1st ISQAE 2012

KEBIJAKAN PENINGKATAN MUTU PENDIDIKAN INDONESIA

**Proseding
The 1st International Seminar on
Quality and Affordable Education
ISQAE 2012**

Proceedings of the 1ᵗʰ International Seminar on
Quality and Affordable Education
(ISQAE -2012):

"Developing Qualified and Affordable Education System For All"

21 – 23 May, 2012
Grand Sahid Jaya Hotel, Jakarta
INDONESIA

Organized by:

UNIVERSITY OF MALAYA
The Leader in Research & Innovation

STATE UNIVERSITY OF JAKARTA

UTM
UNIVERSITI TEKNOLOGI MALAYSIA

Keynote Speakers:

Prof. Dr. Ir. Musliar Kasim, MS –*Deputy Minister of Education and Culture, Indonesia*

Guest Speakers:

Prof. Dr. Syawal Gultom, M.Pd. – *Head of Educational Resource Development and Education Quality Assurance, Ministry of Education and Culture Indonesia*

Prof. Dr. Bedjo Sujanto., M.Pd - *Rector of State University of Jakarta, Indonesia*

Prof. Dr. Djaali - *Director of Graduate Program, State University of Jakarta, Indonesia*

Prof. dr. Fasli Jalal, Ph.D- *Andalas University, Padang, West Sumatera, Indonesia*

Prof. Dr. Saedah Siraj - *University of Malaya, Malaysia*

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Dr. Ir. Willy M. Yoseph, MM - *The Regent of Murung Raya, Central Kalimantan, Indonesia*

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Foreword

On behalf of the organizing committee please allow me to welcome you, guest speakers and participants to this seminar. We also render our gratitute and appreciation for your attendance. This seminar is truly internasional seminar, since it is hosted by three universities, namely: the State University of Jakarta, Universiti Malaya, Malaysia, and Universiti Teknologi Malaysia. The guest speakers also come from several countries such as Indonesia, Malaysia and other countries, and attended by participants from various countries, such as: Indonesia, Malaysia, Thailand, the United Arab Emirate, India, the United States of America, Iran, and the Philippines.

To improve social welfare and alleviate poverty, the government of Indonesia has established a policy in the field of eduactional system to fulfill the increasing demands of science and technology and labor market. The objective of the policy is to increase participation rate 100% for elementary education and 96% for secondary education. Even the target has been achieved 94,6% in 2009, it is far from the whole objective.

Based on the data of Education Development Index (EDI), several countries such as Indonesia, Malaysia, the Philippines, Vietnam, Myanmar and Cambodia are in the category of middle level in the EDI countries, while other countries such as Brunei Darussalam is in the higher level. In other words, quality education is still a problem in those countries.

The effort to expand the access to affordable education in terms of geographical and economic development, improving the quality and relevance of education, strengthening governance and accountability of educational services must be realized to accelerate the achievement of universal primary education by 2015. Such an effort should be implemented to include: (i) education and competence of tachers; (ii) teachers professionalism; (iii) financial education management and human resource management; (iv) politics of education; (v) the paradigm and politics of education; (vi) development of organizational education; (vii) quality assurance of education; (viii) education and gender equality; and (ix) education for all.

Regarding those above issues, the seminar is aimed to produce strategic formulas to solve such a problem, particularly to find a solution how to develop a qualified and affordable education system. In line with that aim, the theme of this seminar is "Developing a Qualified and Affordable Education System for All".

This international seminar would not be possible without the contributions and support from our sponsors, partners, and supporters, for which we give our heartflet thanks. We hope our collaboration would contribute a great merit to the development of education in our societies.

Committee Chairman
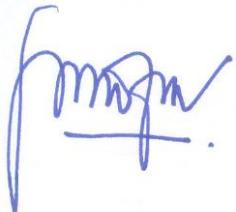
Ir. Syaiful Anwar, M.Bus., MA
State University of Jakarta

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Message from State University of Jakarta, Indonesia

Assalamu'alaikum Wr.Wb.

First of all let us pray praise and gratitude the presence of Almighty God, because with God permits we are still in good health so that we can all attend an international seminar on this day.

I think this forum is important, because this kind of academic forum, built and operated by three leading universities are neighboring each other. These three universities (Universiti Malaya, State University of Jakarta, and Universiti Teknologi Malaysia) has long been cooperating in various fields of activities (academic, student exchange, faculty exchange, goodwill visits and so on) to improve the knowledge, skills and friendship to build an academic community.

On this day, one of the forms of cooperation that, in the form of an international seminar organized jointly between the three universities of this, we can follow and watch. I warmly welcome and feel optimistic that the model of this kind of concrete cooperation can improve the quality of academic life.

Indeed, we are now, we should not sit back and feel of its own. Moreover, such feelings, often, not accompanied by an increase and continual updating of knowledge. And we also understand that the development of science is so very quickly. And often precede the development of science is a growing aspirations of our community in mind (in Asia or ASEAN). We recognize that developments in science that we must grasp with more systematic and continuously, because we also require that what we understand today can help us provide a new understanding of behavior change our lives in times to come.

I consider that the issues which was raised at an international seminar this time is very precise and strategic. Important because the issue relates to the real problems being faced by our society, especially those who live in ASIAN region or ASIA. Issues to be discussed at this conference is very compatible with the development aspirations of our society, let alone a region, and of course ASEAN, is expected to make greater contributions to the resolution of societal problems being faced by the world community. Asia and ASEAN become the foundation of an alternative solution to the problem of human life.

One of the most important attention on the problems of life are in the area of education. We still have a big homework-completing the disparity between on the one hand there is a tremendous leap in the advancement of science and technology, so that urban communities enjoy more access to

(service) of modern life; on the other hand we also have to still deal with many of our communities not yet covered by the quality of education services, especially in people residing in remote areas (remote areas).

Therefore, the international seminar organized jointly by some of the best universities in the region will give a significant meaning to the emergence of a model 'academic relationship' between members of the education community. In this kind of forum, we can exchange ideas, share understanding, developing academic discourse, so that we will gain a new understanding of what is being developed and what is being shared attention in our efforts to improve the quality of our lives together.

I hope that the activities of this international seminar may be maintained and held in rotation, from one university to another. From one country to another. From one city to another. Thus, in addition we can improve the knowledge and skills of each of us, we also can build a more comprehensive understanding of the cultural richness, diversity of life models, thus further enhancing mutual understanding and strengthen ties the oneness of origin in this region.

Finally, I extend a welcome to all participants, especially those coming from our friendly countries, hopefully you all can enjoy this kind of academic activity. I also hope that we all can meet, discuss and exchange knowledge on the other occasion with new hope and new inspiration. Once again, I congratulate to held seminar, thank you.

Wassalamu'alaikum Wr.Wb.
Jakarta, May 21ᵗʰ, 2012

Prof. Dr. Bedjo Sujanto, M.Pd.
Rector of the State University of Jakarta

Message from University of Malaya, Malaysia

First of all, I would like to congratulate the State University of Jakarta for organizing the First International Seminar on "Quality and Affordable Education 2012" or ISQAE 2012 and also for inviting the Faculty of Education of the University of Malaya as co-organizer.With the theme of 'Developing a Qualified and Affordable Education System for All" this seminar is timely and important because quality and affordability will ensure both success and access in education.

I am pleased that this cooperative effort between the Faculty of Education of Universiti Malaya and State University of Jakarta will strengthen the ties between our institutions, lead to publication of scholarly works of practical value and usefulness and also provide the basis for further collaborative research in future.

I also hope that the next three days (May 21-23) will enable us to explore in depth the issues related to ensuring quality in education and ways to maintain affordability without sacrificing quality. Because in the challenging and competitive globalized world today, education – especially higher education -- is no longer a luxury but a necessity to maintain national competitiveness and population well-being.

The Faculty of Education of UM appreciates being given a role to play on this auspicious occasion. Thank you for allowing us to participate and exchange ideas and I hope this is only the beginning of a strong, fruitful and lasting collaboration.
Terima kasih dan selamat maju jaya.

Prof . Dr. Saedah Siraj
Dean Faculty of Education, University of Malaya

Message from Universiti Teknologi Malaysia, Malaysia

Assalamualaikum warahmatullah hi wabarakatuh

Excellency's, Distinguished Delegates, Ladies and Gentlemen.

It gives me great pleasure and privilege to extend to you all a very warm welcome on behalf of Universiti Teknologi Malaysia (UTM) to this International Educational Seminar which also co-hosted together with Universiti Malaya (UM) and Universitas Negeri Jakarta (UNJ). A special thanks goes to the Government of Republic of Indonesia and UNJ for hosting this seminar and for all the facilities which will undoubtedly highly contribute to the success of this Seminar,

It is gratifying to note that the agenda of this Seminar covers a wide range of very interesting topics relating to the educational fields. One of the purposes of this seminar is to exchange ideas and I personally think that this is high an opportune time to create and establish contacts and discuss problems of mutual interest among participants with different background and experiences as delegates for this seminar coming from different countries. This is a good start to develop and strengthen capacities of individuals and institution in a joint collaboration. I believe that this seminar will help in building the progress and set an ambitious new version for the future in taking the leap in advanced academic setting. I hope this seminar will provide an opportunity to share our unique perspectives and experiences with other and renew commitment to an important step in strengthening the cooperative network among the institutions.

In conclusion, I wish you every success in your deliberations and a very pleasant stay in Jakarta and enjoy the seminars. Hopefully this event is not the last and we may see each other in the next similar seminar.

Associate Prof. Dr. Mohamad Bilal Ali
Dean Faculty of Education, Universiti Teknologi Malaysia

Keynote Speaker

Prof. Dr. Ir. Musliar Kasim, MS started his career as Secretary of the Research Institute of the University of Andalas, Chairman of the Institute for Community Service University of Andalas, Vice Rector for Administration and finance of University of Andalas, Rector of the University of Andalas, Inspector General of the Ministry of National Education, the Deputy Minister of Education and Culture Education. He received his doctorate from the University of the Philippines at Los Banos in 1992 and had attended Training Administration Management for Higher Education in Saga University in Japan. Prof. Dr. Ir. H. Musliar Kasim, MS. Also actively researching and developing SRI Cultivation (The System of Rice Intensification) for Indonesia. He is also initiator and Research Team trial planting of wheat Cooperation between the University of Andalas with Slovakia. The award that has been received are the best graduates student in faculty of agriculture, cumlaude for his master and the best lecturer of Andalas University (1994) and Runner up of The Best National Lecturer Indonesia.

Prof. Dr. Ir. Musliar Kasim, M.S.
Vice Ministry of Education and Culture, Indonesia

Guest Speaker

Prof. Dr. Syawal Gultom, M.Pd is a professor in State University of Medan. His educational background are: Doctor degree at educational management , State University of Jakarta. Magister degree was completed at Educational Research and Evaluation, IKIP Yogyakarta. Between 2003 – 2007, Syawal Gultom had been Vice Rector II, State University of Medan. Some of his research are Relationship Between Mathematics and Physics Ability High School Students In accordance with Curriculum 1984 in municipality, Skills Analysis of High School Students To Apply Mathematics in Physics in the municipality of Yogyakarta, Evaluation Research. Reasoning Ability, Numerical Ability and Control Materials Mathematics And Its Relation With the ability to use mathematics in physics, Media Effectiveness Concept Map Functions On The Teaching Calculus I Lectures in the Department of Mathematics Faculty State University of Medan. Beside of, he has participated in SEMINAR, upgrading, WORKSHOPS, and scientific meeting: Experimental Design, Testing relationships: correlation and regression analysis, accuracy of Research Data Processing, Data Analysis Package Using Various Research, Problem Formulation Research: Theory and Applications, World Development Education Technology Education, Development and Implementation of Competency-Based Curriculum in UNIMED Environment, Development And implementation of Competency-Based Curriculum.

Prof. Dr. Syawal Gultom, M.Pd
Head of Educational Resource Development and Education Quality Assurance, Ministry of Education and Culture, Indonesia

Guest Speaker

Prof. Dr. Bedjo Sujanto, M.Pd. is a rector of State University of Jakarta. He received his doctoral degree in State University of Jakarta (IKIP Jakarta) and his master in State University of Padang (IKIP Padang). His specialization is in Educational Management. He joined some training such as National Defense Institute, Internal Management Improvement and Integrated Quality Management. His started his carrer as education consultant in Jakarta Office of Education in some project and research such as Supervisors, School Principals and Teachers Recruitment in Local Autonomy Era Project, Basic Education Development Project, Secondary Education Development Project, Compulsory Education Pilot Project, Subject Matter Teachers Need Analysis Project and Junior Secondary Education Quality Improvement Project and DKI Jakarta Dezentralised Baisc Education Project. Before become the rector he was Vice Dean, Faculty of Education for Academic Affair and Head of Institute for Community Service in State University of Jakarta.

Prof. Dr. Bedjo Sujanto., M.Pd
Rector of State University of Jakarta, Indonesia
Email: bedjo_sujanto@yahoo.co.id

Guest Speaker

Prof. Dr. H. Djaali is Director of Graduate Program in State University of Jakarta, kind a precious University in East Jakarta. He is concurrently a Professor of Education at the State University of Jakarta and also a member of National Standards Bodies of Education. He has 15 years experience at State University of Jakarta. He was the Head of Educational Research and Evaluation Studies Graduate Program, State University of Jakarta and also Chairman of the College of Management Sciences Budi Bakti. Previous to this position he was the Chief Secretary cum Development Program Doctoral Program Graduate State University of Jakarta. He was also a Consultant for The World Bank's Strategic Plan for Development of National Education Ministry, Partnership for Governance Reform in Indonesia UNDP, the Evaluation Team Leader duties Sisdik Police, Police Officer Education Curriculum Development, cosecutively for almost a decade. He received his Professor from State University of Jakarta in 1999. He achieved his Doctoral directly without any Master degree after his graduation in 4 years after. He devoted his life to teaching since graduated in Makassar until now in Jakarta. In addition to teaching at State University of Jakarta, he also taught as a lecturer at several universities flew home and abroad, such as High School of Accounting Sciences Administration of State Institutions, College Police Science, Bhayangkara University Center, Moestopo University, Pakuan University, Northern University Malaysia, Jayabaya University, State University of Makassar and became a member of the Senate of few of the university.

Prof. Dr. Djaali
Director of Graduate Program
State University of Jakarta, Indonesia

Guest Speaker

Prof. dr. Fasli Jalal, Ph.D received his Ph.D. from Cornell University, Ithaca, New York, USA at 1991 in the field Science of Community Nutrition with a Minorin Epidemiology and Southeast Asia Studies Program. He was a Deputy Minister of Education, Ministry of National Education Republic of Indonesia during 2010-2011. Before that position, he was Director General of Higher Education, Ministry of National Education (2007-2010), Director General for Quality Improvement of Teachers and Education Personnel, Ministry of National Education (2005-2007), Director General of School Education and Youth, Ministry of National Education (2001-2005), Advisor to the Ministerof National Education Sector Education Resource (2000-2001).He was a delegation leader in Internasional forum to USA, Canada, Italy, Norwegia, Mexico, Chille, Mesir, Brunei Darussalam, Singapore, Jerman, Belanda, Inggris, Australia, Jepang, Vietnam, Thailand, Malaysia, Philippina, Sri Lanka, India, Jordania, and China. Fasli Jalal ia also Keynote Speaker at: E-9 Senior Officers Meeting " Programs Offered for Collaboration" Jakarta 24 Oktober 2008, International Conference on Higher Education " The Role of Higher Education Institution in Empowering Community in Indonesia" Malaysia 24 August 2008,   The International Education Workshop "Quality Teacher Education" Jakarta 20 - 22 Agustus 2008. Prof. dr. Fasli Jalal, Ph.D is an author and editor for: "Poverty Reduction Strategy Paper-Based Capacity Building of Human Resources of Poor Families", Chairman of the Task Force III TKP3 Commission, the Coordinating Ministry for People's Welfare, May 2004., "Indonesia Human Development Report 2004",

Prof. dr. Fasli Jalal, Ph.D
Professor of Andalas University, Indonesia
Email: faslijalal@yahoo.com

Guest Speaker

Professor Dr Saedah Siraj is Dean of Faculty of Education, University of Malaya. Her specialization areas are Curriculum Development, Curriculum Design, Curriculum Evaluation, Curriculum Management, Curriculum and Instruction, Comparative Curriculum, Future Curriculum, mLearning Curriculum, Family and Children Education. She achieved some awards: Silver Medal Award, International Exposition of Research and Invention of Institutions of Higher Learning (PECIPTA 2009), Ministry of Higher Education Malaysia and University of Malaya, Kuala Lumpur Convention Centre (KLCC), Oct 8-10, 2009. (Group Research: Mirroring your teaching style through student's learning style). As a frofessor in Curriculum and Instructional Technology has contributed in education world: Member of The Council of National Central Curriculum [Malaysia] (July 1, 2009 to June 30, 2011), Evaluator of University of Malaya Research Grant Scheme (UMRG) (2008-2011), Committee of Humanities and Ethics Research Cluster University of Malaya (Jan 2009-Dec 2010), Expert and Main Speaker in the Committee Meeting of Curriculum Design for the Training Institute of Statistics Malaysia, Department of Statistics Malaysia (Dec 26, 2009). [Online] http://www.statistics.gov.my. Professor Dr Saedah Siraj is also author of *Kurikulum masa depan* (Future curriculum) (1st ed.)., *Learning: a new dimension of Curriculum advancement*. *Pendidikan anak-anak* (Children education, *Perkembangan kurikulum: teori dan amalan* (Curriculum development: theory and practice) (2nd ed.)., *Cognition and learning: issues and strategies, Buku teks guru prasekolah komponen Bahasa Melayu* (Preschool Teacher's textbook of Malay Language component, *Kurikulum Baru Prasekolah Kementerian Pendidikan Malaysia: buku kerja 1 komponen Bahasa Melayu* (Preschool New Curriculum Ministry of Education Malaysia: Malay Language component workbook 1, *Kurikulum Baru Prasekolah Kementerian Pendidikan Malaysia: buku kerja 2 komponen Bahasa Melayu* (Preschool New Curriculum Ministry of Education Malaysia: Malay Language component workbook 2). , *Kurikulum Baru Prasekolah Kementerian Pendidikan Malaysia: buku kerja 3 komponen Bahasa Melayu* (Preschool New Curriculum Ministry of Education Malaysia: Malay Language component workbook 3).

Prof. Dr. Saedah Siraj
Dean of Faculty of Education, University of Malaya, Malaysia
Contact no: +6(03) 7967 5000; Email: saedah@um.edu.my

Guest Speaker

Noor Azlan Bin Ahmad Zanzali is Head of Department Science and Mathematics Education Department, Fakulti Pendidikan Universiti Teknologi Malaysia. He received his Ph.D. at University of Wisconsin, Mdison, United State of America in1987. He has taught at Fakulti Pendidikan Universiti Teknologi Malaysia since 1982. Several his works are Managing the holistic assessment system, The continuing issues of mathematics education: The Malaysian experience, Issues in designing an authentic assessment in mathematics education. Plenary Paper in Proceedings of the 4ᵗʰ East Asia Regional Conference in Mathematics Education, Perkembangan dan cabaran pendidikan matematik dalam kurun ke-21. Ceramah Perdana Profesor, Problem posing abilities of primary school children, Evaluating The Levels of Problem Solving Skills Of Secondary School Students, Implementation of the Mathematics Curriculum: Teachers' beliefs about problem solving, Managing Education for Future Citizenship Proceedings of the 1ˢᵗ Regional Conference on Educational Leadership and Management, Developments and trends in mathematics education, Assessment from the Islamic Perspectice. Holistic Student Assessment System in IKRAM-MUSLEH Schools, The role of Holistic Assessment in IKRAM-MUSLEH schools in the process of Tarbiah (character building), Educational Management from MUSLEH's perspectives, Improving the quality of mathematics education: Malaysian Experience, Comprehensive indicators of mathematics understanding among secondary schools stduenst, Engineering Elements Profile among First- and Final-Year Engineering Students in Malaysia.

Prof. Dr. Noor Azlan Bin Ahmad Zanzali
Head of Department Science and Mathematics Education Department,
Faculty of Education, Universiti Teknologi Malaysia, Malaysia
Email: azanzali@utm.my

Guest Speaker

Ir. H. Isran Noor, M. Si. received a master's degree of Development Communication from the University Dr. Soetomo Surabaya. He is also active as a Board of the Association of Muslim Scholars of Indonesia (ICMI) East Kalimantan Region, and had been Secretary of Daily Brunei-Indonesia-Malaysia-Phillipines East ASEAN Growth The Area (BIMP-EAGA), Chairman of the Agricultural Extension Society of Indonesia (PERHIPTANI) Province of East Kalimantan, board member of Kosgoro in East Kalimantan, Board Member of Coordination of Student Affairs (BKK) Mulawarman University and Chairman of the Student Representative (BPM) Faculty of Agriculture Mulawarman University. Ir. Isran Noor, M. Si. is also fluent in three foreign languages are active (English, French, and German).

Ir. Isran Noor, M. Si.
General Chief of Indonesian Local Government Association of
Regency all over Indonesia (APKASI)
The Regent of Kutai Timur, East Kalimantan, Indonesia

Guest Speaker

Willy M. Joseph received a Doctor of Educational Management, State University of Jakarta in 2011. A master's degree obtained from STM PPM Jakarta 1995. In addition to formal education, he also had to follow: EIA course of 1987 in Ambon, Personal Management Training Workshop in 1990 in Jakarta, the National Seminar on Wages in 1990 in Jakarta, the National Seminar on K-3 in 1990 in Jakarta, and Workshops employment Rules work in 1996 in Jakarta. In addition to the Regent of Murung Raya, Willy M. Yoseph also as General Manager of PT. Austral Byna of in Muara Teweh and Managing Director of PT. Stars grace Itah of 1999 in Palangkaraya. Also been involved in several companies, including PT. Surya Alam Lestari, Managing Director of PT. Lumber Mighty Jaya, PT. Abaditama embankment, PT. Hargas Industries, PT. Kayu Lapis Indonesia Group, PT. Mangole Timber Producers (Barito Group) and PT. Binareksa Alam Lestari (Barito Group). Until recently he also was Vice Chairman of the Association of Indonesian Regency Governments and Chairman of the Regional Indigenous Council of the District Joyless Raya. Signs Services / Awards ever received by him include: Certificate of UNEP Finance Initiatives Top Participation Roundtable UNEP Finance Initiatives In Tokyo (2003), Memory of Climbing the Great Wall provided the Government of the Republic of China to the Regent Murung Raya at the time of executing visits and cultural promotion in Beijing, China (2004), Certificate in Leadership Award given by the Consultative Assembly of the Republic of Indonesia to the people of Willy M. Yoseph Murung Raya as Regent for the participation in decision Socialization Indonesia People's Consultative Assembly (Year 2009), Charter Mark Satyalancana Wira Karya Honorary President of the Republic of Indonesia which, given the Regents Murung Raya To Top Services - Services to support the Great Development of the National Family Planning Program in the District of Murung Raya (July of 2010), Signs Award Primary Service Star honor by the President in Jakarta to the Regent Murung Raya's commitment in developing education in the District of Murung Raya(August of 2010).

Dr. Ir. Willy M. Yoseph., MM
The Regent of Murung Raya, Central Kalimantan, Indonesia

The 1th International Seminar on Quality And Affordable Education (ISQAE 2012):

Developing Qualified And Afforadable Education System For All

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Rational

To improve social welfare and alleviate poverty, government of Indonesia has established a policy in the field of educational system shown by effort of development and relevance of education to comply with the increasing demands of science and technology and labor market needs. For that purpose, participant rate 100% for elementary education and 96% for secondary education has been set up. Such a target has been fulfilled 94,6% in 2009. But the success hasn't been able to answer the target of MDG's, because the quality of education can't be achieved if only viewed from the aspect of enrollment rate.

Based on data of *Education Development Index (EDI)* Indonesia, Malaysia, Philippines, Vietnam, Myanmar dan Cambodia are in the category of middle EDI countries while Brunei Darussalam is the highest. In other words, those countries are facing problems related to the quality improvement in education. The effort to expand the access to affordable education in terms of geographical and economic development, improving the quality and relevance of education, strengthening governance and accountability of educational services must be realized to accelerate the achievement of universal primary education by 2015. The program should be implemented to include: (1)education and competence of teachers, (2)professionalism of teachers, (3)financial education management and human resource management, (4)politics of education, (5)the paradigm of education, (6)development of organizational education, (7)quality assurance of education, (8)education and gender equality. In order to implement the program, the seminar is aimed at producing strategic formulas to solve such a problem, particularly to find a solution how to develop a qualified and affordable education system.

Theme

    A. Main Theme : Developing Qualified And Afforadable Education System For All

    B. Sub-theme:
        1. Education Quality Improvement Policy
        2. Critical Issues in Expanding Access to Education

3. Education Evaluation System
4. Education Partnership Program
5. Education Management
6. Teacher Professionalism
7. Teacher Education System
8. Remote Area Education
9. Early Childhood Education
10. Formal and Informal Education
11. Education Facilities and Infrastructures

Place

Grand Sahid Hotel, Jakarta, Indonesia

Date

21-23 May, 2012

Call for Papers and Presentation Guidelines

ISQAE 2012 welcomes research papers in all fields related to stakeholders of education including policy-makers, administrators, educationists, government representatives, academics, and concerned NGOs. Applicants are invited to participate in the seminar and contribute to the dialogue by presenting papers on the sub-themes mentioned above.

The abstract should not be longer than 300 words and be either an MS Word or PDF file sent via email to isqae2012@ppsunj.org. Paper format can be downloaded on the ISQAE website.
(http//isqae2012. ppsunj.org)

Each accepted paper will be assigned to a parallel session with relevance theme to be presented by the author. Each paper will presented in 15 minutes followed by group discussion in the panel.

PERANAN PENDIDIKAN UNTUK MENINGKATKAN KUALITAS SUMBER DAYA MANUSIA INDONESIA

Djaali

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ABSTRACT

Education is the process of developing human potential in an integrated and sustainable way to produce change toward better behavior. Therefore, quality education is characterized by the competence of its graduates, which include knowledge, attitudes, behaviors and skills. To achieve these outcomes, the education system in Indonesia must have the eight National Education Standards as a minimum criterion to be met by a quality education system. To achieve a quality and affordable education in Indonesia, especially primary education, all schools at the primary level, i.e. elementary school (SD) and Junior High School (SMP) must have the eight National Education Standards, because all schools at the primary level was held on financing from the government as a consequence of the nine-year compulsory education program. Fulfillment of the National Education Standards for all elementary and secondary schools in Indonesia, public, private and madrasah is the embodiment of quality and affordable education in Indonesia. For those reasons, the implementation of the education system in Indonesia should be prioritized to meet the National Standards of Education for primary education and improving the quality and relevance at the level of secondary and higher education.

PENDAHULUAN

Hakikat pembangunan nasional adalah pembangunan manusia Indonesia seutuhnya dan pembangunan masyarakat Indonesia seluruhnya berdasarkan Pancasila dan Undang-Undang Dasar Negara Republik Indonesia 1945, menuju cita-cita nasional yaitu melindungi segenap bangsa Indonesia dan seluruh tumpah darah Indonesia dan memajukan kesejahteraan umum, mencerdaskan kehidupan bangsa, dan ikut serta melaksanakan ketertiban dunia yang berdasarkan kemerdekaan, perdamaian abadi, dan keadilan sosial.

Bertitik tolak dari hakikat pembangunan nasional tersebut, maka pembangunan sumber daya manusia Indonesia adalah suatu keharusan konseptual karena manusia adalah sasaran dan sekaligus subyek pembangunan. Pembangunan sumber daya manusia dalam pembahasan ini dimaksudkan untuk mewujudkan manusia Indonesia berkualitas, yaitu manusia yang beriman dan bertaqwa terhadap Tuhan Yang Maha Esa, berbudi pekerti luhur, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga negara yang demokratis serta bertanggung jawab (Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional).

Pembangunan sumber daya manusia Indonesia akan menjadi kunci keberhasilan pembangunan nasional karena manusia adalah pelaku sekaligus sasaran pembangunan yang akan menentukan berhasil-tidaknya pelaksanaan pembangunan nasional di segala bidang. Proses nilai tambah sumber daya manusia dapat menjadi anteseden terjadinya proses nilai tambah produktivitas yang akan menghasilkan nilai tambah ekonomi yang bermuara pada peningkatan kesejahteraan dan pada gilirannya akan meningkatkan harkat dan martabat bangsa yang merupakan salah satu tolok ukur keberhasilan pembangunan nasional.

Masalah yang dihadapi adalah bagaimana menyelenggarakan pendidikan nasional yang fungsional untuk mewujudkan manusia Indonesia berkualitas seperti telah dikemukakan. Oleh karena itu, dalam mengkaji perwujudan manusia Indonesia berkualitas, peranan pendidikan untuk meningkatkan kualitas sumber daya manusia Indonesia, yang pembahasannya akan diarahkan pada empat hal, yaitu (1) peningkatan mutu dan relevansi pendidikan, (2) peningkatan kualitas pendidikan nilai di tingkat pendidikan dasar, (3) upaya pengoptimalan fungsi pendidikan untuk menghasilkan manusia Indonesia yang siap dan mampu bekerja dengan kualitas dan produktivitas tinggi dan (4) pendidikan dan pelatihan yang diarahkan untuk pemberdayaan masyarakat pasca usia sekolah. Sebelum membahas keempat hal tersebut, terlebih dahulu akan dikemukakan permasalahan pendidikan nasional.

Metode pendekatan yang digunakan dalam pembahasan ini adalah analisis rasional dan kritis terhadap perkembangan pendidikan nasional serta kemajuan dan hasil yang dicapai secara empiris dalam mewujudkan sumber daya manusia Indonesia yang berkualitas.

PERMASALAHAN PENDIDIKAN NASIONAL

Permasalahan mendasar yang dihadapi dunia pendidikan Indonesia saat ini adalah kurang berfungsinya pendidikan nasional dalam meningkatkan kualitas sumber daya manusia Indonesia untuk memenuhi kebutuhan

pembangunan nasional yang berbasis sumber daya alam Indonesia, yang secara rinci dapat dijelaskan sebagai berikut.

1. Pendidikan nasional tidak berhasil dalam mendidik moral dan akhlak anak bangsa dan juga tidak berhasil dalam menanamkan nilai-nilai paradigma nasional yang terkandung dalam Pancasila dan Undang Undang Dasar Negara Republik Indonesia 1945. Bersamaan dengan kuatnya keinginan meningkatkan mutu pendidikan yang didukung oleh peningkatan komitmen untuk melipatgandakan dana pendidikan nasional, akhlak anak bangsa makin memprihatinkan, bahkan nilai-nilai yang terkandung dalam Pancasila dan Undang Undang Dasar Negara Republik Indonesia 1945 juga tidak terinternalisasi secara memadai. Sebagian siswa sekolah dasar dan menengah masih senang tawuran, sementara para elit politik dan pemimpin bangsa di berbagai level giat mempertontonkan tawuran model lain dalam bentuk perebutan kekuasaan dan penyalahgunaan kekuasaan tersebut. Gejala-gejala tersebut adalah sebagian kecil dari bukti empiris tidak berfungsinya pendidikan nasional dalam mendidik moral dan akhlak anak bangsa. Keadaan ini mudah dipahami, karena pendidikan dasar yang diharapkan sebagai peletak dasar bagi pembentukan karakter, moral dan akhlak mulia terlalu banyak diisi dengan pendidikan pengetahuan melalui metode mengajar pemberitahuan. Konten kurikulum yang harus dipelajari peserta didik terlalu banyak sehingga peserta didik dan guru tidak mempunyai waktu yang cukup untuk menciptakan dan mengembangkan iklim sekolah yang kondusif bagi interaksi edukatif guna terjadinya internalisasi nilai, karena semua waktu belajar terserap untuk menyajikan konten pengetahuan yang ada dalam kurikulum.

2. Lulusan lembaga-lembaga pendidikan dari berbagai jenis dan jenjang tidak memiliki kemampuan untuk bekerja, karena pendidikan kita terlalu berorientasi kepada pendidikan akademis yang dilengkapi sertifikat, ijazah dan gelar, sehingga menciptakan budaya mengejar gelar tanpa mempersoalkan kompetensi yang menyertai gelar tersebut. Gejala tersebut telah menjadikan pendidikan nasional tidak mampu menghasilkan manusia Indonesia yang siap dan mampu bekerja dengan kualitas dan produktivitas tinggi. Pendidikan vokasi yang terdiri atas sekolah kejuruan di tingkat pendidikan menengah, dan program diploma dan politeknik di tingkat pendidikan tinggi tidak mampu menghasilkan lulusan yang mampu dan siap bekerja. Di lain pihak masyarakat tidak berminat memasuki pendidikan kejuruan yang mempersiapkan mereka untuk bekerja, karena masyarakat lebih mengejar ijazah dan gelar. Akibatnya pendidikan nasional tidak mampu mengemban fungsinya

menghasilkan manusia Indonesia yang siap dan mampu bekerja, apalagi dengan kualitas dan produktivitas tinggi.

3. Pendidikan nasional juga tertinggal dalam mengikuti perkembangan ilmu pengetahuan dan teknologi, karena rendahnya mutu pendidikan intelektual pada tingkat pendidikan menengah. Pendidikan menengah juga terlalu banyak diwarnai oleh pendidikan pengetahuan melalui metode mengajar pemberitahuan untuk menyampaikan materi atau konten kurikulum yang terlalu banyak.

4. Permasalahan lain yang tidak kalah pentingnya adalah masalah pelaksana, pengelola, dan penentu kebijakan pendidikan nasional. Sampai saat ini para penentu kebijakan pendidikan, bahkan sampai kepada para pengelola pendidikan sebagian besar masih memandang pendidikan secara parsial dan bahkan mereka memandang pendidikan hanya sebagai sekolah, belajar pengetahuan, dan ujian, sehingga menonjolkan nilai hasil ujian sebagai indikator utama mutu pendidikan nasional. Akibatnya mutu pendidikan hanya dinilai dari hasil belajar kognitif melalui tes pengetahuan.

PENINGKATAN MUTU DAN RELEVANSI PENDIDIKAN

Berbicara tentang mutu pendidikan adalah mempersoalkan mutu proses penyelenggaraan pendidikan mulai dari proses dan interaksi pembelajaran di kelas secara mikro sampai kepada penyelenggaraan pendidikan di sekolah atau di lembaga-lembaga pendidikan untuk berbagai jenjang pendidikan secara makro. Mengingat bahwa proses pendidikan adalah proses kontinum yang hasilnya bersifat kumulatif, maka pembahasan mutu pendidikan harus dimulai dari pendidikan dasar karena pendidikan dasar merupakan peletak dasar untuk memasuki tingkat pendidikan menengah sehingga berdasarkan prinsip kontinum dan akumulatif, pendidikan dasar merupakan kunci utama keberhasilan pendidikan nasional.

Berbicara mengenai pendidikan secara mendasar tidak terlepas dari hakikat manusia sebagai pelaku dan sekaligus sasarannya. Sebagai konsekuensinya maka strategi penyelenggaraan pendidikan harus berbasis pada potensi, kebutuhan dan lingkungan anak sebagai peserta didik, serta berorientasi kepada pencapaian dan penguasaan kompetensi oleh peserta didik yang sesuai dengan tuntutan kebutuhan pembangunan nasional.

Atas dasar pemikiran tersebut maka untuk memberi tuntunan lebih operasional terhadap pelaksanaan pendidikan di lapangan, baik dari segi tujuan maupun hakikat proses pencapaiannya, maka perancangan pengalaman belajar dalam proses pendidikan dikelompokkan ke dalam tiga hal, yaitu (1) pembentukan pengetahuan dan pemahaman yang dibentuk

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melalui berbagai pengkajian, (2) pembentukan keterampilan, yang meliputi keterampilan intelektual, sosial, dan psikomotorik yang dibentuk melalui latihan dan pembiasaan, dan (3) pembentukan sikap dan perilaku melalui penghayatan dan internalisasi nilai, sehingga upaya perwujudan pencapaiannya juga merupakan jalinan yang integratif.

Oleh karena itu secara singkat, pendidikan dapat diartikan sebagai proses pengembangan potensi dan kemampuan manusia, yaitu kemampuan kognitif, afektif, dan psikomotorik secara terintegrasi dan berkelanjutan untuk mewujudkan manusia Indonesia sesuai harapan tujuan pendidikan nasional. Pendidikan intelektual, pendidikan nilai atau pendidikan akhlak dan moral, serta pelatihan untuk membentuk ketempilan harus mewarnai keseluruhan proses pendidikan secara seimbang dengan bobot sesuai tujuan institusional masing-masing jenjang dan jenis pendidikan.

Ditinjau dari aspek perioritas, pendidikan nilai atau pendidikan akhlak diprioritaskan pada tingkat pendidikan dasar, pendidikan intelektual diprioritaskan pada tingkat pendidikan menengah yang dilanjutkan pada jalur pendidikan akademis di perguruan tinggi, dan pendidikan keterampilan diprioritaskan pada pendidikan vokasi yang terdiri atas sekolah kejuruan untuk tingkat pendidikan menengah dan politeknik untuk tingkat pendidkan tinggi, serta pendidikan non formal dan informal yang bertujuan untuk pemberdayaan.

Pendidikan intelektual di sekolah yang selama ini banyak diwarnai oleh pemberian konten pengetahuan dengan bobot konten yang berlebihan, hendaknya secara bertahap mulai diarahkan kepada pendekatan yang lebih berorientasi kepada proses intelektual yang menyertai aktivitas pembelajaran. Aktivitas mempelajari konten pengetahuan dalam bidang studi apapun, selain bertujuan untuk menguasai konten pengetahuan tersebut, juga harus ditujukan untuk memberikan pengalaman intelektual yang menekankan pada fungsi latihan intelektual agar secara kumulatif dapat meningkatkan kapasitas intelektual atau ketajaman berpikir peserta didik. Oleh karena itu, mutu proses pendidikan intelektual di sekolah ditandai oleh seberapa jauh proses pendidikan di sekolah atau di kelas dapat berfungsi memberikan latihan intelektual atau latihan berpikir kepada peserta didik, dan sebagai konsekuensinya konten pembelajaran harus direduksi secara singsinifikan, untuk mengurangi orientasi kepada penguasaan materi atau konten semata dengan mengabaikan proses intelektual yang dialami peserta didik. Selain itu, bobot konten pembelajaran juga harus disesuaikan dengan potensi masing-masing peserta didik yang dalam kondisi sekolah Indonesia sangat bervariasi.

