] Yet, in reality this systems are not effective, not all people who threw away garbage carelessly got penalty. Therefore, people still do that behavior because they know that rules are on paper only.” [JM, 2]*

*“DKI Jakarta government has attempt to minimize pollution, one of it is by implementing Car Free Day (CFD) on Saturday and Sunday. This activity is aim to minimize people dependency on motor vehicle and encourage using public transportation which emission free so can reduce pollution. However, public transporation which free from emission still under 20%. Based on those phenomenon, why people have lack of awareness to minimize pollution by using public transportation?” [JP, 2]*

Examples from above demonstrated that students likely have develop an interesting and fairly critical questions. They could identify some problems in social contexts, and have no trouble in finding sources which help them elaborate those problems. Nevertheless, students lack of writing and language skills to present a keener question. We can see that most of the questions were very simple, in terms that students saw and described only one specific situation or data to understand social phenomena. This could lead to common sense and jumping to conclusion which mostly found in other’s paper, for example like this one,

*“Why students nowadays lost interest on joining student’s body organization? While few other students who prefer to join organization and willing to spend their time, energy even material to work in organization tend to perceived as crazy and go beyond the limit. Whereas there are lots of benefit if students join organization compared to those who only focus for grading in their academic life. Despite only focus on academic, perhaps students need to consider to be active in organization to fulfil her/his need as an individual” [TC, 1]*

In trying to explain those phenomena, students generally allocate more to describe the social phenomena because they rely on online sources which categorized as news or popular article,

*“There are few reasons why we rarely say sorry, help and thank you; at first we feel that other will understand because we have close relationship with those people. Secondly, we thought those words as formality so we feel strange and only said those words only in formal situation. Third, we felt other people won’t be offended with our saying or action. Four, we felt that others will be bother if we said those words. Fifth, we felt we have close relationship with others, so we do not need to maintain image overtime.” [SS, 1]*

*“Research from dr John Cacioppo from University of Chigago found that foul words will have big impact to our brains. This impact is called negative bias. Foul word will marked in childern’s memory than praises. From 2 till 12 months, children can voice put ‘ooo-ooo’, ‘dadada’, even they can understand restriction “no’ with high tone. On 2-5 years old, childern can vocalize more clear words and their vocabulary increase from 50-100 words and can reach over 1000 words.” [VT, 1]*

We can see examples of remembering level of Bloom’s Taxonomy on writing format. In this level, writing pattern goes as students unable to translate the idea of source author and integrate it with their own main ideas, they only listing what source authors investigating and the results. Few students display comprehension level of Bloom’s Taxonomy on their papers, they can use source appropriately and could distinguish main ideas from the article (Granello, 2001). Nonetheless, they still lack integration and analysis of the social phenomena.

*“According to Head of Dinas Kebersihan DKI Jakarta, the waste volume in Jakarta ammounted to 7.000 tons every day and those number increase every year. More than half of the waste produce in DKI Jakarta come from organic materila. On the second place is various kind of paper and plastic waste. People often did not realize their careless throwing behavior, such as straw, candy wrappers, food wrappers and other small waste. They think that if they throw only small waste in the street will not bring big effect. Yet they can not imagine if other people will have the same thought and do the same thing, so streets will have lots of trash even if it small trash. Those kind of thinking are found mostly in our people, eventhough there are trash can just near them, or if they can not found one, it is better to keep it first until found another trash can” [PA,1]*

*“In fact there are dangers that arise from sharenting. One of them is digital kidnapping. If sharenting occurs often (oversharenting), there is a chance that other can know childern’s school address, childern’s favourit and even home address. Child who are not in the age level to keep personal privacy still need to rely on their parents. But if their parents oversharenting about the child, thus there will be a threat to childern’s right of privacy.” [RV,1]*

Some students try to use theory in their attempt to analyze those phenomenon, but unlike analysis level of Bloom’s Taxonomy in which there are layer of complexity and could identify pattern from sources to formulate their argument (Granello, 2001), students used theory only to describe the phenomena,

*“Acording to Erikson, in puberty era, individual is on the stage to look for self identity. Self identity was gained through doing many things which help to know*

*their identity. Adolescence era has become an era to explore so that they can learn from anywhere, including from trend, thus that allowing trend to become important part in finding self identity. Minimum self exploration could lead to diffusion of identity status so adolescence will grow to become individual with unstable self concept, vulnerable to peer pressure dan low self acceptance. Therefore, female adolescence who do deep self exploration are more able to find self identity. Yet, those self exploration need to be followed by high commitment” [YK, 2]*

*“Social Dilemma is term for conflict where person do action which beneficial for him/herself, yet when those action was done by more people, those action will become harmful. The connection of throwing trash behavior with those concept is many people in Jakarta thought that by throwing trash carelessly will not give big impact. However, those thought and those action were done by so many people, and gave big impact such as flood.” [PA, 2]*

There also few students who try to explain phenomenon using theory, yet there are flaw logic of thinking in which students could not build premise and conclusion correctly.

*“In adolescence, development task mainly focus on becoming themselves. It means that they need self identity to face other in their society. Self identity is process to become an unique individual with important roles in life. One of factor which contributes to identity development in adolescence is their parents. Oftenly parents post about their children into social media, put the children to appear attracting. When the children grew, they will feel pressure to be inaccordance with what people know and liked them when they were a child. Children who in the middle build up their identity could lose their confidence because their past appearance when they were a child, were the work of their parents, not by their willingness.” [RV, 3]*

*“Parents gave us moral guidance including on our words, so that it build up in our superego. Yet, ego is not escaped from id desire which also our part since we are born into the world. If we try to connect with the question of why individual does not saying the words of help, sorry and thank you, it becaused ego choose to listen to id and abandon superego.” [SS, 1]*

Other students could analyze social phenomenon using theory which is easier to be applied, such as behavioral theories. Yet those theory operates in more mechanistic way, in which students just need to identify the pattern of social phenomenon and matches with the concept of theory. Students are not able to use more complex and abstract theory.

*“There are some mistake in learning process in people. People who threw away trash carelessly often did not get punishment (penalty from government), instead they got positive reinforcement on those behavior. Positive punishment that they recieved was cleaning service who will clean all those trash.” [JM, 2]*

*“Attitude in Planned Behavior Theory reflect decision which individual make to do behavior, whether they like it or not. The more possitive attitude that individual have about certain behavior, the more bigger their inttention to do that behavior. As previously stated that using public transportation considered to be low. It reflect that people attitude towards environmental care behavior tend to be negative. Therefore, people did not have inttention to choose public transportation with emission free and did not have awereness to reduce pollution.” [JP, 2]*

Students learn to develop their thinking skills through critical thinking class. Nevertheless, based on examples above, it reveals that our students are still in the remembering and comprehension level of Bloom’s Taxonomy. Most of the students have some trouble in using theory to explain social phenomena, and did not have skills to analyze phenomena deeply. Our students mainly use common sense in explaining phenomena, they assume their personal opinion could be considered as valid answers. It shows though they have learn a lot of theory, they still do not know how to use it and could not transfer it outside classes. This reflects our model of education, students perceive to learn is only to add knowledge, thus their aim are to master the knowledge. The danger of this model is students would assume learning is completed after they got degree or jobs. They will only be technocrat and user of knowledge, yet they will not able to construct their own knowledge (Joesoef, 2018: 253). Other potential problems that would emerge is students could not acknowledge the complexity of social problems because without critical thinking they could not see from various perspectives.

This findings should alert us if our purpose of education still based on *Tut Wuri Handayani*. World class university or research based university should not overshadow our principle in education, those terms were refered from industrialized developed countries (Tilaar, 2015: 111). If we blindly follow those curriculum or model, we will always be left behind because we differ in our starting position from those countries. At the end, we merely consume other’s product of knowledge, and barely creates our own version of knowledge. Therefore, it is important that we teach our students in university so that learning is not transferring knowledge, rather to grow independent thinking and learning. In this way, learning process was not just preparing students to enter the industrial market, but to emancipate them (Tilaar, 2005: 154). Education should help them to undertand their options in life, their freedom to choose those options and understand responsibilities which follow after (Tilaar, 2015: 99). Through education, students will learn to establish themselves so that

they can compose the right options (Sastrapratedja, 2017: 253). The first task in education is to enable our students to determine themselves, so they will have power in life, otherwise our education just produce a well trained dog rather than a harmoniously developed person (Joesoef, 2018: 292). This summarize the emancipation model of education.

This article presenting the preliminary study of using Bloom's Taxonomy on developing critical thinking. All the students in critical thinking class only got feedback of their writing assignment and not yet in the step to do self-reflection of their thinking position on Bloom's Taxonomy. Although there are approximately 78 papers, this article is limited to discuss 9 papers as a representation from the class.

## **CONCLUSION**

If we are not careful enough, education will play as factory to deliver graduate into industrial market in globalization era. Students will only just numbers of workers and would have minimum contribution on strengthening the national identity. Thus, it is important universities engage education which emancipate students, so that they can liberate themselves from domination and oppression. The millennial students need to be introduced with emancipate model of education in university, they are already familiar with mastering model through elementary and secondary education. Writing assignment which examines social phenomena could help students to understand their thinking level based on Bloom's Taxonomy. With their understanding on their current level, they can be guided to move to higher level of thinking. This model which combine critical thinking and self-reflection process could emancipate students in learning.

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## **“Competence of Small Producers Snacks "Gipang" and "Ceprek Melinjo" in Product Quality Assurance.”**

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### **ABSTRACT**

Demand for quality snacks has increased following consumers understanding on good food for health. The demand requires ability from snacks producers to control product quality. Thus, the research objective is to analyze the factors related to micro entrepreneur competencies in assuring quality of gipang and ceprek melinjo. A case study was conducted to six owners of food processing of sweet rice crackers (in Bahasa Indonesia called gipang) in Cilegon and an owner of bitter nut crackers (in Bahasa Indonesia ceprek melinjo) in Pandeglang. The owner of ceprek melinjo has 50 employees trained to be the partners for producing ceprek melinjo. Data from the ownres and employees were gathered through in-depth interviews, discussion and observation. The data collected were social-economics profile of producers, external support, and skills in ensuring product quality. Identification to strengths, weaknesses, opportunities, and threats (SWOT) was also done to help formulating strategy for competencies development. The results show that in general, competencies of gipang small producers are high while competencies of ceprek melinjo small producers are low. The competencies possessed by the small producers of gipang and ceprek melinjo are only based on the capabilities acquired from generation to generation, and there has been no effort to increase them. Related to this, it takes effort to improve the competence of the small producers in processing gipang and ceprek melinjo thus improving the competence expected to improve the ability to expand their business. Therefore the productivity can increase not only in terms of quantity but also in terms of quality. The strategy to strengthen competencies of small producers should be focused on providing relevant training, intensifying information to support product marketing, and controlling product quality.

**Keywords:** small producers, competencies, local snacks, product quality assurance.

### **INTRODUCTION**

Processing snacks, especially gipang and ceprek melinjo, is a small and micro business conducted by business actors in various regions in Indonesia, including Banten. Banten and its surrounding areas, has the potential of sticky rice and melinjo that can be processed into gipang and ceprek melinjo. Processed products are marketed to local communities and tourists. The difficulties faced by business actors of food processing of gypang are lack of capital and marketing in selling gipang to consumers (Susilo, 2008). Until now, the processing of gipang and ceprek melinjo in Banten is done simply in the house of the residents (Krisnadewara, 2007). Gipang products have been packaged in

accordance with the needs of consumers but ceprek melinjo is not packaged properly. Gipang products are packed using plastic jar and ceprek melinjo is packed with transparent white plastic.

Competence of micro business actors about the processing and quality of snacks is obtained from generation to generation (Irawan, 2010). Processing is done manually and the quality does not become a concern. On the other hand, consumers expect the quality of a product similar to a snack of food production company. This is because the competence of micro processing business of gipang in Cilegon and ceprek melinjo in Pandeglang in terms of quality assurance is still limited, because it is still pursuing the quantity of stalls in Banten and its surrounding areas. The processing of gipang and ceprek melinjo in developing this business is inseparable from the competence owned by micro business actors of gipang and ceprek melinjo. The competence owned by micro entrepreneurs of gipang and ceprek melinjo is only based on the ability derived from generation to generation and there has been no attempt to improve it. Related to that matter, an effort is needed to increase the competence of micro business entrepreneurs of gipang and ceprek melinjo. Therefore the improvement of such competence is expected to improve the ability to develop their business and that the business productivity can increase not only in terms of quantity but also in terms of quality. It is necessary to improve the quality and competitiveness of food processing products of gipang cake and ceprek melinjo which are produced mainly to meet consumer demand for more various processed products of gipang cake and ceprek melinjo.

A good and quality product will not generate sales if it is not available in the market. So bringing the product closer to the consumer becomes important, by opening the market access and providing the products in many places. One of the ways is to cooperate with modern retail network which is now spread almost in every region in Indonesia. Not many SME products are able to penetrate modern retailers due to strict product quality requirements. This is a challenge for manufacturers to produce quality products. Thus, the main problem in the snack business is the competence of business actors regarding the quality of processing and product competitiveness that needs to be tailored to the tastes of consumers and market demand.

Spencer and Spencer (1993) define competence as a form of motive, attitudes, skills, knowledge, behavior or other personal characteristics essential to carrying out the work. Subaedi's 2010 study on the performance of SMEs in Surabaya focuses on three main points: knowledge includes knowledge of business management, product or service knowledge, consumer knowledge, promotion and marketing strategies; skills include production skills, communication, cooperation; and abilities include the ability to manage a business, make decisions, lead, control, innovate, situation and change of the business environment. According to Subaedi (2009), factors related to the level of competence include age, motivation, business experience, the amount of income and sources of capital. The higher all factors in a certain degree can support the competence.

This study aims to analyze the competence of snack food business and find the material of strategy formulation to increase the competence of the business actor.

## LITERATURE REVIEW

Spencer and Spencer (1993) define competence as a form of motive, attitudes, skills, knowledge, behavior or other personal characteristics essential to carrying out the work. There are five types of competencies: knowledge, skills, self-concept, attitude, and motive. Mulyasa (2002) mentions that competence is a combination of knowledge, attitudes and values, as well as skills that are reflected in the habits of thinking and acting. Competence determines one's behavior and performance in different situations and roles. Thus, a person's level of competence can be used to predict that a person will be able to get the job done properly or not.

Subaedi's 2010 study on the performance of SMEs in Surabaya focuses on three main points: knowledge includes knowledge of business management, product or service knowledge, consumer knowledge, promotion and marketing strategies; skills include production skills, communication, cooperation; and abilities include the ability to manage a business, make decisions, lead, control, innovate, situations and change of the business environment. According to Subaedi (2009), factors related to the level of competence include age, motivation, business experience, the amount of income and sources of capital. The higher all factors in a certain degree can support the competence.

On the other hand, Rachmat (2001) states that experience is related to knowledge ownership. Experience and venture capital can be used to grow the business. Increase of knowledge and skills are also gained through training. Marzuki (1992) refers to Good (1973) opinion that training is a process of helping others acquire skills and knowledge. Furthermore, according to Nawawi (1997) training is a process of helping workers to master special skills or improve gaps in the work. From the above explanation, the training should be carried out according to the needs of the worker in terms of improving the required competencies.

So far, the training program in Banten has been conducted on technical vocational training program aimed at preparing skilled and insightful workers having professional mental attitude. The training program is divided into three areas, namely: maintenance, factory operation and secretarial. In addition, other training programs are occupational safety and health counseling (P2K3). The goal is to provide debriefing to the entrepreneurs and apply how important the efforts to maintain the conducive condition of Cilegon City. Meanwhile, training programs on increasing the competence of food processing are still rarely done.

In micro business of snacks, business actors need to have competence in terms of quality of the food product. Agri-Food Business Development Center (2007)

mentioned that the quality of food products is influenced by external and internal factors. External factors are things that can be seen such as: color, flavor, appearance, shape or size. Internal factors are things that cannot be seen, for example: taste, sweetness, bitterness, impression in the mouth or nutrient content.

According to Soeprihanto (1996) that the benefits that can be gained by training are the increase in productivity both quality and quantity, the workforce with the training program is expected to have new behavior in such a way that the productivity both in terms of quantity and quality can be improved and increase of work morale. If the training program is in accordance with the level of needs that exist within the organization of the company, it will create a harmonious work and increased morale.

Several aspects are allegedly related to the competence level of micro business actors. These aspects include factors from within a business actor: motivation, business experience, amount of income and source of capital. Competence will be further developed when external support is obtained. These aspects include training, access and utilization of information, product quality control and partnerships. The competence of the processing business that needs to be mastered (Tan Satrisna Nugraha, 2012) includes product quality knowledge, competitiveness, processing skills and attitude in quality assurance.

Competitiveness is the ability to produce goods and services that meet international testing, while at the same time maintaining a high and sustained level of income, or the ability of the regional authority to generate high levels of income and employment while remaining open to external competition (European Commission, 1999).

Quality of the food products is mainly taste, value of food, and nutritional value. Quality product is certainly not enough, so innovation is needed in order that the local food known as traditional food becomes a competitive product in the market. Innovation, for example, can be done by diversifying products, flavors, and packaging. Some research indicates that packaging design is one of the factors influencing consumer decision to purchase so that packaging selection becomes an important part to improve product competitiveness.

## **METHOD**

This study was designed as a case study, with cases in six Gipang Lestari businesses in Cilegon and Ceprek Melinjo Rumah Emping Sari Jaya in Pandeglang which has 50 employees acting as partners as well. Gipang business actors are chosen deliberately because they were awarded the winner of Gipang of Cilegon City in 2010. The ceprek melinjo business actors were chosen intentionally from Menes Village, Labuan Sub-district in Pandeglang Regency with typical type of ceprek melinjo product.

Data and information from such business actors were collected from March to May 2015. In-depth interviews, observations and group discussions were conducted to obtain data on socio-economic profile of business actors, including: age, intrinsic motivation, extrinsic motivation, business experience, total income (Rp) and sources of capital. External support in this study includes the frequency of training, training methods, the level of information access, the level of information utilization, the degree of quality control of products and partnerships. The competence level of micro business entrepreneurs of snack food processing of gipang and ceprek melinjo was related to such aspects as knowledge of product quality, knowledge of product competitiveness, skill in food processing based on quality standard and business attitude in improving product quality and SWOT identification. Questions on SWOT identification are used to see the advantages of both businesses, their weaknesses, threats encountered, and development opportunities. Data is processed descriptively and analyzed qualitatively. Data on competence level of quality assurance and related factors are analyzed using correlation.

## **RESULTS AND DISCUSSION**

### **Profile of Micro Business Entrepreneur**

The micro entrepreneurs of this gipang snack are 6 people who are running family businesses, consisting of Mrs. MHM (55 years old) as business owner, Mr. SN (60 years old), EN (23 years old), TK (29 years old), RW (31 years old) and AT (17 years old). They have become gipang snack entrepreneurs since 2005. This business is done at home addressed in Kampung Weri RT 01/02, Kebonsari Village, Citangkil Sub-district, Cilegon City. The business was originally pioneered by Mrs. MHM and she is one of micro business entrepreneurs of gipang snack existing in Citangkil area of Cilegon City. The meaning of the product brand name "Kue Gipang Lestari" is given based on the combination of the names of all gipang entrepreneurs considering that this business is done by one family. So the brand name of the product is taken based on the combination of the names of the gipang cake bakers. "Kue Gipang LESTARI" consists of: LE = EV, S = SN, TARI = AT, TK and RW. Mr. SN is the husband of Mrs. MHM while the others are their children.

The capital used to run this business is derived from the family capital. One of the difficulties of running this business is to market the product to consumers. In terms of marketing, nobody takes gipang to consumers or to the market, the lack of networking or cooperation made by Mrs. MHM to sell the product and the lack of human resources in marketing the product. The existing human resources are focused on the processing of gipang which is done by one family only. All this time the product is sold at home or is entrusted to a relative working in PT Sankyu Anyer to sell the product in the company's cooperative. Sometimes there are also some people coming to buy some jars of gipang that will be sold in some eating places. There are also consumers who come directly to the house. They know the address of the Gipang Lestari brand taped on the packaging. Usually consumers who used to

visit and buy a lot of gipang at Mrs. MHM's house will present this gipang to their relatives. They will in turn buy gipang in the same way.

The business of ceprek melinjo consists of one owner and his family who continued his parent business and 50 employees. The owner of ceprek melinjo is a trainer for such 50 employees. The employees are highly dependent on the owner. They started the process of making ceprek melinjo by learning directly or practicing with other employees who have more experience or training from the business owner. Rumah Emping Sarijaya was established in 1965 in Pandeglang regency. Since 2005 the business is managed by the second generation, that is HD who is the son of JS (late). Rumah Emping Sarijaya produces processed melinjo into emping with 3 flavors: sweet, spicy, and savory. The product of Rumah Emping Sari Jaya can be found in the market with the brand name Cula Satu, packed in plastic bags or jars. This emping promotion has reached Singapore, Malaysia, France, the Netherlands, Taiwan, China, Vietnam and India. The reason the owner is pursuing this business is that (1) the family has experience in this field, (2) melinjo fruits as the raw material are widely available in Banten area, (3) the family wants to develop the business independently.

### **Socio-Economic Profile of Micro Entrepreneurs of Gipang and Ceprek Melinjo**

Gipang business entrepreneurs consist only of a mother and a father aged 45 - 60 years old. While ceprek melinjo businessmen consist of the owner and his family, who continues the parents business and the employees aged between 13 - 44 years old.

The micro-business entrepreneurs of gipang stated that this snack business is exciting and that this family business must be maintained. This is their intrinsic motivation, which belongs to the medium-high category of doing business. About 75% of ceprek melinjo entrepreneurs have intrinsic motivation that is categorized medium-high because of the demands of family economic needs.

High extrinsic motivation of gipang business entrepreneurs and medium-high extrinsic motivation of most melinjo entrepreneurs come from the recognition of consumers. Recognition from the surrounding community to the business is an encouragement to improve business spirit. In addition, the number of consumers also generate and increase business passion, so this business is a proud business because gipang and ceprek melinjo is one of the very typical foods coming from Banten region. High passion is also an encouragement for the progress of this business. Increased income earned day to day can also increase motivation in the business. The income obtained from the sale of gipang and ceprek melinjo is sufficient for the daily needs of the family. Hard-working micro business entrepreneurs can accelerate the business of gipang and ceprek melinjo to develop.

Micro-entrepreneurs of gipang snack business have experience between 4 - 9 years and they generally have run gipang business since 2005.

Unlike micro business entrepreneurs of gipang, most of micro business entrepreneurs of ceprek melinjo have business experience between 20 to 35 years. Most of the business actors have already run Rumah Emping Sari Jaya since 1965.

These micro business entrepreneurs gained the revenue from sales amounting Rp. 800,000 per month. This amount is not always the same every month. There are certain months when the amount of gipang sales income increases, especially in the fasting month of Ramadhan approaching Idul Fitri. Usually the demand of gipang increases compared with the other months.

Unlike the micro business entrepreneurs of gipang snack, micro business entrepreneurs of ceprek melinjo have income more than Rp 5.000.000 a month and increases during the holiday season. Usually tourists pass through the main road and look for typical Banten souvenirs. Located on the highway, the shops that sell ceprek melinjo are quite strategic, so the tourists who will go on holiday must pass this way.

The source of micro business capital of gipang snacks comes from the family capital, because the business is done by one family consisting of Mrs. MHM, her husband and her children.

In contrast to the entrepreneurs of gipang snack, the entrepreneurs of ceprek melinjo snack obtained their business capital from private banks.

The results of the study are supported by quantitative data as listed in Table 1.

Table 1. Socio-economic Profiles of "Lestari" Gipang Business in Cilegon and Ceprek Melinjo "Rumah Emping Sari Jaya" in Pandeglang, 2015

Socio-economic Profile	Category	Gipang		Ceprek Melinjo	
		n	%	n	%
Age	Gipang entrepreneur	Mrs and Mr 45 - 60 years old			
	Ceprek Melinjo entrepreneur	Business owner and family 45 - 60 years old			
	Employees of ceprek melinjo	Between 13 - 44 years old			
Intrinsic Motivation	Low	0	0	11	21,6
	Medium	2	33,3	23	45.1
	High	4	66,7	17	33,3
Extrinsic Motivation	Low	0	0	3	5,9

	Medium	0	0	25	49
	High	6	100	23	45,1
Business Experience	Low (4-19 years)	6	100	7	13,7
	Medium (20-35 years)	0	0	40	78,4
	High (36-50 years)	0	0	4	7,8
Income	Rp 800.000/month	6	100	0	0
	>Rp 5.000.000/month	0	0	51	100
Source of Capital	Personal capital	2	33,3	0	0
	Family capital	4	66,7	0	0
	Others	0	0	51	100

### External Support of Micro Business Processing of Snack Food Processing

Micro entrepreneurs of gipang snack have access to and utilize information about the process and quality from their family members, especially from Mrs. MHM as the business owner.

Micro business entrepreneurs of ceprek melinjo obtain and utilize information by direct learning or practicing with other employees who already have work experience in processing ceprek melinjo, and from the business owner.

The quality control of gipang products is strictly done by Mr and Mrs business owners. Conversely, the quality control of melinjo ceprek product is not as good as gipang. Although supervision of quality is done by the business owners, the supervision cannot be done intensively due to the many employees of ceprek melinjo. The quality control of gipang snack is done in 2 ways, that is to pay attention to such visible things as the color of the snack (not use dye of dangerous material), the form of gipang customized with the consumer needs (unique shape like rhombus) to attract consumers' attention. The factor that cannot be seen include the taste of snacks that meets the consumer tastes. The sweet taste of gipang is not too conspicuous so that it becomes the consumer's favorite and can be consumed by all people. The flavor of ceprek melinjo snack meets the tastes of the consumers and is available in savory, sweet from the brown sugar and spicy. By this way consumers can choose flavor based on their favorite taste and that ceprek melinjo can be consumed by all people.

Gipang micro-entrepreneurs do not have partners to cooperate in this snack business, either with the government, private sectors and NGOs. However, the business owner, Mrs MHM, stated that based on the results of interviews gipang business entrepreneurs get support from the community around Cilegon City in running this business. Subaedi's 2010 study on the performance of SMEs in Surabaya focuses that skills include production skills, communication, cooperation. Partnership is a business strategy undertaken by two or more parties within a certain timeframe to gain profit along with the principle of mutual need and mutual exaggeration. Thus, the success of a business partnership depends on the shared values, norms, attitudes, and behaviors of actors who carry out the partnership.

Micro business entrepreneurs of ceprek melinjo have partners to cooperate with the private sector especially with the bank that provides business capital.

The results of the study are supported by quantitative data as listed in Table 2.

External Support	Category	Gipang		Ceprek Melinjo	
		n	%	n	%
Level of information utilization	Low	0	0	51	100
	High	6	100	0	0
Level of product quality supervision	Low	2	33,3	41	80,4
	Medium	0	0	10	19,6
	High	4	66,7	0	0
Partnership	Low	6	100	2	3,9
	High	0	0	49	96,1

### Competence Level of Business Processing of Gipang and Ceprek Melinjo

Gipang business owners feel less aware of the product quality required because there is no information obtained about product quality. Product quality knowledge is generated from their successors, which is felt good because the product is favored by consumers. In contrast, the children of the business owner feel that they are knowledgeable about the quality of the products derived either from the direction and guidance of the business owner or based on the consumer's suggestions. The owner of ceprek melinjo snack business and his family

feel they have had knowledge of high product quality gained from generation to generation. However, the employees feel the knowledge of product quality is low because there has been no change in product quality over the years.

In the business of gipang snack, the entrepreneurs have had the competence of knowledge about high product competitiveness expressed in gipang which is sliced in the form of rhombus and packaged in jars to attract the attention of consumers. Unlike the business entrepreneurs of gipang, businessmen of ceprek melinjo use typical packaging so that customers can easily recognize ceprek melinjo made by Rumah Emping Sari Jaya.

Skills in food processing based on the quality standard is determined by both gipang and ceprek melinjo business owners. Mrs MHM as the gipang business owner feels that her business actors have good skills because she works with the existing family workers, experienced and trained in the process of making gipang. In improving the skills in processing gipang, the workers are trained by Mrs MHM herself. Meanwhile, the skills in processing ceprek melinjo based on the quality standard are mostly determined by trained and experienced personnel, who have previously been trained by the business owner and his family.

In both micro business of gipang and ceprek melinjo, the quality and competitiveness is improved based on the suggestions given by the consumers of these snack products. Business actors always try to ask consumers to give their suggestions when they come to buy gipang and ceprek melinjo products.

The results of the study are supported by quantitative data as listed in table 3.

Table 3. Distribution of Competency Level of Gipang and Ceprek Melinjo Business

Indicator of Competency Level	Category	Gipang		Ceprek Melinjo	
		n	%	n	%
Knowledge on product quality	Low	2	33,3	36	70,6
	Medium	0	0	7	13,7
	High	4	66,7	8	15,7
Knowledge on product competitiveness	Low	2	33,3	23	45,1
	Medium	0	0	16	31,4
	High	4	66,7	12	23,5
Skills in food processing	Low	0	0	20	39,2

	Medium	2	33,3	31	60,8
	High	4	66,7	0	0
Attitude in improving quality and competitiveness	Low	6	100	1	2
	Medium	0	0	34	66,7
	High	0	0	16	31,4
Overall competency level	Low	2	33,3	39	76,5
	Medium	0	0	5	9,8
	High	4	66,7	7	13,7

### **Linkage of Socio-Economic Profile of Business Actors to Competency Level of Gipang and Ceprek Melinjo Business**

Age has no relationship with knowledge about product quality, knowledge of product competitiveness, skills in food processing based on quality standard and business actor attitude in improving quality and competitiveness. This is because such indicators are skills that can be learned while doing them and the age of the business actors is not much different.

Motivation, both intrinsic and extrinsic, does not show any relevance to the competence of business actors. It is likely that the motivation of gipang and ceprek melinjo business actors is just to produce products as good and as many as possible. There is no motivation towards the development of business especially in improving the quality and competitiveness.

The business experience does not have a positive relationship with the knowledge of product quality, knowledge of product competitiveness, skills in food processing based on quality standard, and business attitude in improving quality and competitiveness. This is because the long-experienced workers do not have time to learn such things mentioned above. It is the time for young business actors who have more opportunity to learn such things, although they might not get to do it because they still focus on improving basic skills.

The amount of revenue (Rp) tends to be related to knowledge about product quality, knowledge of product competitiveness, skills in food processing based on quality standard, business actor attitude in improving quality and competitiveness. Most business actors have recognized that the improvement of quality and competitiveness of products based on increased knowledge and skills will result in better products but with higher prices so that revenues can increase. However, business actors are also worried that with higher prices, they will lose existing customers.

Source of capital has no relation with knowledge about product quality, knowledge of product competitiveness, skill in food processing based on quality standard, business actor attitude in improving quality and competitiveness. The source of capital of gipang business uses the owner's personal capital, and business intensity is done based on available capital. As for the source of capital of ceprek melinjo business, the actors use the source of fund from private bank loan. Source of capital is only used to obtain business capital and not related to the knowledge of competency aspects.

The results of the study are supported by quantitative data as listed in table 4.

Table 4. Relationship Between Socio Economic Profile of Business Players and the Level of Competence

Characteristic of Socio-Economic Profile	Rho	Sig.
Age	-0,161	0,231
Intrinsic Motivation	0,245	0,067
Extrinsic Motivation	0,191	0,154
Business experience	-0,369**	0,005
Amount of Income (Rp)	-0,371**	0,004
Source of capital	.	.

\*. Correlation is significant at the 0,05 level (2-tailed).

\*\*. Correlation is significant at the 0,01 level (2-tailed).

### **The Relation of External Support to the Level of Competency of Gipang and Ceprek Melinjo Business Performers**

The level of information utilization, provided by business owners increases the competence of business actors to improve their competence much better. Thus, the level of utilization of information is related to the level of competence of business actors in a positive relationship.

The quality control level will affect the work result of gipang and ceprek melinjo business because with this supervision they try to work as well as possible, by utilizing the competence they have. Thus the quality control level is related to the level of competence of business players of gipang and ceprek melinjo.

Partnership is related to the capability of business players of gipang and ceprek melinjo. Business partners would expect the best results of gipang and ceprek melinjo. Nevertheless, gipang business owners do not utilize partnership because they feel better just relying on their family's ability. To have partners with other parties, the owners feel that they must go through complicated and difficult procedures. Therefore, business owners use their competencies as best as possible to meet the expectations of the business partners.

The results of the study are supported by quantitative data as listed in table 5.

Table 5. Relationship between External Support and the Level of Competence

<b>Characteristic of External Support</b>	<b>Rho</b>	<b>Sig.</b>
Level of information utilization	0,371**	0,004
Level of product quality supervision	0,649**	0,000
Partnership	-0,289*	0,029

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

\* . Correlation is significant at the 0.05 level (2-tailed).

### Development Strategy in Improving the Competence of Snack Processing Business

<p><b>Internal Factor</b></p> <p><b>External Factor</b></p>	<p><b><u>STRENGTHS</u></b></p> <ol style="list-style-type: none"> <li>1. Abundant human resources</li> <li>2. Competitive price</li> <li>3. Location is close to raw material suppliers</li> <li>4. Abstain to surrender</li> </ol>	<p><b><u>WEAKNESSES</u></b></p> <ol style="list-style-type: none"> <li>1. Lack of supervision of production process and quality</li> <li>2. Financial records are still simple</li> <li>3. Limited market access</li> </ol>
<p><b><u>OPPORTUNITIES</u></b></p> <ol style="list-style-type: none"> <li>1. Product has been known to the public.</li> <li>2. Have a centralized marketing system</li> <li>3. Establish partnership</li> <li>4. Have an <i>online</i> store</li> <li>5. Development of creative economy</li> </ol>	<p><b><u>SO STRATEGY</u></b></p> <ol style="list-style-type: none"> <li>1) Counterpart institution can help micro business operators open new distribution channels.</li> <li>2) Expand the network of marketing relations</li> <li>3) Create an <i>online</i> store</li> </ol>	<p><b><u>WO STRATEGY</u></b></p> <ol style="list-style-type: none"> <li>1) A counterpart institution may be a facilitator of entrepreneurship training, inventory management, branding and product design.</li> <li>2) Allocate funds to make catalog and sample of new products.</li> <li>3) A counterpart institution may facilitate the development of new products.</li> </ol>
<p><b><u>THREATS</u></b></p> <ol style="list-style-type: none"> <li>1. Strength of bargaining power of material suppliers</li> <li>2. Competitors: from domestic and from abroad</li> </ol>	<p><b><u>ST STRATEGY</u></b></p> <ol style="list-style-type: none"> <li>1) A counterpart institution may encourage the Government to restrict imports of typical Banten snacks.</li> <li>2) Optimizing the cooperation of micro business entrepreneurs with cooperative members to be able to provide raw material.</li> <li>3) A counterpart institution may facilitate joint promotion by holding an exhibition.</li> </ol>	<p><b><u>WT STRATEGY</u></b></p> <ol style="list-style-type: none"> <li>1) Build a common strength through cooperatives and the SME community.</li> <li>2) Counterpart institutions can facilitate for the Government to create regulations and policies that support the development of SMEs enterprises.</li> </ol>

Based on the SWOT analysis by comparing the opportunity and strength factors (SO Strategy), opportunities and weaknesses (WO Strategy), strengths and threats (ST Strategy ST), and weaknesses and threats (WT Strategy), then some strategies can be developed in business development by micro business entrepreneurs and counterpart institutions (Government, State Owned Enterprise, Private Enterprise, and Higher Education):

1. Development Strategy that can be done micro business practitioners:
  - Expand network of cooperation or partnership.
  - Create online stores and registration links in various online business portals
  - Allocate funds to catalog and sample of new products.
  - Optimize the cooperation of micro business entrepreneurs with cooperatives in order to be able to provide raw materials at affordable prices.
  - Build joint strengths through cooperatives and the SME community.
2. Development Strategy that can be done by counterpart Institution:
  - Assist micro-snack business in opening new distribution channels.
  - Facilitate joint promotion by holding exhibitions.
  - Counterpart institutions can help micro business entrepreneurs open new distribution channels.
  - Provide regular and ongoing training on entrepreneurship, inventory management, branding and product design.
  - Facilitate the development of new products.

## Conclusion

1. Gipang micro-entrepreneur named Gipang Lestari Ibu MHM was established in 2005. This business is carried out from generation to generation and is a family business. Micro business entrepreneurs of ceprek melinjo named Rumah Emping Sarijaya is one of the industrial centers of ceprek melinjo in Cikedal Labuan Pandeglang Banten. Sarijaya's emping business has begun in 1965 and is led HD to continue his father's business.
2. The level of competence in the processing of gipang snacks is high, while the competence of ceprek melinjo business is included in low category. The competency level of gipang business actor is obtained from generation to generation facilitated by the business owner, while the competence of business player of ceprek melinjo is obtained from business training and from the family who has previously gained such competence from generation to generation.
3. Development Strategy that can be done by micro snack business entrepreneurs is by expanding network of marketing relation, creating online store and registration link in various online business portals, allocating funds to create new product catalog and samples, optimizing the cooperation of micro snack business entrepreneurs with cooperatives to be able to provide affordable raw materials and building joint strengths through cooperatives and SME communities.

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## **Role of University toward The Livelihood of Intellectual Culture**

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### **ABSTRACT**

Formally the intellectuals are those whom struggling in the academic world in college. They can be as a student, lecturer, undergraduate or Graduate. As the middle class intellectuals certainly expected their contributions of thought and action in fact to do social change (transformation) amongst the society. Campus as a place for students to proceed for becoming a whole person as human and not become robots or dolls of the interests of the elite. Atmospheric science was born from the activities of the study, discussion, and books reading. This tradition was passed to create the culture of intellectuality. By liven up the intellectual culture, we also revived a sense of social sensitivity and be sensitive to each direction of motion changes that implicates direct to the society. Also, by liven up the intellectual culture in the campus environment will create humans that has visions and always bring the change for a better in live as nation and state.

***Keywords : Intellectual Culture, College, Social Sensitivity***

### **INTRODUCTION**

Education is believed to be one of the sectors that has an important and strategic role in building a nation. Education can form a high quality human resources to carry out its role in serving the educational needs of society. Poor quality of education in Indonesia will have an impact to the poor quality of the human resources.

In the report of World Economic Forum (WEF) on December 13<sup>rd</sup> 2017 with the title *Global Human Capital Report 2017*, Human Resources quality on 130 countries based on a number of indicators used, Indonesia is on 65<sup>th</sup> position, ascend seven ratings if compared with last year position. However, on average our human resources quality is still below the

other ASEAN countries, like Singapore (11), Malaysia (33), Thailand (40), and Philippines (50). This must be a very crucial issue considering the big amount of population growth in Indonesia. To fix it, takes a special effort to establish a human resources in the realm of education. One of them is by growing the intellectual culture of the College environment.

College students as energy of changes to society in the future have better qualifications in this regard. Therefore, the role of the universities, social life and intellectual culture is important to create excellent college students. However, currently there are still things that need to be improved from those three factors. The role of universities for example, they need to evaluate the bureaucratic on a regular basis, develop the academic and cultural activities of the college students in the filed of scientific and social.

Social problems are also often experienced by college students. Pragmatic thinking towards the problems on their nearest society, symptoms of alienated themselves from the environment, as well as loss of solidarity within the group.

College Students also need to restructure themselves in interpret issues through a movement. The homogeneity of thought due to the difficult environment accepts the existence of opinion differences. The failure of the process of understanding, interaction, and without the process of wider exploring often give rise to anarchist aspirations deliver.

Therefore, the cultivation of the intellectual culture is very important to bear the wide, directional, and foster thought and grow the process of reviewing in the campus environment. One of them is by the process of reading, writing, and assessment. The role of Universities is needed to create the academic culture as well as supporting social and intelecetual cultural activities for college students. With the efforts of the correction on a regular basis, the value of the *Tri Dharma Perguruan Tinggi* in internal campus can be realized.

Based on the background that have been described above, the formulation of the problem of this paper is how University can perform its role to form the intellectual culture in the campus environment and support the social activity of college students.

As for the goals of this research are as follows: (1) Encouraging College graduates who qualified and competitively superior in accordance with changes in science and technology facing and solving problems in Community; (2) Pushing the growth of moral reasoning, moral feeling, and moral behavior for the creation of social sensitivity and appropriateness of addressing social problems that exist as a form of intellectual culture implementation; (3) foster a feeling of social sensitivity, responsibility and commitment to the community college students and changes in government policies that is not relevant.

This research focuses on the importance of the role of the University to the livelihood of intellectual culture. This research uses the qualitative method with a descriptive approach. The benefits of writing this paper is encouraging College and civitas academica in shaping the culture intellectualism and manifest the *Tri Dharma Perguruan Tinggi*. By liven up the intellectual culture in the campus environment then will create the people that are visionary to the better ones for the nation and State.

## **DISCUSSION**

### **The role of Universities to Liven Up the Academic Culture in Campus's Internal**

Such colleges located in the community of academics must uphold the academic culture. According to Syahrin Harahap (on *Penegakan Moral Akademik di Dalam dan di Luar Kampus*, 2005: 5) There are two things that cause academic culture becomes very important done by an institution of higher education. First, the application of academic culture that will be able to keep among the colleges from the attitude of bias (one-sided) and still be a Wizard

for the full development of society. Second, the application of academic culture is a logical consequence of the prophetic task run House of academics.

Organization of higher education in General and in particular should reflect the process of the implementation of the *Tri Dharma Perguruan Tinggi* so that inequality does not occur between the functions of education, teaching, research and community services. There are three keys to answer the problematic faced by an institution of higher education that is *quality, efficiency, and relevancy*. The quality of higher education should be improved continuously and hard-wired, so that the best level of efficiency and obtained competitive against other colleges, evidenced through customer satisfaction, which became the graduate work is the results of the team work civitas academica. The measure of success university course, largely determined by the presence of the organization of the education system is setup in such a way that it became the centre of all the hallmarks of a variety of things that are needed by the community.

Academic Culture that should be owned by citizens of the campus of course relate to the variety of things among others. The first availability of ingredients library as one of the most important tools in the development of science, both by lecturers and college students. Secondly, with regard to the process of learning between professors and college students. Thirdly, with regard to the services in the field of administration. Successful or whether a third aspect of the availability of infrastructure Lecture Hall, laboratory space, language, computers, the internet and other information and communication technologies. Those three keys can only be used to open the taps of lag, if managed in a healthy organization system with a good organization management, and effective model of learning in accordance with the graduation competency. This can be done by switching on the academic culture toward college students in internal campus.

To create a culture of academic excellence that can create a conducive academic atmosphere, then among the citizens of the campus primarily related to faculty and college students, then at least the action to be performed include the following: –

- The availability of the means to keep the interaction of faculty and college students, both within and outside the campus, and to create a climate on the development and activities that encourage academic/professional.
- Quantity of academic activities of the Faculty and college students.
- The quality of the academic activities of lecturers and college students.
- Comprehensive design to develop these academic that is conducive to learning.
- Relationship communication lecturers and college students.
- Seminar on campus.
- Student participation in scientific activities.
- The quantity and quality of research professors and college students.
- As well as devotion to the community through society service learning, internships, and field activities

Academic culture occupies an important position forming and guiding all over areas of life *civitas academica* a community campus. Therefore, any attempt to promote community college absolutely require academic culture. In line with the role of the College in such a society, academics must stand in the forefront of erecting guard academic culture by liven up the intellectual culture among college students.

### **Living Up The Intellectual Culture among The College Students**

Campus is a place where the college student is working to become a whole person. Students need to busy themselves with beneficial activities, such as reading, writing, and reviewing. This tradition needs to be passed in order to create a culture of intellectual property. According to Coser (1965), intellectuals are people knowledgeable and had never felt satisfied accept reality as it is. They are always searching for the truth that is endless.

This was emphasized by Wasisto Raharjo Teak, Researcher in Political Research Center (Indonesia Institute of science) (Wasisto Raharjo Jati:2017) said that the current intellectualism have been based on how many people believe that the information is correct. Intellectualism this mass which brings us today from the era of post-war truth (*post-truth*) towards post-war intellectual community (*post-intellectual*).

Intellectuals can be said are those who struggled daily in the academic world in college. They can be as a college student, lecturer, or scholar. Intellectual property today, it is no longer prosecuted just doing research for the community, but also doing social change (transformation) amongst the people.

Sciences that have been acquired in the lecture, is not a science that cannot be applied, but to know how to apply it, then we should apply it directly in the community by doing accompaniment. Science and experience gained need to be implemented, college students need to have a revolutionary intellectual soul that is not apathy with inequality and injustice. Therefore, college students need to do intellectual movements.

Aside from that, intellectuals need to have the scientific attitude. For example, is by listing the source on a research results. The emergence of various cases of plagiarism in the world of universities became a specific concern for the education of Indonesia. Anggito Abimayu filed a resignation letter as a lecturer at the Economics and Business Faculty of Gadjah Mada University (UGM), Yogyakarta, after he was accused of plagiarizing someone else's article. What he did have to be appreciated but the problem will not be automatically resolved. UGM has to continue to trace back this plagiarism issue to maintain its credibility.

The reason that Anggito said that he sent the wrong file to a national media was beyond comprehension. The fact shows he was written as the author of the article entitled "Gagasan Asuransi Bencana" (Ideas of Disaster Insurance) that was published in a newspaper on February 10th, 2014. The writing has a lot of similarities with another article written by Hotbonar Sinaga, former President Director of State-owned insurance company PT Jamsostek , published in the same newspaper on July 21, 2006.

The similarity is not only in the data but also in the ideas. This case will certainly give a bad repercussion for the academic world. As a public official, Anggito - now Directorate General of Hajj and Umrah of the Religious Affairs Ministry – should have maintained his integrity and reputation. (Suryo Wibowo, 2014)

### **Sense of Belonging in Intellectual Movement**

According to PIRAC, Indonesia society does have a tradition of high socio-cultural concern (PIRAC, 2002). Caring man against other human beings can generally form in the span of time, in some cases, care can form instantly, but in General, cases of concern can be formed due to a "sense of belonging".

Sense of belonging literally means a sense of belonging of something. Colloquially, the sense of belonging can be defined as a sense of belonging within its members. James Gilmore

(2005) States: "A sense of belonging is the feeling of being connected and accepted within one's family and community."

Abraham Maslow, in his paper reporting written in 1943 stated that sense of belonging is the third most important human need ". Sense of belonging functioned as an identity-forming in the individual and as a motivation for them to participate in a community or group.

College students are the younger generation that became milestones in the country which will replace the former generation in the future. College students have always been synonymous with the movement. The movement of the intellectually as well as visual. Then no wonder students often known with the term changes a nation (*agent of change*) .

In the sociological perspective, indeed students are among the middle class. Because students are among the class of medium size then the student became an important mediator that connects between the upper class and lower class. They are the critical scholars who have a scientific base of knowledge. Student participation is not merely a complement to national development, but the core of national development itself.

Sri Edi Swarasono in his book *Dari Lengser ke Lengser*(2001) says that college students can be instrumental for the sake of the progress of a nation by doing movements.

Intellectual movements can vary – of sorts. Can be in the form of a tradition of writing and action demonstration. Both of these intellectual movements can deliver the aspirations of the public on the Government. With a writing, college students can criticize power, delivering a moral messages through social media as well as print media. So any action with demonstrations, such activities may encourage many public policy in order to overcome the various problems that exist in society (Sri Edi Swasono, 2000:52).

Social care is also a sense of meaning in life and the close a day – the day of man. Social care is not enough to just be interpreted as sympathy. social care act more sympathy. Social care is to participate providing relief support, petition, other helps (Fahmi Irhamsyah: 2016). Certainly this is a fundamental thing a person owned before continued doing intellectual movements. With the presence of human caring, able to humanize himself and others

### **Cultural Literacy for the Intellectual Movement**

It is time for the campuses to speak up hopes that are ready to be planned in real. In implemented the intellectual culture, students need to have a provision for moral reasoning, moral feeling, and moral behavior for the creation of social sensitivity and appropriateness of addressing the existing social problems. It is very important that students not originally in conveying the aspirations and described the fretfulness.

Literacy is a person's language proficiency (listening, speaking, reading, and writing) to communicate in different ways in accordance with its purpose (Esti Swastika Sari and Setyawan Pujiono: 2017). Grabe & Kaplan (1992) and Graff (2006) which defines literacy as the ability to read and write (able to read and write). The ability to read and write very necessary to build creative and critical attitude towards the various phenomena of life are able to foster solidarity and gratitude, subtlety as an effort to preserve the nation's culture. Critical and creative attitude towards the various phenomena of life itself demands personal skills (personal skills) that focuses on rational thinking skills. Put forward rational thinking skills proficiency dig information and find information.

UNESCO in Aijaz Ahmed Gujjar revealed that literacy may develop personalities themselves in terms of ethics and attitude. When the personalities themselves in ethics and attitude are already appearing and established on each individual. Life skills become easier to implement. Each individual will be able to control myself to do life with his best. Therefore, the literacy needs to be used as a routine for students. In order for the academic freedom as students can be used well in publishes their view critically through the right and wise intellectual movement.

## CONCLUSION

The College is one of the places to uphold the academic culture among the people in campus, due to that the college was roled instrumentally in manifesting the efforts and achievements of the academic culture. The task of universitiy is to set up college students and work competitively and create the superior quality graduates, as written with the analysis on Second Chapter, second article of Ministry of Education's Decision Number 232/11/2000 about The Educational Objectives and Direction of Universities in Indonesia. Universities

\need to do the improvement to repair the bureaucracy and administraton to support the activites of research and college students' social activities.

Collage students could build the academic culture through activites like studying, tips for hunting actual and current references, substansial academic culture, and other. While for the lecturers could build the academic culture through research, to support the scientific writings, write on scientific journals, join the various types of seminars and forums, and do the education activities and teaching with the current references. By doing these activities. Hopefully the students and the lecturers could improve the quality culture that gradually could be the habits to build and improve the academic culture in universities

## ACKNOWLEDGMENT

In this paper, researchers discussed abput The Role of Universities to Develop The Intelectual Culture. This paper is nade by various sources and some helps from several parties to finish the obstacles while working on this paper. Therefore, we would like to thank our fellow college studens of Pancasila and Civic Education, Faculty of Social Sciences, Universitas Negeri Jakarta, which already helped us on working this paper, they are Adinda Fahriya, Fia Rusmiyanti, and M.Ilham Khatami and all the people who helped us.

We are aware that there are still many shortcomings of the underlying paper these. Therefore we invite readers to give advice and criticism that can build us. Constructive criticism from readers very we expected for completion in the next paper. As conclusion hopefully this paper can provide benefits for all of us.

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## **Ebook Readility for Education Process in University**

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### **ABSTRACT**

The development of communication technology equipped with internet provides a new challenge for higher education in Indonesia. Involvement and utilization of the internet becomes an important element in the implementation of educational process. In higher education process the conventional model, which wants the presence of lecturers and students in the same locations, tends to no longer needed. In fact, current process of higher education can be done even though they are in long distance apart. Thus literature also no longer requires printing materials that require a lot of money.

Today reading materials or references can be obtained by using digital forms. The usage of digital forms or online references is increasingly in demand. Without having to go to the library, every student can get it easily. Many eBook and journal sites are available that can be accessed without additional fees. Surely this is an exciting experiences but this could be a challenge for quality education process.

The aim of this paper is discussing the opportunities of eBook utilization in the educational process at higher education such as universities. By understanding the advantages and disadvantages of using the eBook, lecturers and students can optimize their utilization for education success in future studies.

***Keywords: eBook usage, education process, higher education***

## **INTRODUCTION**

In fact, the development of communication technology brings social changes. It sometimes causes changing culture and pattern of life style within society. APJII surveyed in 2017 noted that 54% Indonesia people has exposure by internet. Internet user has reached 143, 26 million people. It shows higher number than last year, which is 132.7 million people. Internet user's locations also expand not only within urban areas, but also in rural area

There is no significant amount between men and women internet user in Indonesia. There are 48.57% women and 51.43% men. Internet user is dominated by younger group which sometimes called as digital native society or millennial generation. About 49.52% of them have aged between 19-34 years old and 16.68% between 13-18 years old.

The usage of internet brings shifting many pattern of people's lifestyle. The internet presence makes almost people daily activities become easier. Mainly 89.35% internet access is used for social media activities. People do not have to meet each other in the same location. They can still interact within digital communities.

Internet is used not only for helping interaction through various social media applications but also to assist various other activities such as education, public services, economics etc. In the field of education, about 55.30% internet access is used to read articles from many journals, and view tutorial videos. About 50.26% utilization of internet access is used to read the news online version of newspapers or magazine.

The development of communication technology equipped with internet provides a new challenge for higher education in Indonesia. Printed books seemed e no longer needed. Research on eBook issues gets the attention of many researchers today (Kumbhar, 2018). Books in digital version or electronic book form tend to acknowledge used as reference documents or materials. Involvement and the usage of the internet becomes an important element in the implementation of educational process.

Higher education which is conducted with conventional model required the presence of lecturers and students in the same locations. Today, that such conditions tends to no longer needed. In fact, current process of higher education conducted in various ways and can be done even though they are in long distance apart, such as elearning or virtual elearning. Thus, literature also no longer requires printing materials that require a lot of money.

Reading materials or references can be obtained in digital form. Lecturer's presence also can be seen from documented video tutorials.