Penekanan kepada pendidikan intelektual dimulai dari jenjang pendidikan menengah umum dan dilanjutkan ke pendidikan akademis di jenjang pendidikan tinggi. Sedang untuk pendidikan vokasi di jenjang pendidikan tinggi maupun jenjang pendidikan menengah harus lebih diarahkan kepada pendidikan keterampilan.

Pendidikan keterampilan harus lebih diwarnai oleh latihan dan praktek kerja meskipun tetap membutuhkan pengetahuan teoretis yang mendasari latihan dan praktek kerja yang akan dijalani. Secara formal pendidikan keterampilan diberikan pada lembaga-lembaga pendidikan vokasi, baik pada sekolah kejuruan untuk tingkat pendidikan menengah maupun pada program pendidikan diploma dan pendidikan politeknik pada tingkat pendidikan tinggi.

Faktor penting yang harus diperhatikan dalam konteks pendidikan keterampilan adalah relevansi, baik secara kualitatif maupun secara kuantitatif. Relevansi kualitatif mempersoalkan seberapa jauh bidang-bidang keahlian atau keterampilan lulusan lembaga pendidikan sesuai dengan bidang-bidang keahlian atau keterampilan yang dibutuhkan oleh berbagai kegiatan pembangunan dalam masyarakat. Sedang relevansi secara kuantitatif mempersoalkan seberapa jauh jumlah lulusan lembaga-lembaga pendidikan sesuai dengan jumlah-jumlah yang dibutuhkan oleh lapangan kerja yang ada di masyarakat.

Jadi secara umum, suatu sistem pendidikan dikatakan relevan apabila sistem pendidikan mampu menyediakan tenaga-tenaga terdidik yang dibutuhkan dalam kehidupan masyarakat, bangsa dan negara.

Oleh karena itu ditinjau dari relevansi pendidikan, maka **pertama,** negara menetapkan wajib belajar pendidikan dasar sembilan tahun. Artinya semua anak usia sekolah wajib menamatkan atau lulus pendidikan sampai dengan tingkat pendidikan dasar atau SMP/MTs. Pada tingkat ini seyogianya biaya pendidikan ditanggung oleh pemerintah atau negara, sebagai konsekuensi penerapan program wajib belajar sembilan tahun. Semua anak usia pendidikan dasar harus mendapat alokasi dana pendidikan yang sama per-kepala, baik di sekolah negeri, di sekolah swasta, di madrasah, maupun di pasantren.

Kedua, lulusan pendidikan dasar dikelompokkan atas tiga kelompok berdasarkan hasil evaluasi mengenai prestasi belajar, bakat, minat, dan inteligensi masing-masing individu. Kelompok A adalah kelompok amat cerdas (yang diprediksi berjumlah antara 10 sampai 20 persen dari seluruh populasi) diarahkan untuk melanjutkan pendidikan ke SMA dan selanjutnya ke pendidikan akademis di perguruan tinggi. Kelompok B adalah kelompok normal atau sedang secara intelektual (yang diprediksi berjumlah antara 60

sampai 70 persen dari seluruh populasi) diarahkan untuk melanjutkan pendidikan ke SMA dan selanjutnya ke pendidikan vokasi di perguruan tinggi. Kelompok C adalah kelompok kurang atau lambat secara intelektual (yang diprediksi berjumlah antara 20 sampai 30 persen dari seluruh populasi) diarahkan untuk melanjutkan pendidikan ke sekolah menengah kejuruan dan setelah tamat langsung memasuki dunia kerja tingkat menengah ke bawah. Kelompok ini akan melanjutkan ke jenjang pendidikan tinggi setelah memiliki pengalaman kerja cukup. Kelompok A akan menghasilkan para ahli dan pemimpin tingkat elit, kelompok B akan menghasilkan tenaga-tenaga profesional yang mengemban sebagian besar tugas-tugas pembangunan di semua aspek kehidupan tingkat menengah, sedang kelompok C akan menghasilkan para pekerja kelas menengah ke bawah di masyarakat.

PENDIDIKAN NILAI DI TINGKAT PENDIDIKAN DASAR

Prioritas pendidikan nilai dan pendidikan akhlak pada tingkat pendidikan dasar, yaitu sekolah dasar (SD/MI) dan sekolah menengah pertama (SMP/MTs) didasarkan atas penyesuaian terhadap perkembangan struktur kognitif atau kesiapan intelektual anak yang dikaitkan dengan strategi pembentukan manusia Indonesia berkualitas sebagai sumber daya pembangunan nasional.

Pendidikan dasar hendaknya diarahkan pada pembentukan karakter, moral, kepribadian, dan akhlak mulia, sehingga peserta didik lulusan pendidikan dasar sudah memiliki karakter, moral, dan kepribadian yang luhur serta berakhlak mulia, yang nantinya akan menjadi manusia Indonesia berkualitas pada usianya, yaitu manusia yang senantiasa mengerti akan kodrat kemanusiaannya sebagai hamba Allah dan sebagai khalifah di muka bumi.

Sebagai hamba Allah, manusia Indonesia berkualitas senantiasa memproyeksikan hidupnya secara maksimal untuk memperoleh Ridha Allah dalam wujud integritas keimanan dan ketaqwaan yang semakin tinggi, yang terlihat pada pola ibadahnya sebagai realisasi keimanan bahwa kehidupan akhirat adalah konsekuensi dari kehidupan dunia.

Sebagai khalifah, manusia Indonesia berkualitas harus menyadari bahwa segala ciptaan Allah diperuntukkan baginya agar dimanfaatkan bagi kemaslahatan hidup manusia. Dengan demikian manusia Indonesia berkualitas adalah manusia yang berbudi luhur, berakhlak mulia, tangguh, cerdas dan terampil, mandiri dan memiliki rasa kesetiakawanan, bekerja keras, produktif, kreatif dan inovatif serta berorientasi ke masa depan untuk menciptakan kehidupan dunia yang lebih baik dan kondusif untuk mempersiapkan diri guna meraih kebahagiaan di hari kemudian. Kesadaran

sebagai hamba Allah dan sebagai khalifah di muka bumi, akan dapat menjadi benteng sekaligus filter dalam berinteraksi dan mengarungi kehidupan bermasyarakat, berbangsa, dan bernegara di era globalisasi yang amat dahsyat sekarang ini dan di masa yang akan datang.

Oleh karena itu, fokus peningkatan mutu pada tingkat pendidikan dasar seyogianya lebih diarahkan kepada peningkatan mutu pendidikan nilai atau pendidikan akhlak dan pendidikan moral. Pemikiran ini didasarkan pada perkembangan kognitif dan emosional anak. Pada tingkat pendidikan dasar (SD/MI dan SMP/MTs) peserta pendidikan adalah anak usia 6 sampai 15 tahun yang secara potensial kognitif (khususnya anak usia 6 – 12 tahun) belum memasuki stadium operasional formal, sehingga belum optimal untuk secara penuh mengikuti proses pendidikan intelektual. Selain itu, aspek akhlak dan moral merupakan faktor kunci yang harus dicapai melalui proses pendidikan nilai atau pendidikan akhlak.

Berdasarkan pemikiran tersebut, maka proses pembelajaran di sekolah dasar dan menengah, khususnya pendidikan dasar yang selama ini lebih banyak diwarnai oleh pemberian konten pengetahuan harus diarahkan kepada proses pembentukan karakter, akhlak mulia, moral dan kepribadian melalui berbagai aktivitas dan interaksi dalam suatu iklim yang menyenanngkan dan dirancang atas prinsip-prinsip pendekatan pendidikan nilai. Efektivitas pendidikan nilai di sekolah ditentukan oleh kualitas dan interaksi edukatif di lingkungan sekolah, baik interaksi antara sesama peserta didik, interaksi peserta didik dan guru, maupun interaksi antara peserta didik dan sumber-sumber belajar.

Oleh karena itu, pelaksanaan pendidikan nilai yang efektif di sekolah harus didukung oleh guru yang mempunyai kompetensi memadai, yang meliputi kompetensi pedagogi, kompetensi kepribadian dan sosial, dan kompetensi profesional, karena pendidikan nilai yang efektif membutuhkan kepandaian guru dalam merancang proses dan iklim yang kondusif di lingkungan sekolah agar terjadi interaksi personal dan sosial antara sesama peserta didik, antara peserta didik dan guru, antara peserta didik dan sumber-sumber belajar, serta antara peserta didik dan lingkungan, yang dengan sendirinya membutuhkan sikap dan perilaku keteladanan guru dalam suasana yang menyenangkan, demokratis dan terbuka.

Proses perubahan penekanan mulai dari penekanan pada pendidikan nilai kepada penekanan pada pendidikan intelektual harus berjalan secara bertahap dan kontinum seiring dengan perkembangan struktur kognitif peserta didik, sehingga memasuki pendidikan menengah umum, penekanan kepada pendidikan intelektual sudah lebih menonjol.

PENINGKATAN FUNGSI PENDIDIKAN UNTUK MENGHASILKAN MANUSIA INDONESIA YANG SIAP DAN MAMPU BEKERJA

Ada beberapa hal yang perlu dilakukan untuk mengoptimalkan fungsi pendidikan dalam menghasilkan manusia Indonesia yang siap dan mampu bekerja dengan kualitas dan produktivitas tinggi, yaitu.

1. Penataan perencanaan kuantitatif pendidikan berdasarkan proyeksi kebutuhan tenaga kerja berbasis potensi sumber daya alam Indonesia. Hal ini harus didukung oleh data dasar yang lengkap dan akurat tentang kebutuhan tenaga kerja secara kualitatif dan kuantitatif yang berbasis sumber daya alam Indonesia. Misalnya secara kasar, mengingat bahwa sumber daya alam dominan yang dimiliki Indonesia adalah pertanian, perkebunan dan kelautan, maka prioritas pendidikan kejuruan secara kuantitatif adalah menghasilkan tenaga terampil dan ahli dibidang pertanian, perkebunan dan kelautan. Oleh karena itu, pendidikan menengah kejuruan harus diarahkan untuk menghasilkan tenaga-tenaga terampil tingkat madya dalam bidang pertanian, perkebunan dan kelautan. Ini berarti pengembangan sekolah menengah kejuruan bidang pertanian, perkebunan, dan kelautan harus diberi prioritas tanpa mengabaikan sekolah menengah kejuruan bidang-bidang lain yang sudah ada.

2. Peningkatan mutu dan relevansi pendidikan kejuruan yang diarahkan untuk menghasilkan lulusan siap pakai yang ditunjukkan oleh pengakuan atau sertifikasi kompetensi. Untuk itu, diperlukan program konkrit standardisasi dan sertifikasi lulusan lembaga-lembaga pendidikan kejuruan, baik formal maupun non-formal.

3. Setelah sebagian besar lembaga pendidikan kejuruan telah mencapai standar mutu internasional, maka selain tetap melanjutkan program peningkatan mutu dan relevansi juga secara simultan dilakukan peningkatan jumlah lembaga pendidikan kejuruan yang diarahkan untuk memenuhi kebutuhan kuantitatif tenaga kerja yang berpedoman pada perencanaan kuantitatif pendidikan berbasis potensi sumber daya alam Indonesia.

4. Peningkatan mutu dan jumlah pelatih atau instruktur pendidikan kejuruan untuk semua bidang keahlian dan keterampilan yang memenuhi standar kualifikasi dan standar kompetensi secara proporsional melalui kerjasama, baik dengan dunia usaha, dengan lembaga-lembaga pendidikan kejuruan internasional, dan terutama dengan lembaga pendidikan tinggi kejuruan (pendidikan vokasi) yang diharapkan akan menjadi produsen instruktur untuk sekolah menengah kejuruan.

5. Peningkatan dana dan sarana serta prasarana pendidikan kejuruan, baik melalui dana APBN dan APBD maupun melalui dana dari dunia usaha dan lembaga-lembaga donor internasional. Pengembangan sarana dan prasarana harus diarahkan untuk menciptakan sekolah kejuruan yang berorientasi kerja sehingga aktivitas pembelajarannya lebih didominasi oleh kegiatan praktek dan latihan kerja yang didukung oleh program magang yang efektif.

6. Memperkuat fungsi dan peranan organisasi-organisasi profesi dalam sertifikasi kompetensi dan sertifikasi profesi serta mengontrol penempatan kerja di segala bidang keahlian/profesi dan keterampilan agar lebih berorientasi profesionalisme.

PENDIDIKAN DAN PELATIHAN YANG DIARAHKAN UNTUK PEMBERDAYAAN MASYARAKAT

Pendidikan dan pelatihan dalam pembahasan ini dimaksudkan sebagai transfer pengetahuan dan keterampilan kepada masyarakat, khususnya masyarakat pasca usia sekolah yang belum mempunyai pekerjaan tetap atau masih mempunyai pendapatan dan tingkat kesejahteraan yang rendah. Pendidikan dan pelatihan dalam hal ini lebih diarahkan pada usaha pemberdayaan masyarakat yang bermuara pada peningkatan kesejahteraan melalui peningkatan pendapatan dan perluasan kesempatan kerja dan berusaha.

Jenis pengetahuan dan keterampilan atau teknologi yang diberikan kepada masyarakat sasaran haruslah sesuai dengan kebutuhan lapangan kerja yang ada atau mempunyai peluang yang besar untuk menciptakan lapangan kerja baru karena didukung ketersediaan sumber daya alam lokal secara lestari dan berkelanjutan. Oleh karena itu, penyelenggaraan pendidikan dan pelatihan atau transfer ilmu pengetahuan dan teknologi dikembangkan dengan motivasi sebagai berikut :

1. Bahwa pengetahuan yang diberikan dirasakan bermanfaat bagi peningkatan keterampilan anggota masyarakat dalam melakukan mata pencaharian untuk kehidupan sehari-hari.

2. Bahwa pengetahuan yang diberikan secara nyata dapat memberi nilai tambah pada usaha-usaha masyarakat.

3. Bahwa dengan penambahan pengetahuan cepat dirasakan peningkatan kesejahteraan, baik secara langsung maupun tidak langsung karena terdapat dorongan peningkatan kemampuan dan pendapatan.

4. Bahwa ilmu pengetahuan yang diberikan dirasakan bermanfaat secara langsung guna mengatasi keadaan alam lingkungan di mana mereka tinggal.

5. Bahwa penambahan ilmu pengetahuan yang dialami tidak menjadi beban ekonomi atau merusak kepercayaan tradisional atau melanggar adat kebiasaan yang ada.
6. Bahwa penyampaian ilmu pengetahuan dan teknologi dilakukan dengan menggunakan pendekatan persuasif, menyesuaikan dengan cara lokal, dan sebelumnya melakukan apresiasi kepada kemampuan masyarakat setempat.
7. Bahwa perlu disyaratkan adanya komunikasi yang kontinu dan intensif, dengan frekuensi kegiatan kerjasama yang tinggi antara para pengantar ilmu pengetahuan dan teknologi dengan masyarakat penerima.
8. Bahwa dalam proses pelatihan dan penyuluhan perlu dilakukan pendekatan non-formal, menghiraukan aspirasi, berhubungan secara demokratis dan tidak menunjukkan adanya usaha-usaha yang bersifat eksploitasi terhadap hak-hak dan kebendaan milik masyarakat.

SIMPULAN
1. Pendidikan harus fungsional untuk mewujudkan menusia Indonesia berkualitas sebagai sumber daya pembangunan nasional.
2. Pendidikan dasar merupakan peletak dasar pembentukan manusia Indonesia seutuhnya, yang meliputi pembentukan karakter, kepribadian, dan akhlak mulia. Oleh karena itu, maka pendidikan dasar harus memprioritaskan pada pendidikan nilai dan pendidikan akhlak.
3. Proporsi peserta pendidikan vokasi dan pendidikan akademis harus disesuaikan dengan potensi perserta didik dan kebutuhan lapangan kerja yang ada dimasyarakat berbasis sumber daya alam.
4. Prioritas pendidikan menengah dan tinggi harus lebih diarahkan pada pendidikan vokasi dan profesional yang akan menghasilkan tenaga terampil pelaksana pembangunan di berbagai aspek. Sebagai pendidikan keterampilan, pendidikan vokasi harus lebih menekankan pada kegiatan praktek lapangan sehingga membutuhkan kelengkapan sarana praktek lapangan yang memadai.
5. Selain pendidikan formal, penyelenggaraan pendidikan non-formal mutlak diperlukan, terutama untuk masyarakat yang belum bekerja atau belum mempunyai penghasilan yang memadai untuk memenuhi kebutuhan minimalnya.   Pendidikan keterampilan yang berbentuk pendidikan non-formal juga perlu diarahkan untuk meningkatkan jiwa kewirausahaan agar menghasilkan lulusan yang memiliki motivasi dan kemampuan menciptakan lapangan kerja baru secara mandiri.

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SUSTAINABLE QUALITY
OF EDUCATION TOWARD HUMAN WISDOM

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INTRODUCTION

The quality of knowledge affects the values nurtured in an individual. Nurturing such knowledge requires that the knowledge be transferred during a prolonged period of time. In an attempt to achieve this purpose, this paper proposes a model on achieving education that is of high quality, sustainable and affordable. This paper discusses the spiritual development that involved four aspects: the power of intelligence, power of desire, power of anger, and power of imagination. These four aspects can be accomplished via spiritual exercises. In addition, this paper also discusses affordable quality in terms of history, which can be observed from philosophy of ethic of Greek philosophers such as Thales, Pythagoras, Empedocles, Socrates and Plato; and also revision of the current curriculum with the incorporation of spiritual development for human wisdom until the present day, agreeing to the notion that the spirituality aspect is an important aspect to be applied in achieving quality in education.

Common Goal

The East and the West are similar in the sense that both populations are dominated by the followers of religion. What is very common in both regions should be preferred as curriculum and education's goals basis, contents, and implementation. The belief in religion and best moral are common matters both in the eastern and the western countries.

Rational

Based on Saedah Siraj (2001) human-elements and beast-elements are two natural-elements that God implanted in man. Human-elements are: brain, intelligence, knowledge, wisdom, faith, and wants perfection; and Beast-elements are: desire, enmity, desire homeland, desire having a blood-based human relationship, prefers using mother-tongue and own culture, and materialistic.

Accordingly, faith – which is associated with the belief in religion – is one of human nature or a common element in human or God implanted faith in man. Naturally each human having faith in God – some believed in that

religion, others believed in this religion, and others who do not having faith in God or religion become freethinkers; however, the freethinkers still having faith in what they believed.

Wants perfection is one part of human nature. Having best moral is one of the processes in achieving perfection. In other words, having best moral is one of human nature. Another example that "wants perfection is one of human nature" is in the case of a millionaire, who also wants perfection, focuses his activities that will contribute in transforming him to a future-billionaire. In the same way, a new university lecturer, who wants perfection, desires to be a future professor. Likewise, a new wedding couple, who intended perfection, wanted to have their own home in future.

Based on our discussions, both elements either the belief in religion or having best moral is human nature. Rationally, the belief in religion and having best moral could be absorbed into the goals, contents, and implementation of curriculum and education of a nation.

Foundation

Knowledge and ideas of either the eastern education-experts or the western ones are firstly it is filtered then it is formulated as the goals, contents, and implementation of curriculum and education. For instance, the field of curriculum at higher learning institutions in the western countries takes "discussions of the knowledge and ideas of Thales, Pythagoras, Empedocles, Socrates, Plato and others" as part of curriculum course or as part of curriculum of higher learning institutions. For muslims, they should first refer those knowledge and ideas (of either the eastern education-experts or the western ones) to the Qur'an; then the genuine prophetic-tradition (*hadith*); and lastly, refer to knowledge and ideas of muslim-scholars (*al-'ulama'*) and muslim-academic-experts.

METHODOLOGY

Common-based curriculum is used in subjects and contents selection of a curriculum. Common-based curriculum prefers what is very common in an area or a nation (or larger than a nation like a region) and then it is included in a curriculum. For instance, best moral is a common entity in Malaysia and Indonesia that is preferred to be included in the curriculums of both nations.

How to Implement?

Main goal of curriculum and education is to educate individual to achieve best moral with purified-soul. This goal is not only Divine-knowledge

or religious-knowledge but also the doctrine of the western genius individuals such as Thales, Pythagoras, Empedocles, Socrates and Plato (This will be discussed later).

Principles of Best-Manner (*akhlaq*) Teaching Method

The followings are three main principles of best-manner (*akhlaq*) teaching method:

First principle

Cannot discipline the wrong-doer-pupil while the educator is in anger (Sayings of the Prophet Muhammad pbuh) (Rayshahri, 2009).

Second principle

Cannot beat the wrong-doer-pupil but rather ignore them (restraining them from the educator), but not too long.

Third principle

Correct the wrong-doer-pupil by the educator's good deed toward them, and point towards good through educator's good words (Sayings of Commander of the Faithful 'Ali ibn Abi Talib).

Age Levels in Best-Manner (*akhlaq*) Teaching Method

There are three age levels in best-manner (*akhlaq*) teaching method based on the sayings of the Prophet Muhammad pbuh (Rayshahri, 2009), as follows:

First

The pupils are similar to the masters during their first seven years that is age between one to seven years old. The educator should treat them like taking care of a master.

Second

The pupils are similar to the slaves during their second seven years that is age between seven to fifteen years old. The educator should treat them like taking care of a slave.

Third

The students are similar to the ministers during their third seven years that is age between fifteen to twenty one years old. The educator should treat them like taking care of a minister.

Levels of Soul

The soul (*ruh*), according to Mulla Sadra (Muhsen Pishawai'i, 2008), consists of the following levels:

- Perception (view)
- Imagination
- Estimation
- Intellect

Level 1 (Perception), one's soul does not go beyond the sense (how one feels). Here, one is incapable of utilizing one imaginative-ability and maintaining the perceptive-form of object. One judgment is like a bird that feels heat and pain when approaching fire. Here, one's imaginative-ability deficiency makes one mind unable to store either the fire imaginary-shape or the feel of burning. Accordingly, the bird goes near the fire again.

Level 2 (Imagination), one's soul keeps and maintains the imaginary-shape when it is not possible to access five human senses: eyes, ear, nose, tongue, and hands. One's judgment is liken animal's, lacking in intellect. In this manner, when one gets hurt one runs and never returns. At this level, man is described as an imperfect-animal that is deficient in imaginative-ability. Whatever hurts him, he keeps away but when it does not hurt, he is uncertain whether to choose it or to leave it.

Level 3 (Estimation), one's soul views certain meanings of the sensible. His judgment is like a goat that enjoys perfection at Animalist-Level as well as it interests at certain points. Thus, cats are always scared of dogs though none had hurt them; and this for man is his Animalist-Level.

Level 4 (Intellect), one's soul proceeds to perceive certain issues that are beyond Perception-World or Imagination-World or Estimation-World. The prophet who has attained perfection and all-inclusive of all levels (Levels 1, 2, 3, 4) left worldly matter and its pleasures goes towards "Hereafter and Eternity-World" where Angel-World is opened to human beings.

For information, Level 3 (Estimation) is very close to Level 2 (Imagination) due to Perception of Estimation (Level 3) position between Perception of Imagination (Level 2) and Perception of Intellect (Level 4).

Field of Akhlak

Thales (625BC-546BC), Pythagoras (570BC-495BC), Empedocles (500BC-430BC), Socrates (469BC-399BC) and Plato devoted their life in spreading teachings of best moral in society. We will discuss about them (Greek philosophers) only in the aspects of moral and religious belief as it is more adequate to our discussion on Common-based Curriculum:

First is Thales (625BC-546BC), the earliest Greek philosopher. Russell (1945) says Western philosophy is begins with Thales. Thales said: "water is the original substance out of which all things are produced." (Ciceronis, 1880: vol.1, p.10). This statement means God created everything from water and this is as intended in the Qur'an, Hud: 7. Cited above clearly shows Thales believes in Devine Unity (*Tawhid*) or Monotheism. Second is Pythagoras' (570BC-495BC). His activities of religious studies and philosophy (Pythagoras and his followers in Croton, Italy) made him a famous philosopher and also a philosopher of ethic with his belief of "soul cleansing" and "melting of oneself." He utilized religious or spiritual method in the issue of soul and it condition in material world (Hare in Taylor, Hare, Barnes, 1999). The third Greek philosopher is Empedocles (500BC-430BC) of Sicily. He says:

> The existing world will remain forever and the souls will be attached to natural orders and bodies until such a time when particular souls entreat the Universal Soul, and thus, enter the domain of intellection through supplication. Intellect in its turn implores God and is granted the grace of God and permeates the Universal Soul and permeates the particular souls of this world. At this stage the knowledge of natural order becomes clear and the particulars contemplate the universals and become united with them and then settle in the eternal world (Ali Rabbani, 1999: vol.2, p.219)

The above quotation shows that there are religious elements in the philosophy of Empedocles. Thales, Pythagoras and Empedocles believe in Devine Unity. Some scholars branded Pythagoras as a Magian (Fire Worshipper or Zoroastrian) but Zoroastrianism is considers by the Qur'an as People of the Book or Ahlu'l-Kitab (the Qur'an 22:17). The above Empedocles' statement also discuss about the soul. For Empedocles, the accepted reasoning without soul means that existence of limbs of a body is impossible. Thus, if the soul comes out of the body then natural regulation will be damaged (people will die and this means all activities carried out by people in this world will be at a standstill). In addition, based on the above quotation Empedocles explained that intellectual that is searching (like approximating himself to) God, blessings bestowed by God enter into a universal soul and also enter into certain souls in this world. Empedocles's statement above also mentions about eternal world or hereafter.

The fourth Greek philosopher is Socrates (469BC-399BC). He was born in Antioch (Antakya) in Turkey near Aleppo of Syria. Socrates' moral and

social criticism made him unwelcome to the government. He even strongly criticized certain statesmen as immoral because they want to secure their position and also take benefit in state developments. According to Plato, Socrates interfered in the acts of certain statesmen because he wanted justice and good to be carried out by the statesmen and the people. He attempts to put in place real justice that put him being sentenced to death. Some noble sayings of Socrates are: "I know that I know nothing noble and good," "Virtue - all virtue - is knowledge, and virtue is sufficient for happiness" and "No one desires evil, no one errs or does wrong willingly or knowingly."

The fifth Greek philosopher is Plato (424/423BC), an Athenian philosopher. His philosophy is based on Pythagoras' teachings (Aristotle, *Metaphysics*). For instance, Plato's *Republic* has its relationship with an organized philosophy community or religious group founded by Pythagoras at Croton, Italy. Pythagoras' philosophy ethic is based on knowledge which he learned in Egypt prior to 530BC. Pythagoras' influence on Plato also appeared in abstract-thinking as foundation for philosophy of Plato and religious or spiritual method that Plato utilized in the issue of soul in material world (Hare, 1999). For Pythagoras then followed by Plato there is three elements in one soul: reason, anger, and desire (Cicero, 2012).

In the field of akhlak, for the muslims, it is very necessary for them to learn and understand human desire, beast-element in man, and imagination. Based on verses of the Qur'an (below) that there will be a person in hereafter complaining to God that he was assembled in the state of eyes are blind when in the world he can see. He will be assembled in the state of blindness because of his heedlessness to the calls of the prophets and reminders in the form of verses of the Qur'an:

> He (a person) (in hereafter) said: "O my God, why did you assemble me in the state (of my eyes) blind, when I (in the world) can see?" (God) answered: "This (situation) (is due to) before (while you lived in the world) and reached you the Signs of God's Greatness (among them the calls of the prophets and reminders in the form of verses of the Qur'an) but you forgot (do not care about) them; And therefore on this day (Judgment Day in hereafter) you are forget (left in a very miserable situation)." (The Qur'an 20:125-126)

The above verses describe the situation that will really happen in the future – in hereafter, in which a person during his life in this world ignored or

did not care (as those whose eyes are blind) "the Signs of God's Greatness" (*ayat Allah*) among them the calls of the prophets and reminders in the form of verses of the Qur'an then in hereafter such individuals will be grouped by God among the blinds.

The above verses are also related with the discussion of: (a) The element of imagination or the power of imagination (*al-quwwah wahmiyyah*); (b) The elements of anger or the power of anger (*al-quwwah al-gadabiyyah*); and (c) The elements of desire or the power of desire (*al-quwwah al-syahwiyyah*). These three elements implanted by God in man have a significant influence on the character, behavior and even moral of a person.

The impacts of desire, anger and imagination in the field of akhlak

Continuously following desire without reasoning and also abandoning Divine rules would turn into one permanent habit. This habit will lead to other evil acts that will turn into continuous deeds. This individual is not satisfies after committing many evil acts; instead he would like to commit more. If he has wealth, he will not feel enough even if he has abundance of assets. By any means he should get whatever he desires even if it will cause great destruction to other people.

For desire that turned into one's character, it (desire that becomes character) will lead to other evil acts. For instance, an individual is unjust to other people by force and oppression.

Imagination that becoming one's character is comparable to a person who, after success in taking control of all richness of a state, still dreams in taking control of all richness of other states. Though it is not possible to conquer all richness of other states that individual will continuously hunting his imagination (unfulfilled imagination) where his desires feel unsatisfied after a desire is fulfilled.

Reasons of an individual following his desire in the field of akhlak

Materialistic lifestyle (one main concern or one priority is wealth including post or position and popularity) makes a person more keen to follow his desires, his ideas and also his views. This materialistic character is the main reason one's heart becomes unclean. In other words, a dirty heart is reflects to a materialistic character. One's materialistic character is due to one's act that followed desire. In such situation one's heart is uneasy continuously. One's mess mind is when one's heart is uneasy or not peace. This is known as soul illness or internal illness of an individual. Such soul illness or internal illness is result of hard to wipe personal ideas and own

views. This means that soul illness or internal illness is more dangerous than physical illness such as fever and flu.

Why to learn the field of akhlak?

Soul (*ruh*), character and the acts of a man also give very significant impact on the appearance of the soul of a person while he is in the grave and hereafter. State of the soul of a person after being released from his body that is one has just passed away will determine the state of the soul in the grave and then in hereafter.

If the soul, character and the acts of a man is human character then in the grave and in hereafter his soul would look like a normal man. Vice versa when soul, character and acts of a person is not human then in the grave and hereafter his soul would not look like a normal man.

If the element of desire or the power of desire (*al-quwwah al-syahwiyyah*) and the beast-element (*al-malakah al-bahimiyyah*) dominate someone then his soul would be in the form of animal that resemble the nature and character of his soul. If the element of imagination or the power of imagination (*al-quwwah wahmiyyah*) dominate a person – up to the level turning into a culture of his life where the evil-acts such as lie, betray, backbiting and fueling trigger hostility turning into a culture of his life, then in the grave and also in hereafter the appearance of his soul would be in evil form. If at the same time an individual has two or three beast-elements then the appearance of his soul would not be in the form of animal but a strange form of a body that disgust and horror that does not resemble any animal in this world.

Reasons to control imagination, anger and desire in the field of akhlak

The main purpose of the control of the imagination, anger and desire is to ensure that the three inner-self elements (imagination, anger and desire) are under the control of reason and Devine law. There would be a vast opportunities for a person to do wrong and to do damage that make this world not peace when imagination dominating reason and Divine laws. There would be a vast opportunities for a person to commit a crime like murder when anger dominating reason and Divine laws. Similarly, there would be a vast opportunities for a person to commit sins such as adultery and other evil acts when the beast-element in man dominating reason and Divine law.

Below are the processes of managing imagination in the field of akhlak:

Step 1: Trying to prevent the destructive and confusing dream accompanied by two things: (a) Prayer to ask God's assistance, and (b) To consider whether to choose evil acts and evil manners (outcomes of imagination, anger and desires without based on reason and abandoning Divine laws) or best morals (outcomes of imagination, anger and desires that based on reason and Divine laws).

Step 2: Directing a destructive and confusing mind towards a good and noble planning. Accompanied by two things: (a) Prayer seeking God's assistance; and (b) To consider whether to choose evil acts and evil manners (outcomes of imagination, anger and desires without based on reason and abandoning Divine laws) or best morals (outcomes of imagination, anger and desires that based on reason and Divine laws).

Step 3: Immediately move towards a good and noble planning when one minds leads to a destructive and confusing dream. Accompanied by two things: (a) Prayer seeking God's assistance; and 2) To consider whether to choose evil acts and evil manners (outcomes of imagination, anger and desires without based on reason and abandoning Divine laws) or best morals (outcomes of imagination, anger and desire based on reason and Divine laws).

Step 4: Continue with Step 1, 2, and 3. Accompanied by two things: (a) Prayer seeking God's assistance; and (b) To consider whether to choose evil acts or evil manners (outcomes of imagination, anger and desires without being based on reason and and abandoning Divine laws) or best morals (outcomes of imagination, anger and desires based on reason and Devine laws).

Below are the processes of controlling anger in the field of akhlak:
First, those who want to fight their desires to act cruel and rough talk must develop a gentle attitude and remember consequences when act cruel and engage in rough talk. At the same time one must curse evil while seeking refuge with God. ***The second*** step is to continuously do the first step (above).

Below are the successful outcomes of managing the desire, anger, imagination and wrong idea or wrong thought in the field of akhlak:

Worship 1: (a)Find evidences from the Qur'an; (b)Intention to become God sincere servant; (c)Clean the inner self or soul; and (d)Practice.
• Evidences from the Qur'an

The inner self or soul of an individual

First, evil desires (The Qur'an 45:23: "So do you see people make their desires as his god? ..."). Among evil desires are: a) Jealousy; b) Betray; c)Adultery; d)Food and drink from unlawful sources as well as it is unlawful. While examples of good desires are: a) sexual relationship with a marriage contract (*akad nikah*); b)Food and drink from good sources and lawful; and second, evil thoughts including: a)Wrong ideas; b)Wrong thought or wrongly viewed.

God sincere servants

Good deeds and good words accepted by God (will rise to God) (The Qur'an 35:10: "Who wants the glory then (know that) all the glory belongs to God. Will rise up to Him the good words (prayer or *doa*, good speech, lectures, remembrance (*berzikir*) etc. that accepted by God will be taken by the angels up to the sky) and good deeds, He who raised it)" and God has His sincere slaves (The Qur'an 37:39-40: "And do not you be rewarded except for what you do; except those of God sincere servants"). (See also, The Qur'an 37:159-160; 39:40).

Intention to becoming God sincere servant

A sincere intention (The Qur'an 37:39-40: "And do not you be rewarded but for what you do; except those sincere servants of Allah") and this makes evil cannot interfere a person (The Qur'an 38:82) instead God will save this person from destruction when the trumpet is blown by Angel Israfil in Resurrection Day (The Qur'an 39:68: "And the trumpet (for the first time) is blown, then died (all God creatures) that is in heavens and on earth except one that God desires ...").

Clean the inner self or soul

The inner self or soul of a person (evil desires, evil thoughts or evil ideas) that makes his dirty heart is clean (The Qur'an 6:120: "And leave the outward (visible) sin and of the inner (hidden) (sin) ...") through worship including: (a) Performing recommended prayers (*solat sunat*); (b) Reading the Qur'an; (c) Remembrance (*berzikir*) and others.

Worship 2: Grave-World (Known as Grave-World but not the actual Grave-World)
Level 1: Heart of an individual can see a moment of a light crossing
Level 2: Heart of an individual can see a light shaped like a small star
Level 3: Heart of an individual can see a light shaped like the Moon

Level 4: Heart of an individual can see a light shaped like the Sun or even as a light beam

Worship 3: Able to see yourself
Level 1: This level is still limited by time and space. At this point the heart of an individual can see the whole sky and earth illuminated from the east to the west. This light is called "Light of Yourself." That individual will be able to see his or her real self. There are cases where an individual finds himself standing next to him without body and skin. There are cases where an individual when he looks in the mirror, he finds his face and all parts of his body cannot be seen in the mirror.
Level 2: This level is not constrained by time and space. At this point a person's heart can see the lights flashing everywhere from all directions. This "Level of Able to See Yourself" is a one endless of light.

Worship 4: Able to see the Only One the Almighty One, and Only the One, the Most Knowledgeable
At this level an individual is seeing in his heart. He will be able to see everything in heavens and earth that is only in the form of a single unit of knowledge; and nothing existed except the Only One, the Almighty One, and Only the One, the Most Knowledgeable that is God.

Worship 5: Able to see Only One the Most Knowing
At this level an individual will be able to see (in his heart) the entire universe (the heavens, earth and other worlds) there is only One the Most Knowing, there is Only One the Almighty, and there is Only One the Most Living Eternally that is God. Second, at this level an individual will not find anyone else to know but there was Only One the Most Knowing, there is Only One the Almighty, Only One the Most Living Eternally that is God.

This vision occurs when an individual is reading the Qur'an. A case occurred where an individual-A while reading the Qur'an finds another person (the soul of individual-A) continues reciting the Qur'an but the individual-A is not reciting it. Sometimes there are cases while a person-K is reading the Qur'an there is another person (the soul of person-K) who hears.

Worship 6: In the Ocean of Sighting God
Based on the Qur'an 3:169: "And do you think of those who were killed in the way of Allah as dead but (actually) they live alongside they were provided sustenance from their God." (See also, the Qur'an 16:96; 28:88).

At this level an individual (including the prophets and His servants who reached this level) no longer need neither himself nor the others because he sees God everywhere but nothing is with Him. This is called "Level of in the Ocean of Sighting God." Second, at this level an individual holds that God is everywhere: God is exists but nothing is with Him. This situation is known as but there is nothing there with him who also called "Level of in the Sea of Sighting God." In the early stage this sighting occurs for a short while; and later this sighting occurs about ten minutes; and then this sighting occurs much longer about an hour and there are cases where this sighting occurs permanently.

In the middle of this level, one veil (*tabir, dinding, hijab*) (which blocking an individual to see the unseen or the hidden things) is open. This makes him able to see many things unseen. He sees each thing in the form of Angel World (*'Alam Malakut*).