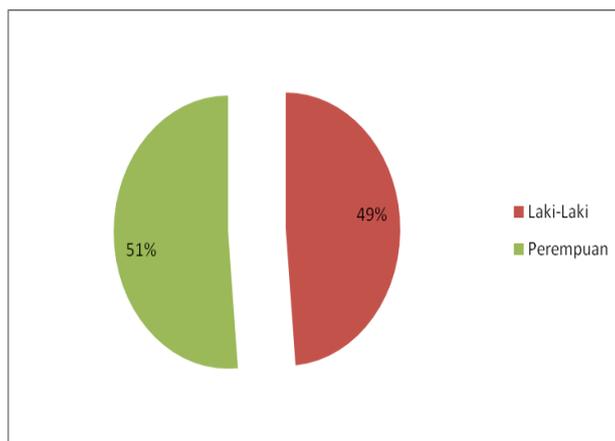
The usage of digital forms or online references, eBook or eJournals, is increasingly in demand. Without having to go to the library, every student can get it. Many eBook and ejournal sites are available. They can be accessed without any additional fees. However, Wu and Chen (2011) noted that graduate students indicate more traditional attitudes reading eBook than eJournals. Hwang et.al (2014) also found that the utilization of eBook online once or twice per month within less than 30 minutes reading time. Surely this is an exciting experiences but this could be a challenge for quality education process.

## **DISCUSSION**

Communication is a process of sharing information through a system of symbols. Kim and Rubin (within Miller 2002; 244) emphasized that there are 3 (three) ways in which the audience is actively with the media for sharing information, "selectivity, attention and involvement." At the selectivity stage, a person will directly select kind of media information according to he or she needs. While at the stage of attention, everyone will call put their cognitive abilities to consume media that determines how people take advantage of the technology.

The aim of this paper is discussing the opportunities of eBook utilization in the educational sharing information process at higher education such as universities. By understanding the advantages and disadvantages of using the eBook, lecturers and students can optimize their utilization for education success in future studies.

This study was done by using a quantitative approach. We share questionnaires within to anonymous graduate and postgraduate students from different private higher university which is located in Jakarta without making certain conditions. Accidentally student who handed to questionnaires can answer it. About 37 among them collected. Then, we resume their answered within this discussion below.

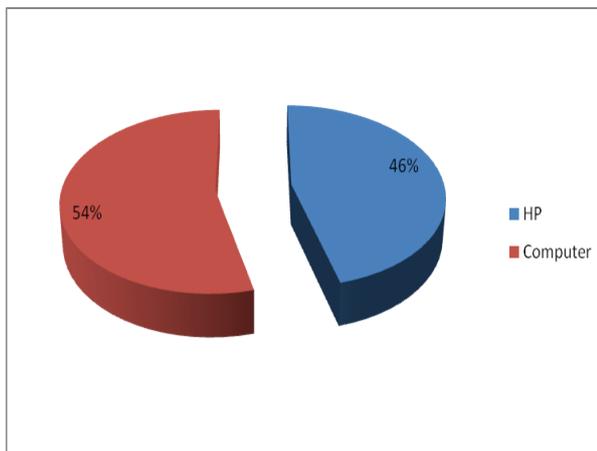


**Picture 1. Gender**

Respondents who filled the questionnaire were almost in the same amount between men and women. All of them claimed that they usually have read some eBooks. Generally they read one to two eBooks per month. However, only about 13% respondents who admitted that they usually read more than 3 (three) eBooks per month. Most of the readers are male.

It can be assume that men readers will more like eBook than women do. Interestingly, all respondents said that they did not read the eBook completely. Respondents only read partially or at a glance according to lecturer's instruction or certain needs only. Hwang et al (2014) also have similar findings from their research South Korea. There were not many students reading eBook per month with reasonable reading time.

From our data result, it can be seen that there are two patterns of eBook usage groups. There are those who read it only with mobile phones, and those who read it with computer devices. Mobile phone is preferred to use because according to them, it is easier to carry anywhere and anytime. It is not happened if they are carrying a computer device which requires a certain place to open it or bring a laptop. However, in terms of comfort reading, respondents clearly noted prefer to use the computer to read eBook because it provides more flexibility views to read.



**Picture 2. Using Internet Devices**

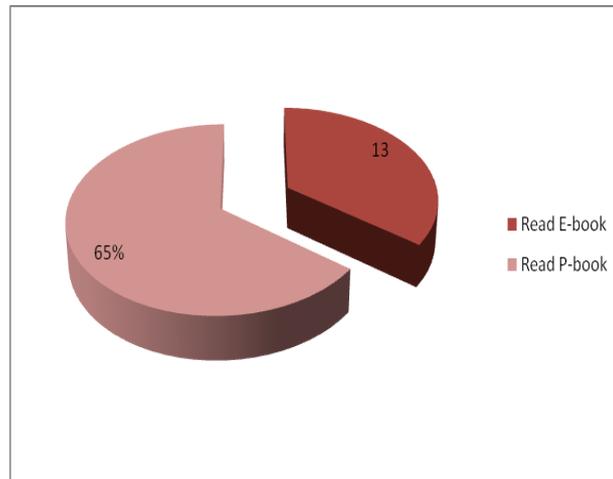
From this above picture 2, the differences amount of respondents who are using Smartphone and computer was not significantly appeared. However, there are more respondents who are using computer equipment rather than using mobile phones to access the internet. About 54% respondent likes to use computer while 46% respondent likes to use their handphone. Some

respondents who using mobile phones stated that the device is used for reading nonfiction eBooks, such as novels or magazines. While computer devices are used to read articles from certain scientific journals. We can be learned and assumed that students in higher education usually used to activate Smartphone for informal or leisure purpose while computer are used for formal activities.

Most respondents downloaded eBooks directly from free eBook sites. Only about 15% among them did not do some effort getting eBook unless by copying it from others. This indicates that the students do not motivated or do not have more initiation to looking for eBooks which are need and desired.

Another interesting finding is as many as 65% respondents prefer print books rather than eBooks to complete lecture's task or completing thesis. Bratanek (2013) has found it previously, but until today, those conditions are still appeared.

**Picture 3. Read E-book VS P-Book**



The keywords function of the eBook makes the readers can easily find what they need. Wu and Chen (2011) also found similar finding in their research in Taiwan for graduate students. Respondent also acknowledged that the use of eBook in learning process could potentially trigger a copy paste behavior. EBook seem only gives an easier way in terms of simplicity of space and time. But still not comfortable to read, dizzying, especially not in the Indonesian language

### **CONCLUSION**

Based on the findings it can be concluded that the presence of internet has really changed the reading patterns of students in higher the education process. Fortunately, data indicated that most respondents have adapted to the changes. The usage pattern between eBook and Print Book is almost the same. Nevertheless, Comfortable reading still should be concerned, because it cushioned could not be obtained by reading digital form such as eBooks. Respondent do not read the book thoroughly, only partially or glance. They potentially will miss the main knowledge context of the books. Besides that, all respondents prefer to use eBook which visualization contents. Of course this condition will affect on the quality of the process of absorption and understanding of knowledge.

Recommendation: the use of eBook as a teaching material needs to be aligned with the efforts of creative learning from face to face communication. This creative learning cannot be achieved only by counted on learning or virtual learning process. However an electronic or digital book does not necessarily eliminate printed books. People still love and need

printed material, Therefore digital books still needed to provide with a print version to meet the needs of its user reading group.

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## **The Study Center of Pancasila as a Laboratory Intellectual Culture in University**

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### **ABSTRACT**

This research discuss about the role of center for studies in Pancasila as intellectual culture in imparting values Pancasila in university. It it is based on due to the low understanding students to values ideology on which to base independence day, and impact of foreign cultural affected a way of thinking students. The phenomenon of intolerance and radicalization was an unprecedented one effect of the the low level of the understanding of the community of values Pancasila. This research is literature study from the analysis of the phenomenon which is observed in some university in Banten. The process of dialectics that basic understanding about the ideology of the state in the vicinity of the local institutes of higher education (university). This research is expected have an implication theoretical surrounding the understanding of values contained in Pancasila as the basis for Indonesia country. This research is also expected to be be used as a reference how culture intellectual built according the country identity.

***Keyword : Pancasila, University, Intellectual, Culture***

### **INTRODUCTION**

They may learn is mandatory for all kinds of beings. Science are one of the tools eternal life to partake of is very crucial for the implementation of the role and function of the human being. In Indonesia, the transfer of science and activity education has built a commitment to lift states and dignity live native order to the development our nation and state.

The unitary state of the republic of Indonesia (NKRI) having a structure that unique among the structure of other countries in the world, a nation first born and the country formed then. Under which the Indonesia born on 28 October in 1928 , said became independent in 17 August 1945 constitution and formed the original states of the republic of Indonesia on 18 August 1945 based upon Pancasila as the basis for Indonesia proclaimed its independence. The establishment of Pancasila as a basis independence day on 1 June 1945 through a trial

BPUPKI (*dokuritsu zunbi tyosakai*) has become a turning point struggle the movement of independence nationality Indonesia to loose from colonization.

Through the passing of time, phenomenon that occurs currently implemented more put away the value of pancasila as view of life (way of life the people Indonesia in building the national and state life). That is because the weakness of the understanding of the science of Pancasila as are first of all the people of Indonesia.

The faded identity as a result modernization and westernization , the force Indonesians more proud using literature foreign technology original than their own people. Identity is the totality of the appearance of the whole in charge of the public in order to distinguish indonesian with other nations (Rahayu, 2007: 56)

Education and culture into one of the sides in in building the quality of human resources competent. In which this area did most of the work form a pattern think the community in in building the national and state life in the future. The phenomenon of inconsistency the national education system supposed to be attention and the responsibility of the government in educational activities as an effort to educate nation.

Controversy in the curriculum will be applied the government and missing the emergence of subjects Pancasila education in schools shows that the policies built is not based on the needs of the people, but more inclined to put forward an idealistic (assumption) dialectics of a ruler who uses a top-down approach . While the philosophy in building is that by strengthening the a nation for constructing buildings to strong a country (bottom-up).

The phenomenon of BPIP (Indonesian development board the ideology of Pancasila ) formed based on a Presidential Decree (Perpress No. 7/2018) formerly called UKP-PIP (presidential working unit provide guidance on the formulation the ideology of the most number of Pancasila) with the chairman of the Yudi Latif reap controversy . It became even more elite shows that the government is still confusion how setting and implement the values become the consensus can contribute directly to the national of community construction, a nation and a country.

There are a few things that provide the basis pancasila education program in college, of them law (UU No.12/2012 about higher education). In article 2 mentioned that education height based on Pancasila, the constitution UUD 45, NKRI and *Bhinneka Tunggal Ika*. The basis for

an arrangement of must be something solid that cannot be move, or tossed like ships to and (Hazairin, 1990: 25)

In the dictionary of Indonesian language , the laboratory is equipped with a place to hold a pilot investigation . Indoctrination ideology Pancasila top-down coercion that tends to have an impact on understanding of the people who did not understand the social conditions that occur in the area. That is why the study pancasila central role as a laboratory intellectual culture in college important, to understand the extent of understanding of academics values contained in come Pancasila and its implementation.

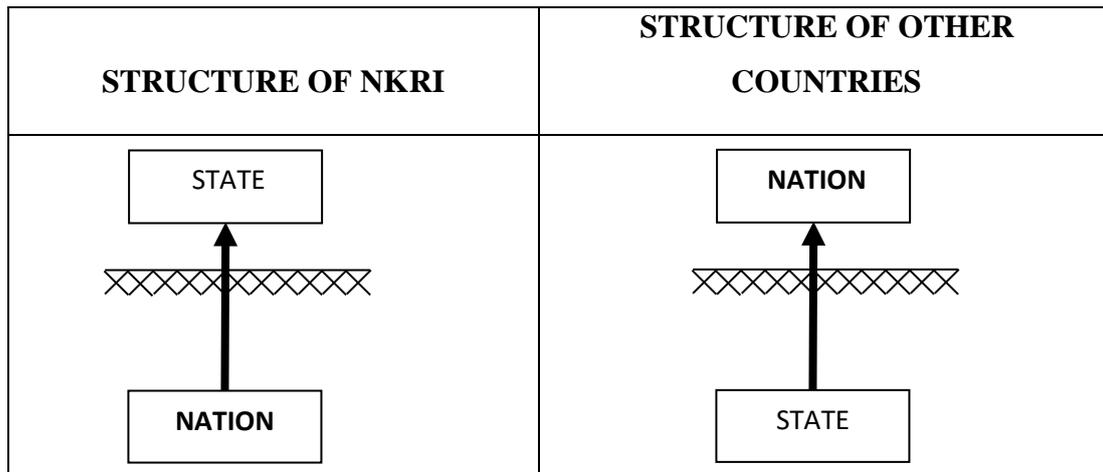
The role of guidance Pancasila values not only is driven by students as the tip of a spear in college, but also by lecturer in accordance with the article 1 law (UU No. 12/2012 about higher education) which states that professional educators and scientists with the main task of transform. Develop science and technology which were disseminated widely through education, research and devotion to the community.

#### **DISCUSSION**

History is reconstruction the past, of all just mindful of the things, it is said, done, and experienced by people (Kuntowijoyo, 2013: 14). Dimensions Pancasila who do not wake up and bring this people forget to be identified so that it does not know where to the future. While the identity of the people is a concept that is continuous change, the concept of continuous now constructed and of deconstruction, depending on the course of history even adult it depends on of global changes (Tilaar, 2007: 181-199).

The unitary state of the as a building the independence day that is based upon the most number of Pancasila the waking from inside and outside the country born beforehand, it was only later of the republic of Indonesia formed. The order of this system is to unique, the only one in the world, because the whole world system order the national and state life woke up from a country formed beforehand, it was only later his people was born.

Pancasila give guidelines to people of Indonesia will the truth of the process that is being done relatively business that must always be brought near to the real truth that is must be, fixed , and accepted by no one that he might .This is the basic concept of the outcome of a process of the business to which always oriented keep the environmental balance .The interpretation of it, the process and the results do not break a system that order had been formed and woken up from the truth of the his people.



Since be agreed upon in an unconstitutional manner on 18 August 1945, the most number of Pancasila it can be said as the basis for (philosophy) the state, a view of life, the ideology of national and ligature (unity) of all the in a fairy the life of national and state of the nation of Indonesia .The most number of Pancasila is the base of uniting into one body star to settle the affair static defenders who and at the same time be a guiding (leitstar ) a dynamic, who directs the nation to achieve its goals (Latif, 2011: 40).

Pancasila will be a standard of that is in the people of Indonesia, so that will yield a standard of value the people of Indonesia. Then, a standard of value will become the basis in a building a norm in the national and state life. Pancasila and constitutions UUD 45 let is valued as an unity complete it is not separated from the others (Hazairin, 1990: 14).

National unity can only be preserved upon a basic which is larger than the nation itself. It can only be maintained but enduring if national unity was based for one one base broader than the people. Broader than what is called indonesia (Soekarno, 2006 : 87). “but with the exception of the most number of Pancasila is one *weltanschauung*, one the base of philosophy , the most number of Pancasila is a to unify all , which i am sure to indonesian sabang until merauke is only able to unite even if they all come above the base of it the most number of Pancasila”. (Soekarno, 1958 in Latif, 2011: 41 )

Creativism culture, cooperation (*gotong royong*), consensus (mufakat), deliberation (*musyawarah*), mow (*lumbung*) and common land system is dimensions should waking up in in our nation and state, it is becoming even foreign in the ear and children. Dimensions

Pancasila consisted of 6: the value of the cultural, value ground rules, social values, political value, economic value and the environment.

In which the most number of Pancasila into standard the value of culture became creativisme (elemental teachings of the universe who have faith with certainty two truths namely the righteousness of absolute embodiment of knowledge and truth relatively). Then creativisme into standard the value of the *gotong royong* ground rules. As a standard of value *gotong royong* ground rules standard the social value be mutual consensus. Mufakat standard consultative forum for political value. Of deliberations of as a standard of politics it is standard the economic value (lumbung) will standard the environment be a system of the common land (Kodri, 2010).

The time series of Indonesian history until the establishment of enlightenment justification of maintaining national unity prove that science and education capable of building the structure magnificent life in the history of human life. Of ups and downs the national and state life after justification of maintaining national unity formed until now constitutes the materials to be learned, evaluated, be paid in full on a continual basis by every generation.

The Indonesian education history until now has become the pillar of hope for progress the nations of times to come. Hence, educational institutions especially college as the scientific community and institution scientific play an important role in developing human resources Indonesia will build the life of nation and state. "Every nation having on his own way, a characteristic own. This is the reason why those to whom we have the nations as individual so they can be capable of making their own its own individual personality. The personality of who manifests in different thing, in cultural matters, in economy, in delineation and others forth. (Soekarno, 1958 in Latif, 2011: 41)

The existence of a university (university) is a national asset that have important roles in printing and develop human resources as nation efforts to educate. This gives university who made that tridharma college as a reference in printing man superior, occupies a strategic position in the region and in various national in developing the quality of students as young generation.

An effort to those at in running tridharma college namely, education, research, and devotion to the community, can be done in the form of the models of learning which he stimulated creativity students, in implementing the consensus values Pancasila as national tridharma in

an activity. The implementation of this effort will feed into how should plan advanced, develop, material and evaluate education to improve the quality of human resources.

Synergy three efforts in the conclusion of a the view that tridharma college is not only in a linear manner, but also run smoothly circular in one system. Hence , the needs of device a model of the implementation tridharma college must be reviewed and applied in the process of the environment the internal and external on a university campus.

In addition to the process of the quality of formal education, especially once the assessment and research to advance science and develop temuan-temuan in answer to solve problems our nation and state in certain scales so far is conducted by special institution college of major and only involving particular people. The process of it resulted in progresivity the development of the science of knowledge into the slowness of ignorance emptiness new potential of the phenomenon of activities are to be implemented that has not grown up, especially unusual levels a student find it very difficult to developed.

The escalation science can be increased if infrastructure students as a unit for student activities and center for studies in pancasila as an organization conduct a study, the development of their interests and talents also used as other components involved in the process of research and development of science. So that, waking up at internal environment activities college will having the function of contributive of the progress of science and technology in the future.

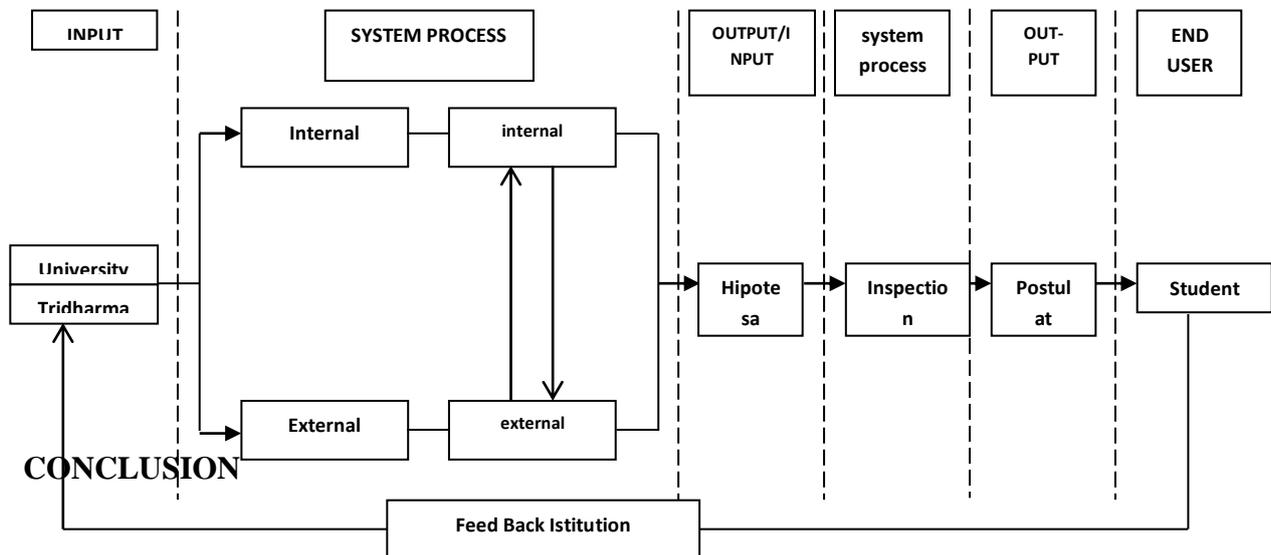
From the premise this, the study center of Pancasila should optimized in the process of research the phenomenon of life preferred by with a base science or through lecture and outside lecture. So that, the implementation of the synergy tridharma college gradually the more can be run. This process will be sharpen the ability of the analysis and sensibility students, especially those who are involved in science of good development activities theoretically and practical. Begun of how students discover matters of absolutely crucial in the community from this odd vantage point the workings of each. So that, student interest order to add more science and explore an fasilitation in each center for studies in Pancasila formed. This phenomenon would originally expected to stimulate study center of Pancasila that the existence of a viable model the development of a life of the process born of the dynamics of the activity of university in bottom-up .

A lack of for the assessment good observation and experiment in seeking knowledge national of Indonesia in urban institutions it was important that is of high. This consideration taken because the people of Indonesia still had no knowledge base (the bases knowledge on which to base the models), skeleton (building science alone in various fields, other than an of science which be enjoyed from the nation and other countries in the world. The novelty the demands of the position in the field of knowledge of as of achievement is the demands of the position with the highest overall performance from civilization of all the people on the indonesian currency to be for disaster for any. So that , for the assessment and research efforts must continue to conduct with the preparation of the basic concepts for the assessment of science which have been possessed.

Center for studies in Pancasila directed be learning organization (LO) for those at in developing the potential that look and identify problems that begin to seem. This effort is expected to provide the contribution of university as institution of higher education to the development of science, an engineering design, and a system of management that is beneficial for Indonesian.

The purpose and objective from the center of this study, give contribution to understanding especially to students in preparing a construction executive the history of the establishment of the unitary state of the republic of Indonesia (NKRI). The effort to strengthen the commitment of Indonesia nationality, open new space for students in actualize ideas development ideas original and relevant for Indonesian. The purpose of learning into a tridharma actualize academics in college at the stage of our nation and state

*Study Center of Pancasila Model*



The unitary state of the republic of Indonesia (NKRI) having a structure that unique among the structure of other countries in the world, a nation first born and the country formed then. Under which the Indonesia born on 28 October in 1928, said became independent in 17 August 1945 constitution and formed the original states of the republic of Indonesia on 18 August 1945 based upon Pancasila as the basis for Indonesia proclaimed its independence.

A lack of for the assessment good observation and experiment in seeking knowledge national anthem of Indonesia in urban institutions it was important that is of high. As do not yet have knowledge base (the bases knowledge on which to base the models ) skeleton (building science alone in various fields, other than an of science which be enjoyed from the nation and other countries in the world. Center for studies in pancasila directed be learning organization (LO) for those at in developing the potential that look and identify problems that begin to seem. This effort is expected to provide the contribution of university as institution of higher education to the development of science, an engineering design, and a system of management that is beneficial for Indonesian.

## **ACKNOWLEDGMENT**

Standardization to operate Pancasila as a dimensions need to under developed into a program that is understood , and run from, by and for the people of Indonesia. University having strategic role to run the program, in accordance with tridharma college that is, that education, research and, devotion to the community. The role of stakeholders and interested parties from the government, higher education institutions and the community must always build synergy in achieving social justice for all people of Indonesia. So that it takes an center for studies in the laboratory be intellectual culture for all people of indonesia.

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## **Communication Strategy of Leaders Performance of Administrative UNIS Tangerang**

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### **ABSTRACT**

This study discusses the leadership communication strategy in this case the Vice Rector II on the performance of administrative personnel UNIS Tangerang. Given the new policy has been published which was originally done manually done now done online. This research uses constructivism paradigm using tradition research of case study with method of qualitative research. The tenik of data collection researchers conducted observations and in-depth interviews with Vice-Chancellor II UNIS Tangerang in charge of finance and Personnel. The results of research communication strategy used is to hold meetings once every month as an evaluation or reports received from superiors of each unit that is in UNIS Tangerang, in addition to the use of social media such as WA, Email is a monitoring of employee work and daily reports is the implementation of the planning they make before they are given an understanding of each TUFOKSI.

Keywords: Communication Strategi, Administrative officer, planning

### **INTRODUCTION**

Strategy is an important thing in the organization, without a communication strategy it is impossible to run well the company's organization. As with any strategy in any field, communication strategy must be supported by theory, because theory is knowledge based on experience that has been tested its truth. An adequate communication strategy to support communication strategy is what Harold Lasswell proposes. Laswell says the best way to explain communication is to answer the question "Who Says What Who Channels To Whom With What Effects?". For a steady communication strategy, everything should be linked to the components that answer the questions in the Lasswell formula: Who? (Who is the communicator) Says what? (what message does it say) In which channel? (what media does it use) To whom? (who is the communicant) With what effect? (what effect is expected) (Effendy, 2013).

Leadership communication within the company is an activity to influence the thoughts, feelings, attitudes and behaviors of others to perform activities or work to achieve

goals to be achieved by a leader. The concept of superior-subordinate relationships rests strongly on differences in authority, which translate into differences in status, rights, and oversight. The quality of communication between subordinates and superiors is a function of interpersonal relationships built between them and how these relationships satisfy subordinates. To establish a good cooperation it is clear that there is a good communication between the elements that exist within the organization. Good communication will lead to mutual understanding and comfort in work. In accordance with the fact, how big the function of communication play in the organization is often ignored. This kind of thing that often happens in the development of modern organization, that is about the occurrence of misperception in the two-way communication between superiors and subordinates in the organization. When performing a job, employees are not free from communication with colleagues, with superiors and with subordinates. Good communication can be an appropriate means of improving employee performance. Through communication, employees can ask the employer for guidance on the implementation of work. Through communication also employees can work with each other according to Pace & Faules (2005: 4). Communication is a process in which communicators convey a stimulus or message that is usually in the form of words with the aim of changing or shaping the behavior of others (communicant). With these changes, perception and purpose will be gained. Communication process often occurs anywhere and anytime, including in it is communication between superiors and subordinates in an organization.

A company needs a leader who can manage and have full responsibility for the performance of employees, and must realize success in the company. It takes a variety of qualities of self or high human resources, because being an auto leader becomes a choice that has more value than its employees. There are several steps to becoming a leader that can make a company's success value, among others, having vision, integrity, courage, caring, wisdom, passion, commitment, and sincerity. To achieve a vision that is required, there are several stages of mission planning that synergize with the vision that has been determined by a company. The steps that a corporate leader must take to achieve a company's success are effective communication that creates the necessary understanding and trust to encourage others to follow the leader

For that communication strategy is used to cultivate awareness, insight and to foster obedience to regulations Islamic university Sheikh Yusuf Tangerang Based on the above

description, the researcher chose the title of Leaders Communication Strategy Against the Performance of Administrative Staff of UNIS Tangerang.

## **RESEARCH METHODOLOGY**

This research uses constructivist paradigm. The constructivist paradigm considers the reality of social life not a natural reality, but is formed from the construction. Therefore, the concentration of analysis in the constructivist paradigm is to discover how events or realities are constructed, in what way they are constructed.

The history of the constructivist paradigm is a form of truth-seeking. The constructivist paradigm is a paradigm in which the truth of a social reality is seen as the result of social construction, and the truth of a social reality is relative. First, judging by the ontological explanation, the constructed reality prevails in the specific context considered relevant by the social actors. Second, the constructivist paradigm is viewed from the epistemological context, that the understanding of a reality is a product of interaction between researchers and the object under study. In this case, constructivist paradigm is transactional or subjective. Third, in the context of axiology, ie researchers as passionate participation, facilitators who bridge the diversity of the subjectivity of social actors. In this study using the paradigm konstruktivisme because researchers want to see the construction of communication strategies conducted by the leadership of UNIS in this hl rector II financial and employment to the performance of administrative personnel UNIS Tangerang. In conducting this research, researchers used qualitative research methods. Research with a qualitative approach tries to explain the phenomena by collecting data as completely as possible. With qualitative research the researcher seeks to build meaning about a phenomenon based on the views of the participants (Creswell, 2009). In the purpose of the researcher using qualitative research methods is to know, describe, describe, understand about communication strategies Leadership performance of administrative UNIS Tangerang. Research strategy used in this research is case study. Case study or case study is a research strategy in which researchers carefully investigate a program, event, process or group of individuals.

Quantitative and Qualitative Research Methods are actually born almost simultaneously but in the development of both are much different. Quantitative Research Methods rooted in the philosophical paradigm of positivism developed very rapidly, especially in the natural sciences. Meanwhile, Qualitative Research Methods depart from the interpretive paradigm is considered very slow, until as if this method was born later. In fact,

not a few who associate the birth of Qualitative Research Methods coincided with the birth of sociology. So it is still relatively new, so it is understandable if the development is not as fast as Quantitative Research Methods. The purpose of the case study is to increase knowledge about real communication events. Case study research makes it possible to gather detailed and rich information, highlight the factors that govern communication in certain situations, illustrate its uniqueness and try to offer deeper insights that have a broader relevance. In this research, the case in question is Pimpinn's communication strategy on the performance of administrative staff of UNIS Tangerang.

Data collection techniques used by researchers in this study are as follows:

a. Observation

The participant observation is done by following the informants studied in everyday life, looking at what the informant did, when, with whom, under what circumstances and questioning their actions and the ideas that melatarinya (Mulyana, 2008).

In this study the researchers used non participant observation which means that researchers position themselves as observers and do not participate in interaction in administrative staff UNIS Tangerang.

b. Deep interview

In general, the interview is a communication activity between two people, involving someone who wants to obtain information from another by asking questions based on certain goals (Mulyana, 2014). Researchers conducted in-depth interviews with Vice Rector II UNIS Tangerang in charge of finance and staffing.

In this case the performance of administrative personnel UNIS Tangerang, communication strategy needs to be applied for the organization to be good, because UNIS in this case is still classified as a private university whose organizational management is still in less effective.

## **DISCUSSION**

Sheikh-Yusuf Islamic University (UNIS) Tangerang is a 1966 High School named Shaykh-Yusuf which is immortalized into the name of the University of his history briefly as follows: Sheikh-Yusuf is a scholar and a fighter. Thanks to his services, he was given the title of national hero by the state. Shaykh-Yusuf was born on July 3, 1626 in Lakiung Makasar. His father was named Sultan Alauddin King Gowa to 14 (1593-1693), while his mother was named Siti Aminah, daughter of a village chief.

## **UNIVERSITY FIRST IN BANTEN HISTORY**

The situation of Tangerang in 1966 was so turbulent with the G 30 S / PKI rebellion. The social forces that exist in Tangerang especially those incorporated in the Student Action Units and Youth Students are coordinated by the Student Association of Tangerang (HIWAMATA) with the strength of ABRI and the community joined. They then shoulder to shoulder to crush the remnants of PKI rebellion, so the situation Tangerang remain safe and conducive.

At that time, in the area of Tangerang education is still very alarming. Let alone college, junior high school was there in 1951, named SMP Mardi Siswa which is the forerunner to the establishment of SMP Negeri I Tangerang. Although previously there was an idea from the alumni of the Tangerang Military Academy to establish a college, but it did not get realized.

With such conditions, the young Tangerang who will continue his education to college, have difficulty because they have to go to a big city outside Tangerang which of course requires a large cost. Against this background and encouraged by the patriotic spirit, the youths, who are members of the Student Action Union (KAMI) were inspired to write pens, carving out a new history for Tangerang Regency by pioneering the establishment of the first college in Tangerang history.

The idea of the establishment of universities in Tangerang was initiated and initiated by students who studied in Jakarta at that time. They are: Muh. Astarly, M. Thamrin HR and M. Sanny Iskandar.

Vision and mission

Vision

Realization of Best Islamic University in Banten Province Year 2024

Mission

1. Implementing Islamic values in Tri Dharma Perguruan Tinggi activities
2. Improve college governance
3. Improving the quality of education and teaching, research, and community service
4. Improve cooperation with government, business and society

Referring to the Laswell theory of Who Says What In Which Channel To Whom With What Effects. Who's talking, what's on the talking, to whom, what effect? The speaker is the Vice Rector II in charge of finance and staffing.

What is the communication strategy undertaken in the bottom up, facilitated and developed based on reports related to the work of administrative personnel and then made evaluation, such as the dean, who supervises them in each faculty then reported and evaluated with the communication channel through the meeting once a month everything the information reported by the above and then conveyed by administrative personnel and completed at the time, in the meeting also carried out coaching by related to the reports from above or the leadership of each unit.

In addition, the use of social media such as WA or Whatsapps, an email that connects to SINA (academic system of UNIS Tangerang that can be made in monitoring by the leadership of Rector II who membidingin administrative personnel UNIS Tangerang. As also the administrative staff of UNIS Tangerang has a target of each planning or planning they are related to the work they do, their planning is reported every day, the report is a monitoring of whether the employee is in accordance with the plan, but before that the Vice Rector II socializes each of their jobsdesk after they are assigned to each unit.

In addition, UNIS Tangerang at this time began to use all the systems by online, when by way of many employees who are still adapting, so far step vice rector II in charge of finance and staffing held training or learning and coordinate with the team SINA UNIS Tangerang.

So far, employees have not been maximally in their own TUPOKSI, daily reports are made sometimes they do not do the actions that do sanctions in the form of warning letters up to postpone their salaries until administrative employees complete their work. If the administrative staff do the job on target then they get rewards in the form of salary bonuses and rewards given.

In accordance with Laswell theory, researchers try to analyze communication strategy is the best combination of all communication elements ranging from communicators, messages, channels (media), communicant to the effects (effects) designed to achieve optimal communication goals (Cangara, 2014: 64 ).

Therefore, the proper way to explain an act of communication made by the Vice Rector II is to answer the question "who (who), say what (what), In Which Channel (in what way), To Whom (to whom), With What Effect? (effect how?) (Effendy, 2008: 29).

Table 1.1. Communication Strategy of Vice Rector II of Banten Province

Communicator	Vice Rector II UNIS Tangerang who in charge of Keuang and Personnel
Messages	Messages aimed at improving the performance of administrators of the UNIS Tangerang Administration
Media	Direct Communication Media such as monthly meetings 1 time through WA group, email from UNIS academic system, and daily reports done by administrative staff every day
Communicant	All the administrative staff of UNIS Tangerang
Effects	Improved work through the online system

Need a communication strategy for the organization to run properly, such as UNIS Tangerang remember in 2017 in the beginning of the use of administration with the online system required proficiency in using the computer-based system, and the first start will experience an adaptation that had been manually done manually now done online then in the use of this new online system needed socialization through training and also understanding on every administrative officer, coaching needs to be done in order to improve the quality of

employees, sanction and reward as communication strategy vice rector II UNIS tangerang on improving the performance of administrative staff UNIS Tangerang.

## **CONCLUSION**

Communication Strategy conducted by Vice Rector II in charge of finance and staffing in the interview said that by holding a meeting once a month as an evaluation of reports received by superiors on each unit in UNIS tangerang, in the meeting put forward every problem and the settlement at that time also, daily reports that must be reported daily to the implementation of the planning they make and there are sanctions and rewards as a communication strategy to improve employee performance in UNIS Tangerang

## **ACKNOWLEDGMENT**

The communications strategy done the vice rector of ii in charge financial and human resources in an interview said that with held a meeting once a month as a evaluation on reports received by superior on every unit on unis tangerang, the meeting presented every permasalahan and settlement at that moment, daily reports that had to be reported every days on the implementation of planning they made and short and rewards as a the communications strategy to improve their performance employees of unis tangerang

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## **Ethnopedagogy in Islamic Education Learning in University (Conception and Exploration of Religious and Social Values in Ethnic of Betawi)**

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### **ABSTRACT**

Cultural Literacy can serve as a tool for maintaining and preserving cultural diversity. The intellectual culture at universities plays a role in finding solutions to various inter-religious and ethnic disputes as well as a place to develop ideas to preserve the local wisdom of Indonesia. Islamic education (Pendidikan Agama Islam – PAI) learning is one of the courses that facilitates and motivates students to analyze and connect with the social and religious conditions of Indonesian society, and to direct students to make local wisdom as an example of behavior. The activity of analyzing, exploring and finding solutions of various social and religious problems and diversity can be done with the approach of ethnopedagogy, which encourages students to make the cultural values of an ethnic become a source of learning, research, and behavioral standards. Ethnic of Betawi has a religious attitude and open attitude toward other ethnics. Religious attitude and open attitude reflected from the local wisdom of Betawinese ethnic among others; beliefs, life cycle, and respect for animals contain religious and social activities with local wisdom values associated with The Creator, fellow human beings and other creatures. Religious and social values on Betawinese ethnic can be developed as a source of Islamic education learning in universities.

*Keywords: Etnopedagogi, Islamic education, Local wisdom, Betawi ethnic*

### **INTRODUCTION**

Based on philosophy-ideology and juridical, Islamic education on University has a very solid foundation. The basis of the state and ideology of the Pancasila, especially the first principle of Pancasila overshadows the religious and religious life of the nation. National Education System Act (No. 20 of 2003) chapter II article 3 asserts, the purpose of education for the development of the potential of learners (including students) in order to become a man

of faith and cautious to God Almighty, and morality. UU no. 12 The year 2012 on Higher Education affirms that Religious Education in University is an independent course that must be taught in the Diploma and Bachelor programs. The implementation of Islamic education on university is often highlighted as the source of religious fundamentalism. This is presence of the revivalist Islamic movement that emerged in the early 90s and thrives on campuses as a symbol of the Islamic activity's resistance to the new order, this is reinforced by the head of BIN Budi Gunawan that 39 percent of Indonesian students have been exposed radical. Even 3 universities are of particular concern as they can be the basis for radical dissemination (Purbaya, 2018). Islamic education learning in university conceptually and ignore heterogeneity and plurality in the context of social interaction, horizontally and vertically, requiring educational instruments of inclusive, tolerant and plural character. So that Islamic education learning requires students to have creativity and innovation as well as critical thinking to various social and religious problems that occur in the community that put forward the local values as national identity. Ethnopedagogy approach becomes one of the tools to achieve competence in intellectual culture in order to maintain the local wisdom of the nation, have a glorious person and reflect on the norms of religion and norms that developed in the community. Etnopedagogy sees the local knowledge, or better known as the local wisdom, as a source of innovation and skills that can be empowered to create and build harmony and tranquility (Alwasilah A. C., 2009, p. 6). This contexts , ethnopedagogy represented as social and cultural reconstruction based on religious value and social value in the local wisdom

One of the local wisdom in Jakarta is the Betawi ethnic is a meltingpot that developed during the colonial period. Ethnic Betawi becomes mascot of development in Jakarta. The local wisdom of Betawi ethnic become the form of Betawi people's intelligence as accumulation from life experience to answer various problems in fulfilling their life needs (Suswandari, 2017, p. 56). The local wisdom of the Betawi ethnic contain religious and social values include; beliefs, customs of life cycle, respect for animals. In other words, the local wisdom is not only understood and identified, but it can be used as a scientific concept and the development of scientific and behavioral guidelines. This will be in line with the historicity of Islamic education that always dialogue with the local culture can applied "religious humanist" (Zurqoni, Muhibat, 2013, p. 135).

## DISCUSSION

### **Ethnopedagogical Approach in Islamic Education Learning**

Education as a process of learning, interaction and internalization of local cultural values as the basis for the formation of behavior can not be separated from social and cultural aspects. Which can result good quality human resources on the level of intellect, values and social behavior. Based on an analysis of cultural and educational dimensions, Chaedar Alwasilah views ethnopedagogy as a practice of local wisdom-based education in various domains and emphasizes local knowledge or wisdom as a source of innovation and skills that can be empowered for the welfare of society, that local wisdom is related to how knowledge is generated, implemented, managed and inherited. (Alwasilah A. C., 2009). According to Henry G Burger "ethno-pedagogy is the activity of cross cultural teaching, ... the goal of ethno-pedagogy is the attainment of syncretism or the reconciliation of two or more cultural system or elements with the modification of both ". Khusainov and Galimov said " ethnopedagogy is the generalize concept meaning the comparative analysis of educator traditions of different people. People are an only and inexhaustible source of spriritual values". Anwar Hafid, mention that "...Ethnopedagogy is an educational practice based on local wisdom in various fields such as medicinal treatment, selfdefence art, living environment, agriculture, economy, government, calendar system, and etc. Ethnopedagogy perceives that knowledge or local wisdom as the source of innovation and skill that can be empowered for the sake of the society's welfare...". (Hafid, 2015). Ethnopedagogy promotes the values of local wisdom as an important part of the educational process, as part of the cultural process. Education through ethnopedagogical approach, see local knowledge as a source of innovation and as conflict resolution, the local wisdom not only oriented to the porphan, but also considered sacred by the community so it can be easy and fast to be accepted. Wagiran defined the local wisdom ". . . is the knowledge that discovered or acquiredby lokal people through the accumulation of experiences in trials and integrated with the understanding of surrounding nature and culture. Local wisdom is dynamic by function of created local wisdom and connected to the global situation." (Wagiran, 2012).

Islamic education learning on university can not be separated from the presence of Islam in Indonesia related to Indonesian tradition or culture. Ethnopedagogical studies can not be separated from indigenization or educational indigenization as an effort to build a

more grounded perspective or rooted in the diversity of local epistemological frameworks. Therefore, it is necessary to make efforts in the learning of religion by raising the values of local wisdom as a source of innovation of culture-based education of local communities, with ways of empowering through the adaptation of local knowledge, including reinterpretation of local wisdom values, and its revitalization in accordance with contemporary conditions.

## **The Forms of Local Wisdom Betawi Ethnic**

### **A. The Religious Attitude of Betawi Ethnic**

The concept of betawi ethnic beliefs is the inculcation of early Islamic teachings in every activity of life, the Qur'an and hadith as a guideline on every activity of life as well as religious scholars are role models and ritual religious. Comprehension of religious competence to be the main competence for ethnic Betawi, even learning to read the Qur'an becomes a top priority compared to other sciences, so that Islam becomes the ethnic identity of Betawi. (Biah, 2018)

Based on the beliefs or ethnic religious attitudes of Betawi there are several aspects that make the ethnic Betawi religion is very strong, namely the growing religious values early on, the science of religion is the science of priority, the position of ulamas is a role model and apply the teachings of Islam in every traditional ceremonies and activities in the community.

Betawi people always put religious teachings in his life. Understanding the science of religion is the main competence of the Betawi people, as the philosophy of life of the Betawi people "when small learn *Ngaji*, adolescents learn martial arts (*pencak silat*), when old pilgrimage". The philosophy becomes a Betawi ethnic character that they instill high religious values children learn Qur'an from small as a guide of life, self-study in order to protect their family and environment, and the pilgrimage is a worship that must be executed even though it must sell land or house, because Hajj is the perfect pillar of Islam (Suswandari, 2017, p. 60).

In their social life, Betawi people based on sharia (Islam), alim (habib, ustaz, mua'lim, teacher) to Betawi people to be always obeyed leaders, often exceeding their obedience to formal leaders.

### **B. The Customs of the Life Cycle**

The concept of the Betawi ethnic cycle begin from birth, marriage and death to be preceded by the existence of God as the universe, sharing with each other and openness of every ethnicity. it is characterized by various customary readings of birth and death.

**Birth Tradition.** One example of the traditional ceremony of the birth of *akekah* is a form of gratitude to God for the birth of a baby. The form of gratitude is realized by sharing food, drink and money to the neighbors and family. Similarly, the neighbors give money to the newborn baby that is placed under the shoulder of the baby called by *nyempal*. After the baby's alms then cut her hair then her hair weight is standardized for the minimum limit of sharing to the poor. Giving and drinking at this time there are two forms of group form with one dish. Another form is food and drinks served simultaneously and guests eat and drink individually. The pattern of meal presentation in groups indicates that ethnic Betawi argues that human positions are all the same without any difference.

**The tradition of marriage.** Betawi Ethnic bases tradition on the symbol of social interaction that begins in the pre-marriage ceremony and on the marriage ceremony. Which begins with the *ngelambangin* is process of asking questions about the state of women, then the process *ngelamar* is the official request activities of the men to make the woman as a wife. *Ngelamar* tradition is done by the men by bringing some gifts for women who will be the future wife. *Ngelamar* traditions also include stair decisions, and the moon and wedding venue. In the tradition of marriage ceremony, before the ceremony there is a tradition process of keeping the bride called *piare*, namely facial and body care women so beautiful when as bride, Betawi language call as *pangling*. This guarding process is done by a makeup person or a person who is considered to have the science of make over. The process of marriage ceremony is usually done at the bride's house, the process of bringing the groom to the bride's house called *ngebesan* while reading shlawat Thalaal Badru, to the bride's house, must open the doorstep is done with rhymes, If able to reply rhyme bride party and able to defeat the doorman then the groom is welcome to enter (Biah, 2018).

Based on the tradition of pre-marrige and marriage shows that the ethics of women's marriage is very good that there must be a first introduction, the next application of marriage ceremony, thus marriage is a process that must be passed in stages and require requirements. This tradition must be maintained in order to avoid promiscuity and respect for the rights of

women and the obligations of men and women before marriage must follow the rules of adat and religion.

**The tradition of death.** The ethnic Betawi adopt Buddhist and Hindu culture and convert the tradition into *tahlilian* tradition of dividing the ceremonial stage of death based on time, ie after 1 week is called 7 days, after 14 days is called 14 days, after 40 days is called 40 days to 1 year is called *haul*. The process of *tahlilan* is almost the same as the tradition of *akikah* that begins with a prayer for the dead, then feeding and drinking for the participants *tahlil*. Giving and drinking does not have to be fancy just to serve food and drinks simply. Interesting to study is on the tradition of 7 days, *tahlil* visitors to be increased compared to the previous day, because on this day usually *tahlil* organizers give prizes in the form of cloth or money to participants *tahlil*. Besides *tahlil* activity on the 7th day became a concern for the Ethnic Betawi community who do not have money, for fear of disrespecting *tahlil* participants well. There are even other interesting things that *tahlil* activities into a commercial object for some ustadz, which offers service to the event 7 days, with varying prices (Biah, 2018).

Based on the observations about the concept of ethnic Betawi face of birth and death that is first to remember God, the two are grateful and share to others so life becomes a blessing. The other side of silaturrahmi another concept that is difficult to do city community, but with the event tahlilan become a means to bersilaturrahmi. The aspect of sharing is worth to be maintained on condition of able and sincere. While the activities of a commercial nature can be reduced by not inclined to payment but more priority togetherness.

### **C. Respect for Animals**

Ethnic Betawi traditions apply to respect the nature of animals and plants. Respect for animals in Ethnic Betawi can be done by removing animals into the funeral garden, the goal as expressing gratitude to God and avoid danger. Betawi people use one of the animal symbol in the wedding event that is crocodile, because crocodiles are considered the most faithful animal to the couple. The shape of the symbol of loyalty is depicted in the tradition of marriage in the form of a crocodile bread. Crocodile feeding is usually done by men to be given female penganting, the goal is to prove and hope to be a faithful partner to the end of his life. (Biah, 2018).

The tradition of reverence for animals through the form of crocodile bread symbols shows that learning of allegiance can be imitated from the life of one animal that is crocodile, which describes animals that are faithful to their partner. with the animal itself. Animals have the instinct to honor the people who treat them and keep them well, with respect, and with affection.

### **The Values of Betawi Local Wisdom As a Source of Islamic Education**

The value of local wisdom on ethnic Betawi is the identity that comes from the values of belief, and cultural relics as a reference for behavior that is inherent with the moral and values in the Betawi ethnic environment. From the forms of local wisdom ethnic Betawi form; beliefs, life cycle customs, and reverence for animals, the values of local wisdom are so distinctive and deeply embodied in:

1. The values of local wisdom that relate to the creator. This is reflected in the form of belief and philosophy of life of the Betawi people that ethnic Betawi is a religious ethnic.
2. The values of local wisdom that relate to fellow beings. This is reflected in the tradition of the alms, as well as the symbol of respect for animals. Betawi ethnic values teach people to always synergize with nature and keep fellow creatures alive.
3. The values of local wisdom that relate to fellow human beings. As a meltingpot of the existing culture in the capital, the Betawi ethnic have very close local values with daily intetations which are illustrated by the following behaviors: a) Honesty, famous for *cablak* character or what it is, b) Tolerance, c) Pluralist , d) Respect, e) Egalitarian, f) Social care, g) Peaceful love, h) Togetherness.

The learning resources of Islamic education, not only in religious texts, but can be combined with local wisdom values. Introduction to the environment and culture in fact makes learning PAI more flexible and not dogmatic, in addition to directing students to seek exemplary of customs that have developed and feasible to make the standard of behavior.

### **CONCLUSION**

Ethnopedagogy on learning Islamic education on University can not be separated from the existing culture in the surrounding community. Ethnopedagogy based on local

wisdom is part of the Islamic education learning resource. Various forms of local wisdom on ethnic Betawi reflect religious and social values can be used as values practice on learning Islamic education formed in the tradition of; beliefs, life cycle and respect for animals, depicted in the value of local wisdom in the form of relationships with the creator, fellow creatures and fellow human beings.

#### **ACKNOWLEDGMENT.**

The object of this study is only conditioned on the forms of local wisdom in the practice dimension. Recommendations for subsequent research are the values of local wisdom as the basis of peace loving education through theoretical and practical levels

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## **The Precariatization On Teaching Profession**

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### **ABSTRACT**

A person's position in social stratification relates to what profession he is engaged in. Flexible employment makes it more difficult for labor force to achieve a better position in social stratification. The comparison between the labor force and employment opportunity in not balance. Thus, most of the labor force is absorbed in the work with the contract system.

The contract workers cannot be accommodated in the category of the proletarian working class. Because their position in the production system is temporary and replaceable. The contract workers need to be abstracted in a new category of working class, that is called with the precariat working class.

The staffing system in the teaching profession is now divided into three categories, namely permanent teachers (those who is work as a civil servant), teachers of Kontrak Kerja Individual (Individual Employment Contract), and honorary teachers. Of the three categories, only permanent teachers that provide security and certainty of the future.

This article examines the teacher of KKI position in the stratification of the working class. The characteristics of this contract based work are matched with the precariat class characteristics. The basis of this statement is based on a survey of 51 teachers of KKI from 11 state junior high schools in Ciracas districts, East Jakarta.

Precariatization of the teaching profession is inevitable. The need for teacher force is not matched by education resources. This could cause problems in the future. Teachers who are employed under periodic contract will continue to be overshadowed by the weaknesses of the precariat working class. If this is not anticipated, the teacher will not be able to fulfill their duty in full capacity.

### **INTRODUCTION**

The precariatization of a workforce in the education sector has started. The notion of precariatization refers to the growing of workforce who are working in an unstable job, which

then put them unable to have a secure future. The lack of institutional resource especially financial capital has made educational institutions applying flexible job for some of their employers.

Teacher employment in public schools funded by the state has started to apply an annual employment contract for a teacher position, particularly in Jakarta Province. This practice is regulated by the law, particularly the decision of the head of the Jakarta Provincial Education Office No 1259 year 2017. Before the enactment of this regulation, there was only two type of teacher employment in public schools. The first one is the permanent teacher (*guru tetap*), who is also a civil servant. The second one is a paid teacher (*guru honorer*), who is recruited and hired based on the decision of the school principal. All the spending regarding paid teacher compensation comes from the school budget.

With the enactment of the 2017 regulation, there is a new type of employment status at public schools in Jakarta, which is called with Individual Working Contract or locally in Indonesia called with *Kontrak Kerja Individual (KKI)*. This employment status is given by the province to teachers or other educational staff who were recommended by the school as their place of work. The financial compensation for this type of employment comes from the provincial budget.

However, there are big differences between a permanent teacher and a KKI teacher. The first difference is in their compensation. A permanent teacher is also a civil servant. So he or she will receive the same salary and benefits based on their rank as other civil servants in who work for other government institutions. While the KKI teacher only receives financial compensation that is equal to the provincial minimum wage in Jakarta Province. They do not have any other kind of compensation, such as insurance or benefit.

The second difference is on the duration of their service. For a permanent teacher, the duration of their service is limited only by the time when they reach the pension period. Usually, a civil servant will reach their pension time at the age of 54. Meanwhile, a KKI teacher only has an annual contract that can be renewed based on the recommendation of the school.

A KKI status of employment has two opposite faces. The bright side of KKI is in its meaning for the worker who previously was only noted as a paid employee. Becoming a KKI employee means that they have an upgrade of employment status. A KKI employer has a

working contract that is signed by himself and the provincial education office. So a KKI employer is no longer just a school employer, he or she also working for the government.

However, the KKI employment status also has a dark side, especially in terms of the employee welfare. Un upgrade of status does not mean the employee has a better paid. In fact, in KKI scheme, any kind of assignment given by the school are paid in the same value. For example, a KKI teacher has the same paid with a KKI staff who assigned to do a clerical task.

The KKI teachers employment nature has put them in an insecure position. Their job continuity is based on their performance. However, the financial compensation that they receive is very limited. It may be enough to fulfill their basic needs, but it would not be enough to make a planning for the future. Therefore KKI teachers could be considered as a part of the precariat working class.

The practice of KKI employment in public school teachers has given a mark to the development teaching profession, especially in the public sector. A flexible employment scheme that was applied in a school level, has also been adopted by the government.

This research paper has two objectives. The first is to argue that the practice of flexible employment in form of KKI teacher should be considered as an example of a precariatization in the educational profession. The second objective is to examine whether or not a KKI teacher is considered as a part of the precariat working class.

To fulfill these objectives, a survey at 11 state junior high school in Ciracas District Of East Jakarta has been conducted. There are 51 teachers, which are the total number of KKI teacher, who involved as respondents. The timing for the survey is in mid-April 2018. These working paper arguments are based on the result of this survey.

Before discussing the finding, the next section of this paper describes all concepts and variables that are used to measure the perception of insecure by KKI teachers regarding their status of employment.