HISTORICAL BACKGROUND: THE TRANSMISSION AND THE SPREADING OF KNOWLEDGE IN THE WEST AND THE EAST

Abraham the prophet (2100BC-1970BC) represents other prophets who accomplished prophethood responsibilities in delivering Divine-knowledge to man. He was born at Qusyairiyah, Najaf of Iraq around 4112 years ago. There is a period of 2100 years between Abraham to Jesus (Majlisi, 2003). Abraham is contemporary of the construction of Babel Tower of Iraq in 2200BC as well as contemporary of King Nimrod (Nimrod son of Canaan son of Kush son of Sam son of Noah) (Ibn Kathir, 1996). Most probably Nimrod is King Naramsin of Iraqian-Akkad (reigned 2100BC). From Iraq, Abraham migrated to Syria, then Palestine. Later he also went to Egypt for preaching Divine-knowledge.

According to Mulla Sadra, Abraham the prophet is the earliest person delivering knowledge (notably, the science of Divine Unity – *'ilm al-Tawhid*) to the west principally to Rome and Greece. Based on family-lineage of Job or Ayyub the prophet that is Job son of Amush son of Darih son of Rome son of 'Aish son of Isaac son of Abraham shows that Rome son of 'Aish is Abraham's great-grandson. As earlier discussed, Abraham also went to Egypt and it is possible that after accomplishing his preaching mission in Egypt or sometime later both Abraham and Sara crossed the Mediterranean Sea to carry out his preaching mission in the west (Rome and Greece). In Rome perhaps both of them resided at their great-grandson's home. Our western counterparts are in debt to Abraham who represents the east as he was the earliest to deliver knowledge (the science of Divine Unity) in the west.

Today Rome-City comes from the name of Abraham's great-grandson, Rome son of 'Aish, the founder of the City. At that time (around 4100 years ago) population of Rome is relatively small perhaps one hundred peoples or the most is two hundred while Rome and Athens are only two small towns or two small villages. Five hundred years later (3600 years ago), only 10,000 peoples and not more resided in all lands (Greece, Agean Sea, Balkan, Mediterranean Sea), all islands (such as Miletus, Sicily, Ionia of Turkey) and all ports (in the coasts of Greece, Agean Sea, Balkan, Mediterranean Sea) during the time of Cyrus (reigned 546BC), Darius (reigned 521BC-489BC) and Xerxes (reigned 486BC-466BC). Continue our discussion about Abraham's great-grandson (Rome son of 'Aish) perhaps Abraham's great-grandson by having Abraham's Divine-knowledge was the earliest to deliver knowledge (Divine-knowledge) in the west at least in his hometown, Rome. For this contribution, our western counterparts are also in debt to Abraham's great-grandson.

A thousand years after Abraham, for preaching mission, Zulkifli the prophet was sent to Rome by his father – a Yemenite prophet (Majlisi, 2000). Again our western counterparts are in debt to Zulkifli the prophet who represents east for his contributions in transmitting and delivering knowledge (Divine-knowledge) in west in particular in Rome and its surrounding areas.

In fact, prior to Abraham and Zulkifli the prophet, based on family lineage of the first Roman name Rumi or Rum or Rome son of 'Aish, the grandson of Yunan (Yunan is father of the present Greeks) that is Rumi son of Lubty son of Yunan son of Yafith son of Noah shows that Rome son of 'Aish is Noah's great-great grandson and Yunan is Noah's grandson (Ibn Kathir, 1996).

Apparently, both Yunan (father of the present Greeks) and Rumi (father of the present Romans) are descendants of Noah the prophet. The seeds of Noah's grandson (Yunan) and Noah's great-great grandson (Rome son of 'Aish) are today Europeans in particular and today westerners in general including Americans and Canadians as both are of European origins.

Perhaps, Noah's grandson (Yunan) and later Noah's great-grandson (Rome son of 'Aish) by having Noah's Divine-knowledge was the earliest to deliver knowledge (notably, the science of Divine Unity) in west, at least for Yunan, in his hometown (Macedonia of Greece) and at least for Rome son of 'Aish, in his hometown (Rome). For these contributions, again our western counterparts are in debt to Noah's grandson and great-grandson.

Abraham's sons, Ishmael the prophet (resided at Mecca of Arabia) and Isaac the prophet (resided at Palestine), both are genuinely adherents of

Sabi'ah (religion of Abraham is called Sabi'ah) continued preaching the Book of Abraham. Jacob son of Isaac (resided at Palestine) also continued preaching the Book of Abraham. Abraham's great grandson, Joseph the prophet (2000BC-1890BC) (4012 years ago) (resided in Egypt) (contemporary of Pharaoh Mentuhotep II who reigned between 1913BC to 1862BC) became a State Treasurer and he was retaining political influence in Egypt and he also continue preaching the Book of Abraham. In a later period, Egypt became a source of knowledge for the west and also western philosopher such as Thales (625BC-546BC) learned in Egypt as described by a Greek historian, Plutarch (500BC-600BC), Pythagoras (570BC-495BC), another western-Greek philosopher also learned "Wisdom" (Philosophy) in Egypt before 525BC and even Plato also went to Egypt otherwise Plato (based on his *Dialogue*) cannot even write about an event where an Egyptian priest was talking to Solon (a Greek statesman) in Egypt.

Four hundred years after Joseph, Moses the prophet (1600BC-1474BC) (3612 years ago) (resided in Egypt, Jordan and Palestine) of Jacob's lineage brought Torah and Judaism. Today Judaism is becoming one of the influential religions in the West. Later, Denial the prophet (he was taken to Babylon of Iraq where Nebuchadnezzar who reigned between 605BC to 562BC kept him in prison together with lions for many years) continued preaching the Torah. Then Elijah the prophet (Iliya or Ilyās in the Qur'an 37:123-126) and Elisha the prophet (Elyasa in the Qur'an 6:86-87; 38:48) continued preaching the Torah; and then Micah the prophet (lived during the reign of King Ahab who reigned between 869BC-850BC at North Palestine) also continued preaching Torah.

David the prophet (1100BC-1000BC) brought the Psalms. Solomon the prophet (1000BC-900BC) (3012 years ago) (David's successor), Āsāf son of Bērekhyā (Solomon's successor) and Zachariah the prophet (100BC) all continued preaching Psalms until Jesus brought Gospel or Bible.

The Second Process of Transmitting Knowledge to The West

The prophets, the Sabi'ah scholars and priests and the Judaism scholars and priests played great roles in transmitting and delivering knowledge (Divine-knowledge) to the West. For instance, based on Plato's dialogue, Timaeus mentioned that in an event an Egyptian priest was talking to Solon (one of Athenian statesmen).

Through the prophets or the Sabi'ah scholars and priests or the Judaism scholars and priests Divine-knowledge is transmitted to the West among the philosophers or "the wise individuals" such as Thales (625BC-546BC), a Greek philosopher who learned in Egypt as described by a Greek

historian, Plutarch (500BC-600BC), Pythagoras (570BC-495BC), another Greek philosopher who learned "Wisdom" (Philosophy) in Egypt before 525BC, and Plato also went to Egypt as described by a famous Roman orator, Cicero (43AD-106AD) but McEvoy (1984) is uncertain that Plato went to Egypt.

CONCLUSION

From the above discussion, we can see how divine knowledge was transmitted to the West such that it endures and still influences the West and the whole world today. This divine knowledge based on Truth has withstood advances in technology and competing philosophies over time. It is our duty to extend this knowledge through research and investigation. By putting into practice this divine knowledge human beings can ensure quality in education because quality encompasses the spiritual as well as physical, emotional, and intellectual needs of mankind.

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IMPROVING THE QUALITY OF THE EDUCATION: THE MALAYSIAN EXPERIENCE

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ABSTRACT

Improving the quality of teaching and learning in schools has always been a major concern of Malaysian educators. The four recurring and inter-related issues often raised in the development of a curriculum are: "What type of knowledge ought to be taught?", "Why do we need to teach that content?", "How should a curriculum be planned and arranged?" and "How can teacher ensure that what is transmitted to the pupils is as planned in the curriculum?" Within the last 5 decades the Malaysian education has experienced three significant philosophical changes, in terms of goals and objectives, parallel to the world wide developments, demands and changes in educational outlook. In the early 50's to the early 60's, education was seen as the vehicle to produce and develop human capital with skills and competencies, needed in the context of a developing country. However, in the 60's we begin to realize that skills and competencies are in sufficient, and thus we need to equip our students with understanding and thinking skills of the higher order. This is illustrated by the implementation of the modern curriculum of which the modern mathematics program is a good example. Lately, we experience another significant change. We began to see the need for the integrated curriculum that will produce the holistic personalities. This is clearly seen when we began to document the National Philosophy of Education in 1982. Balanced character is the order of the day. The changes brought about by the above are in responses to the weaknesses and insufficiencies brought about the educational philosophy on which each is based on. These three syllabi, as in any other curricular development, can be seen to have evolved from changing perspectives on the content, psychological and pedagogical considerations in teaching and learning. In this paper, I will trace the development of the Malaysian school curriculum from the

psychological, content and pedagogical perspectives in relation to the recurring issues. I will argue that the development has in many ways attempted to make learning and teaching more meaningful and thus friendlier for students both at the primary and secondary levels. Using the mathematics curriculum as an example, I will emphasize here has been also a marked improvement on the quality of education in Malaysia and at the same time affordable for all.

INTRODUCTION

Within at least the last 5 decades, the Malaysian school curriculum has undergone some significant changes. From the content perspective, the changes can be viewed to have undergone in three phases; the traditional (absolutist in nature), the modern era and finally to those related to the constructivist notions about teaching and learning (see Paul Ernest, 2005).The main problem in curriculum development is in the selection and decision of what are the suitable content for students to learn (Kliebard, 1972; Olivia, 1997; Marsch, 2009). In general, the development of the school curriculum parallels to that of the educational development which is further influenced by the needs of society and in actual fact is seeking for answers to four main continuing issues. The issues are:

1) What knowledge should be taught in schools?
2) Why do we need to teach that knowledge in schools?
3) How should we plan and sequence the school curriculum?
4) The role of educators, teachers in particular, in transmitting the type knowledge to the students (Weaver dan DeVault, 1970; Romberg, 1992; Noor Azlan, 2008).

The above issues are highly connected with one another. In any curriculum change or innovation, curriculum developers who are responsible in determining what needs to be taught in the classrooms, is in reality, directly or indirectly, attempting to seek answers to questions arising from the mentioned issues, although at certain times, certain issues are more emphasized over the others. Lately, for example, the Malaysian curriculum developers tend to be more focused to the question of how teaching and learning should be conducted in schools. The question of "why certain knowledge should be taught in schools" as reflected in the subject matter is often reviewed periodically. Careful analyses would provide guidelines for future curriculum development. In the history of education in Malaysia, we have been addressing the four recurring issues and will continue to do so in the future (Noor Azlan, 2005).

CURRICULUM

In this paper, the school curriculum is defined as the planned operational plans for teaching and learning that outlines:

1) the knowledge that students need to know.
2) the methodology on how the goals and objectives of the curriculum an be achieved by the students.
3) what teachers need to do in order to help students to build the knowledge in the an environment where teaching and learning occurs. (National Council of Teachers of Mathematics, 1989, 2000; Marsh, 2009).

The planned curriculum is often referred to as the, intended curriculum (Noor Azlan Ahmad Zanzali, 1987; Robitaille, 1980, Dossey, Giordano, McCrone and Weir, 2002), as contained in the syllabi, text books recognized by the Ministry of Education, or the accompanying materials (such as teacher guides) produced by the curriculum developers. The intended or the planned curriculum must be differentiated with the implemented (or the enacted) curriculum (Dossey, Giordano, McCrone, Weir, 2002; Marsch and Willis, 2007,). In this context, the constraints arising from social and environment faced by teachers in implementing the intended curriculum need to be considered. (see Stephens, 1982; Donovan, 1983; Noor Azlan Ahmad Zanzali, 1987, 1994, 2007; Marsh, 2009). What actually happen in the classrooms are often referred to as the experienced curriculum (Smith and Lovat, 2003). This is similar to the observation that:

1) teaching occurs in a social context.
2) teaching must emphasize "what knowledge is being taught.?"
3) effective teaching should take into account on how students discover and learn.
4) teaching can be conducted efficiently if the environmental aspects are considered (Bishop, 2001; Chien Chin, Yuh-Chyn Leu and Fou-Lai Lin 2001)

The above observations encompass the four issues mentioned above. In this paper, the continuing issues in education related to the kind of knowledge that should be taught in schools, followed by a discussion on why that knowledge is taught in schools, analyzing how the topics are structured and finally discuss the role of teachers in teaching and learning will be discussed. The quality of education, is fact, depends on how the curriculum is planned and implemented based on the above four issues.

WHAT KIND OF KNOWLEDGE SHOULD BE TAUGHT IN SCHOOLS?

The Malaysian education has experienced three significant changes, in terms of goals and objectives, parallel to the world wide developments,

demands and changes in educational outlook. In the early 50's to the early 60's, education was seen as the vehicle to produce and develop human capital with skills and competencies, needed in the context of a developing country. However, in the 60's we begin to realize that skills and competencies are in sufficient, and thus we need to equip our students with understanding and thinking skills of the higher order. This is illustrated by the implementation of the modern curriculum of which the modern mathematics program is a good example. Lately, we experience another significant change. We began to see the need for the integrated curriculum that will produce the holistic personalities. This is clearly seen when we began to document the National Philosophy of Education in 1982.

In the Malaysian context, the school curriculum, for example, has undergone several significant changes. From the content perspective, the content of the curriculum before the 70's focused on "traditional knowledge" with heavy emphases skills and competencies. The approach is based on the assumptions of the behaviorist theory of learning. The focus of the theory is on the type of human behavior influenced by a/or a set of stimuli (Tall, 1991; Ernest 2005). This teaching-learning approach is effective in enhancing the abilities of students in replicating or repeating the knowledge transmitted to the students. (Skemp, 1971; Tall 1991, Ernest 2005), or students are exposed to the "record of knowledge" and not "knowledge" itself (Dewey, 1912).

In the late seventies a major curriculum reform saw the introduction of the influence of the cognitive science in the curriculum. (Asiah Abu Samah, 1982).   The teaching approach that begins with understanding of concepts, with similar emphases on computation, based on the appreciation of structure of knowledge, begun to be implemented in the Malaysian schools. Teachers are encouraged to use the inquiry method in teaching.

In the 80's the content of the curriculum experience yet another change. The change was said to be suitable with the philosophy and goals of education both at the primary and secondary levels. The syllabus was designed to strike a balance between skills and understanding. Problem solving particular those related to everyday experiences of learners was given special emphasis. This is based on the assumption that the main aim of learning is to solve problems. (see also, Branca, 1980; National Council of Teaches of Mathematics, 1982:2000, Kantowski, 1981; Romberg, 1984; Schoenfeld, 1985; NCTM, 1982, 2000}.

Each curriculum change is planned so as to be in consonant with the current societal and economic changes which requires more complex and sophisticated understanding of mathematics. The advent of technology, especially in the information technology, requires students to possess skills

not limited to the abilities to carry out procedures as contained in the traditional teaching and learning, but higher order thinking skills (example, see Bloom's educational taxonomies in the cognitive domain, (1979]). What is emphasized here is that in the future world, we need to acquire skills and understanding in the forms significantly different from the present. Hence we need to teach our children knowledge that will be useful in the future and obviously not limited to those presently taught in schools.

WHAT KNOWLEDGE SHOULD BE TRANSMITTED TO STUDENTS?

The questions of what knowledge ought to be taught in schools and the assumptions underlying the process of teaching and learning must be analyzed carefully (see Freudenthal, 1978; Cockroft, 1982; Christianse, Howson and Otte; 1986, Schoefeld, 1987; Steen, 1986; NCTM, 1989; Shahril Mohd Zain, 1989; Ubiratan D'Ambrosio, 2010). However, what is more relevant is the question of "What does it means to know?"

Dewey (1916) differentiates between "knowledge" and the "record of knowledge". Knowledge as the record of knowledge has expanded into a huge area. School knowledge divorced from its wider applications is record of knowledge. The computational processes often taught in schools, for example, without looking at its origins and attempts to relate to applications is actually a record of knowledge. As a result, what are taught in schools is the product of mathematics thought and not the process of mathematical thought (Skemp, 1971; Tall, 1991; Noor Azlan 2007). The processes in which students are expected to memorize those things listed in the textbooks without looking at its uses in the wider context is the process of absorbing the record of knowledge (Dewey, 1902) and limited to those activities of replicating what was done previously (Stephens, 1982; Nik Azis Nik Pa, 1985/86; Skemp, 1971).

Romberg (1983), for example, beliefs that to know mathematics means be able to do mathematic, regardless of the levels of complexities of mathematics learning. This means that in mathematics learning, one gathers information, finds relationships, and discovers new knowledge in the planned activities. Learning in this context involves four activities: abstracting, discovering, proving and applications. Abstracting is something that is and often done in mathematics and has three properties. First, it involves patterns. Second, abstraction is a process from simple to more complex. And third, abstraction occurs in conceptual space and involves the relationship between abstract concepts based on some connections, rules or relationships. This is often followed by activities to prove the relationships. Mathematical predictions or propositions in mathematics need to be proven

using logical arguments. Lastly, mathematics has wide applications. We use mathematics in our daily lives, industries and in fact in all aspects of life.

The main question often asked by educators is how much of the dynamic nature of knowledge espoused by them is implemented in the classroom? Is the content taught in the classroom reflects the above considerations? How did the knowledge that is considered to be beautiful, possess its own dynamism, becomes and dull uninteresting when disseminated to students in the classroom?

The above discussions are of the opinion that teaching and learning should encompass more than just knowing as a record of knowledge. Students should be trained so that they are capable to appreciate the thinking processes in building the knowledge.

STRUCTURE OF KNOWLEDGE IN THE SYLLABUS

The approach used in arranging the syllabus is based on the assumptions underlying the knowledge that students need to learn, pedagogy or methodology most suitable and psychology on how do students learn (Noor Azlan, 2004). Generally, in the traditional syllabus is arranged as collections of skills and concepts in a hierarchical fashion. The objectives based on behaviorist theory or nature of learning, divides school knowledge to hundreds of parts and each part is taught one by one (Asiah Abu Samah, 1982). One has to divide and arrange each part in order of difficulty or complexity. The scope and arrangement is written in agreement to the topics that students need to absorb at each level. The main goal of learning is for students to acquire the speed and accuracy of computation. Students spend a considerable amount of time in absorbing and replicating mathematical procedures and not building or constructing knowledge (Romberg and Carpenter, 1987, Nik Aziz Nik Pa, 1989).

The main aim in learning is for students to acquire the skills one by one. In addition, students are expected to obtain answers to problems that have been previously defined for them. This approach has produced, indirectly, the view that mathematics consist parts that has a definite arrangement. Knowledge thus becomes something that is formal and not as a method used in the analysis and understanding of the world around us (Dossey et. Al, 2001).

A slightly different picture emerged in the KBSR (primary school level) and KBSM (secondary school level) curriculum. In the above explanation, it can be seen that the content, pedagogical and psychological perspectives changes for each curriculum. In general, for example, traditional mathematics is based on the behaviorist model of learning. In the modern

mathematics curriculum, mathematical structures and inquiry learning are emphasized. Finally, the KBSR and KBSM mathematics seeks the balance between skills and understanding.

The continuous problem faced by curriculum developers is that the implemented curriculum is often different, sometimes diametrically opposite to the intended curriculum. Many reasons can be listed. The main reason often cited by research reports is that most teachers could not appreciate the type of mathematics to be implemented (Saunder and Vulliamy, 1983; Donovan, 1983; Stepehs, 1984; Noor Azlan Ahmad Zanzali, 1987; and others).

ROLE OF TEACHERS

The role of teachers and students are complimentary. The main role of the teacher is to translate the contents of the syllabus in the form that can be understood by his/her students (Fernstermacher, 1986). The main responsibility of students is to learn..

If the main aim of learning is to know the "product of knowledge" and not the "thinking processes", teaching then should not be conducted in the form of drill and practice. On the other hand, in the traditional approach, the job of teaching consists mainly of transmitting or transferring information while the job of students is to accept and absorb what is being delivered. When needed, as in the examination, students will regurgitate in the form similar to what has been absorb. Students becomes the receiver of information and act in ways suitable with that function (Skemp, 1979)

The work of teachers also involves controlling students in his class so that they sit quietly in neat in rows and columns. This situation is suitable in the context of teachers as transmitters of the record of knowledge. The most effective way is when students sit and listen passively absorbing what is delivered by the teacher. This process can happen in situations where the degree of control is high and becomes easier if students sit in a particular place in neat rows. In a class of 40 minutes, most of the time is spent on listening what the teacher is saying. In this controlled situation that has existed and will continue to exist in the Malaysian context, mathematics is taught in one way as suggested by the textbooks. This situation is further exaggerated when teachers are further burdened by other administrative responsibilities which allow limited opportunities for teachers to reflect on what should be delivered to students

The above description is a normal practice in most Malaysian schools, although much effort has been carried out to change the situation. Overall, classroom situations that are routine and predictable is still the norm in most classrooms. Since teachers are the important links in the successful

implementation of the curriculum, they are often blamed if the teaching is not conducted as intended by the curriculum. Although there maybe some truth in the assertion, but we need to look deeper and more critically. As a result of their wide ranging duties, teachers in Malaysia have a very limited opportunity to analyze and thus plan steps to implement the intentions of the curriculum. In most cases teachers understand and support the ideas of the curriculum but due to constraints beyond their control, conducive atmosphere needed for successful implementation of the curriculum cannot be created (see Noor Azlan Ahmad Zanzali, 2004).

It can be said that teaching is still conducted in traditional ways, but to change this is not an easy task. All kinds of change need time. Other than that, change also need the support and commitment of all parties involved. For successful implementation of the curriculum, all those involved need to reconceptualize the content, teaching and the goals of education. Change cannot occur by itself. It is often mentioned that the conceptualization and understanding of what is school knowledge is the pre condition for successful implementation. (see also Dosey, 1991).

SUMMARY AND THE WAY FORWARD

At the beginning of this paper, four questions related to the content, goals, structuring and the teaching are raised. The four continuing issues must be analyzed to obtain a better picture on the issues or problems faced by curriculum developers. The basic proposal raised is that we need to reconceptualize on what is meant by education and what form of knowledge should be taught to students. We need to look knowledge from the constructivist perspective and not from the absolutist perspective. Teaching activities must be conducted in manners that allow students to construct knowledge and not just to replicate what others had done. These are the fundamental questions that educators need to address in order to improve the quality of education in the future.

Admittedly, I have not enumerated the efforts made by the ministry of education in improving the quality of education. My main argument in this paper is that before one could embark on the management of quality of education, educators must understand the philosophical shifts that occur in the curriculum. The knowledge as embedded in the curriculum changes as responses to the changing shifts in the in the society and economy. In the present world, for example, the need to produce holistic citizens as stated in the national philosophy of education must be the pre-requisite for any changes to be implemented in education, thus improving in the raising of standards (quality of education). In this context, the Malaysian Ministry of

educational has made tremendous steps in improving the quality of education through the various efforts in curriculum development efforts within the last five decades

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LOCAL GOVERNMENT AUTONOMY AND DECENTRALIZATION OF EDUCATION

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The change of paradigm of the centralization into decentralization by implementing local government autonomy as possible in a real, dynamic and responsible manifestation based on legal and constitutional principles has been resulting in reformation of orientation, conception, regulation and policy of the local development.

Educational decentralization in the frame of realization on the local government autonomy constitutes main sector of public service that has to be developed and governed well related to effort to actualize qualified education accessible to all levels of communities as well as related to enhancement of the educational function affords to fulfill work market needs and local government development.

Conceptually educational decentralization in the context of local government autonomy is not merely administrative decentralization limited to operationalization and facilitation of national policy in the field of education , but it has to encompass decentralization of authority in the field of local education policy.

Decentralization on administrative sector as well as local education policy above are clearly to have some urgencies such as:

Firstly: Bringing educational institutions, especially schools closer to the progress of the local government, as well as the needs of local communities. Local government responsibility in developing community based education will trigger enhancement of human resource quality.

Secondly, conditioning de-bureaucratization process of educational management and encouraging educational apparatus at the local government to continue promoting conceptual and building capacity.

Thirdly, developing participation of the local communities to support acceleration of educational progress. Thus, in one hand educational products will not be alienated from its society since it is based on the local competence. In other hand educational institutions will be accessible to various levels of communities.

Fourthly, constituting realization of educational implementation as asserted in the Act no. 20/2003 on National Education System, namely education is carried out by empowering all elements of communities through participation in conducting and controlling educational quality.

Fifth, promoting local government initiatives in expanding non-formal and formal education access, starting from literate education to various forms of education with special knowledge and skill.

Sixth, Integrating policies, programs, objectives as well as budget allocation and educational resource as an integral part of planning system of the local government development.

Seventh, Local government is endorsed to develop incentive and disincentive policy to achieve educational progress.

Eighth, The local government can help proliferating pedagogical, personal, professional as well as social competence of educators.

Educational decentralization needs developing based on objectives, policies and goals resulting in direct impact to local development process by remaining to consider standardization of national education completely regarding with competitive situation to attain higher level of education, compete in the work field, as well as fulfill human resource demand in the national development.

The Government Act No.20/2005 on National Education Standard determines National Education Standard encompassing:

a. Standard of Content
b. Standard of Process
c. Standard of Competence
d. Standard of Educator and Educational Instrument
e. Standard of Tools and Infrastructure
f. Standard of Management
g. Standard of Cost
h. Standard of Educational Assessment

By remaining to consider the diversity of local potency and resource, standardization of education and quality with whole supporting elements must be a reference in the frame of educational decentralization, with a policy of quality control on national education.

Educational decentralization also needs implementing by local government to encounter strategic issues in the educational field.

The prominently strategic issues in The National Consensus on Education 2010 have to be handled immediately. There were five strategic issues discussed at that moment, namely: (1)Acceleration of evenly national education distribution as well as application strategy of minimal standard

service (2)Role promotion of school director and supervisor and strategy on providing and distributing teachers (3) Educational harmonization to build competitive human beings (4) Strengthening educational role regarding with promoting noble morality and building national character as well as cost strategy to assure accessibility of educational facility.

Of course the local government can takes important role actively to respond and handle together the five strategic issues above, including to implement cost strategy.

For example, program of promoting educational quality by using special allocation fund for education (DAK) at the levels of elementary school/ abnormal elementary school to provide books, educational instrument as well as information technology instrument and school communication also multimedia subject are appropriate national education policies that can be extended to higher levels of education.

Integrated strategy of educational cost at the local and national level will afford to accelerate promotion of educational and assure educational accessibility.

Function and role of the local government as elaborated above is also expected to contribute fulfillment commitment of the UN Countries related to Education for All as well as Millenium Develepment Goals (MDGs) targets, particularly the achievement of universal primary education, community-based education, and equality of education.

The change of paradigm of the centralization into decentralization by implementing local government autonomy as possible in a real, dynamic and responsible manifestation based on legal and constitutional principles has been resulting in reformation of orientation, conception, regulation and policy of the local development.

Conceptually educational decentralization in the context of local government autonomy is not merely administrative decentralization limited to operationalization and facilitation of national policy in the field of education , but it has to encompass decentralization of authority in the field of local education policy.

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no. 20/2003 on National Education System. ***Fifth***, promoting local government initiatives in expanding non-formal and formal education access, starting from literate education to various forms of education with special knowledge and skill. ***Sixth***, Integrating policies, programs, objectives as well as budget allocation and educational resource as an integral part of planning system of the local government development. ***Seventh***, Local government is endorsed to develop incentive and disincentive policy to achieve educational progress. ***Eighth,*** The local government can help proliferating pedagogical, personal, professional as well as social competence of educators.

The prominently strategic issues in The National Consensus on Education 2010 have to be handled immediately. There were five strategic issues discussed at that moment, namely: (1) Acceleration of evenly national education distribution as well as application strategy of minimal standard service (2) Role promotion of school director and supervisor and strategy on providing and distributing teachers (3) Educational harmonization to build competitive human beings (4) Strengthening educational role regarding with promoting noble morality and building national character as well as cost strategy to assure accessibility of educational facility. Of course the local government can takes important role actively to respond and handle together the five strategic issues above, including to implement cost strategy.

PENYELENGGARAAN PENDIDIKAN DI MURUNG RAYA DALAM RANGKA MURA CERDAS

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ABSTRACT

To liberate Murung Raya's people from ignorance, poverty, and isolation would be no an easy task, requiring the acceleration of the strategic and high commitment of all development actors including government, private sector / business, and society. One of the accelerated program, announced by the Government of the Murung Raya District " Murung Raya Smart 2013 ". Murung Raya Smart 2013 is a program which is considered a strategically important way related to natural sources owned by the District of Murung Raya so requires qualified human resources to manage and develop this potencial. The quality of human resources of Murung Raya's people need to be strengthened and prepared with adequate knowledge, appropriate skills, high competitiveness, and good behavior through this program. To progress the regional as well as local area. Murung Raya Smart is laying a solid foundation for an intelligent human being of Murung Raya to be productive, competitive, and morality for the progress of regional development and public welfare.

RENCANA AKSI PROGRAM MURUNG RAYA CERDAS TAHUN 2013
Latar Belakang

Kabupaten Murung Raya merupakan salah satu kabupaten otonom di Provinsi Kalimantan Tengah yang tergolong relatif masih muda, dibentuk berdasarkan Undang-undang RI Nomor 5 Tahun 2002. Dalam usianya yang masih relatif muda tersebut, Kabupaten Murung Rayan sedang giat-giatnya melakukan pembangunan di segala bidang. Pembangunan tersebut merupakan wujud nyata dalam melaksanakan otonomi daerah sebagaimana yang telah diamanatkan oleh UU RI Nomor 32 tahun 2004 tentang Pemerintah Daerah.

Salah satu peran strategis dari Kabupaten Murung Raya sebagai daerah otonom sebagaimana yang telah diamanatkan dalam Undang-undang RI Nomor 32 Tahun 2004 tentang Pemerintah Daerah (pasal 14 ayat 1e)

adalah kewenangan menyelenggarakan pendidikan. Pendidikan mempunyai peranan penting dan strategis dalam pembangunan serta member kontribusi signifikan terhadap pertumbuhan ekonomi dan transformasi social. Selain berkorelasi positif terhadap status ekonomi penduduk, tingkat pendidikan juga berkorelasi positif terhadap menurunnya laju pertumbuhan dan derajat kesehatan penduduk. Pendidikan akan menciptakan masyarakat terpelajar (educated people) yang menjadi prasyarat terbentuknya masyarakat yang maju, madiri, demokratis, sejahtera, dan bebas dari kemiskinan.

Adanya desentralisasi dan otonomi di bidang pendidikan diharapkan mampu menjadi langkah strategis untuk mewujudkan amanat dari UUD 1945, yaitu setiap warga Negara berhak mendapatkan pendidikan guna meningkatkan kualitas dan kesejahteraan hidupnya. Dalam rangka melaksanakan amanat UUD 1945 dan UU Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, maka sejak tahun 2004 pembiyaan pendidikan terus diupayakan ditingkatkan secara signifikan untuk secara bertahap mencapai 20% dari APBN dan minimal 20% dari APBD.

Konsekuensi logis dari pelaksanaan UU Nomor 20 Tahun 2003 tentang Sistem pendidikan Nasional dan UU Nomor 32 Tahun 2004 tentang Pemerintah Daerah yang mengatur pembagian kewenangan antara Pemerintah Pusat dan Daerah adalah bahwa masing-masing daerah harus mengoptimalkan pelayanan public di bidang pendidikan untuk meningkatkan kecerdasan dan kesejahteraan masyarakat secara maksimal. Pendidikan mutlak diperlukan dan menjadi prioritas pembangunan sebagai upaya pembinaan, pengembangan dan peningkatan SDM untuk kemajuan pembangunan daerah.

Kabupaten Murung Raya yang terdiri dari 10 kecamatan dan 115 desa/kelurahan dengan luas wilayah ± 23.696 Km^2 (15,43% dari luas wilayah Provinsi Kalimantan Tengah) dan berpenduduk sekitar 89.716 jiwa menempatkan bidang pendidikan menjadi salah satu prioritas pembangunan Kabupaten Murung Raya. Komitmen kabupaten ini untuk meningkatkan kualitas SDM melalui pendidikan sangatlah kuat, sebagaimana tercermin dari visi Kabupaten Murung Raya tahun 2008-2013 di bawah kepemimpinan Bupati Willy M. Yoseph dan Wakil Bupati H. Nuryakin yaitu "terwujudnya kemerdekaan yang sesungguhnya dari kebodohan, kemiskinan, dan keterisolasian menuju Murung Raya yang cerdas, sehat, maju, unggul, sejahtera, dan bermartabat".

Memerdekakan masyarakat Murung Raya dari kebodohan, kemiskinan, dan keterisolasian tentunya bukan hal yang mudah, sehingga diperlukan program percepatan yang strategis dan komitmen yang tinggi dari seluruh pelaku pembangunan di daerah baik pemerintah, swasta/dunia

usaha, dan masyarakat. Salah satu program percepatan yang dicanangkan oleh Pemerintah Kabupaten Murung Raya adalah "Murung Raya Cerdas Tahun 2013".

Program Murung Raya Cerdas Tahun 2013 merupakan program yang dipandang cukup strategis dan mendasar mengingat potensi sumber daya alam Kabupaten Murung Raya yang besar membutuhkan insane-insan pembangunan yang berkualitas agar mampu mengelolanya secara maksimal dan berkelanjutan bagi kemajuan pembangunan daerah maupun kesejahteraannya sendiri. Untuk itu kualitas SDM Murung Raya perlu diperkokoh dan dipersiapkan dengan pengetahuan cukup, keterampilan memadai, daya saing yang tinggi, dan perilaku yang baik melalui program Murung Raya Cerdas ini.

Pengertian Dasar

Murung Raya Cerdas Tahun 2013 adalah meletakkan dasar yang kuat untuk insan Murung Raya yang cerdas, produktif, kompetitif, dan berakhlak mulia demi kemajuan pembangunan daerah dan kesejahteraan masyarakat Kabupaten Murung Raya.

- **Cerdas** : insan Murung Raya yang memiliki dasar ilmu pengetahuan yang cukup dengan pola pikir yang senantiasa dinamis.
- **Produktif** : insan Murung Raya yang memiliki dasar keterampilan yang memadai dengan didukung kemampuan penguasaan teknologi yang dinamis.
- **Kompetitif** : insan Murung Raya yang memiliki daya saing tinggi baik dalam lingkungan local, nasional, hingga internasional.
- **Berakhlak mulia** : insan Murung Raya yang memiliki sikap etika dan moral yang baik berlandaskan agama, budaya, dan adat istiadat yang senantiasa dinamis.

Tujuan Strategis

Tujuan startegis Program Murung Raya Cerdas 2013 adalah:
1) Mewujudkan sistem dan iklim pendidikan yang demokratis dan bermutu di Kabupaten Murung Raya.
2) Meningkatkan kualitas lembaga pendidikan yang dikembangkan oleh berbagai pihak secara efektif dan efisien di Kabupaten Murung Raya.
3) Mengembangkan pendidikan yang memanusikan manusia, pendidikan yang menjunjung tinggi harkat dan martabat manusia Murung Raya.
4) Mewujudkan kebijakan pendidikan untuk semua secara nyata dan bertanggung jawab di Kabupaten Murung Raya.

GRANT DESIGN PROGRAM MURUNG RAYA CERDAS TAHUN 2013
Kerangka Pemikiran

        Salah satu agenda strategis Kabupaten Murung Raya pada tahap pembangunan jangka menengah ini adalah "Murung Raya Cerdas 2013". Agenda pembangunan ini nantinya akan bermuara pada terbangunnya dasar bagi "Insan Murung Raya yang Cerdas, Produktif, Kompetitif, dan Berakhlak Mulia" seperti yang diketahui bahwa Sumber Daya Manusia (SDM) yang berkualitas merupakan salah satu komponen penting dalam pembangunan menuju masyarakat sejahtera. Untuk itu, Pemerintah Daerah Kabupaten Murung Raya berkeinginan melakukan percepatan pembangunan. SDM melalui berbagai program-program terobosan di bidang baik formal, nonformal, dan informal.

        Masih banyak persoalan pembangunan SDM di Kabupaten Murung Raya yang harus dibenahi bersama-sama. Pada tahun 2008 Indeks Pembangunan Manusia (IPM) Kabupaten Murung Raya masih relative rendah yaitu 71,6. Ini tentunya mnyangkut permasalahan yang masih banyak di bidang pendidikan dan permasalahan di bidang lain yang berkorelasi positif seperti bidang kesehatan dan perekonomian.

        Melalui Murung Raya Cerdas Tahun 2013, diharapkan masalah-masalah khususnya di bidang pendidikan baik langsung maupun tidak langsung dapat perlahan-lahan di atasi, baik yang menyangkut : (1) kebijakan pembangunan pendidikan; (2) perluasan dan pemerataan akses pendidikan; (3) mutu relevansi dan daya saing pendidikan; (4) tata kelola, akuntabilitas, dan citra public, serta (5) system monitoring dan evaluasi program pendidikan. Secara skematis, kerangka pemikiran yang dikembangkan pada Program Murung Raya Cerdas Tahun 2013 sebagai berikut:

Gambar 1. Skema kerangka pemikiran program Murung Raya Cerdas Tahun 2013
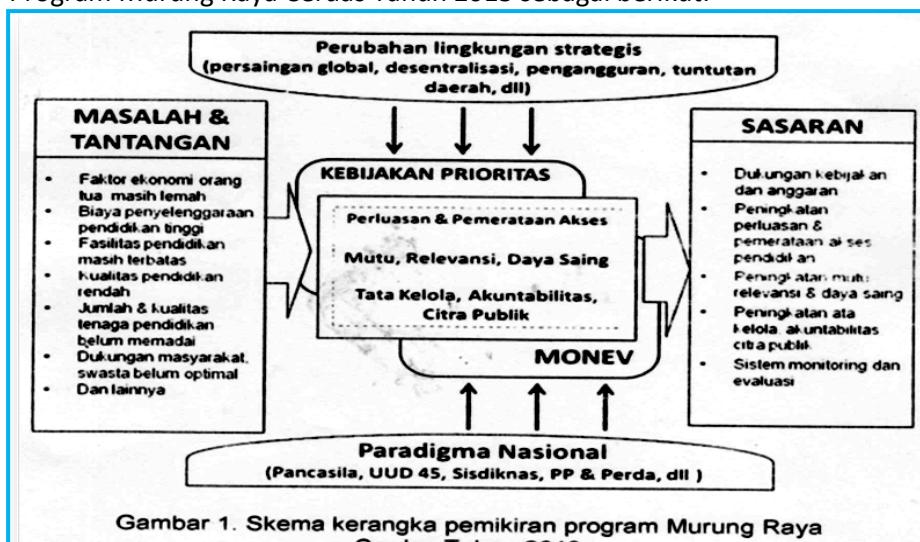
Program-Program Pengembangan

Agenda strategis yang akan dilakukan pada program Murung Raya Cerdas Tahun 2013 ini meliputi 4 kebijakan pokok yaitu: (1) pemantapanan kebijakan pembangunan pendidikan; (2) pemerataan dan perluasan akses pendidikan; (3) peningkatan mutu, relevansi, dan daya saing pendidikan; (4) penguatan tata kelola, akuntabilitas, dan citra public, dan (5) system mentoring dan evaluasi pendidikan.