### **The Precariat Working Class**

Post industrial theory is focusing on the transition of the dominant employment sector from manufacture industry to services. At the same time with this change, the number of unskilled employment is decreasing, while the number of high skill employment is consistently rising

(Grint and Nixon, 2015). This shifting is influenced by the development of the new economy that is heavily based on knowledge and creativity. In the near future, these type of employment will be more important in its contribution to the economic growth and development.

However, knowledge-based employment apparently does not means more jobs for employment seeker. Infact, the employers are seeking ways to produce goods and services in the most efficient and effective manner. Which result in a more flexible employment scheme.

The shifting in employment characteristics is starting to give an impact on the meaning of work for the society. Some scholars argue that work value as a medium for self-actualization is degrading. This function has been taken over by consumption activities. As mentioned by Zigmun Bauman, most people are no longer search for self-actualization in their work, but in what they consume (Bauman 2005). Therefore, the value of work has changed to merely a means to acquire purchasing power, while other nonfinancial commitments and ethic aspect do not really matter.

The degrading value of work is caused by a flexible, unstable, and insecure employment. The number of jobs which provides enough compensation to make a plan for the future is limited and too little to accommodate the number of workforces. Many of the workforces is getting a job on a short-term contract. They often change their occupation in a short period of time. As the result, the job does not give any narrative in their lives.

Group of employees who falls in this kind of situation come from the precariat working class. Guy Standing (Standing, 2011: 7-8) mentioned that the precariat class is composed of workers who do not sufficiently have seven type of job security. The first is labor market security to provide a certainty for the worker to have a fix job. Secondly is employment security that refers to the security of workers from being a victim of unfair dismissal from their employee. Thirdly is job security in terms of building a career. Fourthly is work security that secures a safe working environment which includes the standard and procedure in the workplace. The fifth is skill reproduction, which refers to the opportunity for the employer to improve their skill and expertise through training or other activities. The sixth is income security, which ensures financial compensation and other benefits. The seventh is representation security which gives the freedom for workers to organize collectivity among them.

Based on Standing definition, a precariat class is not always about financial security. What makes a worker become a part of the precariat class is when his or her job is not sufficient to provide basic needs at the present and in the future. Standing also stated his warning that even the public sector has started to contribute to the growth of precariat class (Standing, 2011: 51). The background cause is the global crisis which forces the government of every country to reorganize their financial efficiently.

In the context of budget efficiency, the bureaucracy administrator has started to adopt flexibility in managing its employees. One of the examples is the KKI employment status. This kind of employment status is different from the civil servant. KKI employee only receives financial compensation equal to the provincial minimum wage. There are no other benefits including insurance. This condition makes KKI employment status has no different than other flexible employment provided by private sector.

### **The KKI Teacher**

Until the end of the year 2017, there are approximately 980.000 KKI teachers. These teachers were paid teachers who personally enroll themselves in the KKI teacher selection. From the government point of view, the KKI employment is a solution to improve the quality of teachers and to meets the demand from paid teachers who were asking to be appointed as a civil servant.

However, a KKI employment is still considered an insecure employment status. KKI teachers have no guarantee that their contract would be renewed annually. Their contract renewal also does not only depend on their performance, the result of the school workforce needs also influence the future KKI teacher's employment.

Even though the permanent teacher and KKI teacher are different in terms of employment status, their workload is similar (Surachman, 2016). Both of them has a similar task and working hour. however, unlike their counterparts, KKI teachers have no career. They have no rank, promotion, and periodic salary raise. Every KKI teacher realizes this different, but they have no other option if they want to improve their employment status in the public school.

KKI teacher also finds inconsistency between their teaching task in school with their educational background. Depends on the school needs, KKI teacher can be

KKI teacher employment is also academically problematic. Teaching profession is considered an honorable job. Therefore even though KKI teacher pay rate is similar to labor who work in manufacture industry, but the teacher in Indonesia refuse to acknowledge that they are a labor (buruh).

KKI teacher's experiences reflect a radical transformation in public sector employment, particularly in teaching professions. The government deliberately create a new type of employment for the teacher which fulfill all the characteristics of labor market flexibility.

The nature of task for KKI teacher is flexible. Their assignment does not follow their expertise or educational background. Their employment contract is only for one year and has no guarantee for an extension, which makes their job considered as unstable. Even though KKI teacher work fulltime in school, but their financial compensation is considered as a basic income, which only enough to fulfill their basic needs. This makes KKI teacher employment an insecure job.

A survey has been conducted to confirm the insecurity in KKI teacher employment status. How the insecurity measured in the survey is described in the following section.

## **METHODE**

The survey was aimed to measure the perception of KKI teacher regarding the insecurity of their employment status. There were 51 KKI teachers involve as respondent. The number of respondents is all KKI teachers from 11 public junior high schools who are registered in the educational office of Ciracas District office.

Each of the respondents was given a list of statements in printed questionnaires. They personally fill out the questionnaire by filling the suitable option that reflected the closest perception between the statement in the questionnaire and their experiences. There are four options of answers which started with strongly disagree, disagree, agree, and strongly agree.

## **Survey Finding and Discussion**

The precariat is a combination between precarious (vulnerable) and proletariat. In other words, a precariat is a worker who holds a job that put them in a vulnerable position, especially in their ability to anticipate the future. Before a worker fell into the precariat class they suffer the process of precariatization, which makes them vulnerable from time to time because they can not accumulate enough resources to anticipate the future. Based on the

survey finding, the majority of KKI teachers perceived their employment status insecure. The perception of insecurity can be traced in the four dimensions of employment insecurity as shown in figure 2.

On the first dimension, the income security, 53 percent of respondents perceived their situation is insecure. This finding is understandable due to the amount of financial compensation that they received monthly is equal to the official basic income in Jakarta province, which is around IDR 3.350.000 that is equal with USD 280.

On the second dimension, 53 percent of respondents also perceived their job is insecure. This dimension refers to the chance of employer to have an upgrade in their career, such as promotion to a higher rank. However, in KKI employment there is no career ladder. Thus the respondents have no hope to develop their career through promotion or salary raise.

There is 67 percent of respondents who perceived their current job is insecure in terms of skill reproductions. Apparently, most respondents find themselves work in a routine manner. They also do not have any training or other activity that could improve their skill. The only chance for them to improve their skill is by self-financed.

The last dimension is the work security. The finding is quite bold since 69 percent of the respondents perceived that they are in an insecure state in terms of work. This dimension refers to the security of the working environment, which include respondents relation with their colleagues.

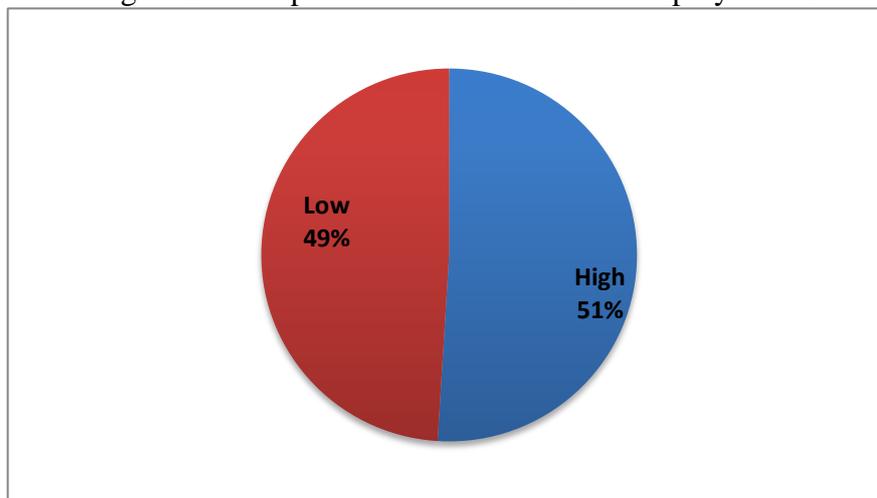
Figure 2. Perception of KKI Teachers on Four Employment Security Dimensions

Dimensions	Insecurity Perception	
	High	Low
Jaminan Penghasilan	53%	47%
Kepastian Karier	53%	47%
Reproduksi Skill	67%	33%
Jaminan Lingkungan Kerja	69%	31%

All the four indicators are combined to form a new variable named with the perception of employment insecurity. This is the variable that used to measure the state of respondents perception of their employment insecurity.

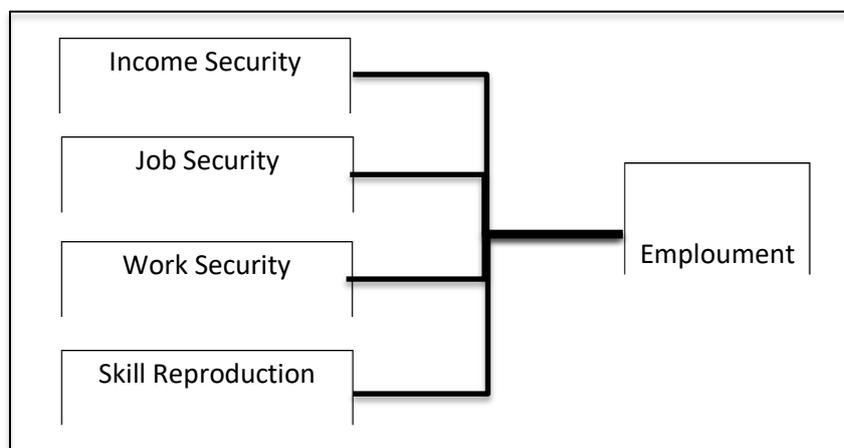
Based on the survey finding depicted in figure 3, most of the respondent perceived their employment status is insecure. However, the difference between them with respondents who perceived their employment status is secure is only two percent. Which is not decisive enough.

Figure 3. Perception of KKI Teachers on Employment Security



Based on the finding, the KKI Teacher could not be interpreted as a part of the precariat working class. However, they do suffer what Standing called with the precariatization process. This put them as the most vulnerable group of an employer in the public sector. The measurement of precariatization processes that contribute to their vulnerability is depicted in figure 4.

Figure 4. Correlations Between Employment Security With Four Identified Causes



By counting the correlation coefficient between each job insecurity dimension with employment security variable, we can find that each dimension has a different correlation value. Apparently what makes the respondent feels strongly vulnerable are shared by both income security (rx1y) and job security (rx2y), with coefficient correlation value 0.88 for each factor. Apparently, the respondents have a strong aspiration for better financial compensation and an opportunity to improve their career.

The third and fourth factors coefficient correlation value could be interpreted as a fair correlation between each factor with employment insecurity. As for the detail, the third factor is work insecurity with coefficient correlation value (rx3y) equal to 0.49. Besides the compensation issue, the respondents also feel insecure in term of a working environment. Their future employment is influenced by the reception of their colleagues. This makes their social relations at work becomes problematic, where they feel inferior with other permanent teachers or school staff. The last factor is social skill reproduction, with coefficient correlation (rx4y) equals 0.45.

Based on the finding, The KKI teachers perceived them self in high insecure employment. Even though they could not be considered as a part of the precariat class, but they undergo the process of precariatization.

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## **Globalization and Rice Plant Cultural Value in Kasepuhan Ciptagelar Society**

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### **ABSTRACT**

The purpose of this research is to explore information related to local value of rice for Kasepuhan Ciptagelar community. The research location was conducted on Kasepuhan Ciptagelar indigenous peoples from June 20, 2018 to July 20, 2018. In detail the main issues in this study are described in the following questions: (1) What is the value of local rice culture for Kasepuhan Ciptagelar people, and (2) Why Kasepuhan Ciptagelar still maintain the value of rice culture in the middle of globalization ?. Methods in this study using ethnographic approach. Data collection was done by observation, participant observation, in-depth interview, documentation study, and literature study. All the information collected is recorded, recorded, immortalized using the camera and transferred into the night as a field note. Data analysis is done during the research process, the data obtained are then classified, analyzed, interpreted and described continuously in accordance with the topic, theme and sub-theme of the research problem. The results show that the local cultural values of paddy for Ciptagelar Indigenous Peoples are manifested in: beliefs and views related to the treatment of rice, activities or actions in the preservation of the value of rice culture based on ancestral traditions, and maintenance of rice traditions based on traditional technology inherited by their ancestors . This they do so that tatal paranti karuhun remain awake despite the flow of globalization increasingly coloring their lives.

### **INTRODUCTION**

Globalization is a social process and geographical boundaries do not become important to socio-cultural conditions in one's consciousness (Waters, 1995) The most prominent development in the era of globalization is the flow of information, as well as on the social.

Changing the value and culture of society by imitating or applying the modernization of life causes the value of local culture that grows and develops to be eroded. The impact of globalization on local culture can change the values of society from the homogeneous to pluralism and the change from closed society to an open society (Sri Suneki, 2012). It is also experienced by the people Kasepuhan Ciptagelar Strong globalization flow also entered the community life Kasepuhan Ciptagelar such as the use of electricity, transportation (motorcycles, cars) to the massive use of gadgets in various age groups. But there is one thing that they can not absorb due to the rapid development of incoming communication technology, namely in terms of relation to rice culture. For them rice is very exalted, a symbol of prosperity. Although the Kasepuhan community is friendly with technology, there are some restrictions in processing and growing rice. The Kasepuhan people do not use tractor machines and cook rice instead of using electric rice cookers, but rather stoves with firewood, traditionally. In addition, they are prohibited from selling rice or rice, so Kasepuhan Ciptagelar able to food self-sufficient until several years into the future. Rice is life, when a person sells rice or rice, it means they are selling their own lives. The tradition of rice cultivation and harvesting is full of ritual traditions is declining. Plant them simultaneously and see the signs of astronomy.

## **DISCUSSION**

The Kasepuhan Adat Ciptagelar, the author of MKAC, is one of the sub ethnic Sundanese who still preserve their ancestral heritage through rice culture. Kasepuhan Ciptagelar has been established since 1368 AD or has been aged 650 years, with a population of 1,139 people, the number of women as much as 589 and the number of male population as much as 550 people (Population Data Dusun Ciptamulya, 2018). The majority of people are Muslim and there is one who embraces Christianity, although in practice it can not be separated from the teachings of the ancestors that colored their religious life. The livelihood of the majority of farmers, the level of education MKAC average education to SD, which as many as 511 people. A total of 214 students received education up to junior high school, the next sequence was occupied by people who have not / not yet attended school as many as 117 people, then those who are studying high school level around 57 people and there are 2 peoples have received education S1 / S1 (Population Data Sukamulya Hamlet, 2018).

Geographically Kasepuhan Ciptagelar is located at 106° 29 '42 " - 106° 29' 55" East Longitude and 6° 48 '14 " - 6° 48' 01" Latitude South. Kasepuhan Adat Ciptagelar administratively included in West Java Province, precisely Sukamulya Village Sirnaresmi Village District Cisolok Sukabumi. Kasepuhan Ciptagelar distance from Sirnaresmi Village about 15 Km, from District Cisolok 30 Km, from the central government of Sukabumi Regency 103 Km and from Jakarta 180 Km to the South.

There are three paths to reach Kasepuhan Ciptagelar, the first line route is Pelabuhan Ratu-Cikakak-Pangguyangan-Ciptarasa-Ciptagelar. In this first line is the fastest path to Kasepuhan Ciptagelar with a distance of  $\pm 20$  km, but the field is quite heavy compared to the second line. While the second line passes Pelabuhan Ratu-Cimaja-Cicadas-Sirnaresmi-Ciptagelar. In this second line is  $\pm 34$  Km to reach Kasepuhan Ciptagelar. The third line passes Pelabuhan Ratu-Cimaja-Cicadas-Gunung Bongkok with the most distant distance of  $\pm 45$  km, because it rotates into the province of Banten.

In customary government, Kasepuhan Ciptagelar is the administrative center of Banten Kidul Indigenous Unity which oversees 566 villages, so that when conducting activities related to customs or custom ceremonies, then all citizens included in it will come to participate. In practice, wealthy citizens (farmers), both in huma (fields) and in the fields) must also carry out a series of customary rituals performed by each citizen.

There is a series of indigenous activities related to rice management and treatment, among them: *Turun Nyambut, Nyacar, Tebar, Ngaseuk, Ngangler, Tandur, Tutup Nyambut, Pamageran, Panyiraman, Panyimburan, Mipit, Mocong, Ngunjal, Ngadiukkeun, Nutu, Nganyaran, Ponggokan*, dan ditutup dengan *Seren Taun*. All these activities must be implemented by all citizens Kasepuhan Ciptagelar for those who are married. If it is pulled back the existence of this rule is one of the manivestasi of agricultural systems that they still embrace until now, that is *tani turi*. As expressed by one of the Rorokan<sup>1</sup> Lines below:

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<sup>1</sup> The ranks of the Deputy Leaders are directly under the command of the Chief of the Kasepuhan (Abah Ugi) who is in charge of certain affairs, his assignments based on the lineage. There are 7 main stem rows, including: Rorokan Jero, Rorokan Padukunan, Rorokan Paraji, Rorokan Rendang Kande, Rorokan Pamakayaan, Rorokan Paninggaran, and Rorokan Pangabasan (interview with KY, Wednesday 18 July 2018 at 18:12 WIB)

*“Tata cara makaya di dieu mah nyaeta tani turi, nuluykeun amanat wasiat ti nini aki, ragrag ka ibu bapa dina sagala rupina kudu tata tertib, beres.”*

(Interview with KK on Sunday, July 15, 2018 at 07.20 WIB)

The farming system used here is the farming system of turi, which is to continue the will and mandate of our predecessors, from grandparents, descendants to the fathers, so that in its implementation must be orderly and none of the hereditary legacies are left to be executed)

The incessant development of communication technology that slowly able to lead the affected communities to a change in the order of life, is not a scourge for MKAC. This is because of the strong grip, namely to maintain the customs karuhun which then transformed into their guidance in the face of the rapid development of the era. As stated by MA (interview result on Wednesday, 20 June 2018 at 20.30 WIB):

*“Zaman mah teu kengeng katinggaleun, nu penting adat dipertahankeun,”* (We should not be left behind by the development of the times, the most important and the most important is to maintain the customs so that the balance and go hand in hand).

#### **A. Value of Rice Culture for Kasipuhan Ciptagelar Community**

The cultural value in it consists of concepts that live in the mind of a society about something that they consider noble, with it will also affect the actions or ways and tools they use (Koentjaraningrat, 2009: 85). Thus speaking of cultural values will be closely related to the three forms of culture, namely 1) as a complex of ideas, ideas, values, norms, rules; 2) as a complex of activity as well as the patterned actions of humans in society; and 3) culture as an object of human works (Koentjaraningrat, 2009: 186-187).

##### **1) Ideational Value of Rice Culture for MKAC**

The presence of conceptions and views which are considered noble in MKAC manifested in the myth of Dewi Sri or Nyi Pohaci. For MKAC it is mentioned in Sulamjana's story. Dewi Sri is an exalted figure in the life of MKAC. Etymologically

the goddess comes from the word *dwi* (two) and *sri* (*seri* / balanced), into two balanced figures. Namely in his life humans live because of rice. Vice versa, rice will live because of human hands, namely in treating, managing and cultivating rice. Thus it will also affect the equipment or technology systems used in rice-related management. As to which the following exposure. The ideational value of other rice cultures can be witnessed in the confidence that is imprinted on every MKAC, as expressed by IT:

“Mun abi gering, siga nyeri sirah ujug-ujug terus abi tinggal datang ka juru pare, diteangan tuluy beberes menta dicageurkeun. Sanggeus kitu teu lila leungit rieutna.” (results of interview on Saturday, July 14, 2018, at 14:35 pm) (If I get sick like a sudden headache, I immediately look for the cause of my pain and come into the *pandaringan* and apologize for the mistakes made, usually related to the way / treat the rice (the term here is called *beberes*). After that is done then the pain in the head will soon disappear).

Based on the story experienced by IT illustrated that how to treat rice and derivatives, such as rice, flour or anything related to rice there are certain rules that bind to all MKAC activities. The same thing is also experienced by one of the men in MKAC, namely PU as the following quote:

"I used to wander when I was sick, checked to the doctor but not caught the disease. Finally I came home *kampong*, then by *kokolot* here told to trace the cause of the illness. Then one of the *kokolot* who was here asked me, "what are you doing in town?". Then I replied, work at the restaurant so waitress ". Well, that's the cause, the *kokolot* said to me. "

Mr. PU's experience has something to do with MKAC's belief that in *Kasepuhan Ciptagelar* selling rice and its derivatives is prohibited. For them selling rice is the same as selling their lives and selling their lives. So that after each harvest, the rice they get is only consumed for their food needs, then stored in *leuit* (rice barn), and give each other rice or rice that peak occurs at *Nganyaran* ceremony. Each citizen give each other *pare* / rice (new rice, from this year's harvest).

## 2) The Value of Rice Culture in the MKAC Action / Activity Form

The value of rice culture in the form of activity in the life of MKAC among them can be witnessed during the rituals associated with the tradition in the care and care of rice. In this tradition there should be no missed ritual activity, such as when preparing the land for planting rice (for example, there is *urun nyambut, nyacar*) the process of planting rice (for example, *tebar* or *ngaseuk* if in the *huma*) as well as when rice begins to bear fruit, until the rice is ready to be harvested (*mipit*). as well as when rice begins to bear fruit, until the rice is ready to be harvested (*mipit*). When rice is yellow and ready to be harvested, then all MKAC must perform ritual activity first. This ritual procession can not be separated from the name steamed at the time of the ceremony will take place as a form of permission application and the request of safety to *karuhun* for all the process of traditional ceremony run well, smooth, safe, and no obstacles accompany. Steam activity can be done by various sexes, such as during the ceremony *Mocong* performed by the *Kasepuhan*, then the leader of the ritual is *Rorokan Pamakayaan* (who takes care of agriculture) However, if the steamed it during the procession *Nutu Nganyaran* (rice harvest this year for the first time), then those involved in the ritual is the wife of the leader *Kasepuhan* assisted with *Rorokan Pamakayaan* and Assistant *Rorokan Pamakayaan*. But if the ritual procession is done by the citizens, then the leader of the ritual is a husband. To perform steam activities required the conditions that must be met, namely *menyan* and *parupuyan* (incense and special container place to put incense). Usually the one who prepares this requirement is a husband. As for example when going to activity *nutu nganyaran* citizens, there is a ritual activity called *nutu reph* (before rice turned into rice, women who carry out this ritual is prohibited to issue a word). Usually *nutu reph* done before the morning, or after dawn call to prayer. A wife who will perform the processu *nutu nganyaran* must do *bebersih* or bathing, then preening using powder, eyebrows, lipstick, using perfume, and use clothes such as *kemben* closed by *karembong bodas* (white shawl). Then the husband arranged and prepared three *pocong* (tie) of rice in a container named *sahid*, then close the three bundle of rice with *batik motif rereng* or floral motifs, there is also a white cloth (*boeh*). Then, the husband began to burn incense with the start of the *jampe* (prayer) and then the incense in the *parupuyan* is rotated around the rice three times, so that the smoke that comes out of *parupuyan* begins to spread. Before the steam activity takes

place, the wife handed seupaheun in the form of money, gambir, apu, and betel leaf and also do carita to her husband. This is done as a permission to the husband for the activity of nutu nganyaran that will do in order to obtain ease and safety. Carita also ends with a two-time greeting, and closed with nyeupah or mengang. In a different room the wife has been waiting for the completion of his husband's steam activity. *Nutu repeh* begins when the wife begins to scavenge the rice that has been stored in sahid and has been steamed by the husband. The istripun walked to saung lisung (where pounding rice) with a sieve in his right hand. Arriving at saung lisung, the wife also issued the first rice harvested, the rice huma and began to chew panglay and ngabura rice that will be pounded as many as three times the bursts. Before the pestle touches the rice, the rice is stroked first with affection, then the pounding activity begins. The pestle punch that touches the dimple gives a distinctive rhythm, as a sign that in the village there is a nutu nganyaran. Soon other women came one by one to help the nutu nganyaran. After the rice is separated from the stalk, then the owner of the ritual nutu repeh sifting rice-rice to separate from the remains of the stalk. Then the rice that has been separated or called the ward is re-inserted into the edge of the dimple round, then pounded back or commonly called ngabebek, after the ngabebek process was finished paddy was cleaned again with ditampi then felt until the rice turned into pure white. Then put in sahid and closed by cloth.

After three bundles of rice are pounded and become rice, brooms or stalks are removed, then put benyeur and tied back edges. This broom is made into three bundles, and then put into the place where rice is stored. Remnants of stalks, bran, and bran taken a little and then placed on the spell, then thrown away by the ritual mama with a little ditampi until exhausted. He also ngabura against rice that has been tackled (so). Rice was taken to the floor goah (the room located in the kitchen, a place to store food, one of which rice). The procession of nutu repeh was completed, and the ritual mepunya could communicate again with the women who help nutu in saung lisung.

### **3) The Value of Rice Culture in the Form of Equipment Used**

Abstinence for MKAC to raise rice with energy other than human, or machine as well as in processing or cooking rice. This is related to the philosophy of rice as a carrier of life,

fertility, and well-being. While machines or other modern technological equipment are inanimate, and unable to provide life or life.

Since rice is planted, bearing fruit, then harvested and processed into rice until it becomes rice all done with the help of traditional technology. Like when preparing agricultural land, only use aseuk for paddy fields, then for rice farming using the power of animals and human labor through hoes. Likewise during harvest, the tool used is etem (ani-ani). When the rice has been harvested, to separate it from its skin, or make it into rice is done with the help of traditional technology that is halu and lisung. Likewise when rice is about to be cooked must use hawu, torch, seeng, aseupan, dulang, pangarih, and boboko. This is related to philosophy:

*“Hawu teh hawa, atawa nu mere hawa, nu matak pami nyangu dina hawu mah ngebul. Hartina aya kahirupan. Ari hawa teh nyaeta Siti Hawa, Siti Hawa teh awewe kan?. Nu matak dina urusan nyangu mah hak prerogative awewe”.*

(Hawu or stove is air, or that gives air, so if you cook rice on a stove it will appear smoke. That is life There is Eve is Siti Hawa, Siti Hawa is a woman right? So in the matter of cooking rice is the prerogative of woman).

Based on the above description related cultural values in the form of ideas, activities and objects of cultural products on MKAC are still interconnected and interconnected ideas between ideas that live in their culture with action or activity. Likewise between the two with the cultural value of MKAC works.

## **B. Maintaining Rice Culture Amid Globalization**

Based on the three forms of rice culture values above, it is one of the MKAC's strategy to fortify their indigenous culture from outside cultural influences. This they do so that the tradition of agriculture that they have been doing for generations to be maintained until the grandchildren- great-grandparents, although on the other side of life they can not be shred, that their lives are now filled with currents originating outside their culture. However, with a strong tradition in managing rice that should not be cultivated using modern technology makes MKAC remain balanced in cultural life, especially in the field of inheritance of

tradition and economic system in the management and distribution of rice for them. With the retention of leuit, saung lisung and pandaringan is an effort to maintain family and community food security.

## CONCLUSION

Based on the above explanation, it can be concluded that there are three values of local rice culture for MKAC, they are manifested in: 1) Confidence and views related to the treatment of rice, such as the belief in the treatment of rice should not be arbitrary. Rice for them is life, so the rice for MKAC can not be sold because when someone sells rice he has sold his life; 2) The value of rice culture for MKAC on activities or actions in the maintenance of paddy should adhere to the ancestral tradition; and 3) MKAC in processing and maintaining rice should be based on traditional technology inherited by their ancestors. This they do so that tatal paranti karuhun remain awake despite the flow of globalization increasingly coloring their lives.

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## **Are The Students from Green Campus More Related to the Nature ?**

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### **ABSTRACT**

University leaders and also other university stake holders like students are expected to give more attention to environmental problems. Becoming a “green” campus is now perceived as a form of commitment and responsibility of the university towards the society. The UI GreenMetric is one platform to assess universities current environmental conditions and policies. Several Indonesian universities are already members of this platform and every year these universities are ranked based on several objective indicators. These ranks give information which university is greener compared with other universities. Theoretically, students who are exposed to a greener environment, will have a stronger nature relatedness than students who came from universities which are less “green”. However, there has never been a study to explore whether a campus environmental condition can predict the student’s nature relatedness. This study surveyed 90 students from several universities in Indonesia with a GreenMetric rank. The respondents were between 17-43 years old and they filled a questionnaire measuring their nature relatedness and some personal data. Result showed that environmental conditions (whether a campus is green or not) cannot predict students nature relatedness. Nevertheless, the authors found that students who came from a higher ranked green campus have a higher nature relatedness perspective than students who came from a moderate and lower level green campus. Implications and limitations of this study is discussed further.

*Keywords: Green Campus, Nature Relatedness, Student, University*

## INTRODUCTION

Becoming “green” campus is now perceived as a form of commitment and responsibility to overcome environmental problems and efforts in realizing sustainable development. Campus could be viewed as a small town that has an impact on the surrounding area (Ragazzi, Marco & Ghidini, 2017). It has to transfer information and knowledge to all individuals and surrounding communities to maintain a sustainable environment (Tan et al., 2014). Educational institutions are expected to produce generations who are not only aware of the sustainability importance, but they should also do research and practice environmental friendly behaviour (Tahir, 2014). Therefore, it is important that a campus should endorse an eco-friendly environment or a “green campus” which also enhances sustainability. By becoming a “green campus”, it is hoped that it will help prevent and resolve various environmental problems that the world is facing now (Moelyaningrum, Dewi, & Ningrum, 2017).

The term of green campus refers to an eco-friendly campus masterplan and construction, which will guide a “green” operation and management of the university, and also academically (Tan et al., 2014). A green campus has a role to improve biodiversity, promoting mental health, providing a sense of security and aesthetic feeling for all campus residents (Tahir, 2014). Now days many campuses in the world consider being a “green campus” as a priority and hence they attempt to cultivate environmentally friendly values and principles of a sustainable environment (Tiyarattanac hai, Ronnachai & Hollman, 2016). In Indonesia, being a “green campus” could also be considered as a concrete step in implementing the three university obligation named “Tridharma Perguruan Tinggi” (Prihanto, 2018). To be a green campus, Universities have to ensure to integrate a harmony between economic, social and environment aspects in developing campus life (Ragazzi, Marco & Ghidini, 2017). Nevertheless, it must remain transformed in order to carry out the principles of sustainability into the system and policies (Ragazzi, Marco & Ghidini, 2017).

One way to assess how “green” a campus is ranked, is by joining the GreenMetric platform, which was developed by Universitas Indonesia in 2015 there are 400 universities all over the world already joined this platform. UI GreenMetric is one of the assessment platforms in the world, evaluating how far a campus is carrying out principles of sustainability development (Riyadhi, Prasetyo & Prayitno, 2018). UI GreenMetric aims to

provide an overview to universities leaders and their stakeholders, hoping to increase awareness and more attention in addressing global climate change issues, water conservation and energy, waste processing and eco-friendly transportation (greenmetric.ui.ac.id, 2018). The assessment method uses questionnaires which contains several indicators of a green campus. The six important indicators are setting and infrastructure, energy and climate change, waste management, water management, transport and education. Despite some limitations in the evaluation methods (Ragazzi, Marco & Ghidini, 2017), and the impact on behavioral change (Ghaus., Et al, 2017), UI GreenMetric has encouraged other campuses to participate in applying the green campus concept (Tiyarattanachai, Ronnachai & Hollman, 2016).

For the university level, applying the green concept means planning the provision of supporting facilities of learning and research, appreciation of environmental aesthetic and even food production. It could be done gradually starting from having a common understanding of the green campus concept among all university stakeholders, adopting appropriate green technology and supporting facilities, until it could be implemented and integrated into the campus conditions (Tan et al., 2014). In the process, the concept of green campus is often difficult to implement due to limited knowledge, lack of incentives, lack of power executing policies and also financial constraints (Hopkins, 2016). However, the campus can solve it by changing its perspectives, making university targets, replanning sustainable development, providing financial motivation for key stakeholders on campus, setting up a special office or section focusing on sustainable development, promoting and marketing initiatives construction of a green campus (Hopkins, 2016).

One goal of the green campus is to raise eco-friendly awareness, hoping that all stakeholders especially students will be more concerned about protecting the environment and they will act pro-environmental in their daily activities (Riyadi, Prasetyo, & Prayitno, 2018). In University of Technology Malaysia, green campus implementation already show a positive impact in reducing climate change in their campus by promoting cycling, saving paper, energy and water (Najad et al., 2018). Being a green campus also brings some benefits. Studies shows that green campus stakeholders are feeling more satisfied concerning their quality of life than stakeholders from non green campus (Tiyarattanachai, Ronnachai & Hollman, 2016).

Universities who joined the GreenMetric platform will be ranked regarding their existing condition and their policies to enhance an eco-friendly and sustainable campus (greenmetric.ui.ac.id, 2018). From this ranking it could be assumed that the greener campuses will have a different impact on the students. Theoretically, students who are exposed to a green environment, will have a stronger nature relation than students who came from universities which are less “green”. Nevertheless, there has never been a study to explore whether a campus environmental condition —using GreenMetric index— could predict the students nature relatedness.

Nature relatedness describes the individual levels of connectedness with the natural world (Nisbet, Zelenski, & Murphy, 2009: 718). Nature relatedness is a human tendency that includes his appreciation and understanding of relationship to all things on earth. According to the biophilia hypothesis, feeling close to nature is a need to build and empirically proven (Nisbet, 2011). Nature relatedness could be measured by a scale which is differentiated into three important dimensions; Nature Relatedness-Self, Nature Relatedness-Perspective and Nature Relatedness-Experience. Nature Relatedness-Self represents an internal aspect of identification with nature, reflective feelings and thoughts about how the self is connected to nature. In other words, Nature Relatedness-Self describes how an individual feels about his/hers interrelation with his/her physical/nature surroundings. The Nature Relatedness-Perspective represents an external aspect of personal relation to nature, as to how humans interact with other living organism and it will reflect from the individual's view on animals treatment and the use of natural resources. Nature Relatedness-Experience is reflecting a physical closeness to the natural world, the level of comfort and desire to unite with nature. All of them are integrated each other as a human traits.

## **METHOD**

This study used the survey method, with accidental sampling technique to 90 students from 5 universities in Indonesia. The participants fill questionnaire through google form between April to May 2018. The authors hypothesize that students who are coming from a greener campus feel more related to the nature than students from a less greener campus. the authors adapted the nature relatedness scale that is developed by Nisbet, Zelenski, and

Murphy (2009). The scale (1= strongly disagree until 6= strongly disagree) with a total of 19 items was delivered in Bahasa Indonesia. Before the real survey, the authors did a try out (n = 10) and calculated the alpha Cronbach ( $r = .840$ ,  $p < .00$ ). The data were analyzed using SPSS version 24 with level of significance is 0 .05. An independent sample t-test and simple linear regression are used to explore the students nature relatedness on campuses in Indonesia which are classified as very, moderate and less green campus. The categorization of green campus refers to UI GreenMetric in 2017. The 90 students who come from green campus in this study were students of V university (n =58), W university (n =14), X university (n =6), Y university (n =6), Y, and Z university (n =6). The authors used initial name of the universities for the ethical reason. The participants consisted of 21 men and 69 women; which were derived from Z generation (17-23 years, n = 47) and Y generation (24-38 years, n = 43). The participants' educational background were undergraduate level (n = 46), and post-graduate level (n= 44).

Table 1. Level Green Campus based on UI GreenMetric 2017

No	University	Status	N	Level GreenMetric in Asia (2017)	GreenMetric Score
1	V University	Green Campus	58	High	6519
2	W University	Green Campus	14	High	6076
3	X University	Green Campus	6	High	5643
4	Y University	Green Campus	6	Moderate	5101

## RESULT & DISCUSSION

The authors proposed a hypothesis that students from green campus feel more related to the nature. In other words, GreenMetric score of campuses can predict the student's nature relatedness. Result showed that the mean of student's nature relatedness is moderate (M = 87.17, SD = 11.91). If differentiated in dimension, the authors found Nature Relatedness-Self (M = 41.43, SD = 6.78), Nature Relatedness-Perspective (M = 20.29, SD = 3.15) and Nature Relatedness-Experience (M = 25.44, SD = 4.17). From the regression calculation the authors found that environmental conditions (whether a campus is greener or less) cannot predict students nature relatedness ( $p > .05$ ,  $p = .372$ ). Nevertheless, students

who came from a higher ranked green campus showed a higher nature relatedness perspective than students who came from a moderate and less level green campus. Referring to the nature relatedness scale, Nisbet, Zelenski, and Murphy (2009) describe that nature relatedness perspective refers to an external aspect of personal relation to nature as to how humans interact with other lives and will reflect on the individual's view of the treatment of animals and the use of natural resources that. It is possible that students also have awareness to keep their campus clean, use water and electricity wisely or join to use campus bus as their transportation to reduce impact of climate change. However, it is also proven that feeling related to the nature can be affected from other factors like age, gender (McFarlane & Hunt, 2006), residence (Cox et al., 2017) and involvement as member of environmental community or movement (Horton, 2003).

Table 2. Statistic Descriptive of nature relatedness between green campus based on level

	Green Campus based on			
		M	SD	Sig.
	ranked in Asia			
Total NR	Lower Level	79,17	13,76	.178
	Moderately Level	94,00	12,61	
	Highly Level	87,26	11,52	
NR- Self	Lower Level	38,17	7,93	.275
	Moderately Level	45,50	6,47	
	Highly Level	41,37	6,65	
NR - Perspective	Lower Level	19,17	3,43	.038*
	Moderately Level	21,83	2,31	
	Highly Level	20,26	3,16	
NR - Experience	Lower Level	21,83	3,54	.154
	Moderately Level	26,67	5,27	
	Highly Level	25,63	4,68	

\*) level of significance 0.05

In this study the authors did not prove that the campus environment could predict the student's nature relatedness. This result is contradictive. Previous study on UiTM Malaysia also show that implication of green campus concept can save the energy, paper, and water about 6% or save RM 3.3 millions during 2009 until 2012 (Najad et al., 2018). Another study in one of Indonesian green campus which is already implementing zero waste, zero emission and biodiversity among the university students (Sisriany, Saraswati & Fatimah, 2017). Another study involving students from Universitas Sebelas Maret, which is also one of the green campus in Indonesia showed no significant relationship between ecological concept and new ecological paradigm (Riyadi, Prasetyo, & Prayitno, 2018). Another study in Malaysia showed that there were no significant differences in perceptions and environmental responsibility among students at green campus and non-green campus (Ghaus et al., 2017). Based on these studies, we can highlight that it is important for leader on green campuses to raise awareness about feeling related to the nature as the cognitive and affective aspects of the students as affected subjects from the application of green campus.

Nature relatedness in this study is more likely to be highlighted as one of the psychological effects of the presence of green campus. Although the nature relatedness is considered as a traits that already exist in each individual (Nisbet, Zelenski, & Murphy, 2009) the implementation of a green campus could still improve nature relatedness. Nature relatedness proved to be positively correlated with increased physical activity in nature (Lawton et al., 2017), emotional intelligence and psychological well-being (Gerofsky, 2016), happiness (Nisbet & Zelenski, 2011), pro-environmental behavior (Nisbet, 2011) as well as negatively correlated with anxiety (Lawton et al., 2017). In addition, the study by Nisbet (2005) has shown that increasing the nature relatedness through environmental education can improve psychological health and motivate environmentally responsible behaviors. Therefore, the green campus can evaluate the cognitive and affective aspects of the students on campus as a form of comprehensive and holistic policy implementation towards environmental conservation.

Green campus can maximize the existence of green open space so it can be used as media in improving the nature relatedness in the students. Green space become really

important in green campus because it can provide physical and psychological needs within campus residents (Scholl, Kathleen & Gulwadi, 2018; Malekinezhad, Fahimeh & Hasanuddin, 2017; Wee, 2017). The results of research on students at Iran's Mashhad University on the perceptions of green space on campus also shown that there was a high positive correlation between the perceived aesthetic and feelings of security (Karimian et al., 2017). It can be a meaningful input for the campus in increasing the importance of green space for campus residents, especially students. Green space can be designed by adjusting campus conditions, especially urban campus with minimal land. It can also take advantage of unused land such as rooftop, parking buildings, sidewalks even in cafeterias.

## CONCLUSION

This research has shown that students have a moderate nature relatedness. This study also showed that students from a greener campus have a higher nature relatedness perspective than students from a moderately and less greener campus. It needs environmental psychology interventions to be able to encourage the campus residents and stakeholders to maintain and improve their nature relatedness. Participatory community-based evaluation is also important by involving campus residents and communities around the campus in measuring how effective the application of green campus in Indonesia, especially in big cities. The limitation in this research was the number of respondents from the different level of green campus was not representative. Future research may involve other psychological variables related to nature relatedness such as well-being, happiness or stress.

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## **Organizational Commitment of Lecturers in Universitas Negeri Jakarta Indonesia**

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### **ABSTRACT**

Organizational commitment is an important factor relates to success or failure of the organization include in educational context. This study was conducted to determine the levels of lecturer's organizational commitment (affective, normative, and continuance) based on gender, years of experience, and levels of teaching. Participants in this research were 221 lecturers in Universitas Negeri Jakarta, consisted of 8 faculties in Universitas Negeri Jakarta: faculty of education, faculty of languages and the arts, faculty of mathematics and natural sciences, faculty of social sciences, faculty of engineering, faculty of sports science, faculty of economics, and faculty of psychology. Data were collected using incidental sampling. A survey-based descriptive research with the analysis of mean, standard deviation, frequency and percent and t-tests analysis were utilized to measure organizational commitment of lecturers. This study has contributions to influence organizational effectiveness and increase lecturer's commitment.

**Keywords: Organizational Commitment, Lecturers, University**

### **1. INTRODUCTION**

As an organization, the university is a living organism composed of academicians interacting one another. Traditionally, the university is defined as *a self-governing corporation of scholars*. This means that the university is a community of educated people who govern themselves (Carmel, 1989). According to Blackburn and Lawrence (1995), the university is one of the most dominant social organizations in the world since the university has an important role in preparing a person to occupy positions and join in a particular profession, transmits culture to the next generation, gives a critique to the public, as well as produces and applies science.

In university life, there are three main tasks that must be run by university, namely education and teaching, research, and service to the community. These three tasks are assigned to each lecturer. In addition, there are also other activities that have to be run lecturers, for example, holding the structural positions and becoming a member of the committee or working group that

runs activities to faculty or university (Singapore Career Guide, 1994). In performing their duties, the lecturers often must do the work outside the working hours. This means, the work of a lecturer is a complex task.

Another problem faced by many universities, especially state universities is a sufficient number of lecturers who do activities outside campus (*moonlighting*) in order meet the financial needs because the salary as a lecturer is felt inadequate (*"Better Pay"*, 1995; *The University of Indonesia as a Legal Entity, Volume II*, 2000). In addition, many lecturers are drawn as officials in various government agencies (Khomsan, 2000).

Seniati (2006) describes one of the factors that affect lecturers to remain on campus is their commitment to the university. Although many of the activities carried out outside the campus, the lecturers who are committed to the university where they work will not leave such work. Commitment of lecturer at the university can influence the behavior of lecturers on campus. One of them is in the learning process in class. In addition, it is in terms of interacting on campus and productivity of lecturer in conducting research (Peterson & Mets, 1987; Proposal-proposal QUE University of Indonesia, Batch III, 1999, in Seniati, 2006).

Various definitions of organizational commitment can be found in the management of literature. According to Mowday, Porter & Steers (1992), "commitment is the relative strength of a individual's identification with involvement in a particular organization". Allen and Meyer (1996) defined organizational commitment as psychological relationship between employees and organization. Each component has different behavioral outcomes. Affective commitment refers to an employee's psychological attachment to, identification with, and involvement in an organization by acceptance of organization goals and values in order to remain with the organization. Employees who have a strong affective commitment stay in the institution because they "want to" (Mosadeghrad, Ferlie, & Rosenberg, 2008). Continuance commitment shows the tendency to continue working for the organization. The ones who have a strong continuance commitment stay because they "need to" (Shaikh, et al., 2005; Shirbagi, 2007). Normative commitment refers to the employees' obligation feeling to stay in the organization. Employees think that organization has supported them in needy times, thus they are obliged to stay with the organization by virtue of their belief that it is morally not right to leave the organization. The ones who have a strong normative

commitment stay because they feel they “ought to”(Salami, 2008; Talebpour & Emami, 2006). Thus, organizational commitment is an inner psychological feeling and force which obliged employees to continue in an organization.

Commitment of lecturer organization at the university will be very important to improve the quality and development of the university itself (Fadmawati, 2012). This research aims to know the overview of the commitment of lecturer organization at the Jakarta State University. Jakarta State University as one of state universities located in the capital city of Jakarta, must maintain academic quality one of which is through the quality of its human resources namely the committed lecturers fully in performing their duty to teach, conduct research, and perform community service activities.

## 2. DISCUSSION

This research measured the organizational commitment based on aspects of affective, continuance, normative, and overall organizational commitment. In addition the research is also linked with descriptive data namely gender, years of experiences and levels of teaching are investigated to show their association with organizational commitment. This research is a quantitative survey method and the Data were collected using questionnaire.

The population in this research is a lecturer at Jakarta State University. The number of samples in this research was as many as 221 people. The sampling technique used in this research is *non-probability sampling* namely *incidental sampling*. In this research, data collection using questionnaires (*self-report*) as a means of collecting data. The questionnaire for organizational commitment variable using a measuring instrument of *Organizational Commitment Questionnaire* (OCQ) consists of 18 statements that were developed from the basic theory of Allen and Meyer and adapted by Prof. Liche Seniati from the Faculty of Psychology, University of Indonesia.

**Table 1. Demographic Characteristics Of Participants**

Demographic	Category	Frequency (n=221)	Perce nt
Gender	Male	93	42.1
	Female	128	57.9
Years Of	2-10	86	38.9

Experiences	Years		
	>10 Years	135	61.1
Levels Of Teaching	Diploma	20	9.0
	Bachelor	150	67.9
	Master	34	15.4
	Doctor	17	7.7

Based on the overview of research respondents, it is known that the respondents in this research are dominated by the female as many as 126 respondents (43%), whereas subjects with male as many as 95 subjects (57%).

Then based on the origin of the faculty, research respondents are 32 lecturers (15%) from the Faculty of Education (FIP), 19 lecturers (9%) from the Faculty of Sport Sciences (FIO), 31 lecturers (14%) were from the Faculty of Mathematics and Science (MIPA), 25 lecturers (11%) from the Faculty of Social Sciences (FIS), 43 lecturers (19%) were from the Faculty of Languages and Arts (FBS), 25 lecturers (11%) from the Faculty of Economics (FE), 36 lecturers (16%) from the Faculty of Engineering (FT), 10 lecturers (5%) were from Psychological Education (FPPsi).

In addition to the origin of the faculty, the subject of research based on the level of teaching namely 24 lecturers (11%) taught in levels of Diploma, 171 lecturers (77%) taught in Undergraduate level, 19 lecturers (9%) taught in Master level, and 7 lecturers (3%) taught at Doctoral level.

Then, based on work period namely 94 lecturers (43%) had undergone work period of 2 up to 10 years, while respondents who have completed more than 10 years of work amounted to 127 lecturers (57%). Organizational commitment scores obtained from this research are categorized into three categories: high, adequate, and low. The determination of categories is based on the normative mean of data.

**Table 2. Descriptive Statistics And Organizational Commitment**

Descriptive Statistics	Mean	Std. Deviation	Levels	Frequency (%)		
				High	Moderate	Low

Affective Commitment	2.11	1.64	Moderate	29 (13.1%)	156 (70.6%)	36 (16.3%)
Continuance Commitment	0.89	1.42	Moderate	24 (10.9%)	111 (50.2%)	86 (38.9%)
Normative Commitment	1.48	1.70	Moderate	29 (13.1%)	146 (66.1%)	46 (20.8%)
Overall Organizational Commitment	1.23	1.09	Moderate	27 (12.2%)	166 (75.1%)	28 (12.7%)

Based on the research results , it was obtained the data in general on the whole subject of research amount of 221 lecturers of Jakarta State University, it was found 27 lecturers (12.2%) had high level of organizational commitment, 166 lecturers (75.1%) had enough level of organizational commitment is and 28 (12.7%) had a low level of organizational commitment. This means that most of the lecturers at the Jakarta State University of have sufficient organizational commitment to the university.

**Table 3: T-Test For Levels Of Affective, Continuance, Normative And Overall Organizational Commitment Based On Gender**

Variab les	Gender	N	Mea n	SD	t- value	p
Affective Commitment	Male	93	2.32	1.80	1.614	0.108
	Female	128	1.96	1.51		
Continuance Commitment	Male	93	.87	1.50	-0.218	0.827
	Female	128	.91	1.37		
Normative Commitment	Male	93	1.51	1.71	0.223	0.823
	Female	128	1.46	1.70		
Overall Organizational	Male	93	1.26	1.14	0.423	0.672

Commitment	Female	128	1.20	1.05		
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The results of t-test showed that there were not significant differences between male and female lecturers in affective commitment,  $t = 1.614$ ,  $p > 0.05$ . Likewise, the analysis of t-test showed that there were not significant differences between male and female respondents in continuance commitment,  $t = -0.218$ ,  $P > 0.05$ , and male and female lecturers in normative commitment,  $t = 0.223$ ,  $P > 0.05$ . For overall organizational commitment, t-test indicated no significant differences between male and female respondents,  $t = 0.423$ ,  $P > 0.05$ .

**Table 5: T-Test For Level Of Affective, Continuance, Normative And Overall Organizational Commitment Based On Years Of Experience**

Variab les	Years Of Experienc es	N	Mea n	SD	t- value	<i>p</i>
Affective Commitment	2 - 10 years	86	2.05	1.52	-.421	.675
	> 10 years	13 5	2.15	1.72		
Continuance Commitment	2 - 10 years	86	.74	1.23	-1.283	.201
	> 10 years	13 5	.99	1.52		
Normative Commitment	2 - 10 years	86	1.50	1.70	.151	.880
	> 10 years	13 5	1.51	1.72		

Overall Organizational Commitment	2 - 10 years	86	1.18	1.01	-.491	.624
	> 10 years	13 5	1.25	1.14		

Data indicated that > 10 years of experiences lecturers had higher mean scores in affective, continuance, normative and overall organizational commitment in Universitas Negeri Jakarta. It can be concluded that > 10 years of experiences lecturers were more committed than part time lecturers in Universitas Negeri Jakarta.

**Table 6: T-Test For Affective, Continuance, Normative And Organizational Commitment By Levels Of Teaching**

Variab les	Levels of Teaching	N	Mean	SD	t- value	p
Affective Commitment	Diploma	20	1.80	1.45	-.846	.39 8
	Bachelor	150	2.15	1.65		
	Master	34	2.05	1.76		
	Doctor	17	2.18	1.64		
Continuance Commitment	Diploma	20	.714	1.66	-.284	.77 6
	Bachelor	150	.910	1.47		
	Master	34	1.02	1.30		
	Doctor	17	.671	.854		
Normative Commitment	Diploma	20	1.65	1.84	.580	.56 2
	Bachelor	150	1.50	1.77		

	Master	34	1.34	1.38		
	Doctor	17	1.39	1.63		
Overall Organizational Commitment	Diploma	20	1.11	.990	-.309	.75 7
	Bachelor	150	1.23	1.09		
	Master	34	1.24	1.20		
	Doctor	17	1.27	1.06		
P<.05                  df=221                  SD = Standard Deviation						

The results of t-tests indicated that there were no significant differences on teaching levels respondents In affective, continuance, normative and overall organizational commitment,  $t = -.846, -.284, .580, \text{ and } -.309, P>0.05$  respectively. Therefore, levels of teaching was not a significant variable that might make lecturers committed in any components of the organizational commitment.

Based on the explanation above, it can be seen that a strong desire to maintain membership in the organization and acceptance of the value and purpose of an employee's organizations is a form of loyalty in a company as an organization. The strong desire of employees to do more effort in the interest of the organization is a form of involvement of an employee in the process of working or doing work in the interests of the company as an organization. The results also show that employees who have committed enough organization to be able to maintain their loyalty to the organization and able to attempt to work to help the organization because they have the encouragement and emotional attachment to engage in the activities of the organization.

### 3. CONCLUSION

Based on the calculation and analysis of the data already described in the previous chapter, it can be concluded as follows:

- a. Most lecturers at Universitas Negeri Jakarta have organizational commitment included in the moderate categories

- b. Further analysis using descriptive data shows that there was no difference in organizational commitment of lecturer based on gender, years of experiences, and levels of teaching
- c. Based on the analysis of data from the three dimensions of organizational commitment, it is found that the lecturer of Universitas Negeri Jakarta has highest *Affective Commitment* compared with *Continuance* aspects and *Normative Commitment*. This indicates that a lecturer of Universitas Negeri Jakarta have the more urge to become a member of an organization because of their emotional attachment and involvement in the activities of the organization.

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## **Academic Honesty and Academic Integrity in A State University Culture: A Preliminary study of Students' Beliefs and Practices in Jakarta, Indonesia**

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### **ABSTRACT**

Recent research indicate that academic honesty and academic integrity are the key concepts within the university and in the professional world. The research evidence is clear that academic honesty and academic integrity as the foundation, need to be actively introduced and encouraged in academic setting. In Indonesia there is limited study of university students' perceptions and implementations of academic honesty and academic integrity. This paper explored the university students' beliefs and practices, as well as their understanding of experiences pertaining to different kinds of academic dishonesty and disintegrity in relation to academic tasks given by their lecturers. A quantitative survey was conducted with university students at State University of Jakarta from various faculties. The findings indicated that many university students had experiences some issues in understanding and maintaining academic honesty and academic integrity. In addition, the survey showed that some university students in general, commit misconduct due to academic works because lack of skills. Academic cheating is also still frequent and somehow be accepted practice in the life of the university students. The implications for promoting academic honesty and academic integrity in the university setting is explored.