Pemantapan kebijakan pembangunan pendidikan

Peningkatan kualitas SDM melalui penyelenggaraan program pendidikan tak formal, nonformal, dan informal di Kabupaten Murung Raya haruslah ditunjang dengan kebijakan-kebijakan yang memadai, termasuk perangkat yang akan menunjang kebijakan itu sendiri dan penganggarannya. Dalam hal ini pula diperlukan suatu perencanaan yang baik dalam mengimplementasikan program pembangunan pendidikan tersebut. Hal ini penting dilakukan agar Program Murung Raya Cerdas Tahun 2013 mempunyai landasan formal yang kuat, arah yang jelas, anggaran yang tersedia, serta komitmen yang tinggi antara segenap pelaku pembangunan di Kabupaten Murung Raya.

Program dan kegiatan yang akan dilakukan untuk pemantapan kebijakan tersebut melalui Program Murung Raya Cerdas Tahun 2013 adalah:
    a. Penyusunan Master Plan pembangunan pendidikan
    b. Penyusunan Rencana Pembangunan Jangka Menengah pembangunan pendidikan
    c. Penyusunan Peraturan Daerah (Perda) pembangunan pendidikan
    d. Mengembangkan anggaran pendidikan

Pemerataan dan perluasan akses pendidikan

Pendidikan merupakan kebutuhan dasar dan menjadi hak asasi segenap masyarakat untuk memperolehnya. Masyarakat di Kabupaten Murung Raya pada khususnya harus mendapatkan kesempatan yang sama dan luas untuk memperoleh pendidikan, guna meningkatkan kualitas kehidupannya dan juga berkonstribusi terhadap kualitas sumber daya manusia di Kabupaten Murung Raya. Pemerintah Kabupaten Murung Raya diharapkan mampu memenuhi kebutuhan masyarakat tersebut secara berkesinambungan melalui pemerataan dan perluasan akses pendidikan baik formal, nonformal, dan informal.

Program dan kegiatan yang akan dilakukan untuk pemerataan dan perluasan akses pendidikan melalui Program Murung Raya Cerdas Tahun 2013 adalah:

1) Pemerataan dan Perluasan akses Pendidikan Anak Usia Dini (PAUD)
2) Pemerataan dan Perluasan akses Pendidikan Anak Wajib Belajar (Wajar) Pendidikan Dasar (SD/MI hingga SMP/MTS)
3) Pemerataan dan Perluasan akses Pendidikan Sekolah Menengah Atas (SMA/MA) dan Sekolah Menengah Kejuruan (SMK)
4) Pemerataan dan Perluasan akses Pendidikan Tinggi
5) Pemerataan dan Perluasan akses Pendidikan bagi orang dewasa
6) Pemerataan dan Perluasan akses Pendidikan kecakapan hidup
7) Pemerataan dan Perluasan akses Pendidikan bagi para penyandang cacat

Peningkatan mutu, relevansi, dan daya saing pendidikan

Keberhasilan pembangunan bidang pendidikan untuk menghasilkan masyarakat Kabupaten Murung Raya yang cerdas tidak saja hanya ditentukan oleh ketersediaan fasilitas atau sarana dan prasarana, namun juga harus didukung oleh kualitas dan standar layanan penyelenggaraan pendidikan. Demikian pula hanlnya bahwa pendidikan bukan saja semata-mata untuk mencerdaskan masyarakat, namun sebagai sarana untuk memenuhi kebutuhan pembangunan di Kabupaten Murung Raya melalui peningkatan relevansi pendidikan. Mutu dan relevansi pendidikan pada akhirnya menciptakan insan pembangunan yang berdaya tinggi (mandiri, bermutu, terampil, ahli, dan profesional) mampu belajar sepanjang hayat, serta memiliki kecakapan hidup yang dapat membantu dirinya dalam menghadapi berbagai tantangan dan perubahan

Program dan kegiatan yang akan dilakukan untuk peningkatan mutu, relevansi, dan daya saing pendidikan melalui program Murung Raya Cerdas Tahun 2013 adalah:
1) Pengembangan dan perbaikan sarana prasarana penunjang pendidikan
2) Peningkatan layanan belajar bagi siswa
3) Pengembangan kreativitas dan prestasi belajar siswa
4) Peningkatan mutu dan relevansi penyelenggaraan pendidikan serta kesejahteraan tenaga pendidikan
5) Peningkatan mutu publikasi ilmiah pendidikan
6) Peningkatan mutu pendidikan kecakapan hidup
7) Peningkatan mutu pendidikan bagi orang dewasa

Penguatan tata kelola, akuntabilitas, dan citra publik

Pembangunan pendidikan merupakan serangkai proses dan sistem yang selalu berkembang untuk memenuhi tuntutan pembangunan.

Pendidikan diselenggarakan sebagai suatu proses pembudayaan dan pemberdayaan masyarakat yang berlangsung sepanjang hayat. Untuk itu pengelolaan pendidikan di Kabupaten Murung Raya harus senantiasa diperkuat agar dapat memberikan pelayanan prima kepada masyarakat. Akuntabilitas dalam pengelolaan sumber daya dan citra public terhadap penyelenggaraan pendidikan di Kaupaten Murung Raya perlu terus ditingkatkan.

Program dan kegiatan yang akan dilakukan untuk peningkatan mutu, relevansi dan daya saing pendidikan melalui program Murung Raya Cerdas Tahun 2013 adalah:

a. Peningkatan peran serta masyarakat dalam dunia pendidikan
b. Peningkatan kepatuhan dan sadar hokum masyarakat
c. Pengembangan karier tenaga pendidik dan kependidikan
d. Penataan lingkungan sekolah
e. Penguatan citra publik

Sistem monitoring dan evaluasi

Pembangunan pendidikan di Kabupaten Murung Raya mempunyai peran strategis dalam menciptakan SDM yang berpendidikan, terampil dan berdaya saing. Penyelenggaraan pendidikan membutuhkan sumber daya yang tidak sedikit nilainya, untuk memberikan pelayanan prima kepada masyarakat. Penyelenggaraan pendidikan di Kabupaten Murung Raya harus terus dilakukan pengawasan. Pentingnya pengawasan terhadap berbagai program dan kegiatan yang terkait dengan upaya pemerataan dan perluasaan akses serta peningkatan dan pemerataan mutu pendidikan.

Program dan kegiatan yang akan dilakukan untuk peningkatan sistem monitoring dan evaluasi melalui program Murung Raya Cerdas 2013 adalah:

1) Pengawasan dan penjaminan mutu pendidikan
2) Pemanfaatan teknologi informasi dan komunikasi
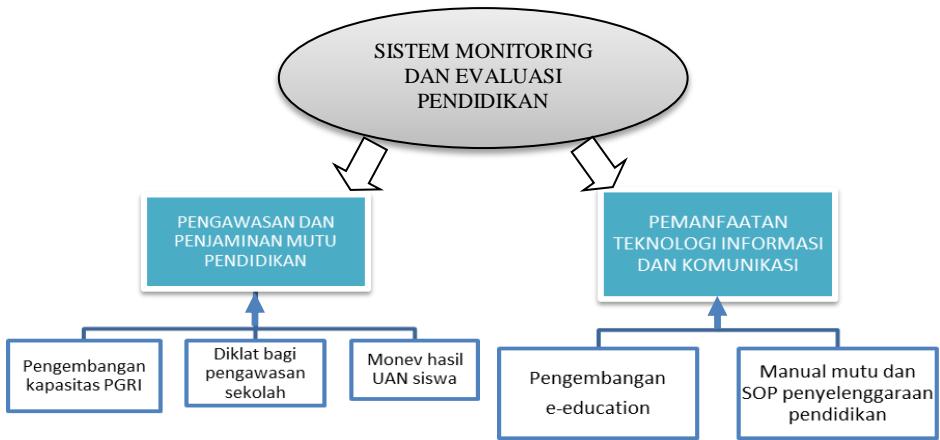
Gambar 2. Skema Program dan Kegiatan Peningkatan Sistem Monitoring dan Evaluasi melalui Murung Raya Cerdas tahun 2013

TOWARD A QUALITY AND
AFFORDABLE EDUCATION POLICY IN INDONESIA

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ABSTRACT

There is something highly paradoxal about the Indonesian education system. On the one hand the 20/2003 Education System Act (UU No.20, 2003) stipulated that each citizen has the right to obtain education. On the other hand, on the contrary schools are not equal to be accessed for everyone in the country. A real example is given what affordable and quality education means for the whole population today.

Keywords: quality,affordable, education policy, education system

INTRODUCTION

We now live in a time in which change is a major force affecting all aspects of our lives. The world of today, as well as our world of the future, demands a new and improved kind of education to meet challenging needs and problems not in existence even a few years ago.

A diagnosis of our time indicates that we live in a mixed situation of optimism and hope on the one hand, and pessimism and despair on the other. We are moving within a phase of growth, defining new goals, and have to pass a phase of uncertainty where schools and colleges are called upon to supply better and more aggressive knowledge and skills to face global challenges.

At the same time, the resources for education as well as for research and development are in many countries limited. Meanwhile, the future of our societies, both the individual societies to which we belong and the global society which is our common home, depends on the extent of the quality and quantity of education provided (Semiawan, 2010).

This paper will talk about affordable education for the poor and for those who live below the poverty line. With rising income levels among the middle class and with the increase in the level of dual income (Clinical Research Degrees, 2012), education has become an expensive preposition in many countries.

In the United States, Obama himself tried new ways to make college more affordable for middle class families (Fox News, 2012). In Indonesia the program on Bidikmisi where 87 Universities give scholarship to 30000 students, is well known.

However, for the growing number of people in many countries affordable education is still a dream (Portal Informasi Bidikmisi, 2012).

ANALYSIS
The Right to Education

As for Indonesia, it would be difficult not to over emphasize the importance of education in today's world. It is as we all know the key to addressing some of the major problems confronting our society today. Challenges such as the promotion of sustainable development, conflicts among the ethnic groups, prevention of the ecosystem, population reduction, disease prevention and respects of human rights are very much linked to the full exercise of the right to education.

In quantitative terms, we have seen a significant expansion of formal education throughout the country in the last decades. Gross and net enrollment rates have increased as can be seen in the tables 1,2 and 3 (Portal Informasi Bidikmisi, 2012) and table 4 for Higher Education.

Table 1. Development of Σ Elementary School from 2005-2008

	2005/2006	2006/2007	2007/2008
Public Schools	132,513	135,819	137,693
Private Schools	12,054	10,990	10,569
Total	144,567	146,809	148,262

Table 2. Development of Σ Junior High Schools from 2005-2008

	2005/2006	2006/2007	2007/2008
Public Schools	12,951	13,710	15, 024
Private Schools	10,902	10,976	11,253
Total	23,853	24,686	26,277

Table 3. Development of Σ Senior High Schools from 2005-2008

	2005/2006	2006/2007	2007/2008
Public Schools	3,938	4,231	4,493
Private Schools	5,377	5,661	5,746
Total	9,315	9,892	10,239

Table 4. Development of Σ Higher Education from 1984-2012

	1984	2012
Public Universities	48	82
Private Universities	200	3230
Total	248	3312

Yet the quantitative progress in the provision of education has not always been matched improvement in educational quality.

Quality

The term quality in general assumes that a certain product has to be achieved according to certain standards in a certain field as set by certain scientific groups of the community. Quality in teaching for instance, as a professional skill of the teachers is usually connected with the term quality assurance, which is considered a mechanism imposed by the teacher university management or another external body, like BAN PT (BAN PT).

The concept of quality in education has very much to do with the performance of teachers. Teachers are considered possessing well developed teaching skills. To bring teaching up to an acceptable level, it relies on positive attitudes toward teaching in striving for excellence.

The process of reflection leads to insights into better approaches to teaching by better understanding student learning needs. So characteristics of desirable teachers are those which show a striving for excellence in teaching through a two sided experience of teaching and learning, where by the teacher is not the only actor in the classroom.

Quality can be grouped into two schemes:

- Quality assurance which encompasses accountability, audit and assessment as imposed by a higher authority, where participation is considere compulsory
- Quality enhancement which is more related to empowerment, authorization, expertise and excellence of the people involved (Semiawan, et.al., 2001).

In Indonesia, for instance, both schemes of Teacher Training are in the process to be established as the organizational culture of Teacher Training Institutions. Most of the teacher training universities have undergone an external review on quality assurance by BAN PT. Scores and rankings were given based on A, B, C, D (A is excellent; B is good; C is sufficient; D is unaccredited, Semiawan, C, 2001).

Devide et Impera

However, there is something highly paradoxical about the Indonesian education system, especially regarding quality.

On the one hand the 20/2003 Education System Act (UU No. 20, 2003) has stipulated that each citizen has the right to obtain education (formal education, i.e. schooling), but on the other hand the schooling system applied the principle of *devide et impera* by setting up the so-called RSBI *(Rintisan Sekolah Bertaraf Internasional)* besides the National Plus Elementary Schools. Elementary schools for those who can afford the tuition fee. The ordinary public schools are also divided into the quality public schools and some good private quality schools, usually also in tandem with high tuition fee for (high) middle class level, mostly in the urban areas.

The less quality schools for the poor are mostly there in the suburban areas. These schools are usually characterized not only by chronic shortage of textbooks and no solid furniture, but also by buildings in a bad shape, very much easily affected by bad weather and strong wind, causing flood and leaks. Besides those factors also unqualified teachers or teachers with bad reputation as well as not yet updated curriculum are some of the characteristics of detoriation of quality. The same problems can be found in the JHS and SHS.

The present education context can scarcely be said to be conducive to educational quality. In spite of many government efforts to increase quality of the teachers through high increase in material improvement and in many professional teacher programs, no supervision and no school health services, have in recent years been the reasons why the moral of teachers has an impact of educational quality; also because of school infrastructure erosion, less school inspection, and bad school equipment, especially in the suburban areas.

AN EXAMPLE OF QUALITY AND AFFORDABLE EDUCATION

According to the 20/2003 act in Indonesia, quality and affordable educations should be anywhere in the country "*Pendidikan berkualitas yang merata bagi setiap warga Indonesia*" (quality education for each Indonesian citizen). This policy on quality and affordable education should be implemented in the whole country since kindergarten to the university level.

At the university level the same trend can be seen as described *(devide et impera)* for the pre-university level. The teaching profession there too often made the scapegoat for more deeply rooted problems inadequate.

However, some scientists don't sit still. They make some efforts to elevate the quality of higher education. This trend can be seen sporadically

by some idealistic private groups. One of the examples on higher education, besides *Bidikmisi* is an example of this kind of efforts as mentioned below.

Pamulang University (Universitas Pamulang, UNPAM)

UNPAM is a higher education institution in the sub urban area based on the vision: **to become the best private university in Indonesia, modern and independent in developing the three HE mission (Tridarma Perguruan Tinggi)** in producing professional, innovative and production pioneers of national development. This university was established in 2001 and has a student body of around 20.000 and will this year accept around 10.000 people. It is located at a suburban area near South Tangerang (at the edge of the Westpart of Greater Jakarta). Its main objective is to provide affordable and quality education for the poor and grass-roots level of the community, 80% of the students are children of taxi drivers, household servants, grocery sellers and (street) cleaning service, personnel, etc. The tuition fee is Rp. 150.000-, a month and can be installed even daily. On top of it, there is no additional entrance fee. This university has a number of study programs with D3, S1, and S2 education levels as shown in table below.

Table 5. Study Program at Pamulang University

No.	Study Program	Level		
		D3	S1	S2
1.	Electrical Engineering		v	
2.	Mechanical Engineering		v	
3.	Industrial Engineering		v	
4.	Chemical		v	
5.	Information Technology		v	
6.	Management		v	
7.	Accounting		v	
8.	Secretariat	v		
9.	Magister Management			v
10.	Mathematics		v	
11.	Physics		v	
12.	Law		v	
13.	Pedagogic		v	
14.	Civil		v	
15.	English Literature		v	
16.	Indonesia Literature		v	
17.	Accountancy	v		

Lecturers are mostly officials and lecturers from qualified state universities like UI, UIN and scientific institutions like LIPI, *Puspitek*, etc. Those lecturers are mostly alumni from overseas universities, live in the neighborhood and fulfill their Corporate Social Responsibility (CSR) duties by teaching at UNPAM. UNPAM has 15 study programs (see the table above), which most of them have been accredited as "good" (B) at the S1 level and one study program on the S2 level which also is accredited B. Each faculty has a library and a lab. An auditorium and an aula are also available. The owner is a property businessman and the objective of the CSR is to provide quality and affordable education at university level.

CONCLUSION

1. Though *Bidikmisi* is a small effort to provide quality and affordable education, it is only a very small percentage of student population at the university level who benefit from this privilege. There should be an integrated system implementing the educational policy which aims are according to the 1945 Constitution of the Republic of Indonesia (UUD 1945) and philosophy of *Pancasila* (the state ideology) of: '*Kemanusiaan yang adil dan beradab*' (civilized and fair humanity). The basic function of national education is based upon *Pancasila* and 1945 Constitution while the principle of education is based on democracy without any discrimination of humanity and religion.

   The levels of education should be an inseparable continuum that establishes foundations of learning for different levels of society without any discrimination. It is not appropriate to differentiate schools on the basis of different (economic) levels of society, especially not at the basic levels of education (elementary schools). Education is seen asa process continuity throughout life. The central role given to school today, and even more so tomorrow is taking the problems of human capacity and creativity, because human progress in the future depends very much on the product of our mind, research, invention, innovation and adaptation. This is to achieve maturity and happiness to fulfill the whole function of humanism. It should not become a top-down mandate but the ideas should be spread also at the grass-roots levels of society (Armstrong, 2007).

   Academic achievement discourse should be based not upon high test scores, reading, math and science only, but on how to live as a whole human being (Armstrong, 2007). The humanities, arts and other life skills in connection with the scholastic skills should be the aim of education so that someone will grow according to his own potential and his own right.

2. Among political and governmental authorities in Indonesia there is reluctance to recognize that there is a serious under investment in education and because of that, we are not aware that we are actually cheating our coming generation and undermining the future of our society (Semiawan, et.al, 2001). Schools' failure is society's failure, because school is a reflection of the behavior in the society. In fact, schools that fail are those confronted with overwhelming challenge of a shortage of equipment, facilities and supplies as well as understaffing and other external factors influencing the school atmosphere. Its failure in quality, therefore, can be expected and it is not surprising because the society permits the conditions to exist which exclude any realistic possibility of success and also exclude the poor to afford the best potentials (in terms of talents and giftedness) to actualize their possibilities by accessing them equal as "the haves" in society.

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TUTORING BETWEEN FUTURE TEACHERS STAKES AND PERSPECTIVE IN A POTENTIAL LEARNING PROCESS

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ABSTRACT

At all education levels "remediation" is more and more integrated into the learning process. Tutoring is one of the multiple possibilities in this huge collection offered, but with essential characteristics. Indeed the participants having been observed - "tutor and tutoree" – express a high satisfaction about their accomplishment in different disciplines. This article questions tutoring among future teachers to know how it could change working methods and how some good practice could later be implemented into the group class. A study of different mechanisms inferred into the tutoring relations will allow developing a few remarks about affective, cognitive and reflexive impacts. As private companies also present services in the shadow of the official educational system, can we consider these as different? Regarding the parallel tracks of the official/private educational system, some recommendations will illustrate the tutoring original pedagogical relation with specific understanding.

Keywords: tutoring, future teachers, stakes and perspective, learning process

INTRODUCTION

Tutoring is a good experience to develop a serious shoring-up in cooperation. Different remarks on enlistment, orientation, adjustment, model design proposal, particular details reorganized have been already considered by Brunner (1987 and taken over by Connac (2009). Obviously, responsibility, commitment and pleasure in learning have increase for both "tutor and tutoree". The real effect is a better self understanding to realize one's personal potential of thinking with authentic communication and identified values. These guaranteed a strong new learning construction

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(Topping, 1996 and 2005).   The focus on positive attitude leads to a reformulation and gives access to essential information giving appropriate answer to specific needs. With adapted language, proximity in learning process, common context and facility in unmasking failure because it is not the same as hierarchical teaching relation, "tutor and tutoree" can assure an expertise with structural working posture and empathic communication (Davenport and al, 2004). Reflexivity is fully justified on isomorphism in the dual relation, contextualization in the situation, variety in the approach and flexibility just in time to find the necessary resources (Raucent & al, 2010). Then, tutoring between peer future teachers in training can be a favourable opportunity to understand the potential pedagogical effect it can be used as a personal chance of success and a collective working attitude to implement common values into the classroom.

THE RESEARCH

A qualitative approach will be well appropriate to better understand the tutoring between future teachers in training. Responding to the dramatic failure rate at the superior academic level, the official education system in Wallonia and Brussels, Belgium. proposes different actions since the first study year. Tutoring is a part of the programme. We have made a selection of a few tutor (Tn= 6) and tutoree (tn=16) candidates in training studies BAC1/BAC3. Following these interviews we met a few candidates in training teaching BAC2 with young Teachers Coaches (TCn=3) in their classes .around four years experience.   Finally, we listened to Tutors Coaches (TCn=3)   in private company.

The problematic: Can tutoring between future teachers change pedagogical methods and quality of learning process? Could personal changes be implemented later into the class? Could affective, cognitive and reflexive stakes included in the tutoring relation fix a concrete adjustment in pedagogical purposes? Seeing the private sector developing also a coaching with profitable business, can we notice identical observations?

The questionnaire: The criteria and indicators selected to create the questionnaire are; **Affective:** First mental representation about tutoring/ Mood at the beginning and during the relation/ Need of encouragement to maintain the motivation; **Cognitive:** Working methods/Adapted vocabulary to explain/Changes observed in learning as new acknowledges construction, comprehension, confidence in reinforcement; **Reflexive:** sense of responsibilities/Values defined/ Pedagogical methods. .

RESULTS AND COMMENTS

The qualitative study is done on a limited sample but allows a few remarks especially in a prospective vision with a deficit of distance to measure the different impact. First, we consider the candidates future teachers Tutors (Tn= 6) and tutorees' (tn=16) answers in training studies BAC1/BAC3 and we select the three most frequent occurrence terms to an easy interpretation.

Table 1.1. Affective

AFFECTIVE		
INDICATORS	**T =** Tutors .n=6.	**t =** tutorees .n=16.
First mental representation	Help(4) / Confident(3)/ Exchange(2)	Comprehension(7)/ Help(5) / Confident(4)
Mood at the beginning	Stress/Confident (2) / Hesitation/ Positive attitude(1)	Stress(3) / Timidity(3) / Motivation(3) Apprehension(2)
Evolution:	OK(3) / Pleasant(2) / Calm(1)	Respect/ Complicity/ Confident/ Working climate(3)/ Comprehension/ Evolution + (2) / Improvement(1)
Need of encouragement to maintain the motivation	No(6)	Yes(7) / A little(2)/ No(7)

At the beginning tutors and tutorees are aware of the need for help, emergency of the situation, evidence of stress, affective impact of the difficulties and that will certainly be the answer in a deep and human consideration. On both size, the start is really an uncomfortable period but the evolution is totally positive and if the Tutors constantly keep a strong motivation tutorees show an unsettled balance in the encouragement. Then,

affective criteria is important, tutoring is a real relation of communication, the human attitude since the beginning, the belief in each one's possibilities can determine the evolution and good chance of success.

Table 1.2. Cognitive

COGNITIVE		
INDICATORS	**T =** Tutors (n=6)	**t =** tutorees (n=16)
Working methods	Reformulation(5) / Reorganization(3)/ Repeat(1) / Adaptation(1)	Reformulation(16)/ Adaptation(10) Reorganization(7)/ Repeat(7)
Adapted vocabulary	To explain(3) / Simplify(2) / Change/ Adapt/ Reformulate/ Popularize/ Insist/ Find synonym(1)	To reformulate(8) / Adapt(4) / Simplify(2)
Changes observed	Confident(4) / Construction(3) / Comprehension(3)	Comprehension(16)/ Confident(10) / Construction(7)

The importance of the language in the learning process is outstandingly underscored. One of the most significant indicators is the power of the interpretation. The key point lies in the fact that the comprehension comes into a personal construction of sense through words like bricks in a wall integrated into each other by the cement of the self appropriation. This specific aspect needs more linguistic study. Certainly, different contexts, realities and references from teacher's standpoint to student's one indicate the breaking off area where tutoring can justify all the benefits of the interpersonal action.

Table 1.3. Reflexive

REFLEXIVE		
INDICATORS	**T =** Tutors (n=6)	**t =** tutorees (n=16)
Changes in self respect	Motivation(1) / Self respect(1) / Confident (1) / Sense of responsibilities (1)	Motivation(11)/ Sense of responsibilities(10) / Self respect(8)
Values defined	Help(3)/ Transfer/ Comprehension/ Sharing/ Solidarity/ Effort(1)	Confident(4) / Solidarity(4) / Help(3) Respect (2)Transfer/ Study / Gift / Improvement / Comprehension/ Patience/ Empathy(1)
Pedagogical methods	Comprehensive study(2) / Common benefits/ Vocabulary/ Autonomy/ Consideration/ Motivation/ Collective Work/ Construction/ collective success(1)	Working methods(4)/ Comprehensive vocabulary(3) / Frequent study(3) / Organisation / Consideration (1)

The tutoring action is well recognized as a dynamic element to increase the motivation. Self respect and sense of responsibilities are connected to collective values as help and solidarity. Each participant "tutors and tutorees" still focused on their role to meet the exact demands. They are oriented to their immediate purposes and the follow up or the transfer to a new original pedagogical frame never emerges as a necessity. Perhaps is the too short delay between the act and the return benefits not enough to take advantage of the experience in term of a future strategy to be reused in the learning process? If the two partners totally agree on the positive tutoring effect then it could also be interesting to first mention that tutoring is a

substantial part of the teaching training. Then we consider young Teacher Coaches (TCn=3) with candidates during a teaching training BAC2 in their classes. Finally, we have a look at Tutor Coaches Professional evidence (TCPn=3) working for private companies in the shadow of the official educational system. To find convergence in the analysis we have also selected the three most frequent occurrence terms present in the answers.

Table 2.1. Affective

AFFECTIVE		
INDICATORS	**TC =** Tutors Coaches(n=3)	**TCP=** Tutors Coaches Professional (n=3)
First mental representation	Guidance/ Accompaniment(2) / Knowledge/ Experience(1)	Challenge/ Accompaniment/ Help(1)
Mood at the beginning	Happy(1)/ Attitude+(1)/ Suspicious(1)/ Stressed(1)	Dynamic/ Curious)1)
Evolution	OK(3)/ Confident (2) / Guidance(1) /	Transmission/ Evolution+(1)
Need for encouragement to maintain the motivation	Yes(3)	No(1)/ Sometimes(1)

On training outside the courses or institution, the situation looks identical on the different indicators but support and encouragement are more present. Confrontation with realities when candidates are still alone in a new environment and when difficulties accumulate each day about knowledge but also discipline, relations with authority and colleagues then the work conditions are more and more critical. A few conceal their own discomfort others renounce. In the private sector the environment is much more protected and the opportunity of development is safe. The relative artificial conditions connected with paid services impose obvious results in a short time. This difference will be more investigated in a following study.

Table 2.2. Cognitive

COGNITIVE		
INDICATORS	**TC =** Tutors Coaches(n=3)	**TCP =** Tutors Coaches Professional(n=3)
Working methods	Reformulation/Adaptation.3)/ Reorganization(2) / Plan(1) / Model(1)	Model/ Practical/ Adaptation/ Interpretation(1)
Adapted vocabulary	To explain carefully/Simplify/ Illustrate(1)	To propose/Define/ Look at non verbal(1)
Changes observed	Collective work(2) /Structure/ Motivation/ Construction/ Variety/ Responsibility/ Proximity(1)	Experience(1)/ Synthesis(1) / Communication(1)

Same attention is focused on language and appropriate interpretation of the situation. Changes observed are on the collective aspect and the work as a group. But a real transfer of tutoring benefits in pedagogical attitude inside the class group is not immediately noticed but the tutoring relation seems to affect much more personal experience as well in official as in private sector. The study points out new possibilities and gives a chance to open new perspectives of changing purposes in a next future. Certainly it will be a fascinating challenge on both sides and continuations in the study.

Table 2.3. Reflexive

REFLEXIVE		
INDICATORS	**TC =** Tutors Coaches(n=3)	**TCP=** Tutors Coaches Professional (n=3)
Changes in self respect	Motivation/Respect(2) / Confident/ ratitude/ Team work/ Sense of responsibilities(1)	Self respect(2)/Rigour(1)
Values defined	Passion/ Transmission(2) / Knowledge/ Savoir-faire(1)	Knowledge.1)/ Learning(1)/ Perseverance(1)

INDICATORS	TC = Tutors Coaches(n=3)	TCP= Tutors Coaches Professional(n=3)
Pedagogical methods	Collective work(2)/ Variety/ Proximity/ Motivation/ Structuring(1)	Experiences/ Construction/ Synthesis/ Communication (1)

Respect and self respect are constantly mentioned as a key point in the relation. Knowledge with passion and perseverance expressed values with affective consideration too. Nobody starts a reflexion on how to manage the tutoring relation. Since the statements are really positive as a personal experience with valuable interpersonal communications no professional attention or strategically attitude is requested to increase and transfer benefits. In the official educational system, human relation is deeply respected, empathy is totally present but consequences and return are not under control. In private sector, same remarks could apply but attention on evident results is much more observed like a satisfaction rate when success for identified target as a test or an exam is well recognized.

CONCLUSION

The study shows a positive impact of tutoring in a sense of true communication about needs inscribed in human relation with strong implication of the actors. For both "Tutor and tutoree", the quality of the learning process is well observed as a creation of sense, comprehension and knowledge construction. The cooperative action engages participants in personal changes in their way of doing. Affective, cognitive and reflexive stakes are certainly present in importance order but there is no evidence that these new deals will be implemented later into the class group. Attention on transfer benefits at the beginning of the relation and opportunity of setting up tutoring into a model will give more return on reflexive attitude. A frame of analysis with different identified "metacognition" steps could be the following part of the study. Private sector is still in the same position but with different purposes: immediate results and economic commitment. Also it will be very interesting to continue this comparative approach to find convergence and divergence in official educational system and private sector growing up on parallel tracks.

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KEY TERMS & DEFINITIONS

Tutoring   :Tutoring is an experience in cooperation to develop a strong human relation between at least two persons involved in a learning process.

Tutor   :Tutor acts as a guide, the person is involved in a tutoring experience as a referent with successful background in the same learning process on the same course.

Tutoree   :Tutoree is the person involved ina learning process seeking help for specific needs in comprehension, knowledge and well doing.

Coach   :*The person is involved in the tutoring relation as a referent with successful background in the same learning process but not necessary on the same course.*

Affective   :*Criteria connected to emotion, representation and personal well being in motivation.*

Cognitive   :*Criteria based on the way of knowledge integration comprehension, construction and working methods.*

Reflexive   :*Criteria related to self commitment in learning process: sense of responsibilities, values and personal methods that will be implemented later in a collective process.*

Metacognition :*Personal reflexion oriented to the way of doing for person involved in a learning process with particular attention on transfer benefits.*

THE DEVELOPMENT OF ACHIEVABLE AND QUALITY EDUCATION

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ABSTRACT

Along with the development, the state of education increasingly advanced. Many educational facilities are being met that can support the advancement of education today. For example, the existence of electronic devices like laptop, LCD, OHP, etc are used as tools for learning and teaching which very effective. Improved education quality by adequate facilities and infrastructure is only in big cities. That is occurs because of educational equity lack. As a result, many students who have difficulty to get educational facilities in remote areas. Moreover a school building that does not deserve to be a place of learning and teaching. The lack of human resources as a teacher is one of the factors inhibiting the implementation of an equitable education. No wonder that the people who live in remote areas can not read or write, it is called illiterate. Therefore, education should be immediately encouraged in remote areas by the management of education system and expanding access to the better education too.Professionalism of teachers needed to support the advancement of education in Indonesia. The presence of the teacher ability to teach can make student's skill more honed. The source of education is not only obtained from the teacher, but also many useful resources such as books, educational films, videos, magazines, internet, and others. Thus, students also expected to be more actively to seek information so that knowledge obtained can be developed. Development of affordable quality education can be done through informal and non-formal education. There are many non-formal education at an early age, internships, and basic education, like TPA or the Koran Education Park. In addition, there are also a variety of courses, including music lessons, tutoring and so on. While the form of informal education is learning activities on their own conscious and responsible. Every informal educated person is expected to

obtain values, attitudes, skills and knowledge that comes from the experience of everyday life, including the environmental impact is the influence of family life, work environment, game, market, library, and mass media. Early childhood education is needed to establish the quality of Indonesian children. Children who grow and develop in accordance by level of development has optimal readiness in entering primary education and living life in adulthood. Thus expected to help prepare the child to achieve academic learning readiness in school. The Government is also expected to pay more attention to the quality of education in Indonesia today. By issuing improving the quality of education policy like cooperative education abroad so the nation's education is more advanced and can improve the quality of education in Indonesia.

Keywords: education quality, achievable education, education development.

INTRODUCTION
Problem Background

The quality of education in Indonesia is currently very poor. This is evidenced, among others, UNESCO data (2000) on the Human Development Index ranking (Human Development Index), the composition of the rankings of educational attainment, health, and income per head is shown, that the human development index Indonesia decline. Among 174 countries in the world, Indonesia ranks 102nd (1996), 99th (1997), 105th (1998), and 109th (1999).

In the era of globalization, education has a crucial role to enhance human resources. That is because Indonesia is a developing country that continues to make developments, so that the quality of human resources required. Along with this development, the problems arising in the field of education. One of the problems of education costs. So many students are dropouts and they earn money for a bite of rice on the road. The step of government even more firmly to form a wide variety of characters to be professional and noble generation, although it is not maximized.

To improve the quality of students, which should be fixed first is the quality of educators. Currently the quality of teachers in Indonesia is very alarming. Most teachers do not have the professionalism of teaching, even to say is not feasible to teach. Not a few teachers who only graduated from elementary or junior high. These problems may occur due to several factors, which may be one of them is due to the low allowances of teachers in

Indonesia. Therefore, the government is aggressively pursuing certification of teachers to better generate power and competent educators who excel in their respective disciplines. However, it is not easy to pursue such certification. Several steps must be performed to select teachers who are truly worthy of certification and more Increasing the quality of education in Indonesia in the coming years.

Ideal conditions in the field of education in Indonesia is that every child can go to school at least until high school regardless of their status because that is their right. But it is very difficult to realize at this point. Therefore, at least everyone has the same opportunity to get an education. If you look at the above problems, there is an inequity between upper class and lower class. Seemed to belong only to the upper school just so that people who lack proper feel for the school. In addition, the publication of school in Indonesia is very minimal.

Free schools in Indonesia should have adequate facilities, competent faculty, the curriculum is right, and has administrative and bureaucratic systems of good and uncomplicated. However, in reality, free schools are schools located in remote areas of slums and everything can not support the bench schooling.

Thus, the necessary improvement of education quality, affordable education development, as well as the balance between government policy, competent educators, and students who have a strong determination to learn. It is aim to print the next generation of independent, moral, and responsible adults making Indonesia to compete in the arena of international education.

Problem Formulation
1. How is the conditionofeducation in Indonesia today?
2. What is a quality and affordable education ?
3. How to create a quality and affordable education to overcome the problems ofeducation ?

Writing Objectives
1. Knowing the stateofeducation in Indonesia today.
2. Describing of quality and affordable education.
3. Provide an explanation of creating a quality and affordable education to address education issues.

The Benefits of Writing
1. For the government
   Can be used as a support in improving the quality of education in Indonesia and has always voted to develop an affordable education.

2. For teachers

   Can be used as reference in order to teach the learners to perform better in the future.

3. For students

   Can be used as study material to learn in order to improve performance and scored the next generationofindependent, moral, and responsible adults making Indonesia to compete in the arenaofinternational education.

DISCUSSION

Quality of Education in Indonesia

The quality of education in Indonesia has not fully can be said well. That is because the poor quality of teachers, a learning tool, and students. The teachers are less competent. Many people who become teachers because it is not acceptable in another department or a lack of funds. With the exception of the old teachers who have long dedicated itself to become a teacher. In addition to student teaching experience, they have experience in the subjects they teach. The government is also faced with the problem of teachers' salaries. If the phenomenon is allowed to continue, will soon be destroyed education in Indonesia because many experienced teachers who retired.

Entering the 21st century world of education in Indonesia to be excited. The furor was not caused by the greatness of national education quality but a lot more awareness of the dangers caused by the backwardness of education in Indonesia. Juice is due to some fundamental things.

One is entering the 21st century wave of globalization is felt strongly and openly. Developing technology and changes to a new awareness that Indonesia no longer stand alone. Indonesia was in the midst of a new world, the world is open so that people are free to compare life in another country (Meilanikasim, 2009).

Now we feel the existence of lag in the quality of education, both formal and informal education. And the results were obtained when we compare it with other countries. Education has become the crutch in improving Indonesia's human resources for nation building. Therefore, we should be able to improve Indonesian human resources that do not compete with human resources in other countries.

There are some serious problems in improving the quality of education in Indonesia is low quality of education at all educational levels, both formal and informal education. And that's what causes the low quality

of education that impede the provision of the human family who have the expertise and skills to meet the nation's development in various sectors.