**Key words: academic honesty, academic integrity, beliefs and practices, university students**

### **INTRODUCTION**

Academic honesty and academic integrity are becoming increasingly important in academic life, both for the university students and the lecturers. Academic honesty as an aspect of professionalism, is an important topic which has direct relevance to academicians, whereas academic integrity is the moral responsibility which is essential for all levels of higher education. Some scholars Turner and Beemsterboer, 2003; Stonecypher and Willson, 2014) describe academic integrity as the diffused honesty in all academic work.

The practice of academic honesty and academic integrity can increase the quality assurance of the institutional and maintain its aspiration. By performing academic honesty and

academic integrity, individuals show the responsibility in their work. On the contrary, academic dishonesty and academic disintegrity (academic misconduct) can create an unfair academic disadvantage for oneself or other people in the community.

Comas-Forgas *et al* (2010) stated that there are various activities which can be classified as academic dishonesty and academic disintegrity. Those action consist of cheating behaviours, collaborating on assignments set as individual tasks, plagiarizing the ideas of others without proper attribution, copying work, fabricating work and purchasing assignments. Coffey and Anyinam (2012) described the manifestation of academic honesty or academic integrity violation such as cheating during examination and conducting plagiarism. The word “plagiarism” means “the act of using another person’s work or ideas without giving credit to that person” (Merriam-Webster dictionary, 2015). Whereas The Oxford (2016) dictionary define plagiarism, not only taking the words or ideas of another, but also “passing them off as one’s own.” In this context, the Oxford definition use the term “plagiarism” referring to all incidents of textual borrowing.

There are many studies conducted on the existence of academic misconduct (e.g. cheating and plagiarism) in all discipline areas in higher education worldwide. Some scholars (Kenny, 2007; Woith et al., 2012) explained that there is a positive correlation between academic misconduct and future ethical professional behaviour. In means that individual who used to conduct any action or attempted action which disadvantage other people, usually would perform unethical behavior in their works.

Ramzan, Munir, Siddique, and Asif ( 2012) argued that universities in the world have different approach in educating their students to understand the concept of academic honesty and to avoid plagiarism. According to Pfeuffer-Scherer (2010), some universities have an academic conduct code that provide information on plagiarism whereas other universities included plagiarism within student affairs policies. Further, many universities in the world use the advanced digital technology with its computer tools and Internet to detect plagiarism (Stafford, 2010). This efforts are essential to get relevant information in order to managing academic institution.

Little research attention has been given to university students’ understanding and practice on academic honesty and academic integrity as well as their experiences related to academic misconduct in the Indonesian context. Moreover, less attention has been given to the university students reactions towards their lecturers’ unfair academic action to get a promotion.

Some researchers suggest that nowadays there is a culture of student conducting academic dishonesty and academic integrity (e.g. cheating and plagiarism) in schools and universities around the world

(Gallant, 2008). In this paper, the researchers explored Indonesian university students' beliefs and practices in the area of academic honesty and academic integrity. In particular, the researchers studied (1) university students' beliefs towards different forms of academic misconduct ; (2) university students practices' in doing academic task given by lecturers; (3) the general academic culture in the university which has been experienced by students.

In this paper we also outline a few of the activities that relate to cheating in exams and plagiarizing in submitting academic tasks. We report the result based on the survey administered at State University of Jakarta. The survey questions were directed at university students' beliefs regarding some basic values and how they engage in doing academic tasks. It also explore how university students would react to a lecturer or professor who conduct unfair action related to their academic task.

## **METHODOLOGY**

A total of 322 university students at State University of Jakarta from various Faculties completed the academic honesty and academic integrity questionnaire. The respondents representing seven faculties from diploma degree (3 %), Bachelor degree (82 %), Post Graduate studies (15%) with the age range from 18 years up to more than 22 years.

The questionnaire comprising 30 statements, derived from the various literature that was distributed to university students across departments in State University of Jakarta. The survey questionnaire for students included two sections, the first section comprised of university students' views and behaviors toward academic honesty and academic integrity, while the second section consisted of demographic information questions. Respondents used a five-point Likert-type scale to indicate their choices ranging from strongly agree to strongly disagree. The responses indicating agreement (strongly agree and agree) and the responses indicating disagreement (strongly disagree and disagree) were grouped as Agree and Disagree respectively, with a middle option for neither agreement nor disagreement. SPSS was used for the statistical analyses. Due to the categorical nature of the data, descriptive statistics procedures were undertaken to determine proportions for university students' responses.

## **FINDING AND DISCUSSION**

This research would like to reveal about the university students' understanding regarding academic honesty and academic integrity, as well as their perspectives and tolerance to violation or academic misconduct such as cheating and plagiarism. It is clear that many university students (76 %) had knowledge about academic honesty, that is related to copy-pasting other people's posts ( e.g. over the internet) without mentioning the source. However, it is questionable that almost a quarter of the respondents (24% ) still think that copy-pasting others' writing without mentioning the source is a common thing. Some possible reasons for the participants to have those contradict perspectives may be due to their lack of familiarity with the regulations regarding plagiarism and their limited knowledge with the western policy of cheating and plagiarism. This is consistent with Yeo research (2007) that explained the reasons behind student's academic misconduct may includes the task are beyond the student's capability, the convenience of copying, the ignorance of what is acceptable and unacceptable collaboration, and having to cite, reference, or acknowledge help from sources. Many scholars such as Smedley et al. (2015); Farnese et al., (2011) and Nick and Llaguno, (2015) described some reasons related to lack of standardization and shared definition on cheating. This term is interpreted differently by university students thus creating confusion regarding the understanding of what constitutes various forms of cheating. Therefore the students may not think of cheating as a serious transgression, viewing their behaviour acceptable and normal. It is known that not all institutions in Indonesia have written policies or regulations regarding the concept, application and sanction of doing academic misconduct. State University of Jakarta have incorporated the values of honesty and integrity within the syllabus. However in general there has been no clear and firm sanctions against the students who committed academic misconduct.

There is only eighty one percent (81%) of participants indicated that cheating and plagiarism were unacceptable as they are part of academic dishonesty and disintegrity. The rest of the respondents seemed to experience some confusion between idealism and pragmatism. Further, many of university students (84.4%) agree that there should be a strict sanction for such academic misconduct. Approximately 70 % of respondents believed that honesty is a reflection of one's integrity, however their attitudes toward cheating and plagiarism appear to be worrisome. In response to the questions about willingness to report their friend who was cheating or plagiarizing, a majority of respondents (78,8%) said they just ignore it . It seemed that the university students had a tolerance on this matter. It is

observed that the rules and procedures in university may not clear, that not all university students from the start are informed about plagiarism, nor that it will not be tolerated. It is evident that almost half of respondent (45% ) expressed that they had difficulty in expressing ideas because they (47.4%) they have never received in-depth information about academic honesty and academic integrity during college. These findings indicated that majority of university students view that the university system poorly equips students with skills for academic writing. As Devlin and Gray (2007) argued that poor academic skills and limited knowledge on plagiarism are together with poor quality of teaching and assessment.

It is unexpected that majority of university students (83.8%) suggested that “academic cheating” is not only involved the students, but may also committed by the lecturer. It usually happened when the lecturer “asked” their students to do some academic tasks for the sake of lecturer’s achievement and promotion. It is known that there are some pressures upon lecturers in the university in which they have to conduct teaching, social dedication and research publication in order to make significant contributions to society. Lecturer’s actions that lead to such academic misconduct probably arise when they are burden and confronted with all the requirements to their promotion. It can also be caused by lecturer’s limited skills to comply with the obligation. Many participants (72.3%), believed that the academic misconduct within the campus, not only caused by human mental factors but also a weak support system. Regarding this problem, university have responsibility to construct academic honesty policies and communicating them to all academia and university students. This can be attempted through institutional honesty and integrity policies, ethic codes, sillaby and instructions.

According to the majority of respondents (97.2%), lecturers should be the role models in giving examples of academic honesty in university. Therefore 85% of university students agree that lecturers should not perform such academic misconduct such as using the ideas or the work of their students for their personal benefit (achievement or promotion). Such actions, according to 84.4% of respondents need to be given strict sanctions. However, approximately 46.3% of respondents stated that they were helpless when being asked by the lecturer to help with lecturer’s academic duties. The respondents argued that one of the reason not to refuse the lecturers’ order is that they are worried if their rejection will affect their academic scores given by the lecturer. It is rewarded that 53.8% of respondents still

have bravery to reject lecturers' personal interest order. It is disappointing that almost half of university students who observed the academic dishonesty committed by the lecturer, could not do anything and do not know how the system mechanism applicable to such actions. A total of 40.7% of respondents stated that they usually report such dishonest acts to other lecturers whom they consider to be able to provide solutions.

Based on the findings, it is noted that some university students had a tendency to tolerate or engage in academic misconduct by their friends or their lecturers. With respect to Indonesian students helping lecturers doing their task, it was probably attributed in part or fully to culturally conditioned practices. It is widely understood that the integrity of the academic work is central to the integrity of the professional. However, not all institutions already have written policies or regulations regarding matters of consideration in applying academic honesty and academic integrity. Therefore academic institution should foster a culture of honesty and ethical conduct among the lecturers and the students. University faculty are responsible for constructing academic honesty policies and communicating them to the academia.

## **CONCLUSION**

There is a concern within university students' understanding and practices on academic honesty and academic integrity. An understanding of academic misconduct (plagiarism and cheating) can contribute to the implementation of educational perspectives and practices. Therefore university should devise strategies to address this problem. The first year of university student academic study is a critical moment to adhere the norms and academic values. Further, beside the students, all the university members should be facilitated and well informed of educational practices related to academic honesty and integrity. Further, there is a need for communication between university students and university faculty or staff, especially on topics such as academic integrity and plagiarism which are often influenced by cultural values.

## **LIMITATION OF THE STUDY**

This study was undertaken only at a single state university. Accordingly, the findings can only be generalised to other State University with caution. The possibility may also exist that university students provide socially acceptable responses to questionnaire statements.

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## **Indonesia and Malaysia: Comparison on The Efforts Of Maintaining National Identities to Higher Education Students**

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### **ABSTRACT**

Globalization may also effects education. Nevertheless, every country tries to maintain their national's identity since national's identity should be one of every country's strenght. Education is one of tools to maintain national identity. This particular article seek to efforts of the government of Indonesia and Malaysia in maintaining their national's identity in higher educations. The relationship of these two countries has been hot and cold over times. One of issues that has been arisen is in regards of cultural heritages. Thus, it is relevant to arise these questions in regards to that facts, they are: 1) how do higher education students in Indonesia and Malaysia learn about their national identity?; and 2) what are the learning methods applied on the subjects? This article limits the higher degree students are bachelor degree students only. The method which is implemented is qualitative approach. Data are gathered from relevant regulations and articles from journals and mass media. The results based on data show that: 1) bachelor degree students in both countries must learn compulsory subjects. In Indonesia the cluster of the subjects are called *Mata Kuliah Wajib Umum* (General Compulsory Subjects), which contain of four subjects. While in Malaysia the cluster of the subjects are called *Matapelajaran Pengajian Umum* (General Subjects); and 2) in Indonesia, the learning methods applied to the compulsory subjects are based on constructivism. While in Malaysia, they implement interactive learning, e-learning, and group activity.

Keywords: National Identity, Higher Education, Bachelor Degree

### **A. INTRODUCTION**

Indonesia and Malaysia are two neighbouring countries which have faced some challenges due to their citizens' pluralities. Both countries have ideologies which consist five principles. Indonesia has *Pancasila* while Malaysia has *Rukun Negara*. There are also five principles stated in *Rukun Negara*, they are: belief in God, loyalty to King and Country, upholding the constitution, rule of law, and good behavior and morality (UNESCO, 2011). Malaysia is

considered as one country that achieve success in promoting unity to its citizen through higher education (Lee Wei Chang, et.al, 2013).

Comparative studies on Indonesia and Malaysia have been conducted many times. Two examples of works that were found are: education in Islamic's perspective (Kikue Hamayotsu, 2002); and in politics issues (Garry Rodan and Caroline Hughes, 2014). However, this particular work aims to find the efforts of these two neighbouring countries to maintain their national identities knowledge to bachelor degree students.

Recently, there are many cases which regards to pluralities issues. Looking at what has been happening in Indonesia, thus it is important to seek how the higher education institutions in Malaysia promotes unity in regards with their pluralities. In accordance to what the former of *Presiden Majelis Bekas Wakil Rakyat Malaysia* (the Former President of Parliament) Tan Sri Dr. Abdul Aziz Rahman conveyed to Yudi Latief, then, *Kepala Unit Kerja Presiden Pengembangan Ideologi Pancasila* (Head of the Presidential Work Unit on Pancasila Ideology Development) in February 2018. He was willing to have a cooperation with Yudi Latief to establish a similar unit in Malaysia. Furthermore, he stated that Malaysians need to develop *Rukun Negara* from its ideology side—by the implementation as well as internalization. As for the first step in realizing the plan, there will be seminar held to discuss about *Pancasila* and *Rukun Negara*. The seminar will be attended by 1.000 participants. Latief conveyed that the two countries have their own advantages. Indonesia has advantages in Pancasila (as an effort in nation building) while Malaysia's is in the development of state building. (Republika.co.id, 2018).

The aims of this article are seeking answers of these questions: 1) how do higher education students in Indonesia and Malaysia learn about their national identity?; and 2) what are the learning methods applied on the subjects?

The organizational of this writing are exploring the higher education system in Indonesia and Malaysia, The research method which is applied to this work, the finding and discussion, conclusions and recommendations. This writing, however, focuses on students on bachelor's degree level only.

## **B. HIGHER EDUCATION IN BOTH COUNTRIES**

In Indonesia, the government gives authority to the Ministry of Research, Technology and Higher Education (*Kementerian Riset, Teknologi dan Pendidikan Tinggi*), while in Malaysia it falls to the authority of Ministry of Higher Education.

In Indonesia, the higher education is regulated with the Law Number 12 Year 2012 regarding Higher Education. While in Malaysia, higher education is regulated through: Education Act 1996 (Act 550); Private Higher Educational Institutions Act 1996 (Act 555); Universities and University Colleges Act 1971 (Act 30).

Higher education in Indonesia is conducted based on Pancasila, the Constitution Year 1945, the Unitary State of Republic of Indonesia, and *Bhinneka Tunggal Ika* (Unity in Diversity). While in Malaysia, they have what they call *Falsafah Pendidikan Kebangsaan* ((National Education Philosophy), as stated below:

*“Pendidikan Malaysia merupakan satu usaha berterusan ke arah mengembangkan lagi potensi individu secara menyeluruh dan bersepadu untuk mewujudkan insan yang harmoni dan seimbang dari segi intelek, rohani dan jasmani berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bagi melahirkan rakyat Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggung jawab dan berkeupayaan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran masyarakat serta negara.”*

(Malaysia's education is a continuous effort towards expanding the potential of individuals in a comprehensive and integrated way to create harmonious and balanced intellectual, spiritual and physical persons based on God's belief and obedience. The effort is to produce Malaysians who are knowledgeable, skilled, noble, responsible and capable of achieving well-being and contributing to the harmony and prosperity of society and the nation.)

In Indonesia, based on the Article 1 number 2 of the law Number 12 Year 2012, Higher education in Indonesia is level of education which covers programs of diploma, bachelor, master, doctorate, profession, specialist. While in Malaysia, based on the Act 550, it is stated that “higher education means education provided by a higher educational institution”. Furthermore, it is stated that the higher educational institutions provide education of diploma, degree or other which are equivalent.

Objectives of higher education in Indonesia as stated in Article 5 Law Number 12 Year 2012 regarding Higher Education, they are as stated below:

- a. *berkembangnya potensi Mahasiswa agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, terampil, kompeten, dan berbudaya untuk kepentingan bangsa.*

(develop the potential of the Student to become a man of faith and fear of God Almighty and noble, healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation.)

- b. *dihasilkannya lulusan yang menguasai cabang Ilmu Pengetahuan dan/atau Teknologi untuk memenuhi kepentingan nasional dan peningkatan daya saing bangsa;*

(generate graduates who master the branches of Science and / or Technology to fulfill national interests and increase the competitiveness of the nation);

- c. *dihasilkannya Ilmu Pengetahuan dan Teknologi melalui Penelitian yang memperhatikan dan menerapkan nilai Humaniora agar bermanfaat bagi kemajuan bangsa, serta kemajuan peradaban dan kesejahteraan umat manusia; dan*

(generate Science and Technology through Research that pay attention to and apply the value of Humanities in order to benefit the progress of the nation, as well as the progress of humanity and the welfare of humanity); and

- d. *terwujudnya Pengabdian kepada Masyarakat berbasis penalaran dan karya Penelitian yang bermanfaat dalam memajukan kesejahteraan umum dan mencerdaskan kehidupan bangsa.*

(to exteriorize Community Service based on reasoning and research work which are useful in advancing public welfare and educating the life of the nation.)

While in Malaysia the aims of the education based on the *Falsafah Pendidikan Kebangsaan* (National Education Philosophy) are: “1) *mempercayai dan mematuhi Tuhan* (believe and obey God); 2) *berilmu pengetahuan* (knowledgeable); 3) *berketerampilan* (skillful); 4) *bersahsiah tinggi* (high conscious); 5) *bersedia menyumbang kepada masyarakat, agama, bangsa, dan negara* (willing to contribute to society, religion, nation, and country); and 6) *bertanggung jawab kepada diri, agama, bangsa, masyarakat dan negara* (responsible to self, religion, nation, society and country).

Based on the above explanation, it can be understood that the aims of education in both countries are similar. Both countries organize education to achieve human resources who will become good human beings with good characters, and good skills as well as good knowledge.

### C. RESEARCH METHOD

The method which is implemented is qualitative approach. Data are gathered from: (1) educational law system and higher education laws and regulations of Indonesia and Malaysia; (2) relevant articles from journals; (3) and relevant articles from online mass media. The data which have been gathered are displayed. Data which are not relevant are reduced. The relevant data are coded in order to make them easier to be analysed.

### D. DISCUSSION

1. In both countries, there are compulsory subjects. In Indonesia, they are called *Mata Kuliah Wajib Umum/MKWU* (General Compulsory Subjects), while in Malaysia they are called General Studies or *Mata Pelajaran Umum/MPU*.

In Indonesia there is one particular law which regulates higher education. That is the Law Number 12 Year 2012 regarding Higher Education. In Article 35 (3) stated that there are four subjects that must be taught to university students. The subjects are: a. *Agama* (Religion); b. *Pancasila* (the Five Principles); c. *Kewarganegaraan* (Civic Education); and d. *Bahasa Indonesia* (Indonesian Language). The ideology of Indonesia, *Pancasila*, is one of the aforementioned subjects. It is stated in the part b of the aforementioned article in the Explanation of the Law that “*Yang dimaksud dengan “mata kuliah Pancasila” adalah Pendidikan untuk memberikan pemahaman dan penghayatan kepada Mahasiswa mengenai ideologi bangsa Indonesia*” (the subject of Pancasila is education to provide understanding and comprehension of the ideology of the Indonesians). In addition to that, the subject of *Kewarganegaraan* (Civic Education) also contains *Pancasila*.

In 2017, the Ministry of Research, Technology and Higher Education released a Circular Letter Number 03/M/SE/VIII/2017 regarding the Strengthening Pancasila Education dan General Compulsory Courses in Higher Education (*Surat Edaran Nomor: 03/M/SE/VIII/2017 tentang Penguatan Pendidikan Pancasila dan Mata Kuliah Wajib Umum Pada Pendidikan Tinggi*) which instructs higher education to “*mengintegrasikan dan menginternalisasikan muatan nilai Pancasila, moral kebangsaan serta budaya nasional dalam proses pembelajaran setiap mata kuliah dan kegiatan kemahasiswaan sebagai bagian dari bela negara*” (integrating and internalizing the content of Pancasila values, national morality and

national culture in the learning process of each subject and students activities as part of the defense of the country).

In comparison with Indonesia, which the students must take four compulsory courses (Religion, *Pancasila*, Civic Education, and *Bahasa Indonesia*)—the students in Malaysia have to join some courses which are called *Matapelajaran Pengajian Umum* (MPU), formerly known as *Mata Pelajaran Wajib* (MPW). The MPU must be taken by the students to reach the goals, which are: “*melahirkan graduan yang holistik, menghayati nilai-nilai patriotisme dan jati diri beracuan Malaysia serta menguasai kemahiran insaniah ke arah memenuhi kebolehpasaran kerja*” (to provide hollistic graduates, embracing the values of patriotism and self-indulgence in Malaysia and mastering soft skills towards fulfilling job-oriented skills).

Furthermore Based on the Guideline of General Education Subjects (*Garis Panduan MataPelajaran Pengajian Umum* (MPU)) which has been released by *Jabatan Pendidikan Tinggi Kementerian Pendidikan Tinggi* (2016), MPU contains of four clusters of general subjects. The guideline becomes effective since September 2017. The clusters are known as U1, U2, U3, and U4. Below are the contents of U1, U2, U3, and U4:

- a. U1 contains of subjects which aim to provide *penghayatan falsafah, nilai dan sejarah* (philosophy, values and history). There are 7 (seven) subjects, namely: a. Hubungan Etnik, Tamadun Asia Tamadun Islam (TITAS), B.M. Komunikasi 1, B.M. Komunikasi 2, Pengajian Malaysia 1, Pengajian Malaysia 2, and Pengajian Malaysia 3.
- b. U2 contains of subjects which aim to provide *penguasaan kemahiran insaniah* (advancing soft skills). The subjects are: Bahasa Kebangsaan A and another subjects provided by each institutions.
- c. U3 contains of subjects which aim to provide *perluasan ilmu pengetahuan tentang Malaysia* (Advancing knowledge regarding Malaysia). Subjects are provided by each institutions.
- d. U4 contains of subjects which aim to provide *kemahiran pengurusan masyarakat yang bersifat praktikal seperti khidmat masyarakat dan korikulum* (practical skills in managing

society for example community service and curriculum). subjects are provided by each institutions.

However, MPU actually only learned by students of *Sarjana Muda* (bachelor degree students), *Diploma*, and *Sijil* (certificate) who have not taken the subjects at their previous level. While students of programs: *sarjana dan kedoktoran*; *kursus jangka pendek* (short course); *program bukan penamat* (non-terminal) seperti matrikulasi; *program asasi* (foundation); *kursus profesional* (professional courses), *bagi pelajar yang telah mengambil kursus MPU di peringkat pengajian terdahulu* (students who have taken MPU at previous study); and *Pemberian pengecualian MPU adalah tertakluk kepada peruntukan di dalam Akta yang perlu dipatuhi oleh IPT masing-masing* (MPU is exempt based on regulation of each IPT) .

Thus, from the above explanation—it can be understood that like in Indonesia that the bachelor degree students must learn compulsory subjects, so as with bachelor degree students in Malaysia. (2) The learning methods applied on the subjects the aforementioned subjects are: in Indonesia, based on Article 11 (1) of the Regulation of Minister on Research, Technology, and Higher education Number 44 Year 2015 regarding National Standard on Higher Education (*Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia Nomor 44 Tahun 2015 tentang Standar Nasional Pendidikan Tinggi*), the characteristic of learning process should be conducted based on:

“*Karakteristik proses pembelajaran sebagaimana dimaksud dalam Pasal 10 ayat (2) huruf a terdiri atas sifat interaktif, holistik, integratif, saintifik, kontekstual, tematik, efektif, kolaboratif, dan berpusat pada mahasiswa.*”

(the characteristic of learning process which is as mentioned in the Article 10 verse (2) alphabet a naturally consist of interactive, hollistic, integrative, scientific, contextual, theme, effective, collaborative, and student centered)

Furthermore, based on Article 14 (3) of the Regulation of Minister on Research, Technology, and Higher education Number 44 Year 2015 regarding National Standard on Higher Education (*Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia Nomor 44 Tahun 2015 tentang Standar Nasional Pendidikan Tinggi*), the learning method which should be applied (may be chosen):

*“diskusi kelompok, simulasi, studi kasus, pembelajaran kolaboratif, pembelajaran kooperatif, pembelajaran berbasis proyek, pembelajaran berbasis masalah, atau metode pembelajaran lain, yang dapat secara efektif memfasilitasi pemenuhan capaian pembelajaran lulusan.”*

(“group discussion, simulation, case study, collaborative learning, cooperative learning, project based learning, problem based learning, or another learning method which may be effective to fulfill the graduate learning outcome)

However, there is no specific regulation on what learning method must be applied for MKWU. It is worth to be noted that the learning method which have been mentioned above are included to constructivism, as it is stated in Article 11 (1) alphabet a above, that the learning process is conducted on students as the center.

In Malaysia, the learning method (*kaedah penyampaian*) of MPU are mostly in the nature of *kuliah interaktif* (interactive learning), *e-pembelajaran* (e-learning), and *aktiviti dalam pasukan* (group activity). (the Guideline of General Education Subjects, p. 14)

Based on the findings above, it can be understood that the learning methods in Indonesia are not clearly stated as learning methods which are used or apply technology based. While in Malaysia, it is clearly stated that one of the method is *e-pembelajaran* (e-learning).

It is worth to be noted that the future research will be seek on how the aforementioned learning methods in Malaysia implemented.

## **F. CONCLUSION AND RECOMMENDATION**

The higher education in Indonesia, as well as in Malaysia, have been implemented policy on compulsory subjects that must be taken by the bachelor degree students. the compulsory subjects in Indonesia must be taken without exceptional, while in Malaysia the students may not take the subjects if they have taken them at the previous study. In regards with the learning methods on the compulsory subjects, there is an interesting finding that in Malaysia one of the methods implemented is e-learning. While in Indonesia is not stated clearly about this type of learning method.

Thus, it is recommended that the Government of Indonesia should included this type of learning method in the relevant regulations. furthermore, the higher education are motivated and provided infrastucture to implement such learning method.

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## **Science Approach to Home Economics Students for Improving Intellectual Social Environment**

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### **ABSTRACT**

Students of Home Economics Study Program (IKK) can be from high school education majors IPA and IPS or who come from SMK (vocational School). In the curriculum there are courses that are included in the field of science as a supporting course that must be taken by students. Science subjects include Basic Physics, Basic Chemistry, Anatomy of Physiology and several other subjects concerning the field of science and related to the vocational course of the study. The purpose of lecturing science is to prepare students carefully, competent and social environment skilled in facing the era of digital technology. The attitude of students of IKK clumps to the field of science can be said to be less well that includes the field of interest in the field of science work, the concept of science, pleasure, and behavior in the field of science. Almost evenly the attitude of science in the field. This is in line with the results of a survey study on 214 students said in the questionnaire that the students difficulties in understanding the material so that the learning outcomes tend to be low. In addition, the students also did not expect that in IKK cluster study program there is a science course because most students come from SMA and SMK nonMIPA. Science is the foundation of technology. The field of science is also very important in the process of mastery of theory and practice in each study program. But in fact, more students who after graduating from university continue to work in the field of applied science in science appeal.