Learning tool is also be factor decline of education in Indonesia, especially for people in underdeveloped areas. However, for the people in the underdeveloped regions, the most important is an applied science that is really used for living and working. There are many problems that cause normally they do not learn like most students in general, among others, teachers and schools.

"Education is the responsibility of the government entirely," said President Susilo Bambang Yudhoyono after a limited cabinet meeting at the Ministry of Education Building, Jl Sudirman, Jakarta, Monday (03/12/2007). President explained several steps to be taken by the government in order to improve the quality of education in Indonesia, among others, improve access to the public to enjoy education in Indonesia, eliminating inequality in access to education, such as inequality in the villages and towns, as well as gender, improving the quality of education to improve the qualifications of teachers and lecturers, as well as increasing the average value of passing the national exam. Furthermore, the government will increase the number of types of education in the field of professional competence or vocational school. It aims to prepare personnel ready ntuk required.

The government plans to build infrastructure such as increasing the number of computers and libraries in schools. To support education, the government also increased the education budget. Budgeted for this year's Rp 44 trillion. Use of information technology in educational applications are also encouraged to improve the quality of education. Therefore, the financing for the poor is done so that equitable education in Indonesia and the lower classes can enjoy a decent education.

In addition to several causes of low quality of education at the top, the following will be presented also in particular some of the problems that cause low quality of education in Indonesia.

Low quality of physical facilities

For infrastructure, for example, the building of our many schools and colleges is damaged, the ownership and use of learning media is low, library books are incomplete. While no laboratory standards, inadequate use of information technology and so on. In fact there are many schools that are not have its own building, no libraries, no laboratories and so on.

Figure 1. Educational facilities are less supportive

Education in Indonesia is still very inadequate because Indonesia still install a system that follows education abroad and periodically change so as to make students and teachers to be difficult to adapt.

The quality of education in Indonesia is still lacking due to the facilities provided were inadequate. If the facility in school is adequate, the price will be very expensive. The facilities are usually lost or less are a blackboard or white board, tables and benches, buildings, and others. The lack of education in Indonesia due to the lack of quality teachers. Therefore, teachers should be given education on a periodic basis so that the teacher is not outdated. In addition, the lack of quality of the building itself that makes the students become ineffective and unable to concentrate.

Supposed the issue of education, the government needs to emphasize that the policies issued by the government to be channeled properly. So as to reduce the low levels of education in Indonesia. How to cope with the low quality of education is to be established a committee in overseeing the distribution of aid and oversee the policies issued by the government. BOS assistance must be supervised in the distribution so that no deviation distribution of funds.

On the streets of Jakarta and more schools are made by a foundation which frees the cost to educate abandoned children and street children to become more viable. Thus, the government should also support this action so that the level of education could be further improved (Ratih, 2010).

Figure 2. Inadequate education facilities

Figure 3. Damaged building where learning

Figure 4. Schools that are not feasible

As we understand it, education is the most important in determining the future of a nation where education are as a tool or method to shape the personality and character of the nation. Success or failure education depends on learners, educators and government. Here are in demand world attention to the role of government in education in the sense that the government tried to improve the quality of education in schools by preparing educators who are reliable and well-equipped schools and adequate so as to create a

smart human resources in accordance with the vision of the mission of education as an explicit and implicit in the UUD'45 opening is clear that one of the national objectives formulated by the founders of this country are "the intellectual life of the nation". Fundamental meaning contained in the message is that the strength and progress of a nation lies in its human resources. Keywords human resource development is the "education" for all citizens that last a lifetime since of the family, at school and in life overall.

Indonesia with 210 million inhabitants, is one of the country that the quality of education remains a concern, seen from the ranking is very much occupied in the group is ranked as the world-111, as well as countries compete with Singapore and Malaysia in Southeast Asia. The low level of education quality was caused by the government is in the handling and managing the education so that ruled out community development through education and just focus on the development of other sectors. Generated due to the low quality of education personnel who are less skilled are not acceptable in the workplace that lead to lower unemployment which affects the high rates of crime, poverty and increase the nation's moral decline.

According to the Ministry of Education, the number of unemployment in Indonesia reached 40 million, made up of unemployed educated and uneducated. The lack of seriousness was also obvious with the increasing cost of education in the society so that the emergence of the notion that education can only be enjoyed by those who have the money, assuming it to be real with data held by the Ministry of Education nearly 2-3 million children drop out of school each year and only 10% of high school graduates who continue their education into college. This shows clearly that there has been a real shift in educational philosophy, education is no longer to educate but has been used as a commodity to be commercialized and seemed to be a profit for the few institutions that sit instituted education itself.

The real essence of education is how students become a human being truly independent, so that when separated from the world of education students do not dependent on the human condition but to be able to create a suitable condition they expect. Education which has been applied as if the students only used as an object for education while the ideal conditions for learners is the subject of education itself.

The data of Balitbang Ministry of Education (2003) mentions for the elementary unit there are 146.052 institution that holds 25,918,898 students and 865,258 has classroom space. From all over the classroom as much as 364,440 or 4.12% in good condition, 299,581 or 34.62% suffered minor damage and as many as 201,237 or 23.26% was severely damaged. If the

condition of MI calculated higher rates of damage due to conditions worse than the SD MI in general. This situation also occurred in junior high, MTs, SMA, MA, and SMK although the percentage is not the same.

The low quality of teacher

The situation of teachers in Indonesia are also very worrying. Most teachers do not have enough professionalism to carry out their duties as defined under Article 39 of Law No. 20/2003, namely the learning plan, carry out learning, assessing learning outcomes, coaching, training, conduct research and perform community service.

Not only that, some teachers in Indonesia and even declared unfit to teach. Percentage of teachers according to the feasibility of teaching in the year 2002-2003 in a variety of educational units as follows: to teach only decent SD 21.07% (domestic) and 28.94% (private), to SMP 54.12% (domestic) and 60.99% (private), for high school 65.29% (domestic) and 64.73% (private), and to teach proper SMK 55.49% (domestic) and 58.26% (private).

The feasibility of teaching is clearly related to the level of teacher education. The data of Balitbang Ministry of Education (1998) showed from about 1.2 million teachers in primary / MI only 13.8% are educated D2-Education diploma-up. In addition, around 680,000 teachers of junior high / new MTs 38.8% diploma educated Educational D3-up. At the high school level, of the 337,503 teachers, only 57.8% had education up S1. At higher education level, from 181,544 lecturers, only 18.86% educated S2 up (3.48% educated S3).

Although the teacher and the educators is not the only factor determining the success of education, however, teaching is the central point of education and qualifications, as a mirror quality, teaching staff contributed greatly to the quality of education which it is responsible. Quality teachers and low teacher also influenced by low levels of well-being of teachers.

Low teacher welfare

The low welfare of teachers have a role in making the low quality of education in Indonesia. Based on the survey FGII (Independent Teachers Federation Indonesia) in mid-2005, ideally a teacher receives a monthly salary of Rp 3 million dollars. Now, the average income per month of civil service teachers of Rp 1.5 million. teacher aides Rp, 460 thousand, and part time teachers in private schools an average of Rp 10 thousand per hour. With revenues like that, face it, many teachers are forced to do the job. There is teaching again at another school, giving lessons in the afternoon, a

motorcycle taxi drivers, merchants cooked noodles, booksellers / LKS, traders pulse phones, etc. (Reuters, July 13, 2005).

With the Law on Teachers and Lecturers, perhaps welfare teachers and lecturers (PNS) is somewhat tolerable. Article 10 of the Act was to guarantee the feasibility of life. In the article mentioned that teachers and lecturers will receive appropriate and adequate income, include basic salary, allowances attached to the salary, allowance, and / or special allowances and other income related to the job. They are appointed local government / district government for special areas are also entitled to home office.

However, welfare gap and domestic private teachers into other problems that arise. In the neighborhood of private education, welfare problems are still difficult to achieve the ideal level. Mind reported January 9, 2006, 70 percent of the 403 private universities in West Java and Banten do not able to adjust welfare teachers in accordance with the mandate of the Law on Teachers and Lecturers (Mind January 9, 2006).

Low student achievement

With such circumstances (lack of physical facilities, teacher quality, and welfare of teachers) became student achievement is not satisfactory. For example, physics and mathematics achievement in Indonesia in the international students is very low. According to Trends in Mathematic and Science Study (TIMSS) 2003 (2004), Indonesia students only in the ranking to the 35th of 44 countries in mathematics achievement and 37th in the ranking of 44 countries in terms of science achievement. In this respect our students' achievement of students is far below Malaysia and Singapore as the nearest neighbors.

In terms of achievements, 15 September 2004 United Nations for Development Programme (UNDP) has also announced the results of studies on the quality of people simultaneously around the world through its report, entitled Human Development Report 2004. In this annual report Indonesia only occupy the position-111 of 177 countries. When compared with neighboring countries, Indonesia's position was far below.

An international scale, according to World Bank Report (Greaney, 1992), IEA studies (International Association for the Evaluation of Educational Achievement) in East Asia shows that reading skills of fourth grade students are at the lowest rank. The average reading test scores for elementary students: 75.5 (Hongkong), 74.0 (Singapore), 65.1 (Thailand), 52.6 (Philippines), and 51.7 (Indonesia).

Children in Indonesia was only able to control 30% of the material and found them very difficult to answer the questions that require

explanation in the form of reasoning. This may be because they are so used to memorize and work on multiple choice questions.

In addition, the results of The Third International Mathematic and Science Study-Repeat, TIMSS-R, 1999 (IEA, 1999) showed that, among 38 participating countries, junior high student achievement grade 2 Indonesia is on the order-32 for the IPA, the 34 for Mathematics. In the world of higher education according to Asia Week magazine from the 77 universities surveyed in Asia Pacific was fourth best university in Indonesia only ranked 61ˢᵗ, 68ᵗʰ, 73ʳᵈ and the 75ᵗʰ.

Lack of equality of education opportunity

Educational opportunities are limited at primary school level. The data of Balitbang Ministry of National Education and Religious Affairs Directorate General of Binbaga Department in 2000 shows Net enrollment (NER) for primary school age children in 1999 reached 94.4% (28.3 million students). the achievement of APM is high category. Net enrollment in junior secondary education is still low at 54, 8% (9.4 million students). Meanwhile, early childhood education services is still very limited. Failure of early childhood development in the future will certainly impede the development of human resources as a whole. Therefore we need a policy and appropriate educational equity strategy to address these inequities.

Needs education with low relevance

This can be seen from the number of graduates who are unemployed. The data of BAPPENAS (1996) collected since 1990 show the unemployment rate faced by high school graduates by 25.47%, 27.5% Diploma/S0 and Higher Education at 36.6%, whereas in the same period employment growth high enough for each education level is 13.4%, 14.21% and 15.07%. According to data of Ministry of Education of Balitbang 1999, each year approximately 3 million children out of school and do not have the life skills that lead to labor problems of its own. The existence of the incongruity between the world of education and employment needs of the curriculum in that the material is due to lack of skills required funsional when the students enter the workforce.

The high cost of education

Quality education is expensive. This phrase often appears to justify the high costs associated with the community to get an education bench. The high cost of education from Kindergarten (TK) to Higher Education (PT) make

the poor have no choice but to do not go to school. Poor people should not be school.

To enter kindergarten, and SDN at the moment will cost Rp 500,000, - to Rp 1,000,000. There's even a levy on top of Rp 1 million. Login Junior / Senior High School could reach Rp 1 million to Rp 5 million. Increasingly high cost of education today is not separated from government policies that implement the MBS (School-Based Management). MBS in Indonesia in reality is sensed as an effort to mobilize funds. Therefore, the School Committee / Board of Education which is the organ of the element of MBS has always required employers.

The assumption, entrepreneurs have access to broader capital. The result, after the School Committee is formed, money was always under the guise of all charges, "according to School Committee's decision." However, at the implementation level, it is not transparent, because the elected officials and committee members are the ones close to the Principal. As a result, only the School Committee policy legitimator Principal, and MBS was just a disclaimer legitimacy of the state to the problems of education of its people.

This condition will be worse with the draft law on Legal Education (BHP bill). Changing the status of education of the public property to a form of legal entity has clear economic and political consequences enormous. With the change of status, the government could easily throw the responsibility for the education of its citizens to the owners of legal entities that figure is not clear. State College was changed to State Owned Legal Entity (BHMN). The emergence BHMN and MBS is a few examples of the controversial education policy. BHMN own impact on the soaring cost of education at several universities favorites.

Privatization or the weakening of the state's role in public service sector did not escape from the pressures and policies to ensure debt repayment. Indonesia's foreign debt amounting to 35-40 percent of the state budget each year is a factor driving the privatization of education. As a result, sectors such as education funding absorbing the victim. Education funding cut to a mere 8 percent (Reuters, 10/05/2005).

Only 5.82% from the state budget 2005 allocated to education. Compare that with the funds to pay debts that drain 25% of expenditure in the budget (www.kau.or.id). The government plans to privatize education legitimized through a number of regulations, such as the Law on National Education System, Legal Education Bill, the Draft Government Regulation (RPP) of the Elementary and Secondary Education, and RPP on Compulsory Education. Strengthening the privatization of education, for example, is seen in Article 53 (1) of Law No 20/2003 on National Education System (System). In

the article mentioned, the organizers and / or formal education unit established by the Government or incorporated community education.

As with companies, schools seek release of capital to be invested in educational operations. Coordinator of the NGO Network for Justice Education (ENJ), Jackie Mukhtar (Reuters, 10/05/2005) considers that the privatization of education means the government has legitimized the commercialization of education by handing over responsibility for providing education to the market. That way, schools will have the autonomy to decide for themselves the cost of education. School course will set a maximum cost to improve and maintain quality. As a result, access to people who are less able to enjoy a quality education will be limited and increasingly fragmented society based on social status, between rich and poor.

The same thing was told by an economist Revrisond Bawsir. According to him, the privatization of education is on the agenda of global capitalism that has been designed long ago by donor countries through the World Bank. Through the draft Law Legal Education (BHP bill), the Government plans to privatize education. All educational units will become legal education (BHP) are required to seek its own funds. This applies to all public schools, from elementary to college.

For certain people, some state universities are now changing the status of a State Owned Legal Entity (BHMN) is a scourge. If the reason is that quality education must be expensive, so this argument applies only in Indonesia. In Germany, France, Holland, and in several other developing countries, many colleges of education quality but low cost. Even some of the countries there that eliminate the cost of education.

Quality education is not possible cheap, or rather, do not be cheap or free. But problems arise who should pay. In fact the government is obliged to guarantee every citizen access to education and ensure public access down to get a quality education. However, the fact that the Government would want to argue from responsibility. Though limited funds can not be used as an excuse for the Government to 'wash hands'.

Affordable Education

The Government has given the education budget by 20% of the total national budget to promote the establishment of a good education. The budget is channeled through the implementation of free education program to help support facilities for quality education to the creation of a better education than in previous years. However, the program has not been able to reach all levels of society.

Some students drop out of school due to not able to pay school tuition. The fact is happening in society is the existence of complaints from various levies and dues-excludable statutory dues should be paid. Although voluntary contributions is contributions paid by the local capacity and willingness of parents. However, different from the reality in which voluntary contributions are set at its nominal amount in equated.

The existence of errors in realizing the government's program is not yet known whether the individuals who play school or program that created it that way. If it continues like this it is cheap and affordable educational jargon and just as a dream for small communities.

Seeing these conditions, the error does not mean completely done by the government education program. We know that the government is trying to make education affordable. One of them through the program "Reaching the Unreachable Those who" conducted by the Ministry of Education and Culture (Kemdikbud) in 2012.

Education Minister, Mohammad Nuh said that the program is part of the continuation of social hospitality program launched in 2011, when Ministry of Education pick up the high school graduates / MA / SMK from poor families to get into public universities. The government will expand the program the previous year with the jargon of "Reaching the Unreachable They" (Datulayuk, 2012).

Thus expected to increase the gross enrollment rate (GER) education at all levels. The program was made to run education for all (education for all - EFA), which has been declared and mandated in the Constitution and the National Education System Law. In addition, expected to improve the human development index (Human Development Index / HDI), as educational attainment was positively correlated to the HDI, which is a combination of the index value of health, education, and income per capita.

Not capture the jargon is to ignore the urban community that has economic limitations, because the principle is that education for all, so the notion of "unattainable," not only "unattainable" in the area, but also socio-economic, cultural or even culture. The students who entered the category of the poor in urban areas were also included in the definition of "unattainable".There are three things you should be prepared within the framework of running the jargon. The steps which Government taken, among others are:

1. Policy is a positive bias or discriminatory policies.
2. Build new schools and improve the existing ones in the pockets where the population is not very large school, or have low GER.

3. Provision of educational grants or subsidies for those who are obviously not able to economically.

Based on this principle should be organized in a democratic education in both the uptake, its management, and assessment. In providing school facilities, other than government assistance, the school should be consulting parents and open. In receipt of student and school should uphold justice ministry. Do not get heard some schools closed and the right of poor people to open up the rich. With the principles of justice will not treat school students in a discriminatory way in terms of economy and the RAS.

With upholding human rights, the school should be giving anyone the opportunity to acquire quality education in accordance with the rules as explained in section 5 that every citizen has an equal right to obtain a quality education. Under this article are not school class divide students based on their economic status. If the school division of an international standard (SBI), the pilot schools of international standard (RSBI), the national standard schools (SSN), and so on based on the economic status of students, for example RSBI only for the rich children and the schools that have not been standardized for children among poor, of the division is not in accordance with justice. With the regional autonomy, the school actually had the opportunity to create affordable public education under, but quality. Conducts education for this, besides the presence of co-operation between schools, parents, and the government, professional ability and willingness joint was necessary (Kholik, 2011).

Quality Education

The basic meaning of the word according to the quality of Dahlan Al-Barry in the Dictionary of Modern Indonesian is "Kualitet" : "mutu" or good and bad things (Al Barry, 1994: 329). As well as quoted by Shihab, (1998:280) that define quality as the level of good or bad something or the quality of something.

Meanwhile, if considered in etymology, the quality or level of quality is defined by an increase towards the improvement or establishment. For quality implies something low or high weights. So in this case the quality of education is education sector in the implementation of the institution, to which the educational institution has achieved a success (Supriyanto, 1997).

According Supranta, quality is a term used for service providers is something to be done well (Supranta, 1997:288). As has been described by Davis in his book Guets and Tjiptono stated quality is a dynamic condition relating to products, services, people, processes, and environments that meet or exceed expectations (Tjiptono, 1995:51).

Similarly people often talk about the quality of education, but the truth is still considered less clear understanding about it. Quality or quality (product) is something that made perfect without exception. Quality product that has value and prestige for their owners. Quality is synonymous with high quality or the quality of the peak. This quality can be provided on a product or service that has a particular specification.

The quality of education by Ace Suryadi and HAR Tilaar is the ability of educational institutions in exploiting the resources of education to improve learning ability as optimally as possible (Suryadi dan Tilaar, 1993:159).

In the educational context, the notion of quality or quality in this case refers to the process of education and educational outcomes. From the the context of "process" quality education involved a variety of inputs (such as teaching materials: cognitive, affective and, psychomotor), methodology (which varies according to the ability of teachers), school facilities, administrative support and infrastructure and other resources as well as the creation of a conducive.

With the school management, classroom support serves to balance the various inputs or synergize all the components in the interaction (process) teaching and learning, both among teachers, students and the means of support in the classroom or outside the classroom, both in the context of curricular and extra-curricular activities, both in environmental substances that academic and non-academic in an atmosphere that supports teaching and learning.

Quality in context "results" refers to educational outcomes or achievements reached by the school at any given time period (if the end of each semester, the end of the year, 2 years or 5 years, even 10 years). Achievement or educational outcomes (student achievement) can be the test of academic skills, such as general tests, EBTA or UAN. Can also achievements in a field such as sports, art or some additional skills. Even school achievement may be conditions that can not be held (intangible) such an atmosphere of discipline, solidarity, mutual respect, cleanliness and so on (Umaedi, 1999: 4).

Besides the quality of education is the ability of the basic education system, both in terms of management and in terms of the educational process, which is directed effectively to increase value added and input factors to produce the highest possible output. So the quality of education is education that can produce graduates who have the basic ability to learn, so it can follow even the vanguard of reform and change by way of empowering education resources optimally through the good and conducive to learning.

Education or Quality school also known as achievement school, good school or successful schools, effective schools, and superior schools. Excellent schools and grade schools that is able to compete with students outside of school. It's also have cultural roots and values of good and strong moral ethics (moral). (Chafidz, 1998: 39) Quality education is education that able to answer the various challenges and problems to be faced now and the foreseeable future.

From this it can be concluded that the quality or the quality of education is the ability of institutions and educational systems in empowering educational resources to improve quality in line with expectations or goals of education through effective education process.

Quality education is education that can produce quality graduates, ie graduates who have the academic and non-academic who could be a precursor for updates and changes to be able to face challenges and problems it faces, both in the present or in the future (expectations of the nation).

Education Problems Solutions

The description of the low quality of education had previously been in preceded by a series of studies conducted by the National Education Assessment Project (PPNP) which began in 1969. series of studies has provided an overview of the state of education in Indonesia at the time, and has been used as the basis for education reform carried out a series that started since the beginning of the 1970s (Soedijarto: 43).

Therefore, the Minister of National Education dated May 2, 2002 has been declared, that in 2002 began the movement to improve the quality or the quality of education. This movement should begin with the reform of education in schools as institutions that provide educational services if it wants quality education. The movement was already time to start, considering the quality of education is still in poor condition (Departemen Pendidikan Nasional DEPDIKNAS, 2002).

In order to improve the quality or the quality of education, has conducted various activities such as:

a. Curriculum development including how the presentation of lessons and study the system in general.
b. Procurement of essential textbooks for students and primary school teachers' guidebook and high schools, the textbooks for the vocational and technical schools that need it and the library books in various fields of study in higher education.

c. Procurement of teaching aids and educational tools other in elementary school (SD), kindergarten, and special schools, science laboratories and junior high & high school, facility and equipment training and practice in vocational schools and technical as well as laboratories for various fields of science education for Universities high.

d. Upgrading of teachers and lecturers

e. Procurement of books and sound quality through the school library (Sumato at.al., 1993: 111).

According Syafaruddin effort to improve the quality or the quality of education needs to be done the following things, namely: 1) Match the quality or the quality of commitment by the principal, teachers and other interested parties (stakeholders), including: vision, mission, goals and objectives, 2) make a concerted program to improve the quality of the school (curriculum / teaching, coaching students, teacher coaching, finance, advice and infrastructure, and collaboration with school stakeholders, including long-term and short-term 3). Improve school administrative services, 4). Effective school leadership, 5) There is a standard quality of graduates, 6) good cooperation networks and wide, 7) Structuring the organization of a good school (working procedures), 8) Creating a climate and culture conducive school (Syafarudin: 290).

There are several things to consider related to efforts to improve the quality of education. Some things that need attention to improve the quality of education is, among others:

1. Students
2. Educator
3. Facilities and Infrastructure
4. Environment
5. Online Learning Media

Students

In relation to education, learners are a factor or component in education. Because the formation of the child must be carried out continuously towards maturity and adulthood.

As beings human, learners have these characteristics. According to Imam Sutari Barnadib, Suwarno, and Siti Mechati, learners have certain characteristics, namely:

a. Do not have a personal moral adults so it is still the responsibility of educators.

b. Still improve certain aspects of maturity, so it remains the responsibility of educators.

c. Have basic properties that human beings are being developed in an integrated biological needs, spiritual, social, intelligence, emotions, speech, members of the body to work (foot, hand, finger), social background, biological background (color, shape body, and others), as well as individual differences (Djamarah, 2000: 52).

By understanding the characteristics of learners above, it is expected that teachers are able to carry out the learning process so well that it created to improve education quality desired by the school.

Educator

Issues of education quality, it seems very intriguing world of education today. Not only for professionals, also for the wider community there is a movement that wants a change right now in terms of efforts to improve the quality or the quality of education (Tilaar: 187).

By looking at the low state of education quality, it has pursued efforts to improve the quality of education. Therefore, to improve the quality of education is addressed is the central goal of quality teachers and quality of teacher education (Zamroni, 2001: 51).

In an effort to improve the quality of education, is essential to the activities in an effort to improve the quality of teachers, the attendance and discipline teachers, form teacher meeting, attended inservice training, educational course, workshop or workshops, and conducted a study tour.

Facilities and infrastructure

Talking about infrastructure, then the sense is not just about buildings, but including also the various components and facilities available at the school. With the existence of adequate infrastructure to support teaching and learning process so as to improve the quality of education.

Educational facilities are all of the equipment, materials and furnishings that are directly used in the educational process at school. Educational facilities can be viewed from several perspectives: First, in terms of whether or not worn out (which means directly discharged in use and durable means). Secondly, in terms of moving or not. Third, in terms of relations with the learning process. While the education infrastructure is all the basic fittings that indirectly support the teaching and learning in schools. The ingredients are very important component in any educational activity, its presence would be an important factor in efforts to achieve educational goals that have been formulated. While understanding the means or tools are not only contain the conditions that allow the implementation of educational work, but an educational tool that has manifested itself as an act or situation,

with actions and situations which, reflecting the aspirations of the firm, to achieve educational goals (Ahmadi and Uhbiyati, 1991: 140).

Education facilities in schools can be classified into two kinds: First, the educational infrastructure that is directly used for teaching and learning, such as a library, space theory, skills practice space, space laboratorim. Second, the existence of education infrastructure is not used to the process of learning to learn, but strongly support the implementation of the learning process such as: office, school office, the land and the road to school, toilets, school health business space, staff room, principal room, and the parking of vehicles (Ahmadi and Uhbiyati, 1991: 86).

Environment

The definition of the environment here is anything that is beyond human beings, both tangible living and the dead. Included in this neighborhood is a human, animals, plants, geography, books, drawing / painting, and the results of other human cultures. All of this contributes greatly to the formation of personality of students as a living being.

There are two kinds of environment, physical environment and social environment. Physical environment and the atmosphere of the ongoing state of education. While the social environment that is educational climate and atmosphere. Conducive climate will facilitate the achievement of educational goals (Daulay, 2004: 82).

Potential for educational applications of online learning has grown. Students are not only able to access knowledge from textbooks, but also can access course materials from outside the school. Teachers and students can earn a lot of information, not limited, and can be accessed from several libraries around the world.

Students and teachers can enhance classroom learning by accessing information from various sources (databases, libraries, special interest groups), communicate via computer with other students or with experts in the particular field of study, and exchange information. Such activities are carried out by national geographic allows students and teachers together to reap the benefits of linking a national network of students, teachers, and scientists to investigate a variety of topics.

Teachers and their students can access electronic documents to enrich their knowledge. Students can participate actively as online learning provides an interactive learning environment. Students can connect to electronic information and document their projects, making electronic documents "live" with the hypertext (Meilanikasim, 2011).

Because the computer has the ability to provide information to various media (including print, video, and sound recordings and music) into a library computer that is not limited. No matter how students are able to instantly communicate with text, images, sounds, data, and video in both directions, the resulting interaction can change the role of students and teachers. Teachers can be separated geografiis of their students, and students can learn from other students in the class throughout the world.

CLOSING
Conclusion

The quality of education in Indonesia is still very low when compared with the quality of education in other countries. This is due to low physical facilities, teacher quality, teacher welfare, student achievement, educational equity opportunities, the relevance of education to the needs, as well as the high cost of education.

The solutions can be given from the above problems is the development of quality education and affordable through changes in social systems related to the education system, and improving teacher quality and student achievement. The government also needs to pay attention to some aspects and in improving the quality of education, including students, teachers, facilities and infrastructure, the environment, as well as online learning media.

Suggestion

Development of the world in this era of globalization is demanding changes to a system of national education, and better able to compete fairly in all sector. One way to do the people in Indonesia to avoid getting left behind by other countries is to improve the quality of education first.

With the increasing quality of education means that human resources will be born the better the quality and will be able to bring this nation to compete in a healthy manner in all areas of the world.

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POTENSI PERMAINAN VIDEO
DALAM KURIKULUM MASA DEPAN

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ABSTRAK

Tujuan kajian tugasan ini adalah untuk mendapatkan persetujuan antara pakar mengenaipotensi permainan video dalam kurikulum masa depan. Seramai lapan orang pakar dalam bidang berkaitan telah dipilih sebagai responden kajian ini. Metodologi kajian ini mengaplikasikan teknik Delphi dengan 3 pusingan. Sebanyak 20 item telah dibina bagi mewakili empat tema hasil daripada temu bual dengan dua orang pakar. Beberapa perkara yang dijangkakan oleh pakar berpotensi dalam Permainan Video yang mencakupi item seperti jangkaan jenis atau genre permainan video,jangkaan tahun kemunculan teknologi permainan video, jangkaan kesesuaian jenispermainan video dengan subjek-subjek tertentu pada masa depan, dan jangkaan cara pelaksanaan permainan video dalam kurikulum masa depan. Selain menjangka arah dan hala tuju Permainan Video dalam Kurikulum Masa Depan, tugasan ini juga akan membincangkan mengapa Permainan Video boleh menjadi fokus dalam pembinaan Kurikulum Masa Depan oleh pembina kurikulum masa kini.

Kata Kunci :permainan video, teknik delphi, teknologi, kurikulum masa depan

PENGENALAN

Permainan video dijangka berpotensi untuk menjadi alat bantu utama dalam pembelajaran atau dikenali sebagai *'game-based learning'* (Squire, 2002). Aktiviti bermain permainan video ialah aktiviti yang paling popular dalam kalangan kanak-kanak dan remaja masa kini yang juga dikenali sebagai *'electronic games'*. Permainan ini sebenarnya dilihat telah menjadi budaya remaja masa kini (Dorman, 1997).

Permainan video elektronik ini telah menarik minat para akademik apabila melihat potensi permainan video ini memberi motivasi kepada remaja ketika permainan ini digabungjalinkan dalam aktiviti pembelajaran seperti yang dinyatakan oleh Prensky (2001). Prensky sebelum ini memperkenalkan permainan elektronik ini sebagai '*digital game-based learning*' (Papastergiou, 2009).

Beberapa pengkaji menurut Papastergiou (2009) sependapat menyatakan suasana pembelajaran akan menjadi lebih menyeronokkan dan lebih efektif jika dibandingkan dengan suasana pembelajaran tradisional. Permainan video juga mempunyai potensi dalam mengubah suasana pembelajaran yang lebih baik dengan beberapa alasan; a) permainan ini mampu menjadi *multi-sensory*, aktif, pengalaman luar biasa, pembelajaran berasaskan masalah; b) memberikan dan menambah pengalaman serta pengetahuan yang sedia ada; c) menyediakan maklum balas dengan pantas melalui ujian hipotesis dan pembelajaran berdasarkan tindakan pelajar; d) memberi peluang kepada pelajar untuk penilaian kendiri (*self-assessment*) melalui markah skor dan pencapaian tahap berbeza serta; e) meningkatkan persekitaran hubungan sosial antara pemain atau pelajar (Oblinger, 2004).

Kebelakangan ini telah muncul pelbagai permainan dalam talian seperti '*massively multi-player online games*' yang membawa kepada kaedah dan model baharu dalam pembelajaran (Hert, 2001). Pemain akan mempelajari cara berinteraksi sesama mereka melalui persekitaran contohnya seperti membentuk pasukan permainan dalam talian ataupun '*game-related information and resources*' (Papastergiou, 2009). Beberapa kajian yang menilai kesan penggunaan permainan video dalam pelbagai disiplin ilmu seperti matematik, sains, bahasa, geografi, dan sains komputer telah menunjukkan kesan positif terhadap motivasi pelajar dan pembelajaran yang efektif yang mencapai objektif kurikulum (Papastergiou, 2009).

Daripada kajian penyelidik seperti Gee, Malone dan Prensky, Papastergiou (2009) menyatakan permainan video berpotensi menjadi alat bantu yang lebih efektif, menyeronokkan dan meningkatkan motivasi dan minat pelajar terutamanya kanak-kanak dan remaja untuk belajar. Subjek-subjek sukar dan yang dikatakan membosankan seperti matematik, bahasa, geografi akan menjadi lebih menarik dan lebih interaktif sekiranya permainan video dijadikan alat bantu dalam pembelajaran.

Teknologi permainan video merupakan satu elemen yang baharu dalam dunia pendidikan jika dibandingkan dengan komputer yang sudah lama diperkenalkan dalam sistem pendidikan di Malaysia. Justeru, permainan video berpotensi sebagai alat bantu pembelajaran dan dijadikan kajian rintis untuk kurikulum masa depan di Malaysia.

PENYATAAN MASALAH

Potensi permainan video dalam kurikulum sebenarnya telah banyak dikaji oleh penyelidik atau pakar kurikulum di barat yang sudah lama membangunkan permainan video dalam pendidikan. Di Malaysia, juga sudah banyak permainan video pelbagai genre yang berada di pasaran secara komersial dan menjadi trend remaja dan kanak-kanak pada masa kini. Namun, perkembangan permainan video hanya dilihat sebagai elemen hiburan semata-mata. Jika dilihat kenyataan dan kajian penyelidik barat, kebanyakan mereka bersetuju bahawa permainan video mempunyai nilai pendidikan dan berpotensi menjadi alat bantu pembelajaran yang efektif dan menyeronokkan.

Kajian oleh penyelidik dalam bidang Kurikulum dan Teknologi Pengajaran telah mendapati bahawa komputer dan permainan video adalah antara reka bentuk yang popular dalam mereka bentuk permainan video yang sesuai dengan keperluan pembelajaran (Squire, 2003). Pandangan penyelidik lain seperti Jenkins & Klopfer, (2003) berkenaan permainan video ini juga berpendapat bahawa salah satu cara untuk meningkatkan motivasi dan kualiti dalam pembelajaran adalah dengan menggunakan permainan video sebagai alat bantu pembelajaran (Moreno, 2008). Permainan video merupakan satu elemen yang menarik dan menyeronokkan dan kelebihan ini wajar untuk diserap dalam pembelajaran.

Di sebalik perbahasan isu permainan video agak kurang berpotensi dalam pendidikan seperti dinyatakan oleh Van Eck, (2006) yang menyentuh tentang kos untuk membangunkan permainan video, kesukaran-kesukaran untuk menggabungkan permainan video dalam kurikulum serta Michael dan Chen, (2006) seperti keperluan untuk menilai kualiti permainan video dalam proses pembelajaran; Moreno (2008) mencadangkan beberapa alternatif atau pendekatan baharu dalam menfokuskan kepada satu reka bentuk permainan video. Banyak permainan video pelbagai genre dalam industri yang telah dikenal pasti sesuai dengan pendidikan. Permainan video komersial sedia ada juga berpotensi diadaptasikan untuk digunakan sebagai tujuan pembelajaran. Sebagai contoh permainan video yang dikenali sebagai '*SimCity*' dan '*Civilization Sagas*'.

Manakala potensi permainan video '*electronic games*' bagi Pendidikan Kesihatan (*Health Education*) telah digariskan dalam beberapa artikel penyelidik seperti Lieberman (2001) seperti berikut; a) permainan video dapat menjadikan sesuatu pembelajaran itu lebih berinteraktif dan mempunyai pengalaman sebenar yang boleh meningkatkan '*health-related self-efficacy*' dan sikap pemain; b) permainan video biasanya dapat meningkatkan motivasi belajar remaja yang sebelum ini sukar dipengaruhi

melalui pembelajaran Pendidikan Kesihatan yang bersifat tradisional; c) permainan video dapat memberi peluang kepada individu untuk memilih dan memberi maklum balas berkenaan kesihatan; d) permainan video dapat membantu seseorang individu berkembang mengikut cara tersendiri; e) permainan video juga memberi peluang untuk berinteraksi dan meningkatkan hubungan sosial secara sihat serta meningkatkan motivasi dan merubah sikap seseorang terhadap kesihatan serta; f) permainan video memberi peluang tanpa had untuk membaiki kemahiran penjagaan kesihatan kendiri yang dapat diaplikasikan dalam kehidupan realiti.

Namun demikian, terdapat satu kajian yang pernah dilakukan oleh Kamisah Osman dan Nurul Aini Bakar (2011) yang membincangkan pelaksanaan dan kekangan permainan video komputer di Malaysia dari perspektif subjek kimia, menunjukkan bahawa reka bentuk kurikulum dalam permainan video masih baharu dan masih dalam peringkat kajian di Malaysia.

Justeru, berdasarkan permasalahan tersebut, kajian ini dilakukan bagi menjangkakan potensi permainan video dalam kurikulum masa depan dengan berpandukan pandangan pakar. Seterusnya, diharapkan analisis dan dapatan kajian ini dapat mempamerkan peranan permainan video dalam kurikulum di samping menjadikan kajian ini sebagai kajian yang memfokuskan permainan video sebagai alat bantu pembelajaran yang penting dan efektif pada masa depan.

OBJEKTIF KAJIAN

Umumnya, kajian ini bertujuan untuk mendapatkan persetujuan pakar mengenaipotensi permainan video dalam kurikulum masa depan. Manakala objektif khusus kajian dalam tugasan ini adalah seperti berikut:

1. menjangkakan jenis permainan video yang berpotensi digunakan pada masa depan
2. menjangkakan tahun kemunculan permainan video pada masa depan
3. menjangkakan kesesuaian setiap jenis permainanvideo dengan subjek-subjek tertentu
4. menjangkakan bagaimana dilaksanakan permainan video dalam kurikulum

SOALAN KAJIAN

Kajian ini dilaksanakan untuk menjawab soalan-soalan kajian seperti berikut:

1. Apakah jangkaan jenis permainan video yang berpotensi digunakan pada masa depan?

2. Apakah jangkaan tahun kemunculan permainan video pada masa depan?
3. Apakah jangkaan kesesuaian setiap jenis permainan video dengan subjek-subjek tertentu?
4. Apakah jangkaan cara pelaksanaan permainan video dalam kurikulum?

SOROTAN KAJIAN

Permainan video

Permainan video komersial telah lama wujud di pasaran sejak awal kemunculannya pada tahun 1958 hingga kini dalam pelbagai jenis atau genre (Amenda Kudler, 2007). Setiap genre permainan video mempunyai jalinan cerita atau berbentuk naratif dalam pelbagai tahap dan cirinya. Sebahagian genre permainan video biasa mengandungi genre seperti '*first-person shooter*', '*role-playing*', '*action*', '*adventure*', '*sports*', dan perlumbaan serta strategi.

Satu lagi pandangan penyelidik berkenaan permainan video yang mempunyai nilai pendidikan dan menyeronokkan. Antaranya Aldrich, (2004) menyatakan maklum balas yang diterima daripada pelajar terhadap permainan video adalah positif dan berjaya meningkatkan motivasi pelajar. Misalnya '*The monkey wrench conspiracy*' adalah daripada bentuk '*first-person shooter*' yang menggunakan alat bantu komputer. Begitu juga dengan '*Virtual Leader*' yang memfokuskan pengajaran terhadap subjek yang kompleks tentang peranan seorang pemimpin. Terdapat juga permainan video yang berbentuk '*action*' seperti '*Slow Pace*', '*Reflection*', '*Study of Environment*', '*Problem-solving make point*' dan '*Click adventure games*' yang relevan dengan perspektif pedagogi (Moreno, 2008).

Psikologi '*edutainment*'

Keberkesanan dalam mereka bentuk permainan video bercorak pendidikan haruslah dicapai melalui keseimbangan antara nilai pendidikan dengan keseronokan dalam pembelajaran. Hal ini menurut Moreno (2008) demikian kerana dalam proses pembelajaran dan pengajaran (P&P) memerlukan teknik pengajaran yang berkesan bagi mencapai objektif pembelajaran.

Tiga jenis inisiatif yang dicadangkan oleh Moreno untuk mencapai keberkesanan tersebut adalah; 1) pendekatan multimedia sangat berhubung kait dengan isi persembahan; 2) mencadangkan permainan video sedia ada di pasaran untuk digunakan dalam pendidikan serta ; 3) permainan video sedia

ada yang telah dibangunkan perlu diseimbangkan antara pendidikan dengan keseronokan dalam pembelajaran.

Gabungan inisiatif '*education*' dengan '*entertainment*' menjadikannya '*edutainment*' boleh menyesuaikan permainan video berbentuk komersial atau awam untuk diserap dalam pendidikan terutamanya pendidikan sekolah rendah ataupun peringkat sekolah menengah.

Dalam perspektif yang berbeza, kurikulum khusus untuk '*educational games*' perlu direka. Oleh sebab permainan video menunjukkan potensi dalam teknik pengajaran, maka corak pendidikan secara keseluruhan juga perlu berubah kepada pembelajaran dalam talian (*online education*). Untuk itu, Moreno menemukan satu bentuk teknik pengajaran yang mengintegrasikan pendidikan dalam talian dalam suasana pembelajaran tradisional.

Pengajar dapat mengawal aktiviti pelajar melalui permainan dalam pembelajaran dalam talian. Pengajar juga dapat merapatkan jurang antara permainan dengan subjek pembelajaran melalui refleksi dan perbincangan. Pembelajaran dalam talian mempunyai nilai pendidikan yang dapat dipertingkatkan dengan mengintegrasikan bersama '*e-learning'* yang merupakan landasan kepada pembelajaran dalam talian (*online education*). Psikologi '*edutainmen*t' seperti ini adalah sesuatu yang baharu dalam dunia pendidikan.

Trend Teknologi Masa Depan

Dalam membicarakan trend teknologi permainan video, terdapat beberapa cadangan daripada penyelidik menyarankan permainan video dalam subjek tertentu terutamanya Pendidikan Jasmani dan Kesihatan. Papastergiou, (2009) menggunakan '*exergame'*, dan '*Dance dance Revolution'* (DDR) sebagai '*electronic games*' yang baharu dalam melibatkan aktiviti fizikal.

Tuzun (2008) menyatakan senario masa depan dalam pembelajaran melalui 'MUVEs'. Para pengkaji juga telah menggabungkan'*three-dimensional (3D) environments*' dalam mereka bentuk permainan video dalam komputer untuk pembelajaran geografi. Virvou, Katsionis, dan Manos (2005) misalnya telah mereka bentuk permainan video komputer VR-ENGAGE untuk pengajaran subjek geografi kepada pelajar gred empat.

Berikutan pembelajaran dalam talian telah menjadi trend masa kini, '*educational games*' seharusnya mengikut perubahan persekitaran yang melihat kepada '*learning object model*' yang lebih khusus atau berfokus. Tambahan lagi, pengaruh audiens yang berbeza juga perlu diberi perhatian

dalam mereka bentuk permainan video. Begitu juga dalam aspek budaya negatif (*cultural sensibilities*) seperti elemen keganasan dalam permainan video perlu dikaji semula.

Teknologi terkini yang dibangunkan seperti teknologi '*Augmented reality*' yang sebenarnya telah diaplikasikan dalam pendidikan. Misalnya dalam '*MIT's Environmental Detectives*', para pelajar mempelajari tentang sains alam sekitar dan ekosistem untuk mencari petunjuk dan penyelesaian misteri dalam kampus MIT dengan menggunakan PDA yang mempunyai peranti elektronik GPS.

Reka Bentuk Kurikulum

Salah satu aspek yang mendasari perancangan kurikulum ialah asas falsafah atau ideologinya. Menurut Eisner (1992), enam ideologi yang mempengaruhi perancangan kurikulum adalah; a) '*religious orthodoxy*'; b)'*rational humanism*'; c)'*progressivism*'; d)'*critical theory*'; e)'*conceptualization*' dan f) '*cognitive pluralism*'.

Manakala menurut Saedah Siraj (2008), empat falsafah yang mempengaruhi perancangan atau reka bentuk kurikulum antaranya; a)*perennialism* – melihat nilai-nilai semasa yang terbaik dalam budaya; b)*essentialism* – menekankan kepada pendidikan asas; c)*progressivism* – menumpukan pendidikan yang lebih terbuka serta; d)*reconstruction* – mengambil kira persekolahan sebagai tempat mengembangkan susunan sosial yang baharu.

Penulis mendapati daripada kesemua pandangan pelopor pembina kurikulum tersebut membayangkan satu bentuk kejituan konsep, idea atau falsafah dalam merancang sesuatu kurikulum yang bersifat holistik atau menyeluruh terutamanya dalam pedagogi, pembelajaran dan pengajaran, teori dan sukatan pelajaran.

Berdasarkan kajian Saedah Siraj (2008), salah satu kumpulan bidang yang dijangka dalam kajian reka bentuk kurikulum masa depan ialah teknologi terutamanya berhubung dengan pengajian teknologi masa depan dan rekaan teknologi. Kepesatan teknologi masa kini sebenarnya membawa perubahan kepada reka bentuk kurikulum dan corak pembelajaran manusia.

Dalam perspektif yang berbeza, terutamanya dalam subjek Pendidikan Jasmani dan Kesihatan, Tuzun (2007) menyatakan bahawa aspek pertolongan cemas (*First-Aid*) bukan sahaja dilihat kepada hasil pembelajaran tetapi juga cabaran dalam mengadaptasikan permainan video ini dalam keadaan dunia atau situasi sebenar di dalamkelas. Seharusnya persekitaran permainan (*game environment*) memerlukan semangat bekerjasama (*collaborative*) supaya melengkapi pembelajaran '*inquiry-based*' dan

mendapat pengalaman sebenar dalam pendekatan '*problem-based narrative*s'.

Papastergiou (2009) pula mendapati bahawa permainan video merupakan faktor penting untuk mencapai pembelajaran yang efektif dan meningkatkan motivasi pelajar seterusnya berpotensi merubah sistem pembelajaran terutamanya pedagogi serta menjadikan suasana pembelajaran yang lebih aktif. Dalam menyempurnakan perancangan pembelajaran berasaskan permainan video, kita amat memerlukan kemudahan ICT dan kos pelbagai untuk merealisasikan pembelajaran berasaskan permainan digital (*digital game-based learning*).

Permainan Video dan Teori Pembelajaran

Papastergiou (2009) menyatakan bahawa permainan video berbentuk '*adventure game*' dibentuk melalui teori pembelajaran Bandura (1986) iaitu Teori Kognitif Sosial dengan mengkhususkan kepada kemahiran pengurusan kendiri (*self-management skills*) dalam menghadapi serangan. Menurut beliau permainan video amat menyeronokkan dan sesuai untuk kanak-kanak dan remaja.

Hiburan multimedia digunakan sebagai elemen pembelajaran untuk menarik perhatian pelajar untuk belajar (Clinton, 2004). Shelton dan Scoreby (2010) pula menyatakan untuk memantapkan aktiviti permainan, pendekatan pembelajaran secara aktif digunakan bagi mencapai objektif pembelajaran seperti analisis, sintesis dan penilaian.

Antara prinsip pembelajaran lain yang sesuai dengan permainan video ialah teori konstruktivism, pembelajaran aktif dan metakognitif (Bransford, Brown, dan Cocking , 2000).Teori pembelajaran tradisional kurang menjadikan permainan video sebagai alat bantu pembelajaran melainkan teori sosial kognitif oleh Bandura. Teori-teori pembelajaran moden lebih sesuai untuk dijadikan '*framework*' dalam memastikan pembelajaran menjadi lebih menyeronokkan dan efektif.

Kesediaan Guru dan Kurikulum Masa Depan

Kebanyakan perbincangan berkenaan kesediaan guru pada masa depan memperlihatkan peranan guru pada masa depan dalam pelbagai aspek. Szucs(2009) menyatakan;

"*The need of generation of teacher who aim to develop learners instead teaching them who help the pupils to become independent (learning to learn) who provide student with motivation and interest for life-long learning and urge them to become autonomous learner, is essential in the education of the future.*"

Dalam menghadapi teknologi yang semakin berkembang seiring dengan arus globalisasi, peranan guru dalam permainan video sangat dititikberatkan dalam aktiviti pembelajaran.

Keterampilan guru dalam memainkan peranan dalam proses pembelajaran '*game-based*' atau '*digital game-based*' adalah dengan menjadikan permainan video sebagai alat bantu pembelajaran. Oleh sebab permainan video merupakan satu bentuk teknologi yang dibangunkan daripada teknologi komputer, maka setiap guru perlu mempersiapkan diri untuk menjadi guru yang berpengetahuan dalam bidang teknologi maklumat dan komunikasi (ICT). Guru perlu bersedia untuk celik ICT dalam mempelajari ilmu berkenaan permainan video dan mampu mengendalikan pelbagai jenis atau genre permainan video sebagai alat bantu pembelajaran.

Peranan guru juga berubah daripada penyampai pasif kepada model utama dalam proses pembelajaran dan pengajaran. Oleh kerana permainan video mewujudkan aktiviti pembelajaran yang menarik dan berkesan, guru perlu menjadi seorang fasilitator yang dapat mewujudkan suasana pembelajaran yang fleksibel. Pelajar akan diberi ruang untuk berdikari dan sentiasa terlibat secara aktif dan guru hanya sebagai pembimbing kepada pelajar untuk meningkatkan motivasi pelajar dalam pembelajaran. Pembelajaran secara aktif memberi peluang kepada pelajar untuk terlibat dalam permainan video dan berinteraksi sesama mereka dalam persekitaran fizikal. Proses inilah yang dipanggil pembelajaran berpusatkan pelajar.

Saedah Siraj (2008) menyatakan perancangan masa depan merupakan salah satu elemen yang utama dalam perancangan kurikulum. Dua elemen utama yang digariskan oleh Saedah Siraj iaitu; 1) mengenal pasti peristiwa yang besar kemungkinan berlaku pada masa depan yang ada kaitannya dengan pendidikan manusia masa depan serta ramalan atau jangkaan ke atas pelbagai dimensi analisis yang ada kaitannya dengan pendidikan manusia, masa depan termasuk analisis ke atas sosiopolitik, ekonomi, sumber manusia, sumber tenaga, pertanian mahupun pertahanan serta; 2) jangkaan (pemerhatian masa depan secara saintifik yang disokong dengan data serta pengalaman yang diaplikasi) ataupun menganggar (tindakan untuk mengetahui sesuatu sebelum ianya benar-benar berlaku ataupun membuat sesuatu anggaran yang mendahului data semasa untuk membentuk senario-senario yang saling berhubungan) ke atas trend-trend nasional dan global pada masa depan serta jangkaan ke atas pelbagai dimensi analisis yang ada kaitannya dengan pendidikan manusia masa depan termasuk analisis-analisis ke atas sosiopolitik, ekonomi, sumber manusia, sumber tenaga, pertanian mahupun pertahanan.

Kajian berkenaan trend teknologi termasuklah bidang komputer terutamanya potensi permainan video amat penting untuk membina sebuah penanda aras atau '*benchmark*' kepada pembina kurikulum masa depan.

Metodologi Kajian

Saedah Siraj (2008) menyatakan bahawa teknik Delphi adalah satu cara bagi mendapatkan sesuatu pendapat yang tepat dengan sokongan majoriti kumpulan pakar. Kajian ini mengaplikasikan teknik Delphi Ubahsuai yang dipetik daripada Saedah Siraj (2008). Saedah Siraj (2008) menunjukkan penggunaan teknik delphi yang merupakan teknik Delphi yang diubah suai daripada Osmo Kuusi (1999).

Kelebihan teknik Delphi ialah pakar diberi peluang untuk memberikan pandangan mereka tanpa dipengaruhi mana-mana pihak dan bebas membuat keputusan menilai item yang diberikan dengan kepakaran masing-masing. Teknik ini boleh digunakan secara efektif untuk mendapatkan pandangan ke atas isu-isu yang kompleks.

Panel Pakar

Bagi tujuan kajian ini, individu yang dipilih sebagai pakar adalah dengan memiliki kriteria-kriteria berikut:

a) Golongan professional yang memiliki pengalaman bekerja sebagai seorang pensyarah dan guru bahasa di universiti melebihi sepuluh tahun.
b) Individu yang pakar dalam bidang ICT dan teknologi pengajaran serta bidang lain yang berkaitan
c) Sanggup untuk mengambil bahagian dalam kesemua pusingan teknik Delphi.

Justeru, seramai 8 orang pakar telah dipilih dan dilantik menjadi panel pakar. Pakar yang dipilihterdiri daripada1 orang dekan (pentadbir) yang pakar dalam *Computer Assisted Language Learning* (CALL), 2 orang pakar dalam bidang ICT iaitu *e-learning* dan *Computer Assisted Language Learning* (CALL), 1 orang pensyarah bidang pentadbiran pendidikan, 1 orang pensyarah bidang Sastera dan Terjemahan serta Teknologi Pengajaran,2 orang pensyarah TESLdan 1 orang pakar linguistik Melayu. Berikut adalah sedikit latar belakang panel pakar yang telah member respon terhadap kajian ini.

Pakar 1

Seorang pensyarah Bahasa Arab Pusat Bahasa dan pembangunan akademik PraUniversiti (CELPAD) di Centre for Foundation Studies (CFS), International Islamic University Malaysia(IIUM) Petaling Jaya,Selangor dan bertugas selama 7 tahun. Beliau juga merupakan Koordinator IT di CELPAD.Beliau pakar dalam bidang bahasa Arab, Computer Assisted

Language Learning(CALL) dan e-learning. Sekarang beliau sedang mengubah suai perisian Avatar dalam bahasa Arab. Beliau juga sedang melancarkan program e-learning terbaharu iaitu MOODLE seperti MyArabic dan Mybahasa di CELPAD.

Pakar 2

Seorang pensyarah Bahasa Inggeris Pusat Bahasa dan pembangunan akademik PraUniversiti (CELPAD) di IIUM Gombak dan bertugas selama 9 tahun. Beliau juga merupakan Koordinator IT di CELPAD.Beliau pakar dalam bidang Teaching English as a Second Language(TESL), Computer Assisted Language Learning(CALL) dan e-learning. Sekarang beliau sedang mengubah suai perisian Avatar untuk sebjek English. Beliau juga sedang melancarkan program e-learning terbaharu iaitu MOODLE seperti MyArabic dan Mybahasa di CELPAD.

Pakar 3

Seorang Dekan Pusat Bahasa dan Pembangunan Akademik Prauniversiti(CELPAD) selama 4 tahun hingga sekarang di IIUM Gombak. Beliau pakar dalam bidang English dan Literature (ENL) dan Computer Assisted Language Learning(CALL).Sepanjang beliau menjadi Dekan, beliau menggalakkan para staff sama ada pemegang PhD atau pensyarah dan guru terlibat untuk menghasilkan dan menerbitkan penyelidikan dalam bidang bahasa, linguistik, pengajaran dan pembelajaran(P&P) dan penggunaan teknologi dalam pengajaran bahasa , mendedahkan pensyarah dan guru dalam penggunaan Interctive Smartboard melalui latihan, dan melancarkan penggunaan Avatar dalam P&P secara berperingkat di CELPAD.

Pakar 4

Seorang guru bahasa InggerisPusat Bahasa dan Pembangunan Akademik Prauniversiti(CELPAD) di IIUM Gombak dan bertugas selama 14 tahun. Beliaupakar dalam bidang Teaching English as a Second Language(TESL). Beliau selalu menjalani latihan berkenaan MOODLE dan Myline untuk English serta pengajar yang prolifik dalam menggunakan MOODLE untuk MyEnglish dalam P&P. Beliau selalu memperbaharu bahan pengajaran terutamanya dalam Myline untuk English.

Pakar 5

Seorang pensyarah bahasa Melayu dan Ketua Jabatan Divisyen Bahasa Melayu di Pusat Bahasa dan Pembangunan Akademik Prauniversiti(CELPAD), IIUM Gombak dan bertugas selama 11 tahun. Beliau pakar dalam Sastera dan Terjemahan dan Teknologi Pengajaran (*Instructional*

Technology).Beliau pernah membentang kertas kerja di International Language Conference(ILC)'11 dalam aspek Kesalahan Bahasa terhadap pelajar asing di IIUM. Beliau juga aktif dalam mengubah suai kurikulum pengajaran dalam subjek Bahasa Melayu Komunikasi untuk Kerjayadan subjek-subjek bahasa yang lain

Pakar 6

Seorang pensyarah bahasa Melayu di Pusat Bahasa dan Pembangunan Akademik Prauniversiti (CELPAD), IIUM Gombak. Beliau pakar dalam Linguistik Melayu) terutamanya Pragmatik dan Semantik. Sebelum ini beliau pernah bertugas di Dewan Bahasa dan Pustaka(DBP) di bahagian Penyelidikan Bahasa Melayu dan menerbitkan jurnal dan artikel DBP. Beliau pernah membentang kertas kerja di International Language Conference (ILC)'11 dalam aspek Kesalahan Bahasa terhadap pelajar asing di IIUM. Beliau juga aktif dalam menyediakan bahan pengajaran seperti teknologi Web 2.0 iaitu memuat turun video Youtube untuk pengajaran dan pembelajaran(P&P) bagi subjek Bahasa Melayu untuk pelajar asing di CELPAD. Beliau juga menggalakkan pelajar untuk menghasilkan video untuk diterbitkan di dalam Youtube.

Pakar 7

Senior Teaching Fellow di University Warwick, Coventry, United Kingdom, beliau mengajar ELT di peringkat ijazah pertama dan juga Master selain mengetuai program Warwick's Junior Year Abroad. Selain di UK, beliau juga pernah mengajar di Indonesia, Arab Saudi, Bahrain selain mengambil bahagian di dalam University Link Projects di Malaysia, Namibia and Poland. Selain bertanggungjawab denganprogram MA Specialist Option in The Use of Literature in English Language Teaching, beliau juga berminat dengan perkembangan dalam bidang bahasa dan kurikulum.

Pakar 8

Baru menyelesaikan pengajian di peringkat Doktor Falsafah di Universiti of York, United Kingdom, beliau kini mengajar sebagai pensyarah di Institusi Pendidikan Guru di Kampus Ipoh. Beliau pakar dalam bidang *Teaching English as a Second Language (TESL)* selain disertasi doktoratnya berkait bidang Pengurusan Pendidikan dan Kurikulum.

Prosedur Pengumpulan Data

Proses pengumpulan data dilaksanakan bagi ketiga-tiga pusingan Teknik Delphi Ubahsuai seperti berikut;

Pusingan 1 / temu bual

Dua orang pakar yang dikenal pasti telah ditemu bual bagi mendapatkan maklumat berkenaan permainan video yang dijangkakan berpotensi dalam kurikulum masa depan. Hasil daripada temu bual peringkat ini akan dijadikan pembentukan soal selidik dengan pembahagian item secara tematik atau mengikut kategori untuk pusingan dua dan tiga.

Pusingan 2

Skala likert digunakan untuk menentukan jangkaan potensi permainan video dalam kurikulum masa depan dan mendapatkan persetujuan pakar. Skala likert yang digunakan dalam kajian ini hanya 4 point iaitu 1= sangat tidak setuju, 2= tidak setuju, 3= setuju, dan 4= sangat setuju.

Pusingan 3

Soal selidik pusingan 2 adalah sama dengan pusingan 1. Mediandan skala majoriti yang lepas disertakan bagi menunjukkantaburan pandangan pakar bagi setiap item. Setiap pakar diberikan peluang untuk mempertimbangkan semula jawapan dalam pusingan dua dan memberikan pandangan atau alasan jika tidak bersetuju. Pusingan tiga ini bertujuan untuk merapatkan jurang perbezaan julat antara kuartil dan perbezaan pandangan dalam kalangan pakar dan mencapai konsensus.

Prosedur Analisis data

Data dalam pusingan pertama iaitu temu bual telah dianalisis secara tematik dengan membuat analisismengikut tema-tema tertentu. Kajian ini melibatkan tema seperti berikut;

- jenis permainan video yang berpotensi digunakan dalam perancangan kurikulum masa depan,
- jangkaan tahun kemunculan permainan video pada masa depan,
- kesesuaian setiap jenis permainan video dengan subjek-subjek tertentu;
- bagaimana dilaksanakan permainan video dalam kurikulum

Setelah soal selidik pertama dan kedua dikembalikan, data dianalisis dengan menggunakanmedian dan julat antara kuartil (JAK). Berpandukan kepada Saedah Siraj (2005), tahap konsensus item ditentukan seperti berikut:

Konsensus tinggi   = Julat Antara Kuartil 0.00– 1.00
Konsensus sederhana = Julat Antara Kuartil 1.01 – 1.99
Tiada konsensus   = Julat Antara Kuartil 2.00 ke atas

Dapatan Kajian

Dapatan kajian yang dilakukan berdasarkan hasil temubual separa berstruktur bersama dengan dua orang pakar mendapati bahawa ada empat

tema utama berkaitan dengan potensi permainan video dalam kurikulum masa depan iaitu:

- jenis permainan video yang berpotensi digunakan dalam perancangan kurikulum masa depan,
- jangkaan tahun kemunculan permainan video pada masa depan,
- kesesuaian setiap jenis permainan video dengan subjek-subjek tertentu;
- bagaimana dilaksanakan permainan video dalam kurikulum

Pusingan 1

Pada peringkat ini, pengkaji mendapati 20 item daripada 4 tema dikenal pasti oleh panel pakar untuk jangkaan potensi permainan video dalam kurikulum masa depan. Daripada keseluruhan item tersebut, 5 item mewakili item jenis permainan video , seterusnya 5 item mewakili jangkaan tahun kemunculan permainan video pada masa depan, 5 item lagi mewakili kesesuaian setiap jenis permainan video dengan subjek-subjek tertentu, manakala 5 item terakhir mewakili cara pelaksanaan permainan video dalam kurikulum. Dapatan daripada temu bual dengan panel pakar tersebut, pengkaji membina skala likert dengan 4 poin untuk menilai jangkaan dan persetujuan pakar.

Pusingan 2

Dalam pusingan ini, seramai 8 orang panel pakar dipilih untuk menjawab soal selidik pusingan 1 dengan 20 item. Kemudian, data akan dianalisis untuk melihat median dan skala majority

Pusingan 3

Pada peringkat terakhir ini, soal selidik yang lepas akan dihantar lagi kepada 8 orang pakar yang sama padapusingan pertama. Soal selidik pusingan kedua mengandungi item yang sama tetapi disertakan dengan skala responden dan skala majoriti yang lepas. Daripada hasil dapatan ini, soalan-soalankajian dapat dijawab dan mencapai konsensus.

Soalan 1: Jangkaan Jenis (*genre*) Permainan Video yang Berpotensi Digunakan pada Masa Depan

Terdapat lima aspek jenis permainan video yang berpotensi akan digunakan pada masa depan dalam pembelajaran dan pengajaran seperti yang terdapat dalam Jadual 1.

Jadual 1. Jangkaan Jenis Permainan Video
yang Berpotensi Digunakan pada Masa Depan

No. Item	Jenis atau genre	Median	Kuartil 1	Kuartil 3	JAK	Tahap konsensus
1.	Permainan video semua *genre* (jenis) perlu diterapkan dalam pengajaran dan pembelajaran (p&p) masa depan	3	2.5	3	0.5	Tinggi
2.	Permainan video perlumbaan (*racing*) sangat sesuai dengan aktiviti pembelajaran masa depan	2	2	3	1	Tinggi
3.	Perisian (software) dalam talian (*online*) perlu digunakan dalam pengajaran dalam kelas	3.5	3	3	1	Tinggi
4.	Permainan video genre naratif seperti (*first-person shooter*), main peranan (*role-playing*), aksi (*action*),pengembaraan (*adventure*), sukan(*sports*) dan strategi(*strategy*) tidak sesuai untuk subjek matematik dan algebra	3	3	4	1	Tinggi
5.	Situasi pengajaran dan pembelajaran masa kini belum sesuai dengan teknologi permainan video melalui laman sosial *Facebook*	2	2	3	1	Tinggi

Jadual 1 menunjukkan bahawa kesemua pakar bersetuju dengan tahap konsensus yang tinggi bagi item 1 hingga 5 dengan julat antara kuartilnya 0.5 hingga 1 terhadap jangkaan jenis permainan video yang berpotensi digunakan pada masa depan. Namun demikian, hanya item 1 hingga 3 menunjukkan bahawa pakar bersetuju dengan jenis permainan video yang dijangkakan berpotensi digunakan dalam pembelajaran dan pengajaran di dalam kelas. Manakala sebahagian pakar bersetuju bahawa permainan video genre naratif tidak sesuai untuk subjek matematik dan algebra. Seorang pakar ada menyatakan bahawa terdapat *software adventure* yang mengajar kanak-kanak dalam pendaraban. Tambahan lagi, sebahagian pakar bersetuju

bahawa situasi pengajaran dan pembelajaran masa kini belum sesuai dengan teknologi permainan video melalui laman sosial *Facebook*. Tetapi, seorang pakar ada menyebut bahawa '*social gaming*' boleh disatukan dengan *Facebook* melalui teori '*scaffolded'problem-based learning.*

Soalan 2: Jangkaan Tahun Kemunculan Permainan Video Berdasarkan Teknologi yang Digunakan

Analisis terhadap jangkaan tahun kemunculan permainan video berdasarkan teknologi yang digunakan dengan 5 item yang dipersetujui pakar. Jadual 2 menunjukkan jangkaan tahun kemunculan permainan video berdasarkan teknologi yang digunakan.

Jadual 2. Jangkaan Tahun Kemunculan Permainan Video Berdasarkan Teknologi yang Digunakan

No. item	Jangkaan tahun kemunculan	Median	kuartil 1	kuartil 3	JAK	Tahap konsensus
1.	Permainan video pendidikan boleh didapati dalam apa jua gajet dan papan interaktif awam pada 5 tahun akan datang	3	3	4	1	Tinggi
2.	Permainan video berasaskan komputer tidak lagi menjadi trend pada 10 tahun akan datang	2	1	2.5	1.5	Sederhana
3.	Nanoteknologi tidak mempengaruhi teknologi permainan video pada 10 tahun akan datang	2.5	1.5	3	1.5	Sederhana
4.	Potensi M-Learning memperlihatkan keupayaan teknologi permainan video skrin sesentuh pada 5 tahun akan datang	3	3	4	1	Tinggi
5.	Teknologi 'Augmented reality' memaparkan teknologi virtual PDA dan GPS yang lebih efektif pada 5 tahun akan datang	3	3	3.5	0.5	Tinggi

Jadual 2 menunjukkan bahawa pakar bersetuju dengan tahap konsensus yang tinggi terhadap jangkaan tahun kemunculan permainan video berdasarkan teknologi yang digunakan bagi item 6 ,9 dan 10 dengan julat antara kuartilnya 0.5 hingga 1.5. Bagi item 10, julat antara kuartilnya mencapai konsensus tertinggi dengan 0.5 dengan skor mediannya 3 apabila

kesemua pakar bersetuju bahawa tahun kemunculan bagi teknologi *augmented reality* akan memaparkan teknologi virtual PDA dan GPS yang lebih efektif dalam tahun 5 tahun akan datang atau antara tahun 2011 hingga 2015. Manakala bagi item 6 dan 9 mencatatkan julat antara kuartilnya 1 dengan konsensus yang tinggi. Kesemua pakar bersetuju dengan tahun kemunculan permainan video pendidikan dijangkakan boleh didapati dalam apa jua gajet dan papan interaktif awam pada 5 tahun akan datang atau antara tahun 2011 hingga 2015. Begitu juga dengan teknologi permainan video skrin sesentuh melalui *M-learning* juga dijangkakan pada tempoh jangkaan masa yang sama. Sebaliknya, kesemua pakar bersetuju dengan julat antara kuartilnya 1.5 yang hanya mencapai konsensus yang sederhana bagi item 7 dan 8.Hal ini demikian, sebahagian pakar tidak bersetuju dengan permainan video berasaskan komputer tidak lagimenjadi trend pada 10 tahun akan datangatau antara tahun 2020. Seorang pakar menyatakan bahawapermainan videoberasaskan komputer akanmasih menjadi trend kerana perkembangan '*online game*' di Malaysia agak mengambil masa untuk berkembang. Seoranglagi berpendapat bahawa kemajuan dalam bidang teknologi adalah berunsurkan '*adaptive*' dengan memperkembangkan keadaan kini(sekarang). Dalam pada itu, sebahagian pakar juga bersetuju bahawa nanoteknologi tidak mempengaruhi teknologi permainan video pada 10 tahun akan datang atau 2020. Akan tetapi, seorang pakar berpendapat bahawa nanoteknologi memungkinkan wujudnya generasi alatan permainan video lebih *portable* dan interaktif.

Soalan 3: Jangkaan Kesesuaian Setiap Jenis Permainan Video terhadap Subjek-subjek Tertentu

Analisis terhadap kesesuaian setiap jenis permainan video terhadap subjek-subjek tertentu dijangkakan dapat mendapati lima item telah dipersetujui oleh pakar. Jadual 3 menunjukkan jangkaan kesesuaian setiap jenis permainan video dengan subjek-subjek tertentu.

Jadual 3. Jangkaan Kesesuaian Setiap Jenis Permainan Video terhadap Subjek-subjek Tertentu

No. item	Kesesuaian	Median	Kuartil 1	kuartil 3	JAK	Tahap konsensus
1.	Selain Pendidikan Jasmani, Matematik dan Sains, permainan video juga sesuai untuk digunakan dalam proses pembelajaran bahasa dan sejarah pengajaran dan pembelajar- secara *on-line*	3	3	4	1	Tinggi
2.	Permainan video melalui laman sosial seperti *Facebook* sesuai digunakan dalam situasi Pembelajaran dan pengajaran	2.5	3	3	0.5	Tinggi
3.	Permainan video berbentuk perisian(*software*) sesuai untuk semua subjek di sekolah	3	3	3	0	Tinggi
4.	Permainan video dalam talian (*online*) tidak sesuai dalam pembelajaran di kelas	2	1	2.5	1.5	Sederhana
5.	Permainan video genre *adventure* sesuai diadaptasi- kan dalam semua subjek	3	2.5	4	1.5	Sederhana

Jadual 3 menunjukkan bahawa kesemua pakar bersetuju dengan tahap konsensus yang tinggi terhadap kesesuaian setiap jenis permainan video terhadap subjek-subjek tertentu bagi item 11, dan 13 dengan julat antara kuartilnya 1 dan 0. Kesemua pakarbersetuju bahawa selain Pendidikan Jasmani, Matematik dan Sains, permainan video juga sesuai untuk digunakan dalam proses pembelajaran bahasa dan sejarah pengajaran dan pembelajaran secara *on-line.* Pakar juga sebulat suara bersetuju bahawapermainan video berbentuk perisian (*software*) sesuai untuk semua subjek di sekolah. Seorang pakar yang tidak bersetuju menyatakan tidak semua permainan video berbentuk perisian(*software*) sesuai untuk semua subjek di sekolah. Sementelahan, bagi item 15 skor julat antara kuartilnya hanya pada tahap konsensus sederhana iaitu 1.5 yang hanya sebahagian bersetuju bahawa permainan video genre *adventure* sesuai diadaptasikan dalam semua subjek. Seorang pakar yang tidak bersetuju menyatakan bahawa tidak semua permainan video *adventure*sesuai diadaptasikan dalam semua subjek. Ditambah pula dengan item 14 yang mencatat skor julat antara kuartil 1.5.Seorang pakarmenyatakan pandangannya bahawa 'online

gaming' mampu memupuk semangat berpasukan dan mewujudkan persaingan sihat. Namun demikian, bagi item 12 mencatatkan skor julat antara kuartil 0.5 dengan tahap konsensus yang tinggi terhadap permainan video melalui laman sosial seperti *Facebook* sesuai digunakan dalam situasi pembelajaran dan pengajaran.

Soalan 4: Jangkaan Cara Pelaksanaan Permainan Video dalam Kurikulum

Analisis terhadap pelaksanaan permainan video dalam kurikulum yang dijangkakan dengan 5 item yang dipersetujui pakar. Jadual 4 menunjukkan jangkaan cara pelaksanaan permainan video dalam kurikulum.

Jadual 4. JangkaanCara Pelaksanaan Permainan Video dalam Kurikulum

No. item	Pelaksanaan	Median	Kuartil 1	kuartil 3	JAK	Tahap konsensus
1.	Reka bentuk kurikulum perlu berubah untuk disesuaikan dengan masa depan	4	4	4	0	Tinggi
2.	Teori pembelajaran tradisional seperti behaviorisme tidak lagi sesuai untuk permainan video dalam kurikulum masa depan	3	2.5	4	1.5	Sederhana
3.	Sukatan pelajaran sedia ada tidak sesuai untuk permainan video dalam kurikulum masa depan	3	2.5	3	0.5	Tinggi
4.	Guru masa kini bersedia dalam bidang ICT terutamanya permain-an video untuk kurikulum masa depan	2	2	3	1	Tinggi
5.	Corak penilaian permainan video yang digunakan untuk kurikulum masa depan adalah berbentuk dalam talian (*online*)	3	3	4	1	Tinggi

Jadual 4 menunjukkan bahawa kesemua pakar bersetuju dengan tahap konsensus yang tinggi terhadap cara pelaksanaan permainan video dalam kurikulum bagi item 16, 18, 19 dan 20 sahaja. Kesemua pakar bersetuju dengan item 16 yang mencatatkan skor julat antara kuartilnya 0 dengan tahap konsensus yang tinggi beserta skor mediannya 4 iaitu pakar

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sebulat suara bersetuju bahawa reka bentuk kurikulum perlu berubah untuk disesuaikan dengan masa depan. Ini diikuti dengan item 18 dan 20 yang mencatatkan julat antara kuartil 0.5 dan 1 dengan tahap konsensus yang tinggi beserta dengan skor median 3. Namun demikian, item 18 menunjukkan pakar bersetuju bahawa sukatan pelajaran sedia ada tidak sesuai untuk permainan video dalam kurikulum masa depan. Dalam pada itu, item 17 menunjukkan julat antara kuartil 1.5 pada tahap konsensusyang sederhana dengan skor median 3 yang menyatakan bahawa teori pembelajaran tradisional seperti behaviorisme tidak lagi sesuai untuk permainan video dalam kurikulum masa depan. Akan tetapi, seorang pakar sangat bersetuju bahawa respon yang positif terhadap teori behaviorisme mampu mendidik menerusi permainan video berteraskan pendidikan. Sementara itu, item 20 menunjukkan bahawa pakar bersetuju dengan corak penilaian permainan video yang digunakan untuk kurikulum masa depan adalah berbentuk dalam talian (*online*). Seorang pakar menyatakan sangat setuju kerana permainan video adalah corak permainan yang akan digunakan oleh golongan yang digelar '*digital native*'. Item 19menunjukkan tahap konsensus yang tinggi dengan julat antara kuartil 1 beserta skor median 2 kerana pakar tidak bersetuju bahawa guru masa ini bersedia dalam bidang ICT terutamanya untuk kurikulum masa depan. Seorang pakar menyatakan alasannnya iaitu cabaran bagi guru adalah kemampuan ICT dan permainan video menerapkan kebolehan atau pemahaman ICT dan *motor skills*.