***Keywords: Science attitude, social environment, intellectual culture***

### **INTRODUCTION**

Science is a rational knowledge and investigates the knowledge of natural events with all its contents. The science education described is in line with the educational objectives of each course, the attitude toward science is important to produce students who are not only knowledgeable in science but can apply scientific skills in their daily life (social environment). Therefore, inculcating a positive science attitude is important to promote a more effective science education.

However, the results of the 2015 PISA literature (Program for International Student Assessment) is a test system initiated by the Organization for Economic Cooperation and Development (OECD) to evaluate the education system of 72 countries around the world including Indonesia. The survey results in Indonesia states only 1 out of 7 students or students who are interested in a career in science. Looking at the students' interest in science in Indonesia based on the 2015 PISA survey described above, the importance of science to be mastered by students in order to compete and also to improve PISA survey results in the following year. There are four characteristics of science literacy that have been developed by PISA 2006 namely attitude toward science, science as product and process, scientific context and scientific competence. Of great importance to students is the attitude towards science. Students' attitudes toward science are important because they can develop students' knowledge of science further, pursue careers in science and use scientific concepts and methods in their social life (intellectual social environment).

At the State University of Jakarta there is the Faculty of Engineering which is the implementing element of some university's main tasks in education and teaching, research, community service in the field of vocational technology and engineering (Academic Guidebook 2013: 131). In the Fakultas Teknik there is a unique study program and not many found in other universities and there are only a few in Indonesia. Namely Culinary Education Studies Program, Dressmaking Education, Education Makeup and Family Welfare Education are included in the scope of clusters IKK (Family Welfare Science).

Prospective students who enroll in IKK cluster study program can come from high school education majors IPA and IPS or derived from SMK, because IHK cluster study program included in the vocational college class. Based on data from students of IHK clumps coming from SMA / MA level are as many as 403 students. Then students who come from the vocational school are as many as 60 students. Which means only 13% of students who come from SMK level of the total students of IKK clumps. During his study at UNJ, in the

curriculum there are courses that are included in the field of science as a supporting course that must be taken by students. Science subjects include Basic Physics, Basic Chemistry, Anatomy of Physiology, Cosmetic Chemistry, Biochemistry and some other subjects concerning the field of science and related to vocational courses.

Some of the subjects mentioned above are part of the science, so the attitude of the students towards the course is included in the student's attitude toward science. The attitude of college students home economics towards the field of science can be said to be less good. This is in line with the results of the researcher's initial interview with one of the students, where the student said that he has difficulties in understanding the material so that his learning outcomes tend to be low. In addition, the students also did not expect that in the Family Welfare Study study program there is a science course because most of the students come from SMA and SMK nonMIPA.

The Oxford Dictionary defines science as systematic and formulated science, which deals with material phenomena, and is based primarily on observation and induction. Others define science as a kind of theoretical knowledge. The concept of science is the result of the human mind's response to all the symptoms that occur in nature. That science is a type of theoretical science acquired in a special way, then it is observation, experimentation, inference, theorizing, etc. so the hooks connect one way to another. How to acquire knowledge is famous by the name of scientific method.

Meanwhile, science includes courses that must be occupied and mastered by students, because science is the foundation of technology. The field of science is also very important in the process of mastery of theory and practice in each study program. But in fact, more students who after graduating from university continue to work in the field of applied science in science appeal. Seeing the importance of student attitudes toward science subjects, the researchers wanted to do a research on the influence of science on intellectual social environment.

Attitudes developed in science learning are attitudes toward science and scientific attitudes. According to Kobala & Crawley (Morrell and Lederman, 1998: 76) that students' attitudes toward science can have an effect on the motivation, interest and success of the students themselves. Attitudes toward science are a tendency to pleasure and displeasure with science, for example, regard science as difficult to learn, less interesting, boring, and so on. Students' attitudes toward science are influenced by several factors: educators, learning environments,

self-concept, friends and parents. These factors are aspects of the social environment. As stated by Stroz (1987: 76) and Amsyari (1986: 12), what is meant by the social environment is everything that exists around human beings that can have an effect on the human being and other humans around it for growth and its development. In the Test of Science Related Attitudes (TOSRA) by B. J Fraser there are 3 indicators of attitude dimension to science, that is perception and self concept to science, interest and pleasure to science, and behavior toward science.

This research is generally intended to know

- (1) the scientific attitude of the students of the Family Welfare Science study program, the Faculty of Engineering, Jakarta State University on the activities or subjects included in the field of science.
- (2) The influence of students' attitude in the field of science to intellectual social environment.

## **RESEARCH METHOD**

The place of study is the State University of Jakarta. In order for this research in accordance with what is expected then the authors limit the scope of research, namely Study Program Makeup, Culinary, Clothing and Family Welfare Education. The time of this research started since August 2017. The subjects studied in this research are all students of study program Family Welfare Family who have taken the subject of science field during the lecture of students Family Family Welfare class of 2014 and 2015.

This type of research uses descriptive method or so-called survey research. The research method used is descriptive quantitative research method, The population in this study are students from all forces in the study program Family Welfare Family University of Jakarta who have completed the lectures and graduated in the contract subjects included in the field of science of students class of 2014 - 2015.

Procedures: Data collection procedures include: 1) Preparing and distributing questionnaires and documentation; 2) analyzing the results of questionnaires; 3) conducting interviews and documentation; 4) compiling transcripts and interview results; and 5) reviewing the results of existing documentation and literature.

### **Table 1 Proportion of Sample**

No	Study Program	Students amount		Sample
		2014	2015	
1	Cosmetology Vocational Education	55	57	54
2	Fashion and Design Vocational Education	56	58	54
3	Cullinary Vocational Education	68	53	53
4	Family Welfare Vocational Education	60	56	53
		239	224	
Total number		463		214

The instrument used in this research is intended to produce accurate data that is by using Likert scale. In collecting data using primary data and secondary data in research related to this research. The research instrument is the result of the development of the concept of scientific attitude (Stroz, 1987) and the student attitude instrument to science is developed from TOSRA parameter (BJ Frazer, 1981).

In this research, the data analysis technique used is descriptive percentage. This data analysis technique is used to describe attitude variable of student of IKK Cluster Study Program in science field. Data analysis using Miles and Huberman model is data reduction, 2) data presentation, and 3) conclusion (verification). The validity test of data is done by using credibility test by triangulation. In this study, triangulation used is triangulation of data collection techniques, namely questionnaires, interviews and documentation. Triangulation of data collection begins from giving questionnaires to students, documentation that students have such as assignment, and conducting interviews to students.

## DISCUSSION

The result of observation of scientific attitude of student at every meeting on lecture of science subject in this basic chemistry as follows:

1. Curiosity. Average presentase scientific attitude of students of IHK clump for curiosity indicator 79.9%. This indicator is developed by using 3 descriptor that is looking for information according to the topic of discussion, ask something that has not been understood, record things that are important. Most of the students seemed enthusiastic to record what the lecturers were saying and read the references due with the material taught through internet and other reading sources. According Yunita (2012) with a curious attitude, students have a new concept of environmental awareness by proving the truth and evaluation of social facts.
2. Discipline attitude. The average percentage of students' scientific attitudes to the discipline indicator is 83.82% assessed by using 3 descriptors ie completing the activities on time, leaving no groups during lectures and not playing games. Thus means the students follow the Basic Chemistry course as one of the subjects of science. The discipline attitude that is always taught in the field of science will be an experience in orderly social life and social norms.
3. Responsibility. The average percentage of students' scientific attitudes for indicators of responsibility is 79.81% assessed by using 3 descriptor that is trying to solve all the tasks assigned, trying to find answers and can express opinion. Based on the results of these observations, showed that students who follow science lectures (Basic Chemistry) have responsibility (79.81%) good category. This is because students are actively involved in lectures and exploring the knowledge they possess and are fully cooperating with students in social environments. According Sardinah, et al (2012) some aspects of scientific attitude can be developed and instilled in the students one of them is with a responsible attitude. This is seen in the attitude of students in completing tasks, such as lab reports and tasks summarize the course material.
4. Careful attitude. The average percentage of students' scientific attitudes for meticulous indicators is 73.58%. This indicator is assessed by using 3 descriptors that are serious in working, doing tasks in accordance with the procedure and not in a hurry in doing the tasks. From the result, the students' accuracy, following the Basic Chemistry is good (73,58%). This is evident with the students before doing the tasks and practicum implementation they read the instructions or guidance instructions.

5. Cooperation attitude. The average percentage of students' scientific attitudes for cooperative indicators is 84.62%. This indicator is assessed by using 3 descriptors that can work together in groups, share information, participate in doing tasks. The cooperation of students who follow the science course (Chemistry Basic) as a whole or each meeting is categorized well. Cooperation activities related to how students work together in completing their tasks and sharing information. According Jhonson (2007) that cooperation can eliminate mental barriers due to limited experience and a narrow perspective. So it will be more likely to find strengths and weaknesses, learn to respect others, listen with open minds and build joint persecution. According to Suherman (2002), the learning done in the group will make the students can share (sharing) the sense, idea, knowledge, experience, responsibility and mutual help, so that students can learn to collaborate social, communicate and socialize.

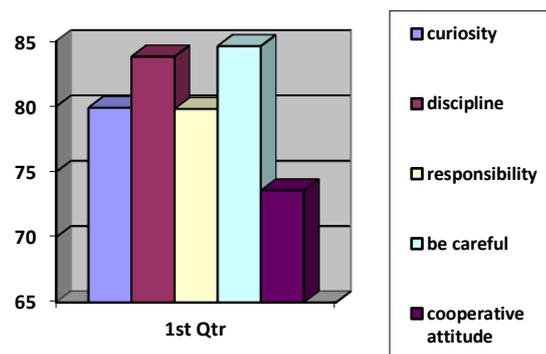


Figure 1 Graph of Result of Questionnaire and Observation of Scientific Attitudes of IKK Students

The second domain of the process of science domain, namely the use of some science process skills to learn how scientists think and work (Eugene & Thomas, 2014: 21). The process skills developed for learners in science learning consist of eight aspects: observation skills, measuring, interpreting, forecasting, using tools and materials, classifying or grouping, applying concepts, communicating, and asking questions.

Here is a table from the PISA science literature framework 2006, which shows the attitude aspect.

**Table 1 Attitude to Science in PISA 2006**

1. Support to scientific inquiry	a. Respect differences of opinion and scientific opinion (open-minded) to conduct further investigation.
	b. Supports use of factual information and rational explanations to avoid bias.
	c. Showing the understanding that a biased, critical and meticulous process is necessary in drawing conclusions.
2. Confidence as a science learner .	a. Confidence in handling scientific issues effectively.
	b. Confidence in handling difficulties in solving problems.
	c. Confidence in showing high scientific ability.
3. Interest in science	a. Indicating curiosity about science, science issues and practicing science.
	b. Demonstrate the desire to gain additional scientific knowledge and expertise, using a variety of scientific sources and methods.
	c. Demonstrate the desire to seek information and have continuous links to science, including developing careers related to science.
4. Responsibility to resources and environment	a. Showing a sense of personal responsibility to preserve the environment.
	b. Showing attention to the consequences of human activity on the environment.
	c. Demonstrate the desire to take part in the activities of the preservation of natural resources.

(Source: OECD, 2006)

According to Chiappetta in Zuhdan (2014: 6) explains that the essence of science is as a way of thinking, a way of investigating and a body of knowledge. As a way of thinking, science is the mental activity of those who cultivate the study of a field. These mental activities are driven by curiosity to understand a natural phenomenon. As a way of investigation, science provides an overview of approaches in composing knowledge and the social environment.

Science has values in public life. Those values remain and become an integral part of an educational process. Any education aimed at placing humans in today's world in order to live up to the demands of the modern age. Briefly, the values that can be planted in science education, that is, thinking skills and work according to regular steps, the skills of observation and the use of experimentation tools.

Has a scientific attitude, among others, is not prejudiced in making decisions, tolerant, able to change the conclusions of the results of his experiments if there is convincing evidence true, free from superstition, can distinguish between facts and opinions, make meticulous planning before acting, craved a great , appreciate the opinions and discoveries of scientists and appreciate both the content and the method of science.

There are 4 (four) dimensions of student attitudes toward science lectures developed from TOSRA that is 1) perception of science lecturer, 2) self concept, 3) pleasure to science lesson, 4) career engagement in science. The results of this study indicate the average of students' perceptions of the field of science including how the lecturer teaches science is 80% states good. Lecturers are able to establish scientific communication to students so that students feel happy to receive science lessons. This is also in accordance with the opinion of Ikhsan, et al, (2006) which states attitudes on science teachers will affect student attitudes toward science. The self-concept of IHK cluster students toward science courses has bad category. This category of unfavorable attitude is supported by interviews which say that the ability that students have in understanding science lectures is poor (69%) does not even understand for some science materials such as basic chemistry. This is given that the background of IKK students is mostly from social secondary schools. Science on science is good enough (70.4%). Nevertheless from the interviews, students are less likely to pursue science lessons marked rarely to libraries to better study science or give science books. Students only rely on diktat from lecturers and less actively ask or respond to lecturers' explanations. The interest of students working in the field of science is less good attitude (65%). Students claim to

prefer a career in the field of practitioners such as makeup artists, culinary experts and fashion designers.

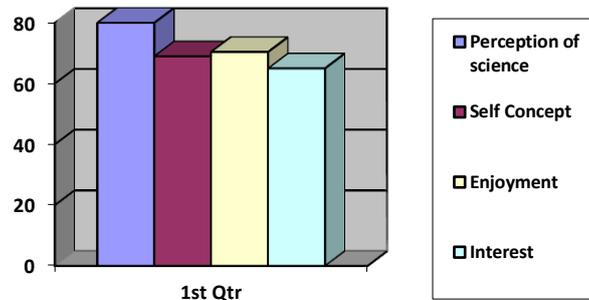


Figure 2 Results of Measurement of Student Attitudes of IKK to Science

After getting a science lecture, students who have competence in the field of culinary, cosmetology, clothing, also have the intellectual responsibility of the social environment. Students will appreciate different views and scientific opinions (open-minded) to conduct further investigation. Confidence in handling difficulties in solving problems. Showing a sense of personal responsibility to preserve the environment. Shows attention to the consequences of human activity on the environment. Students demonstrate the desire to take part in the activities of natural resource maintenance.

Nevertheless, the domain of application and connection domains, which includes the realm of application is observing examples of science concepts in everyday life, applying learned science concepts and skills to the problems of everyday technology. The experience of studying competitiveness is able to integrate science with other subjects or the social environment.

## CONCLUSION

Based on the descriptive analysis, it can be concluded that (1) scientific attitude toward science lecture is good (78,4%), such as scientific attitude toward material delivery, (3)

curiosity attitude, 79.9%. (4) discipline, 83.82% (5) responsibility, 79.81% (6) meticulous, 73.58%. (7) cooperation. 84.62%.

Based on research of student attitude toward science lecture at group of IKK clumps developed from TOSRA parameter consist of four dimension that is perception to lecturer of science, self concept in science, pleasure to science lesson and interest of career in science field. Two of the four dimensions of IKK group student attitudes (perceptions of science and pleasure teachers) are categorized well. While the other two dimensions (self-concept in the field of science and interest in a career in the field of science) is not good.

### **ACKNOWLEDGMENT**

The results showed how important science science in helping IKK students connect the development of science and technology field of IKK to human culture scientifically. The role of lecturers is needed to develop syllabus and science learning planning that can be mastered or close to the study environment of IKK, so that science science lessons play a role in developing student intellectual social environment. Acknowledgments to students of Family Welfare Sciences and lecturers related to science subjects who have participated in this research.

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## **Hoax Among Academia**

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### **ABSTRACT**

Fake news or hoax is everywhere, it is so ubiquitous that many people cannot distinguish it from real news. Academia are also not immune from hoaxes. Academia, including journal managers and editors, doctoral students, professors, and lecturers fell victim to hoaxes. This study would like to describe how massive hoax news hit academia. This research implemented a method of text analysis of a hoax news case that hit academia. The results show that academia who cannot refrain from spreading the hoaxes have several reasons. First, they think the news is true, because they accept it from their fellow academia, so they do not employ check and re-check routine first. Second, they are happy to share something they think will motivate other group members. However, these motivational messages turned out to be a hoax, or partly hoax because there are additional words from the original text or quotes. Third, they share the hoax as a form of amusement. But it turns out there are other group members who take it seriously and don't think it as a hoax.

***Keywords: hoax, academia, text analysis, no re check, adding words from the original tex***

### **INTRODUCTION**

This research background is caused by the many phenomena in academia everyday life, are also not spared from fake news or hoax. In everyday life, like social beings, academia had social groups in social media. One of them, they are grouping on What's App, to share information. But unfortunately, much of the information they share, it turns out to be fake news or hoax. This phenomenon is an interesting thing to be studied.

In this study, researchers interested to examine the phenomenon above by using the study of text analysis. Text analysis techniques used are qualitative data analysis techniques, namely Critical Discourse Analysis from Norman Fairclough. According to Fairclough in conducting text analysis, researchers examined the text of three stages, namely micro, meso and macro. In addition, Fairclough also focuses on language. For the stage of text analysis, according to which the text is analyzed linguistically, by looking at the vocabulary, semantics and sentence. Not only that, Fairclough also incorporates coherence and cohesiveness. Both of them, pay attention to how intercost or inter sentences are combined, so as to form understanding or discourse. The five elements are used to see the problem. According to Fairclough in Setiawan (2011), text analysis is used for ideational viewing or representation. Ideational is the thing that refers to a representation that wants to be displayed in the text. Generally ideational carrying a certain ideological charge. This analysis, aimed at seeing how something is displayed in the text, but contains a certain set of ideologies.

Representations by Fairclough, can be examined in three ways. Theme by tracing how individuals, groups and ideas are expressed in clauses, sentence combinations, and in inter-sentence sequences. For representation in the clause, the author, usually faced with two choices. First, at the level of word or vocabulary choice. Second, the choice is based on grammatical level. Whether an event is to be presented as an action, event, state, or mental process.

For representation in sentence combinations, the author usually uses three choices. First, elaboration, ie, clause one becomes the explanation of the other clause, using the 'that' 'then' or 'next'. Second, extension, usually using the hyphenation 'and '. Third, enhances, usually by the word 'because' or 'caused.'

For representations in inter-sentence sequences, there are usually two or more sentences, arranged more prominently than any other sentence. Furthermore, the text is also analyzed in the process of production and consumption of texts. Participation of researchers in the group whats app, can make observations and interpretations until the end of the research objectives (Setiawan, 2011).

In this study, researchers wanted to search for fake news or hoax texts produced and consumed by academics in the Whats App group. The Whats App group that researchers make the object of research, is a group created by alumni and postgraduate students of a leading university in Indonesia. This group was made the object of research, because once thrown by a fake news. The fake news has spread and has been consumed by member of Whats App groups and become viral. And then, the fake news is on the Whats App group used as the object of research. The interesting, the sender of fake news, thought that the fake news was made by one of the group members. Then the glory of praise came from the other members of the group. But then denied by the writer, because the fake news is not the original writing. The writing has been added and has been distorted from the original writing. Here's a conversation quote in the Whats App group.

B: Oh God, that's my fb status go viral and loaded by 1 media.

B: Which article below, with subtitles "WHY A MUSLIM CAN BE TERRORIST?" That's not my writing. Nor did I write as a doctoral candidate. The media is self-written.

E: Oic ...

E: Conformed B,

D: What's media, B? Online?

B: If in the redaction redaksi Indonesia, there is no article underneath.

B: The media is copy paste of my fb. And added with doctoral candidate XX

B: Either way, there could be additional articles underneath

D: Whoa!

D: Which begins with the word WHY it?

D: I will try confirmed back to Prof M so as not to redistribute the article

B: Please help, today I will also clarify in fb. Thank you

D: Ready. This is being submitted to Prof M. Sorry also mas B, but who would have thought that Prof M was missed

M: Whoa!!

Based on the quotation above, we can see the representation of the choice of words to between sentences, that there is a rejection from the original author against false news about a paper that claimed as his writing. Although in the previous chat, which is not visible in the quote above, his friends who are in the group, busy to praise the writing. But the author does not admit the article is his writing. Though his friend who spread the fake news, claimed that he got the news from a professor in a group of Whats App as well. From the text above, we can also find out how fake news spread. With a capitalized copy paste, and the addition of words, sentences, sentences, be a fake news, spread and become viral. Being viral is a separate study. But in this study limits to cases of false news among academia. The Whats App groups, contains 57 members, who are students and alumni from the doctoral program of a prestigious university in Indonesia. The majority of group member are lectures, media practitioners, and there are also public officials. But they all cannot escape from producing and consuming fake news and hoaxes. That's why researchers are interested to examine more about the phenomenon.

## **DISCUSSION**

Many things can be discussed in this research. Starting from how busy the producers, distributors, and consumers in the Whats App group of academia members to clarify the fake news. All of them are victims of fake news. But elsewhere, a lot of fake news is not confirmed as fake news. Lucky for this group Whats App, authored members who are hit by fake news, can clarify the truth of the news. Here is the confirmation quote:

B: All my friends, my status writing entitled "Terrorist Seeds in Surabaya" May 13, 2018, is now viral. What strikes me most is that the article is added to the article below with subtitles "WHY A MUSLIM CAN BE TERRORIST?". By the name of God, it is not my writing. I also did not write "Doctoral Candidate XX". Please help to verbalize this clarification. Thanks. MB

B: Please help to stop sharing the incorrect status. D: I have erased all of them

B: Thank you

The quote above, gives us an idea that fake news is compiled on the news that does exist, but has undergone significant changes. The changed, first can be seen from the beginning of the title has been added. The author says, on fake news, the title has been added with an additional title under the original heading he wrote. Likewise, there is additional information about the writer's capacities as a doctoral candidate on campus X. Where additional information made by counterfeit newsmakers has experienced significant additions. Therefore, the original author tries to convince the group members by swearing the name of his god, to prove the untruth of fake news.

Another interesting finding, contained in the text of the conversation on the Whats App group is, amidst writers and busy spreaders clarifying for false news. There are comments from members of the group, who continue to praise the false news. Here is the quote:

FA: In fact, the writing is good. There are, or none, additions

B: Below that, provocative, and many languages are not polite anyway

From the text of the above conversation, we get the picture, that academia that provide space to appreciate the false news that is clearly proven falsehood. And when examined by using critical discourse analysis, as argued by Fairlough above, it represents the ideology of the author of the text.

According to Sudarsyah (2013), each text departs from the fundamental mind of reality. Research using text analysis is an interpretive study that tries to do text analysis that lifts reality into text. The text is constructed from a social reality understood as an expression imprinted in the text and then distilled into meaning. The meaning that is in the text, is the result of an intense subject's awareness of the reality experienced and the experience of his life.

In this study, the original text tried to describe the problem he was experiencing due to false news in the name of himself. Then he tried to reduce the spread of fake news by making clarifications, and then asking for help from other group members. After

performing the above two stages, the original author then discovers the essence that false news cannot be acknowledged to be genuine news. In other texts, the original author says that the original news he wrote, was the result of the expressions of his life experience. He hopes no more prejudice against him, after the clarification is done. Although the group majority members, at first give praise to the fake news. And it turns out, there is a colleague who also praised false news, even though he already knew it was fake news. Based on the above explanation, the researchers found the essential structure of the meaning of fake news among the academia. The implications of the thoughts and experiences of academia on false news are an expression of one's life experience of a socio-cultural entity. Where the culture to do a check, cross check, or multi check has not become a habit among academia. Many academia had not been able to break away from personalized texts and touch ideological or ideational levels about what they believe to be part of their attitudes and thoughts. In the text of false news that became the object of this research, it is a text that touches the ideology, about Islam and terrorism. Where this paper is a writing that was born because there is an event of terrorism occurred. and strongly suspected denote action from the network of theorists who want to establish an Islamic state in Indonesia. But apart from that, the academia, should find out the truth of information. What's more, information that can provoke emotions, in the form of pros and cons.

Today, information that contains pros and cons in society, will be viral. But in a WhatsApp group whose membership is personal, it is important for someone, more specifically for an academia, to consider the effect of a content to be shared within the group. Based on findings obtained by Wong and Burkell (2017) in his research, to the academic community at a university in Canada, it is important to think well about the impact that would result if someone wanted to share a message with group members in online media. In this study, it is emphasized to be careful in spreading content containing fake news, even more so if it contains news that its content can bring pros and cons among group members. As contained in the following quote:

AL: Re-post the original writing.

B: It's just a personal experience, somehow becoming viral

(B posts the original status of his fb) D: It's the original status huh?

M: When you come into social media there is viral risk

B: Yes

Based on the above text quotation, we can know that the existence of social media has changed the pattern of how a news is produced and consumed. According to Bafadhhal (2017: 49), today's society, prefer to read news through personal channels on social media, one of them is the WhatsApp group. As an app, the Whats App group has its advantages and disadvantages. Within the group, sometimes it becomes a problem, whether in a homogeneous or heterogeneous group. Usually, however, Whats App group is homogeneous. Lack in this group, no comparison argument. It has a fight because it can lead to the emergence of a false belief in a thing. Moreover, if there is a ritual communication that sees the news is not an extension of information, but to maintain the social order of society at a time.

The Bafadhhal research, reinforced by Wong and Burkell's research (2017: 3) which concludes that the first news was carefully produced and disseminated to the public after various forms of curation. At that time, the public has been accustomed to receiving news at the appointed time and neatly packaged. Today, however, people live with the constant buzz of news. News is available everywhere. It exists on almost every device, and can be produced by anyone, either by professionals or by the community itself. The most noticeable shift is, we now receive fake news so easily, and many people just believe it. No exception to the academia who is also studying and dabbling in the world of communication.

Based on the above exposure, the results show that academia who cannot refrain from spreading the hoaxes have several reasons. First, they think the news is true, because they accept it from their fellow academia, so they do not employ check and re-check routine first. Second, they are happy to share something they think will motivate other group members. However, these motivational messages turned out to be a hoax, or

partly hoax because there are additional words from the original text or quotes. Third, they share the hoax as a form of amusement. But it turns out there are other group members who take it seriously and don't think it as a hoax.

## CONCLUSION

The academia cannot refrain from spreading the fake news or hoaxes in several reasons. Nevertheless, they are a group of people who quickly realize, they have made mistakes. One of the causes is the presence of group members who tell the news is fake and then clarify. The phenomenon shows that academia, has become part of today's society who likes to share information, which he has not checked his own truth. They just want to share because they feel the news was obtained from someone they know also his credibility as an academia. The otherthing is, because they judge the news they share is appropriate and can be informed as well as maintaining the close relationship between them within the group. Sometimes they do not care whether it's fake or not, just because they want to make a group crowd. For some academia, it is a means of entertainment.

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