Rumusan Dapatan

   Rumusan yang dibina daripada dapatan kajian ini dinyatakan seperti berikut:

a. Sebanyak 10 penyataan yang berkaitan dengan jangkaan potensi permainan video dalam kurikulum masa depan mencapai persetujuan pakar dalam keempat-empat tema dapatan kajian. Antaranya ialah;

- Permainan video semua genre perlu diterapkan dalam pengajaran dan pembelajaran masa depan
- Perisian (*software*) dalam talian (*online*) perlu digunakan dalam pengajaran dalam kelas
- Permainan video pendidikan boleh didapati dalam apa jua gajet dan papan interaktif awam pada 5 tahun akan datang (2011-2015)
- Potensi M-Learning memperlihatkan keupayaan teknologi permainan video skrin sesentuh pada 5 tahun akan datang (2011-2015)
- Teknologi '*Augmented reality*' memaparkan teknologi virtual PDA dan GPS yang lebih efektif pada 5 tahun akan datang (2011-2015)

- Selain Pendidikan Jasmani, Matematik dan Sains, permainan video juga sesuai untuk digunakan dalam proses pembelajaran bahasa dan sejarah
- Permainan video berbentuk perisian (*software*) sesuai untuk semua subjek di sekolah
- Permainan video genre adventure sesuai diadaptasikan dalam semua subjek
- Reka bentuk kurikulum perlu berubah untuk disesuaikan dengan teknologimasa depan
- Corak penilaian permainan video yang digunakan untuk kurikulum masa depan adalah berbentuk dalam talian (*online*)

b. Sebanyak 10 penyataan lain yang berkaitan dengan jangkaan potensi permainan video dalam kurikulum masa depan tidak mencapai konsensus pakar mengikut tema dapatan kajian, antaranya ialah;

  1) Tema 1 – jangkaan jenis permainan video yang digunakan pada masa depan;
     a) Item 4-Permainan video genre naratif seperti (*first-person shooter*), main peranan (*role-playing*), aksi (*action*), pengembaraan (*adventure*), sukan (*sports*) dan strategi (*strategy*) tidak sesuai untuk subjek matematik dan algebra
     b) Item 2-Permainan videoperlumbaan (*racing*) sangat sesuai dengan aktiviti pembelajaran masa depan
     c) Item 5-Situasi pengajaran dan pembelajaran masa kini belum sesuai dengan teknologi permainan video melalui laman sosial Facebook

  2) Tema 2 – jangkaan tahun kemunculan permainan video
     a) Item 7-Permainan video berasaskan komputer tidak lagi menjadi trend pada 10 tahun akan datang (tahun 2020)
     b) Item 8-Nanoteknologi tidak mempengaruhi teknologi permainan video pada 10 tahun akan datang (tahun 2020)

  3) Tema 3 – jangkaan kesesuaian setiap jenis permainan video dengan subjek-subjek tertentu
     a) Item 12-Permainan video melalui laman sosial seperti Facebook sesuai digunakan dalam situasi Pembelajaran dan pengajaran
     b) Item 14-Permainan video dalam talian (*online*) tidak sesuai dalam pembelajaran di kelas

  4) Tema 4–jangkaan cara pelaksanaan permainan video dalam kurikulum

a) Item 17-Teori pembelajaran tradisional seperti behaviorisme tidak lagi sesuai untuk permainan video dalam kurikulum masa depan dan;

b) Item 18-Sukatan pelajaran sedia ada tidak sesuai untuk permainan video dalam kurikulum masa depan bagi tema jangkaan cara pelaksanaan permainan video dalam kurikulum

c) Item 19-Guru masa kini bersediadalam bidang ICT terutamanya permainan video untukkurikulum masa depan

Namun demikian, terdapat beberapa orang pakar yang menyatakan alasan tidak bersetuju seperti yang dinyatakan dalam dapatan kajian.

IMPLIKASI KAJIAN DAN CADANGAN

Berdasarkan kepada dapatan kajian, jangkaan potensi permainan video dalam kurikulum masa depan hanya mendapat konsensus pakar pada sebahagian penyataan sahaja.Namun demikian, kenyataan tidak bersetuju tersebut disertakan dengan pandangan bagi menjelaskan alasan tidak bersetuju terhadap penyataan ataupun jangkaan daripada sebahagian tema daripada dapatan temu bual. Kebanyakan alasan yang diberikan menyatakan impak yang positif terhadap permainan video dalam kurikulum terutamanya sebagai alat bantu pembelajaran. Untuk menjadikan permainan video sebagai salah satu subjek dalam kurikulum pada masa depan di Malaysiamasih lagi memerlukan banyak kajian dan pandangan pakar yang terlibat.

Oleh yang demikian, pengkaji mencadangkan beberapa perkara penting untuk diberi perhatian terhadap potensi Permainan Video dalam Kurikulum Masa Depan berikutan keperluan pengaplikasian teknologi yang semakin meningkat.

Permainan video sangat berpotensi sebagai alat bantu pembelajaran pada masa depan. Sebenarnya, pendekatan 'edutainment' dapat meningkatkan lagi suasana pembelajaran yang aktif, menyeronokkan dan efektif. Permainan video yang dipilih sebagai alat bantu pembelajaran perlu sesuai dengan kurikulum dan sistem pendidikan negara terutamanya bermula dengan peringkat sekolah rendah.

Teknik pengajaran yang berasaskan permainan video biasanya menggunakan *game-based* dan *digital game-based learning*. Teknik pengajaran atau pedagogi yang digunakan perlu dirancang dengan teliti supaya pembelajaran sesuatu subjek mempunyai nilai pendidikan yang tinggi selain menyeronokkan.

Trend teknologi permainan video yang dibangunkan secara komersial di pasaran wajar diserap dalam pendidikan jika mempunyai nilai pendidikan

dan mampu merangsang daya fikir pelajar dan bukannya sekadar hiburan yang menyeronokkan semata-mata. Trend teknologi permainan video pada masa depan dijangka dapat mewujudkan peningkatan penggunaan teknologi dalam sistem pendidikan negara selepas komputer, *e-learning*, dan *m-learning* serta membawa perubahan dalam menuju ke arah masyarakat yang celik ICT. Pengaplikasian teknologi *Augmented Reality* dilihat amat berpotensi dalam permainan video pada masa depan seperti yang dipersetujui oleh pakar.

Kesimpulannya, para perancang kurikulum perlu bertindak untuk memastikan bagaimanakah potensi permainan video dapat menambah nilai kurikulum terutamanya melalui psikologi '*edutainment*' pada masa depan di samping menepati kehendak falsafah, nilai agama, kepercayaan, budaya dan isu sensitif di Malaysia.

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IMPLEMENTING "EMPOWERING EIGHT: INFORMATION LITERACY MODEL"

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ABSTRACT

Information literacy is an awareness and skills to identify, locate, evaluate, organize, create, use and communicate information to solve or resolve problems. This articleis the resultof the research on the efforts to improve students' problem-solving skillsin the "Research Methods" course through "Empowering Eight: Information Literacy Model" at the Indonesian Education Study Program. The method usedin this study was the action research. The model of Information literacy through "Empowering Eight" is a model ofsoft skills that can improve awareness and information literacy skills that are integrated in to the "Research Methods" course. The results ofthis studyreveal that, in the firstcycle, Students' problem-solving skills can be enhanced through Empowering Eight model of Information Literacy. In these condcycle, It is found that the Model of information literacy through Empowering Eight is effective if students have a positive attitude to wards innovation and have a good sense of confidence. In the thirdcycle, The "Empowering Eight" model is effective in enhancing students' critical thinking skills, it canimprove the ability to solve problems better than ever. It can be concluded that student attitudes to wards innovation and self-confidence are influential ininformation literacy, and the model of information literacy through "Empowering Eight" gives the contribution to students' problem-solving skills.

Keywords :information literacy, ability to critically think, attitude toward innovation

INTRODUCTION

Literacy cultureis something that is vital in nation building. Since 1978 the quality of life in a nation has been measured through the three indicators, namely infant mortality, life expectancy of one year of age, and literacy. It is also stated by Morris (1979) that there are three main indicators, namely infant mortality rate (IMR), life expectancy at age one year, and the literacy rate. In the current era of information, theindicator of literacy rates for some regions and countries can not be an accurate indicator of quality of life. Countries and regions that have been developed in general very high literacy rate, or even all of the population already has a high literacy.

The meaning of literacy in the beginning is the ability to read and understand a simple document. The definition ofliteracy develop very well. Today literacy is defined as the ability to use, understand,create the discourse which is read and communicate it flexibly in different situations. Readers can use a discourse that they read as a model to write or to respond in writing what is read. In various English dictionary, the term "literacy" is defined as "the ability to read and write."This word is then developed in accordance with the development of science. Lately, this word is often paired with the word "technology" because the technology is in charge of all the life. Thus, there a phrase "technology literacy" whichis defined as the ability to understand and use technology as a tool to facilitate achieving the objectives. Literacy can also be paired with another word that defines the an awareness and skills (Bunz, 2002).

Civilization is the future is the information society, that is the civilization in which the information has become a major commodity in the interaction between humans. Information literacy has become a major focus of education, andthisis one of theimportant components that should be owned by every citizen and contribute to achieving lifelong learning. The competency in information literacy is not just the knowledge in a formal classroom, but also hands-on yourself in their communities. Information literacy is also very necessary in every aspect of everyday human life, and it lasts a lifetime. Information literacy is the foundation for lifelong learning and increase the competence of the community to evaluate, organize and use information.

Literacy can not be grown in a short time, because literacy is an inherent skill and becoming a habit. Vygotsky, L. (1977) states that the habit of doing things does not always guarantee that the man has behave consciously (cognition). This applies to all disciplines, to all learning environments, and to all levels of education. Information literacy allows

learners to master content and extend the capability of searching for information, become self-reliant, and to assume greater control over their own learning.

Anthony Comper, the President of Bank of Montreal, told the graduates at the University of Toronto that information literacy is important in performance in the world of work in this global era. The ability to work in the 21st century, the skills, and a good attitude and commitment are important, but a high level of information literacy becomes a priority. What is needed in the industry is someone who has lteracy information, thatis someone who knows how to absorb, analyze, integrate, create effectively, deliverinformation,and knows how to use the information. This is the value should be owned by current graduates.

In Japan, Inoue et al (1997) make some changes in curriculum through introducing information literacy in the curriculum. Japaness government emphasizes that information literacy should be positioned parallel to literacy as "reading, writing, and arithmetic". This must be one of fundamental changes and students engage in advanced information society. They also stressed the need to establish an information society in everyday life (Inoue et al, 1997; Muir et al, 2001; Muir et al, 2001: pp.175-176). Japanese Ministry of Education defines information literacy consists of four elements:

a. Ability in the assessment (evaluation), selection, organization, and information processing as well as the creation of information and communication;
b. Understanding the characteristics of the information society, the effects of information through community and human;
c. Recognition of the importance of, and responsibility for the information;
d. Basic understanding of information science, learning the basic skills of the device operation information and information (especially computers) (Muir et al, 2001, p.175-176).

New Zealand since 1993 has had a national curriculum that includes explicit information skills. According to Moor, the inclusion of information literacy in the national education curriculum in New Zealand provides a solid foundation for the development of information literacy in the community. Based on the results of a survey, schools in New Zealand found that most of the teacher s say that information literacy is a personal need for professional development, to meet the the information skills demanded by the curriculum, so that information literacy is an obligation (Moore, 2000, p.257).

According to Hepworth, Singapore Government has also recognized the importance of information literacy to sustain Singapore's economy. Singapore develops information literacy in primary and secondary schools (Hepworth, 2000). According to Muir et al, Department of Education in Singapore has developed some guidelines for information literacy by considering the ability to "seek, process and apply knowledge" as one chain in Singapore education system (Muir et al, 2001, p. 176).

Center for Educational Technology and Distance Education in South Africa, a part of the Department of Education (NCETDE), has issued a policy for school libraries. This policy clearly supports the integration of information literacy instruction in the curriculum for all subject areas and in all classes (Muir et al, 2001, p. 176-177).

Some countries have included information literacy in the curriculum in primary schools since twenty years ago. Thus, the growth of literacy generation that received the information at the time, has now entered the world of work. This means that human resources are now entering the workforce have had information literacy, so that he consciousness to find, process and utilize information has been controlled since 20 years ago.

Indonesian Government through the Strategic PlanofMinistry of Education and Culture 2010-2014 requires students to recognize the information technology with the term "information technology literacy". The Government held a large-scale projects with Information Technology programs in school. The program provides computer equipment to schools throughout Indonesia either in big cities or rural schools that still get problems with electricity. It is realised that information literacy requires technology skills, especially computer technology, but the ability of computer technology is just one stage to add value to information literacy. The main factors that support information literacy is the ability of critical thinking and innovative attitude of the learners.

This study reveals the influence of The model of empowering eight information literacy viewed from critical thinking skills and attitudes to innovation on the ability to solve the problem in research methods courseforstudents of IndonesianEducation Study Program, State University of Jakarta.

Literacy can be defined as an ability to read and write. Literacy in Indonesia is known as the ability to read, write and count. But today literacy has a broad sense, so that literacy is no longer one meaning but it contains a variety of meanings (multiple literacies). There are a variety of literacy, such as computer literacy, media literacy, technology literacy, economic literacy, information literacy, and there is evenmoral literacy.
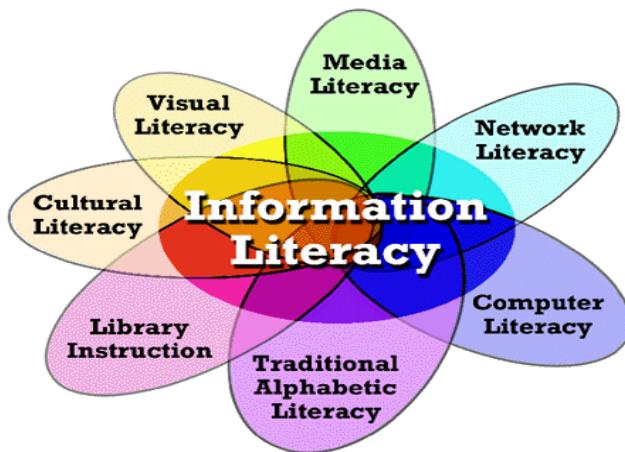
Figure 1. The Scope of Information Literacy

Literacy can be considered as a life skills. Experts define literacy in different ways. They are(a) life skills are the foundation of our work ethical, our character, and our personal behavior (Penn State, College of Education, 2003), (b) life skills are the skills possessed by a person to heve intention and the courage to face life's problems naturally without feeling pressured, and then proactively and creatively seek and find solutions so that ultimately able to overcome them (BBE Team Ministry, 2001: 9), (c) Kent Davis, (2000) stated that life skills are an "owner's manual" for the human body. These skills help children learn how to maintain their bodies, grow as individuals, work well with others, make logical decisions, protect themselves when they have to and achieve their goals in life, and (d) according to Brolin (Goodship, 2002:1), Life skills include a wide range of knowledge and skill interactions, believed to be essential for independent adult living.

There are many details of what is called the provision of life skills. Dalin and Rust (1996) states that the essential skills consist of: (1) communication skills, (2) Numeracy skills, (3) information skills, (4) problem solving skills, (5) self management and competitive skills, (6) social skills and co-operation, (7) physical skills, and (8) work and study skills, and (9) attitude and values.

The definition of information literacy is: "Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and Communicate it in an ethical manner." Literacy information can be interpreted as a set of skills to identify, locate, evaluate, organize, create, use and communicate information to others to solve and find a way out of a problem. Application of information literacy will be done easily if a person has special skills which include: (a)recognize information needs,

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(b)learn how to master the information gap, (c)develop information retrieval strategies, (d)find and access information, (e)compare and evaluate information; (f)organize, apply, and communicate information, and (g)synthesise and create information.

The concept of "information literacy" was first introduced by Paul Zurkowski, president of information industry association in his proposal to National Commission on Libraries and Information Science (NCIS) in the United States in 1974. The proposal recommends the commencement of a national program for the attainment of information literacy community in the future that has been predicted since that time. According Zurkowski, "people who are able and skillful in using information resources in the areas of their work can be regarded as information-literate society. They have learned how to skillfully use a number of information tools to solve their problems ". Burchinal suggested a more complex definition, "To be a information literate person requires the ability to master a number of new skills, such as the ability to locate and use information for solving problems and making decisions more effectively".

The current era is the "new generation" era which has a distinct identity with the "old generation". In the new generation, whose term is given by Tapscott to the babies still wearing diapers in the early 2000s, the evolution of e-literacy begins since the introduction of computer technology at an early age. In Indonesia - especially in big cities – this phenomenon appear through the use of computer technology as a teaching tool (the computer as a tool to play and learn) that is used by kindergartens with one goal to stimulate and enhance the ability of multiple intelligence of students. Children begin to recognize other digital technology in the game. The digital system can be found in some consumer products, such as household appliances, devices that can be taken anywhere (mobile digital devices). The children already has a computer literacy and digital literacy from the beginning, so it is not difficult for them to be able to understand the internet and how to use it. At the adolescent stage, where they have started to understand the importance of the meaning of information as one of the important factors of production and raw material knowledge (knowledge), the information literacy skills will be formed by itself.

According to the American Library Association (ALA), information literacy is one important component that should be owned by every citizen and contribute to achieving lifelong learning. The general definition of information literacy is the understanding of information literacy. In the Dictionary for Library and Information Science, Reitz (2004:356) defines information literacy as follows:

Information literacy is skilll in finding the information one needs, Including and understanding of how libraries are organized, They Provide familiarity with resources (including information formats and automated search tools), and knowledge of commonly used techniques. The concept also includes the skills required to critically evaluate information content and employ it affectively, as well as understanding of the technological infrastructure on the which information transmission is based, Including its social, political, and cultural context and impact.

Muir and Oppenheim state that information literacy can not be defined by one definition derived from some definitions offered by some experts on information literacy (Muir & Oppenheim, 2001: 172). In terms of language, an agreed definition of the term "information awareness" and this is needed to distinguish it from the "information skills" (PAG, 2002: 45).

Some other terms are also used by different authors such as information empowerment, information competence, information competency, information competencies, information literacy skills, information literacy and skills, information handling skills, problem solving information, information problem solving skills, information fluency, information mediacy and event information is often used as a reference mastery of information literacy. Bill Nicene, Director of e-Strathclyde Institute / University of Glasgow, since the first conference on Information Technology and Information Literacy in Glasgow in 2002, Reijo Savolainen suggests that information literacy is defined as'competencies related to information' which includes information literacy, media competence and skills of the library (Savolainen, 2002). Although many referencies emerge, since the 1990s the term used is information literacy, which is the most common phrase used to describe the concept (Bawden, 2001, Virkus, 2003).

Information literacy is needed in every aspect of human life, and it lasts a lifetime. Information literacy adds society's competency with evaluating, organizing and using information. Therefore, Doyle (Doyle, 1992; Spitzer et al, 1998; Langford, 1998, the results of his research in early 1990 promoted to the definition of information literacy as follows:

Information literacy is the ability to to access, evaluate, and use information from a variety of sources" and defines information literacy in terms of attributes of a person: a)That recognizes accurate and complete information is the basis for intelligent decision making b)recognizes the need for information c)formulates questions based on information needs d) identifies potential

sources of information e)develops Successful search strategies f)accesses sources of information Including computer-based and other technologies g) evaluates information h)organizes information for practical application i)integrates new information into an existing body of knowledge h)uses information in critical thinking and problem solving.

Information Literacy is not discourse mastery or information consciousness that stands alone, but it is formed by several components outside of reading, writing, and arithmetic. They are (a) visual literacy, which is defined as the ability to understand and use the images also include the ability to think, learn, and express picture,and visual literacy is divided into visual learning, visual thinking and visual communication; (b) media literacy, the ability of citizens to access, analyze, and produce information for specific outcomes; (c) computer literacy, the ability to create and manipulate documents and data using word processing software, databases and so on; (d) digital literacy, the skills associated with mastery of sources and digital devices; and (e) literacy network, which is to be able to access, locate, and use such information in the networked world such as the internet, the internet user must master this skill (CILIP 2004).

According to UNESCO (2005:1) information literacy is the ability possessed by an individual or a person to interpret the information, as the information user and as the producer of information for himself. Information literacy can be defined as a set of skills to identify, locate, evaluate, organize, create, use and communicate information to others to solve and find a solution to a problem.

Koper considers competence as the ability to act consciously and responsibly in a particular context. With 'conscious' means that the human ability to freely choose how to act, do so specifically. The choice depends on the assessment of the situation and the underlying motives such as interests, values or objectives to solve the problem. With the 'responsible' Koper refers to the ability of people to justify their choices and actions, and explain to others, neglecting to circumstances beyond their control or spontaneous behavior, but rather to their own. In using these terms, competence is seen as a combination of cognitive, conative and affective that collectively define the behavior in certain situations (Koper, 2000: 38).

Form the above opinions, it can be concluded that most important thing about literacy is an awareness of one's own, so when linked with information literacy, the consciousness that is established is awareness of information. Awareness of this information is needed in today's global era.

Patricia (2000) states that "Within today's information society, the most important learning outcomes for all students is their being able to function as independent lifelong learners. The essential enabler to reaching that goal is information literacy." Literacy information helps grow the value of information. Information has very valuable roles in all levels of life.

According Richardu, to foster information literacy, the early step is raising awareness in their lives that require information through the information atmosphere. Atmosphere information is a courage to find answers to prepare an essay (book), and so on – the individual will try to find a way to make wishes come true (commitment). At that time the individual is in the process "finding" that is triggered by one or even both the atmosphere, then the individual will be confronted with a solution that puts the information as one of the deciding factors or components in achieving the aims or solving the problems. In a study in the universities, the creation of this atmosphere is the duty of lecturer to students in the form of tasks. The next step, after someone realized the importance of the information, then when the person is aware and believes that the information is the answer to the request or issue, he/she will bend over backwards to get the required information. At this moment the value of technology can be offered to them because of its ability to do such things: finding information more quickly and accurately, through the cross-country geographical boundaries, range of features or facilities available to interact and transact easily and cheaply, to access to quality information that is "infinite" number, and so forth. If you are concerned, in the end you get the evidence that indeed the information and use of information and communication technology has managed to contribute to the achievement of aims as well as solving problems.

This activity grows the addiction to an entity called the technology and information, so that slowly but surely, the quality of their lives can be improved significantly. Growing addicted to technology and information society in Indonesia is a change in "mindset" in the pattern of life. In adopting the changes, a society intellectual ability is needed. Intellectual ability is useful to decide to adopt the changes because in adopting the changes he should be able to pass through the stages to adopt new ideas in five stages: stage of consciousness (awareness), at this stage he should start thinking of new ideas to receive information about new things; stage of interest (interest), on this stage he is seeking more information about the new ideas because he had started to determine the interest in these ideas; stage of evaluation (evaluation), at this stage, he has to think and consider trying a new idea; stage of trying, at this stage the individual must be able to try to

increase his estimate on a new idea, and stage of adoption, at this stage the individual must decide to use a completely new idea that has been offerred. Thus the innovativeness of the society, especially students, must be improved so that information literacy can well possessed.

There are several models of information literacy that is used to identify and measure a person's information literacy. They are *The Big Six*, *The Seven Pillars* and *The Empeworing Eight*. The models are able to encourage students; for examples (1) students who have information literacy skills are capable of determining the type and nature of the information needed. The information needed can be done in a way that is: (a) to define and convey the information needs, (b) to identify the various types and forms of potential information sources, (c) to consider the costs and benefits of the information needed, and (d) to re-evaluate the nature and limits of the required information; (2) students with information literacy skills are able to access information literacy needs effectively and efficiently, namely: (a) determine the technical and information retrieval systems are most appropriate for accessing the information needed, (b) establish and implement an effective search strategy, (c) do retrieval system, or personal online using various methods, (d) improve the search strategy if necessary, (e) to quote, record and process the information and resources; (3) Students are able to evaluate information and the sources critically and make selected information as a knowledge base that is done by the (a) summarizing the main idea is quoted from the information collected, (b) determining and applying initial criteria for evaluating information and resources, (c) synthesizing main ideas to construct new concepts.

Based on the above basis, the paper reveals the phenomenon of information literacy in higher education and describes the implementation of the model ofthe empowering eight information literacy in the course of "Research Methods" in Indonesian Eudcation Study Program.

RESEARCH METHODS

Research on the implementation of "Empowering Eight: Information Literacy Model" in the "Research Methods" course was done in order to find out information literacy held by the students and the characterisitcs of students' information literacy viewed from "Empowering Eight: Information Literacy Model".

Students who became the subject of this study were students who had academic characteristics such as having passed the courses: Information Technology, Basic Writing and Writing Ability Development, Basic Reading and Reading Ability Development, and Philosophy of Science. The courses provide much contribution to the information literacy.

This study used Action Research design. This study aims to find solutions and a thorough analysis of efforts to improve students' problem-solving skills in the "research methods" course at the Indonesian Education Study Program, Faculty of Languages and Arts, State University of Jakarta. The Action model used was "Empowering Eight: The Information Literacy Model. The study used three cycles. The first cycle is implementing the Modelof"The Empeworing Eight: Information Literacy". The first cycle had not yielded significant result. The critical thinking became the additional element in the second cycle. Similarly, the second cycle has not given satisfactory results on the ability to use information in problem solving in the "research methods" course. Then on the third cycle, the aspect of personality that is self-confidence and attitude towards innovation were included.

In accordance with the method used, thatis action research, the techniques of data collection used were document analysis, observation and interviews and direct involvement of the object under study.

DISCUSSION OF FINDINGS

Measurement standards that can be used to determine the level of information literacy held by someone as do not yet exist, so we are not able to measure with certainty the level of information literacy. However, we can refer to the concept or theory-Personal Capability Maturity Model (P-CMM). This model can describe the level of maturity of individual E-Literacy. Quoting Richardus Eko Indrajit's (2011) opinion, through P-CMM each individual will have a pattern of maturation of his/her e-literacy and it also illustrates the maturity of information literacy. The level of one's e-literacy can be described as follow:

- Level 0 - if an individual does not know or does not care about the importance of information and technology to everyday life;
- Level 1 - if an individual ever have the experience of one or two times where information is an essential component for achieving the desire and problem solving, and has involved information and communication technologies to look for it;
- Level 2 - if an individual has repeatedly using information and communication technologies to help their daily activities and has had a recurrence pattern in its use;
- Level 3 - if an individual has to have standards mastery and understanding of information and technology needs, and consistently use these standards as a reference implementation of daily activities;

- Level 4 - if an individual has been able to increase significantly (can be expressed quantitatively) performance of activities of daily life through the use of information and technology; and
- Level 5 - if an individual has considered some of the information and technology as an integral part of daily activities, and directly or indirectly, has colored his behavior and culture (part of the information society or information cultured human).

Based on data from this study, students understand the importance of information for daily life, especially in academic life. The information required in the academic world is the accurate information, which means the information is reliable and can be verified. Students also learn that the decision-making in various aspects need to be supported by information. Such information is to be meaningful if the information is used to follow the pattern of critical thinking. It can be concluded that the students already have the information literacy level 2. This ability is measured before the application of "Empowering Eight: Information Literacy Model" in "research methods" course.The application of"Empowering Eight: Information Literacy Model" in the "Research Methods" course is conducted with the following steps.

1. Identify
   a. Determine the topic or subject
   b. Determine and understand the audience
   c. Choose the relevant format for the finished product
   d. Identify key words
   e. Plan a search strategy
   f. Identify different types of resources in which information may be found
2. Investigate
   a. Find the resources that match the selected topic
   b. Find the right information to the selected topic
   c. Do interviews, field trips or other outside research
3. Choose
   a. Select relevant information
   b. Determine which sources are too easy, too hard, or average
   c. Record relevant information through notes or create visual organizers such as charts, graphs, or line, etc.
   d. Identify the stages in the process
   e. Gather the appropriate citation
4. Set
   a. Sort the information
   b. Distinguish between facts, fiction opinions, and

    c. Check for bias in sources
    d. Sequence information in a logical order
    e. Use visual organizers to compare or contrast information
5. Make
    a. Prepare information in their own words in a meaningful way
    b. Revise and edit their own or with a peer
    c. Finalize format bibliographies
6. Attend
    a. Practise for presentation activity
    b. Distribute information to the right audience
    c. Displays information in the appropriate format to suit the audience
    d. Create and use equipment properly
7. Assess
    a. Receive feedback from other students
    b. Self assess an individual's performance in response to teachers' assessments of job
    c. Reflect on how well they have done
    d. Determine whether the new skills learned
    e. Consider what can be done better next time
8. Apply
    a. Review the feedback and assessment provided
    b. Use the feedback and assessment for subsequent learning activities/ tasks
    c. Try to use the acquired knowledge in new situations
    d. Decide what's in other subjects of these skills that can be used
    e. Add products to its portfolio of production (Wijetunge, 2005:36)

During the implementation of the model, there is an increase in students critical thinking skills. Critical thinking is an evaluative activity to produce a conclusion (Cabrera, 1992). Gerhard (1971) defines critical thinking as a complex process involving the reception and the data acquisition, data analysis, and evaluation of data by considering the qualitative and quantitative aspects, and make decisions based on the selection or evaluation. Those aspects are obtained well after the students have information literacy. Critical thinking is required in order to solve a problem in order to obtain quick and precise decisions. Measurement of critical thinking activities can be done by looking at the appearance of some of the behavior during the process of critical thinking. Thinking basically includes human activities that are visible/observable (external) and can not be seen/observed (internal). Broadly speaking, the above critical thinking

behavior can be divided into several activities: 1. focus on question; 2. argument analysis; 3. Ask and answer questions for clarification andor challenge); 4. Evaluate the credibility of sources of information. The behavior of critical thinking of college students during the implementation of "Empowering Eight: Information Literacy Model" can be viewed from several aspects:

a. Relevance: the relevance of the "statement". This is seen in the statements of students in the argument.

b. Importance: the importacne of issues or basic ideas that areput forward. Students can filter the important information as the basis of reasoning.

c. Novelty: the novelty of the contents of the mind, both in bringing ideas or new information or the acceptance of new ideas of other students.

d. Outside material: using his own experience or the materials received in the lecture / reference. Students actively seek an accurate source outside sources suggested by the lecturer.

e. ambiguity clarified: seeking clarification or further information when there is ambiguity. Students are active in doing discussions to clarify the accurate information on many occasions.

f. Linking ideas: always connect the facts, ideas, or opinions and look for new data from which information was collected.

g. Justification: provide evidence, examples, or justification of a solution / conclusion, including providing an explanation of benefits (advantages) and losses (deficiency) of a situation or solution.

h. Critical assessment: an evaluation of each contribution that comes from within themselves and from other students, as well as providing "prompts" to place a critical evaluation.

i. Practical utility: new ideas that areput forward are always seen from the point of practicality (practicality) in the application.

j. Width of understanding: a discussion which is always carried out to expand the content/subject.

To generate critical thinking students need to also have some other skills that are in the affective dimension. These abilities are: (a) thinking independently, (b) exercising fair mindedness, (c) intellectual courage, (d) intellectual perseverance, (e) confidence in reason, (f) intellectual curiosity.

CONCLUSION

Information literacy is a society change that involves the individual. These changes are more related to changes in cultural values held by individuals. A change is often an impact on the individual personality. Personality is not a concept that just want to explain one's behavior, but a

functional part of individuals who play an active role in the behavior of individuals. Changes always demand the role of individual personality that is the attitude toward an innovation. Similarly, the process of information literacy requires the maturity of an individual. A change can be done depending on one's inner the motivation. Motivating our self is the ability to manage our emotions as a means to achieve the goals. The ability to hold the emotions (ability to resist impulses), positive thinking skills, and the ability to reach the stage of consciousness together with the action are very important.

A change in the community involves many other peoplein a common vision. Implementingvision people have to give respects each other, and this can be done after we recognize other's personality. Recognizing other people's emotions is the social skills based on emotional self-awareness. Maintaining relationship is the ability to manage the emotions of others.

Development of science and technology and the rapid globalization that produces the information has an impact on someone who is in the modern era to reach the stability of a traditional society like a well-established and relatively unchanged. This gives the implications for one's willingness to open to new ideas and changes that occur in social groups. One characteristic of the modern individual is be able to think far into the future and are optimistic that new inventions will be able to improve life.

A change can be accepted by the individual if he feels confident that these changes bring positive impact in his/her lives. This confidence can grow if it has a high innovative attitude. The main factors that encourage information literacy is critical thinking. Factors related to critical thinking skills are important because information literacy is essentially a change of view which is encouraged by the way of thinking. Information literacy is a process of society change from a traditional society to modern society. The characteristics of innovative society is the growth of science and the increase of human capacity to understand the secrets of nature and apply knowledge in a variety of human activities.

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APPLYING DEVELOPMENTAL ACADEMIC ADVISING IN COLLEGE TO PROMOTE SUCCESS

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ABSTRACT

Academic advising has undergone great changes since its initial in higher education. Today, academic advising is considered one of the best ways for promoting intellectual, personal, and social development of students with effective program system for each stage in the course. This article reviews some recently remarkable results related to topic of applying developmental academic advising in college to promote success. With structure of three parts, consistsof1) Definition of developmental academic advising (DAA), 2) How can faculty approach DAA to be more effective in this role. 3)What elements of good developmental academic advising,this paper presents an overview of developmental academic advising approach as a base knowledge theory in order to apply its in college effectively.

Keywords: applying developmental, academic advising

INTRODUCTION

Developmental academic advising approach is popular in most of universities and become completely dominant paradigm in the profession today *(*Marc Lowenstein, 1999). This is known a model to make good whatever negative impact of prescriptive advising model. In general, higher education is expected to be timely, efficient and effective in its delivery of services and its also is proactively invested as be visionary for the highest level training in universities. Absolutely, academic advising is the most important factor influence of the quality of higher education. However, some colleges are recently facing some problems in academic advising and the result of many students have left colleges without degree before being effective support from advisors (Anim Salleh, 2006). There fore developmental academic advising approach really need in both theory and practice. This article reviews some recently remarkable results related to

topic of applying developmental academic advising in university to promote success by three main points. 1) Definition developmental academic advising (DAA), 2) How can faculty approach DAA to be more effective in this role. 3)What elements of good developmental academic advising.

DEFINITION DEVELOPMENTAL ACADEMIC ADVISING (DAA)

In recent decades, there are several researches focus on topic of academic advising and indicatedmany definitions. Crookston is known as the initial researcher in this field and presented the concept in article namely "A developmental view of academic advising as teaching" in 1972. According to Crookston" ... *Developmental counseling or advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavior awareness, and problem-solving, decision-making, and evaluation skills*". O'Banion (1972), *Advising is a process in which advisor and advisee enter a dynamic relationship respectful of the student's concerns. Ideally, the advisor serves as teacher and guide in an interactive partnership aimed at enhancing the student's self-awareness and fulfillment*. While some writers emphasized in the good result of student's academic tasks, recent researchers add achieving career and personal goals for developmental academic advising such as Winston, Jr. R. B., Enders, S. C., & Miller, T. K. (Eds.) (March 1982). "*Developmental Advising - A Definition*"...*A systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the use of the full range of institutional and community resources.*" David S. Crockett, Ed.(1987) *Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals".* DAA is both a process and an orientation reflected to the idea of movement and progression.As Raushi (1993) suggests, "to advise from a developmental perspective is to view students at work on life tasks in the context of their whole life settings, including the college experience" (p. 6).Developmental academic advising recognizes the importance of interactions between the student and the campus environment, it focuses on the whole person, and it works with the student at that person's own life stage of development. Numerous authors (Creamer, 2000; Creamer & Creamer,1994; Raushi 1993; Winston, et. al., 1984).

When academic advising is seemed appear popularly in real life in institution, many universities expressed the definition of this concept as the one of key missions of them. For instance, In University of Michigan -

Dearborn (2002). University of Arizona, University of Vermont, etx. Most of them have the same comprehension in DAA. DAA is a process in which students seek and receive guidance with academic program planning, usually from a faculty advisor. Meaningful educational planning is compatible with a student's life goals, therefore academic advising encompasses discussion of life goals and assistance with the developmental process of life goals clarification. The ultimate responsibility for making decisions about educational plans and life goals rests with the individual student. Assistance with the clarification of life goals is not limited to the academic advising relationship, and may include staff in areas such as career development, residential life, and counseling. For academic advisors, assisting students in the clarification of life goals means helping students explore and define their educational and career goals in an atmosphere of mutual respect and learning. Advising, while non-prescriptive, encourages students to think critically, seek out resources, and develop action steps. The desired result is that students will feel a sense of connection with the advisor and a sense of guidance, while realizing personal responsibility for exploring options and making decisions.

HOW CAN FACULTY APPROACH DAA TO BE MORE EFFECTIVE IN THIS ROLE

Effective academic advising requires a personal relationship and an effort to help students reach their college, career and life goals. When leader have DAA approached its orient to make a collaborative advising model. Leadership in this system, therefore, comes from many different position and is most effective when using a collaborative styles of change. According to Bennis (1985), out of this came the paradigm that a collaborative model of leadership must do three things: develop a vision, develop commitment and trust, and facilitate organizational learning. Firstly, a vision is a articulated organization in which supervisors and students are believable and be share academic tasks or connect together to achieve the goal. Secondly, commitment and trust come from perceive expertise of our leaders and leading faculty means helping all members of the group subscribe to creating certain organizational aims when all of them recognized that academic advising is not less important than teaching. Thirdly, organizational learning requires that leaders facilitate learning more than so training and student have to take greater responsibility (Frost, 1991). Particularly, developmental advisors rarely make decisions for students. Rather they encourage students to ask open-ended questions, use campus resources to find answers, and plan courses of study and schedules around the outcomes of their explorations (Robert Brown ,1984). Another important point to consider is

that all of staff in faculty need to know how they work with their students. According to Winston and Sandor (1984), there are several different ways between respective styles and collaborative styles in academic advising. For example, while advisors knows college policies and tells students what to do, registration class, tell them which class to take in respective format, they tell students where to learn about policies and help in understanding how they apply to him or her in collaborative model. Another case in point is that unlike advisor specifies alternatives or indicates best choice when students face difficult decision, they assists student in identifying alternatives and weighing consequences and provide problem-solving techniques. Moreover, advisors ar knowledgeable about theories and practices in learning and development that relate to intellectual, emotional, cultural, moral, physical, and interpersonal dimensions in order to counselstudents make right decision.

In short, collaborative styles play important role in approaching developmental academic advising and its helps faculty get more effective in this role.

**WHAT ELEMENTS OF GOOD DEVELOPMENTAL ACADEMIC ADVISING**

Several developmental academic advising process are presented with benefit results consideration. Such as: O'Banion's(1972): 1)Exploration of life goals. 2)Exploration of vocational goals. 3)Program choice. 4)Course choice. 5)Scheduling courses. Fielstein and Lammers(1992): 1)to improve study skills. 2)to plan courses of study. 3)to improve interpersonal skills. 4)to understand their own values. 5) to explore career options; Creamer and Creamer (1994): 1)Setting career and life goals. 2)Building self-insight and esteem. 3)Broadening interests 4)Establishing meaningful interpersonal relationships. 5)Clarifying personal values and styles of life. 6)Enhancing critical thinking and reasoning.

If students receive good academic advising at all stages of their program, the quality of education that grauate students receive is greatly enhanced. Given the diversity of these needs, each school, and indeed each individual program, must determine the best way to provide advising. Each program should prepare a document available to students and faculty that describes the program's view on good advising practice. Each program should have a clear policy on how good graduate advising is assessed and rewarded. Good advising is cooperative activity that students and faculty must work together to achieve. The main point is from responsibilities of faculty in different periods of advising. This process consist ofadvising of before enrollment, advising of new students, advising of continuing students,

advising of thesis or dissertation Students and advising of Graduating Students. However student play the most important role when we use developmental academic advising. They are expected to devote an appropriate amount of time and energy toward achieving academic excellence and earning the advanced degree. They are also required to familiar with the regulations and policies concerning graduate, controlling of time and other demands imposed on faculty member and program staff. Further more, the high quality communication result is valued when they join regularly, preparing questions and answer, confident in presenting their own ideas.

For typical instance, thisis a case study in College of Engineering at Universiti Tenaga Nasional (UNITEN) (Malaysia) with in order to promote academic excellence amongst the engineering students and to enhance their academic standings.
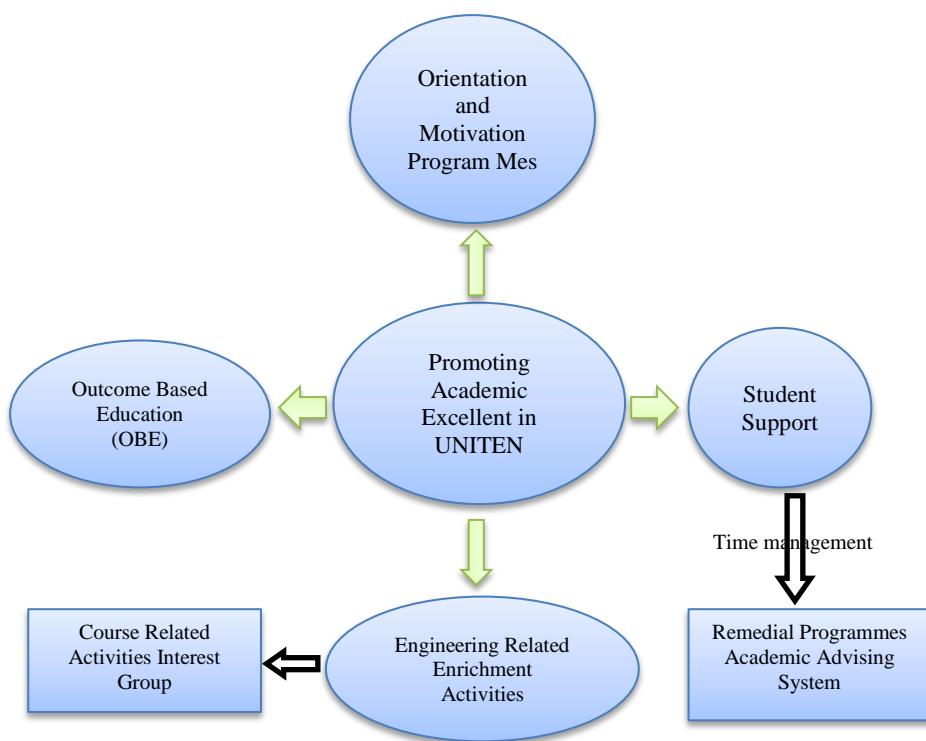
Figure 1. Activities Carried Out by the College of Engineering in Promoting Academic Excellence in UNITEN
Source : Salleh, et. al. (2006)

In UNITEN, academic advising system is designed five main programs, consist of 1) Orientation and Motivation Programs. 2) Student Support. 3) Engineering related. 4) Enrichment activities. 5) Outcome Based Education (OBE).

The Orientation and Motivation Programshelpsstudentsadjust and expose themselves to university life, building up community network among them and to test their resilience toward university life, registration and the use of the library as a research and reference center. Moreover, it focuses on study skill and future career development in the engineering field. This Orientation and Motivation program is accessed by actions. Such as: 1.Ice breaking session with the academic staff; 2. Motivational talk; 3. Forum with excellent graduated and present students; 4.Academic performance monitoring – logbook and computer advisory systems; 5.Award ceremony for top students; 6. Engineering design competition; 7. Informal survey.

The student support program consists of remedial program and academic advising system. In order to help weak students avoid these problems of face many difficulties when they join into a new academic environment, remedial program is introduced as a wake-up call for these students to check on how they manage their time, stress and study habits, and improve their academic achievement before it is too late. Academic advising system is supported by the computer advisory system at Uniten with various features for academic advisors to keep track the academic performance of their advisees. Two methods have been introduced to monitor the students' academic progress throughout the semester: log-book and computerized online monitoring. Its brings more effective than traditional method by convenient and quickly.

The Engineering related enrichment activities helps student focus on competences of professional in future. Several useful content are used to train for young engineer students. Such as *Software to Enhance the Learning of Numerical Methods, Power Electronics simulation exercise using Mat Lab, Power System Protection, Mobile Robotics Group.*

The Outcome Based Education (OBE)programis a convincing evidence toincrease awareness of the importance of OBE in tertiary education sectors. Following the fact that Malaysia is a provisionary signatory member of the Washington Accord, the Engineering Accreditation Council has been seriously implementing OBE in the engineering related programs. When every subject get the outcome , the course get the main goal of the end. Based upon these comparisons, the teaching and learning process may be improved further. In short, OBE implementation is expected to increase the students

understanding and their ability to grasp engineering knowledge which would lead to academic excellence.

CONCLUSION

Developmental academic advising approach is dominant strategies in promoting success in higher education. Academic advising program system is designed to adapt real conditions of universities and based on knowledge and skill of developmental advising theory that will bring high quality education. Its lead toachieved the goal of course outcome.

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OPEN LEARNING UNIVERSITY
AS COMPLEMENTARY EDUCATION IN INDONESIA

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ABSTRACT

The education development is the main priority of   Indonesian. This   is the strategy for   achieving   success in Indonesia development as a whole which includes social, politic, economy, and culture   development. Therefore, all component of the government and society has to   support this development. According to Indonesian constitution, it state all citizen have responsibility, right and duty to succeed the development. The level of based education and high education , the equity of education was good. In 2004 the participation rate of group 7-12 years was almost   100%, Rate of participation of groups 13-15 years and group 16-18 years have 85% and 53.5%. (Susenas, 2004). At level of higher education, the participation rate of students is very law.Data of Ministry of Education in 2010, show t hat the number of students who did not continue their study to higher education were 47.6%. The main reason was they had to work for helping their parent to work end earn money (53.6%), economic factor was 35.8%, and other reason was to get marry 15.8%. As a mater of fact, the participate rate of high education was law, it means that the students to continue their study to university was law. It caused by many reason, especially economy factor. Open Learning University (UT) is the alternative Higher education to answer these problems. The students who don't have opportunity to go to university can opportunity go there. UT has offer many program through distance education by using multimedia system includes electronic learning system, tutorial on line system, module, teleconference learning, ITV, UT open course and so on. UT provides   many services includes learning resource such as modules, web-supplement, library loan, registration on line, and so on. So, the problem   above have solved and the high school

graduate can register at UT anywhere and it without leaving work and home.

Keywords*: education development, participation rate of students, Open Learning University, opportunity to go to university, multimedia

INTRODUCTION

Education is one of citizen's rights warranted by the constitution of 1945 and all of the citizen must get equal access to quality and sustainable education. Through 9-years obligatory education almost 100% of Indonesian children have got education. According to *Susenas* data up to 2004 schooling participation rate (*angka partisipasi sekolah* [*APS*]) of the populatin of 17-12 years of age has almost reached 100%. The *APS* of the population of 13-15 years of age is 83.5%. The high schooling participation rate is indicative of the success of government program in providing its citizens with access to education. Supporting the success the government gives facilities/program in the forms of (1) scholarship, (2) school operational grant and cooperation program with other donor countries.

The success in the distribution of the access to education may be clearly observed at elementary education level (i.e. elementary and junior high school). It is not the case of high and higher school education whose number has not been satisfying. The schooling participation rate of the population of 16-18 years of age reaches only 53.5%. It means that there are 46.5% of the children of the schooling age who can not continue their education. Meanwhile, at higher education level the number is increasingly smaller. There is only a part of those who graduate from senior high school who can continue their study to higher education. The data of National Education Ministry of 2010 indicated that 47.6 percent of Indonesian students did not continue their studies for various reasons. The main reason for those who did not continue their study was to help their parents (53.6 percent), economic factor (35.8 percent) and decided to marry (15.8) in addition to the limited ability of the higher schools provided by the government and the private sector that does not enable the students to access further education. Since the majority of the higher schools are situated in main cities, while the students live in remote areas and most of the face economic obstacles.

The low access to higher education my be improved through the opening of Open University (*Universitas Terbuka* [*UT*]) with far reaching coverage of education program across Indonesia. The distance education

enables the Open University to provide Indonesian people who live in home country and abroad with affordable education. It is through the distant education that there is no need for the student to come to certain place for education because the main education materials of the Open University are packed in modular forms for independent learning. Additionally, the Open University also provides its students with internet-based education service that enables them to communicate with the learning center of the university.

LONG DISTANCE OPEN EDUCATION

Long distance open higher education (*Pendidikan Tinggi Jarak Jauh* [*PTJJ*]) is one of the education alternatives to provide people with more access to higher education. The long distance open higher education is defined as an educational process in a well-organized learning program in which the educators and the learners are in different places. More (1973) suggests that long distance education represents a set of teaching method in which teaching activities are organized independent of learning activities. The separation of the two activities may be in the form of physical and non-physical distances. The physical distance separation results from the situation in which the students live far from the location of the educational institution, while the non-physical distance separation results from the situation that does not enables those who live nearby the educational institution to access the education. Such situation takes place for example because of strict working hours. The situation is the reason why the ling distance learning model is quite different from conventional education. Keegan (1991) suggests that there are five characteristics of long distance, which are 1) the presence of the separation between educators and learners; 2) the presence of the separation among individual learners; 3) the presence of the managing institution of the educational program; 4) the use of both mechanical and electronic communication means to deliver the teaching materials; and 5) the presence of two directional communication means that enables the learners to initiate dialogues and to get the benefits of the dialogues.

The open and distance nature of the education enables the students to easily access the learning sources without visiting the higher schools. As an archipelago with more than 13.000 islands and limited communication and transportation infrastructure, Indonesia highly needs to improve 220 millions of its human resources. Various geographical, demographical, social, economical and technological obstacles pose huge challenge to the administrator of the long distance higher education in providing the learners with more access to the education (Suparman, 2004). Belawati (1999) suggests that the long distance higher education system can improve its

openness by designing flexible learning system through 1) Open entry-open exit system, which means that each individual can start and finish his or her own education process any time considering his or her respective condition, 2) as far as no selection criteria is concerned, each student who registers will be accepted as long as he or she meet the requirement of minimum education level that the long distance higher education system does not impose any requirement related to age and certificate year, 3) open registration system, each individual can register openly to a complete program or certain lecturing subjects.

The long distance higher education was developed under the name of Open University in 1984, especially to provide as many people as possible with the access to quality education. In its beginning, the Open University aimed at accommodating senior high school graduates who could not continue their study in both public and private higher schools. Also, it accommodated additional education for elementary school teachers in undergraduate program (D2). Once the majority of the elementary school teachers have completed their study, the Open University offered them graduate degree (S1) of elementary teacher training (PGSD). Up to the present, the majority of the students of the Open University are the students of the elementary school teacher training program. They are benefited from the long distance higher school with independent learning program that they can continue their study while they are teaching (Setijadi, 2007). In addition to the education for the teacher, the Open University also opens non-teacher training program. It has the Faculty of Degree (S1) and Postgraduate Degree (S2) with 32 study programs and 9 certified programs (http://www.ut.ac.id/). The management of the educational service is supported by the supporting institution and sufficient infrastructure.

At the beginning of 2005, the Open University adopted the quality management system of ISO 9001:2000, and its first certificate was obtained through the distribution process of its teaching materials in March 2006. Subsequently, various processes are also certified, including the service delivery process for the students in 37 *UPBJJ-UT*. In 2007 11 *UPBJJ-UT* have got the certificate of ISO 9001: 2000, and the number continuously increases.

Additionally, the Open University was also accredited at international level in 2005 by International Council for Open and Distance Education (ICDE) for its student services. The certificate was valid up to 2010. Subsequently, the effort to improve all of the aspects of its educational service is continuously made for quality assurance of the Open University (Zuhairi, 2007).

THE EDUCATIONAL SERVICES OF OPEN UNIVERSITY

Concerning with the increasing number of its students, the Open University puts more emphasis on the educational services that are accessible for its students. At present, the university has 590,218 students distributed in its 39 Long Distance Learning Units (*Unit Pembelajaran Jarak Jauh* [*UPBJJ*]).

Table 1. The Number and the Distribution of the Students of Indonesia Open University

No	UPBJJ UT	Σ Stds	No	UPBJJ UT	Σ Stds
1	UPBJJ-UT Jakarta	15,691	21	UPBJJ-UT Makassar	26,326
2	UPBJJ-UT Serang	15,089	22	UPBJJ-UT Majene	4,312
3	UPBJJ-UT Bandung	32,377	23	UPBJJ-UT Palu	14,252
4	UPBJJ-UT Bogor	14,071	24	UPBJJ-UT Gorontalo	4,629
5	UPBJJ-UT Purwokerto	31,998	25	UPBJJ-UT Manado	6,891
6	UPBJJ-UT Semarang	38,916	26	UPBJJ-UT Samarinda	14,795
7	UPBJJ-UT Surakarta	13,259	27	UPBJJ-UT Banjarmasin	11,760
8	UPBJJ-UT Yogyakarta	13,455	28	UPBJJ-UT Palangkaraya	9,701
9	UPBJJ-UT Surabaya	24,585	29	UPBJJ-UT Pontianak	22,170
10	UPBJJ-UT Malang	23,462	30	UPBJJ-UT Pangkal Pinang	13,033
11	UPBJJ-UT Jember	6,028	31	UPBJJ-UT Palembang	26,022
12	UPBJJ-UT Denpasar	4,985	32	UPBJJ-UT Bengkulu	7,894
13	UPBJJ-UT Mataram	8,867	33	UPBJJ-UT Jambi	13,843
14	UPBJJ-UT Kupang	26,653	34	UPBJJ-UT Batam	12,085

No	UPBJJ UT	Σ Stds	No	UPBJJ UT	Σ Stds
15	UPBJJ-UT Jayapura	6,189	35	UPBJJ-UT Pekanbaru	18,988
16	UPBJJ-UT Ambon	6,037	36	UPBJJ-UT Banda Aceh	11,683
17	UPBJJ-UT Ternate	2,065	37	UPBJJ-UT Medan	25,559
18	UPBJJ-UT Manado	6,891	38	UPBJJ-UT Padang	15,175
19	UPBJJ-UT Gorontalo	4,629	39	UPBJJ-UT Bd. Lampung	20,446
20	UPBJJ-UT Kendari	15,407			

The student services of registration, tutorials, and academic consultation are generally delivered by *UPBJJ.* Concerning with communication technology development, the Open University is now delivering internet-based educational services. Since 1998, it has made use of e-learning as one of the means to deliver the learning materials to its students. Rosenberg (2001) emphasizes that e-learning refers to the use of internet technology to give a set of solutions to improve knowledge and skills. It is parallel with Clark Adrich (2004) who defines e-learning as a broad combination of process, content and infrastructure using computer and network to scale and/or to improve one or more important parts links of the learning values, including management and delivery.

The Open University uses e-learning for the purpose of improving the interaction of the students with the teaching materials, the interaction between students and lecturers (tutors), and also the interaction among the students (Belawati, 2003). E-learning in the Open University is used for some services such as to deliver web-based supplement teaching materials, web-based tutorials delivered online, independent exercises, tutorial kits, and so on.

Web Suplemen

Figure 1. Website for Buku Materi Pokok (BMP)

The main teaching materials of the Open University is printed teaching materials referred to as *Buku Materi Pokok* (*BMP*) designed for independent learning by its students. In addition to the *BMP*, it also provides its students with teaching supplement for enrichment, in-depth learning and improving the materials presented in the modular forms (Belawati, 2003). The learning supplements of the Open University are designed on web-base. Web-based supplement is presented in various formats from text-based single media to audio, video and text integrated multimedia and computer assisted instruction format.

Tutorial Online
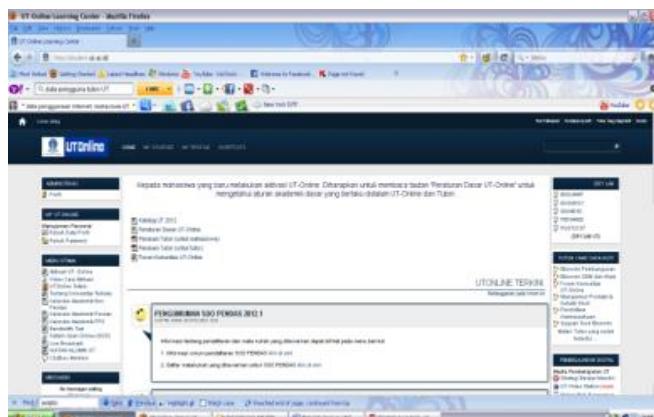
Figure 2. Online Tutorial Website

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Online tutorial service (*Tuton*) represents internet-based tutorial delivered by the Open University to its students. The service has been being delivered since 1997. The *Tuton* is one of the online tutorial alternatives for the students accessible at http://student.ut.ac.id/. It is through this *Tuton* that the students can access the learning materials made available by the tutors in 8 lecturing subject initiations, discussion forum and 3 assignments for the students to accomplish.

Tutorial Kit
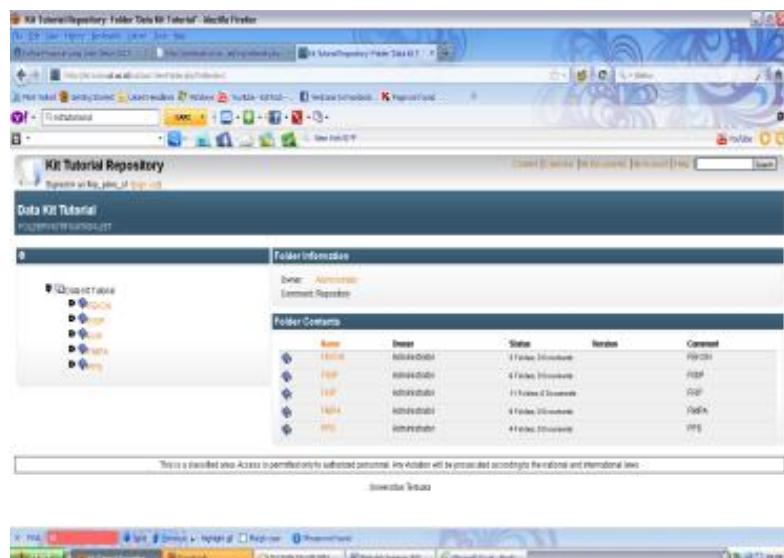
Figure 3. Tutorial Kit Website

Tutorial kit is the main reference for the tutors in delivering the learning materials in face-to-face tutorial meeting to standardize the tutorial activity in the Open University. Additionally, it serves also as the mean to warrant the quality of the tutors in the face-to-face tutorial meeting. It consists of tutorial activity plan (*Rancangan Aktivitas Tutorial* [*RAT*]), 8 units of tutorial activities (*8 Satuan Aktivitas Tutorial* [SAT]), 3 assignments and evaluation norms, and also 8 initiation materials in the form of power point presentation for each of the developed lecture. The tutors who want to use the tutorial kit can access it at http://kit.tutor.ut.ac.id/.

Online Book Store *(Toko Buku Online [TBO])*

Figure 4. Online Book Store Website

In addition to the internet-based learning, the Open University also offers internet-based supporting service. The module as the main teaching materials for the students may be ordered in Online Book Store (*Toko Buku Online* (*TBO*). The ordered modules will be sent to the students through *PT. Pos dan Giro*. The students can access the *TBO* service at http://tbo.karunika.co.id/.

Digital Library

Figure 5: Digital Library Website

The digital library of the Open University is the one operated as the library of the long distance higher education (*PTJJ*). The collected materials are various and consist of printed and non-printed materials. Additionally, it also provide its users with information of various disciplines relevant with the study programs of the university and designed as the referral materials for the development of the teaching materials (*Buku Materi Pokok* (*BMP*)] used by the academicians, the tutors, and module compilers. The services delivered by the library are (1) literature service, (2) circulation service, (3) printing service, and (4) multimedia service.

CONCLUSIONS

Following the mandate of the constitution of 1945, Open University is responsible for equal distribution of quality education to the entire citizen of the Republic of Indonesia. The equal access to the education is proven by the university in the form of long distance open educational service in broadening the coverage area of the education program to include remote areas. As one of the mega universities with its 590,218 active students across Indonesia, it provides its students with quality educational services and supporting information technology. It aims at improving the quality of its graduates. The data of *Renstra UT* indicates the numbers of the graduates of the university from 1984 to 2009 as illustrated in the table below.

Table 2: The Numbers of The Graduates of The University

Program	2006	2007	2008	2009	Total 1984-2009
Teacher Training Faculty	1.161	2.469	1.835	1.706	48.612
Non Teacher Training Faculty	30.579	38.807	62.784	87.377	947.752
Total	**31.740**	**41.376**	**64.619**	**89.083**	**996.364**

Source: Renstra UT 2011

Based on the data it is clearly observed that the Open University provides the citizen of the Republic of Indonesia with equal access to and distribution of quality education.

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GURU SEBAGAI PENYELIDIK:
ANALISIS KANDUNGAN KONVENSYEN KAJIAN TINDAKAN SEKOLAH BERPRESTASI TINGGI

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ABSTRAK

Kajian ini menggunakan metodologi analisis kandunganbagi mengkaji kajian tindakan yang telah dilaksanakan oleh guru-guru sekolah rendah di Sekolah Berprestasi Tinggi di Malaysia. Kajian ini melibatkan penggunaan abstrak yang dibukukan dalam buku Konvensyen Kajian Tindakan Sekolah Berprestasi Tinggi 2012. Sebanyak 18 abstrak telah dianalisa. Fokus kertas kerja ini ialah menjurus kepada isu penyelidikan yang dikenalpasti oleh guru sebagai penyelidik di sekolah. Kajian ini diharapkan dapat menyumbang kepada amalan guru sebagai penyelidik di sekolah.

Kata Kunci*: analisis kandungan, kajian tindakan*

PENGENALAN

Konsep kajian tindakan telah diperkenalkan oleh (Lewin, 1946) Dua idea utama kajian tindakan yang ditekankan ialah tentang konsep keputusan bersama dan komitmen untuk penambahbaikan. Konsep 'guru sebagai penyelidik' melihat penyelidikan sebagai elemen penting dalam perkembangan kurikulum dan penglibatan aktif guru dalam proses penyelidikan adalah faktor penting bagi pembaharuan kurikulum [2].

Konsep 'guru sebagai penyelidik' telah dikembangkan oleh pendidik England melalui '*Ford Teaching Project*' dan seterusnya oleh Australia, Amerika Syarikat dan benua Eropah. Kini, konsep ini telah mula diterapkan ke dalam sistem pendidikan Malaysia. Perubahan-perubahan dalam sistem pendidikan telah menimbulkan kesedaran untuk meningkatkan profesionalisme keguruan. Komponen penyelidikan merupakan aspek wajib dalam pemilihan guru, guru besar dan pengetua cemerlang bagi mengiktiraf kepakaran dan kenaikan pangkat.

Konsep kajian tindakan pertama kali diperkenalkan secara formal kepada seramai 41 orang pensyarah institusi maktab perguruan serta pegawai Bahagian Pendidikan Guru, Kementerian Pelajaran Malaysia pada tahun 1988 melalui satu kursus pendek. Kursus tersebut telah dikendalikan oleh Profesor Stephen Kemmis dari School of Education, Deakin University, Australia. Dalam tahun-tahun berikutnya, idea 'guru sebagai penyelidik' telah menjadi sebahagian daripada kandungan kursus program pra-perkhidmatan dan dalam perkhidmatan di institut perguruan di Malaysia.

Bahagian Perancangan dan Penyelidikan Dasar Pendidikan (BPPDP), Kementerian Pelajaran Malaysia telah melaksanakan *Program for Innovation Excellence and Research (PIER)*. PIER dilaksanakan di bawah Peruntukan Pinjaman Bank Dunia Sektor Pendidikan Rendah dan Menengah Ketiga Kementerian Pelajaran Malaysia. Tempoh pelaksanaannya ialah selama empat tahun iaitu 1993-1996. Terdapat empat Sub-Program dalam PIER dan sub-program keempat iaitu Penyelidikan Pendidikan memberi penekanan kepada projek Kajian Tindakan sebagai satu daripada agenda utama bagi membudayakan penyelidikan di sekolah. Bagi menjayakan projek ini, pegawai-pegawai pendidikan dan guru-guru sekolah telah dihantar untuk berkursus di luar negara untuk membolehkan mereka menjadi fasilitator kursus kajian tindakan. Bagi memastikan keberkesanan projek ini pakar runding dari *The International Development Program of Australian Universities and Colleges (IDP)* telah dilantik melalui MOU antara kerajaan Malaysia dengan IDP pada 21 Januari 1995.Prof Nerida Elerton dilantik sebagai pakar runding luar Negara manakala Dr.Kim Paik Lah (USM)pakar runding dalam Negara.

Pengetahuan dan maklumat yang diperolehi oleh pelopor kajian tindakan di Malaysia telah disebar luas kepada guru-guru di sekolah melalui penyediaan modul serta kursus dan bengkel untuk kesan berganda (*multiplier effect*) bagi membudayakan penyelidikan di sekolah. Di samping menghadiri kursus, guru juga diberi peluang untuk menjalankan projek kajian tindakan di sekolah mereka dengan mendapat peruntukan daripada BPPDP melalui peruntukan PIER. Bagi menyebarluaskan dapatan-dapatan kajian tindakan yang dilaksanakan oleh guru, seminar-seminar penyelidikan tindakan telah diadakan setiap tahun sejak tahun 1994 hingga kini. Setelah peruntukan PIER telah ditamatkan, Kementerian Pelajaran Malaysia masih meneruskan projek inibagi membudayakan penyelidikan dalam kalangan guru melalui pemberian peruntukan yang disalurkan melalui Jabatan Pelajaran Negeri untuk dilaksanakan oleh guru di sekolah. Seramai lima orang guru telah dilantik menjadi Jurulatih Utama Kajian Tindakan bagi setiap negeri untuk

memastikan projek ini terus dilaksanakan dan diselaraskan oleh Jabatan Pelajaran Negeri.

Pelaksanaan projek pemupukan budaya penyeldidikan memerlukan penglibatan yang menyeluruh dan komitmen yang tinggi daripada semua pihak termasuk pegawai Jabatan Pendidikan Negeri, Pegawai Pendidikan Daerah, pengetua dan guru besar dan guru sekolah. Di samping komitmen, sokongan padu pihak pentadbir sekolah samada dari segi fizikal dan moral yang mencakupi aspek penataran bahan-bahan sokongan seperti buku rujukan, penataran hasil kajian, kewangan, sistem pembangunan staf, sistem pengiktirafan dan pemantauan yang berkesan.

Guru sebagai penyelidik dilihat sebagai amalan yang dapat meningkatkan keberkesanan pengajaran. Ini dapat dilaksanakan oleh guru dalam pengajaran sehari-hari di sekolah. Kelebihan penyelidikan tindakan ialah dapat merapatkan jurang antara teori dan amalan kerana ia memberi tumpuan kepada isu atau maslaah semasa yang dihadapi oleh guru dalam bilik darjah. Kajian tindakan memberikan maklum balas yang cepat bagi membolehkan tindakan bermakna diambil ke atas permasalah yang dihadapi.

Usaha ini masih lagi diteruskan di mana pada 13-15 Mac 2012, Bahagian Sekolah Berasrama Penuh dan Sekolah Kecemerlangan, Kementerian Pelajaran Malaysia telah menganjurkan Seminar Kajian Tindakan Sekolah Berprestasi Tinggi. Sebanyak 18 kertas kerja telah dibentangkan oleh guru sekolah rendah berkaitan kajian tindakan yang telah dilaksanakan di sekolah mereka. Tujuan seminar ini adalah sebagai satu usaha untuk memastikan pembudayaan penyelidikan di sekolah diteruskan dan untuk berkongsi amalan terbaik guru hasil daripada kajian tindakan mereka bagi meningkatkan prestasi mata pelajaran yang diajar oleh mereka.

Sekolah Berprestasi Tinggi (SBT) ditakrifkan sebagai sekolah yang mempunyai etos, watak, identiti yang tersendiri dan unik serta menyerlah dalam semua aspek pendidikan. Sekolah ini mempunyai tradisi budaya kerja yang sangat tinggi dan cemerlang dengan modal insan nasional yang berkembang secara holistik dan berterusan serta mampu berdaya saing di persada antara bangsa. 23 (SBT) telah diumumkan oleh Kementerian Pelajaran bagi tahun 2011 berbanding 20 pada tahun sebelumnya. Ini membabitkan 1 sekolah menengah harian, 12 sekolah berasrama penuh, 8 sekolah kebangsaan dan 2 sekolah jenis kebangsaan.

Analisis kandungan terhadap artikel yang telah diterbitkan dalam jurnal berwasit telah dijalankan dalam pelbagai bidang profesional seperti psikologi, pendidikan Sains dan Teknologi Pengajaran (Shih, 2008). Kajian tersebut memberi maklumat mendalam mengenai trenda menyeluruh penyelidikan di samping dapat mengenal pasti *scholars* dan artikel dalam

bidang tersebut. Para penyelidik mendapati kajian tindakan memberi impak ke atas pembangunan diri guru. Seterusnya kajian juga mendapati kajian tindakan dapat meningkat kualiti pendidikan melalui perubahan dengan menggalakkan guru menjadi lebih sedar tentang amalan sendiri, menjadi kritis terhadap amalan-amalan tersebut dan bersedia untuk mengubahnya (Ebbut, 1985); (McNiff, 1988). Kajian tindakan juga menjadikan guru lebih reflektif dalam membaiki amalan pengajarandan dapat meningkatkan kualiti amalan dan profesionalisme keguruan (Zuber-kerritt, 1996). Justeru, kami berpendapat bahawa adalah wajar analisis kandungan dilakukan ke atas hasil kajian guru-guru sekolah rendah SBT melalui abstrak yang telah dibukukan dalam buku Konvensyen Kajian Tindakan Sekolah Berprestasi Tinggi 2012 untuk menjadi rujukan kepada guru-guru lain untuk menjalankan kajian tindakan pada masa depan.

TUJUAN KAJIAN

Tujuan kertas kerja ini dihasilkan adalah untuk melaporkan analisis kandungan yang telah dijalankan terhadap laporan kajian tindakan yang telah dilaksanakan oleh guru-guru sekolah rendah di Sekolah Berprestasi Tinggi di Malaysia. Kajian ini melibatkan penggunaan abstrak yang dibukukan dalam buku Konvensyen Kajian Tindakan Sekolah Berprestasi Tinggi 2012 (KKTSBT 2012). Sebanyak 18 abstrak telah dianalisa mengikut kategori bidang guru, topik, kaedah kutipan data, persampelan kajian dan trenda kajian.

Dapatan kajian akan dapat menggambarkan trenda dan corak kajian tindakan oleh guru sebagai penyelidik dalam kalangan guru sekolah rendah SBT. Hasil analisis kandungan ini diharapkan dapat memberi input kepada guru berpengalaman dan guru novis di SBT dan juga keseluruhan guru sekolah yang lain mengenai idea berguna mengenai trenda kajian tindakan dalam buku Konvensyen Kajian Tindakan Sekolah Berprestasi Tinggi 2012. Terutama kepada guru novis, analisis ini dijangka dapat membantu mereka bukan sahaja dari segi mengenal topik kajian kontemporari, bahkan akan dapat membantu mereka membudayakan penyelidikan. Di samping itu, mengetahui trenda kajian tindakan yang dilakukan oleh guru sekolah rendah SBT, akan dapat membantu penggubal polisi dalam bidang pendidikan untuk merangka rancangan untuk meningkatkan penyelidikan pada masa depan. Sehubungan itu, soalan kajian yang telah dibentuk dalam kajian ini ialah:

1) Apakah peratus mengikut bidang guru sekolah rendah yang menjalankan kajian tindakan yang telah diterbitkan dalam buku (KKTSBT 2012)?
2) Apakah topik kajian tindakan guru sekolah rendah yang telah diterbitkan dalam buku (KKTSBT 2012)?

3) Apakah trenda kajian tindakan guru sekolah rendah dalam kajian tindakan yang telah diterbitkan dalam buku (KKTSBT 2012)?

METODOLOGI

Kajian ini telah menggunakan buku Konvensyen Kajian Tindakan Sekolah Berprestasi Tinggi 2012 sebagai persampelan kajian untuk menganalisa trenda guru sebagai penyelidik dalam menjalankan kajian tindakan. Buku KKTSBT 2012 dipilih kerana ia merupakan penerbitan yang jelas memperihalkan kajian tindakan yang telah dilakasanakan dalam kalangan guru khasnya di Sekolah Berprestasi Tinggi di Malaysia.

Terdapat 18 artikel mengenai kajian tindakan oleh guru sekolah rendah telah diterbitkan dalam buku KKTSBT 2012. Berasaskan 18 abstrak tersebut, analisis kandungan telah dilakukan. Dalam kes yang melibatkan abstrak yang kurang lengkap, penyelidik-penyelidik telah menggunakan artikel penuh untuk menjalankan analisis kandungan. Proses memindahkan maklumat ke dalam jadual analisis telah dilakukan oleh pembantu penyelidik dan seorang pelajar PhD serta seterusnya disahkan oleh kedua-dua penyelidik. Statistik deskriptif telah digunakan untuk menganalisa dan melaporkan data.

KEPUTUSAN DAN PERBINCANGAN
Peratus bidang guru sekolah rendah yang menjalankan kajian tindakan

Pertama, keputusan kajian menunjukkan bahawa lebih daripada separuh (61%, 11 daripada 18 abtrak) guru sekolah rendah merupakan guru Sains dan Matematik, sementara 39%, 7 daripada 18 adalah guru Bahasa Malaysia dan Bahasa Inggeris. Analisis mengikut bidang mata pelajaran ditunjukkan seperti dalam Jadual 1.

Analisis mata pelajaran menunjukkan guru Matematik (33%, 6 daripada 18 abstrak) paling banyak menjalankan kajian tindakan, diikuti oleh guru Sains dan Bahasa Malaysia (masing-masing 28%) dan akhirnya guru Bahasa Inggeris (11%).

Jadual 1. Bidang guru sekolah rendah menjalankan kajian tindakan

Mata Pelajaran	Bilangan	Peratus (%)	Peratus mengikut bidang
Bahasa Malaysia	5/18	28	39
Bahasa Inggeris	2/18	11	
Sains	5/18	28	61
Matematik	6/18	33	

Topik kajian tindakan guru sekolah rendah

Di samping analisis mengikut matapelajaran dan bidang, kategori topik dan sub-topik telah dianalisis menggunakan kekerapan. Walaupun kebanyakan abstrak membincangkan hanya satu topik, terdapat juga beberapa abstrak yang merangkumi dua atau lebih sub-topik.

Jadual 2 menunjukkan bahawa topik yang paling banyak dijalankan kajian tindakan oleh guru sekolah rendah adalah penguasaan konsep (9), diikuti oleh bacaan dan penulisan (masing-masing 3). Keputusan ini adalah agak munasabah, kerana penguasaan kemahiran matematik dalam kalangan pelajar adalah amat penting. Sebaliknya, topik menjawab soalan peperiksaan (1) adalah topik yang paling kurang dijalankan kajian tindakan oleh guru sekolah rendah. Ini bermungkinan disebabkan masih kurang kesedaran dalam kalangan guru untuk membudayakan penyelidikan.

Jadual 2. Topik kajian tindakan guru sekolah rendah

Kategori	Sub-kategori	Kekerapan
Bacaan	a. Kaedah Fonik	2
	b. Membatang suku kata	1
Motivasi	Sikap	2
Penulisan	Ayat mudah	3
Menjawab soalan peperiksaan	Sains Bahagian B	1
Kemahiran	a. Sains	3
	b. Matematik	6
Jumlah		**18**

Trenda kajian tindakan guru sekolah rendah

Seperti yang dipaparkan dalam Jadual 3, fokus kajian tindakan yang dilaksanakan oleh guru sekolah randah SBT boleh dikategorikan kepada inovasi dan penambahbaikan pengajaran dan pembelajaran. Hampir kesemua fokus kajian tindakan (86.7%, 13 daripada 18) adalah bertujuan untuk penambahbaikan pengajaran dan pembelajaran manakala bakinya (13.3%, 5 daripada 18) adalah bertujuan untuk inovasi.

Merujuk pula kepada reka bentuk kajian, abstrak KKTSBT 2012 boleh dikategorikan kepada tiga jenis iaitu kuantitatif, kualitatif dan metod campur. Seperti yang terdapat dalam Jadual 3, lebih daripada separuh rekabentuk kajian tindakan oleh guru sekolah rendah adalah menggunakan reka bentuk kualitatif (55.5%, 10 daripada 18), diikuti dengan reka bentuk kuantitatif

(27.8%, 5 daripada 18) dan bakinya adalah metod campur (16.7%, 3 daripada 18).

Seperti dipaparkan dalam Jadual 3, sampel dikategorikan kepada pra sekolah, tahap 1 (tahun 1 hingga tahun 3) dan tahap 2 (tahun 4 hingga tahun 6). Majoriti dari sampel kajian tindakan yang telah dijalankan oleh guru-guru sekolah rendah melibatkan murid-murid tahap 2 (72.2%, 13 daripada 18), diikuti dengan murid tahap 1 (16.7%, 3 daripada 18) dan bakinya pra sekolah serta kesemua murid tahap 1 dan 2 (masing-masing 1). Menariknya mengenai sampel tahap 2 ialah hampir separuh dari kajian tindakan tersebut melibatkan murid tahun 6 (46.2%, 6 daripada 13 sampel tahap 2).Ini mungkin disebabkan oleh faktor Ujian Penilaian Sekolah Rendah yang diduduki oleh murid pada tahun tersebut menyebabkan kecenderungan guru untuk menjalankan kajian tindakan, khusus kepada topik penguasaan konsep.

Separuh daripada kajian tindakan guru sekolah rendah menggunakan Ujian sebagai teknik kutipan data utama atau sebagai metodologi mengutip data.Dalam abstrak KKTSBT 2012, metodologi kutipan data yang turut digunakan adalah seperti pemerhatian (4 kajian), temubual (4 kajian), soal selidik (3 kajian), dokumen (3 dokumen) dan peta minda (1). Walau bagaimana pun, terdapat kecenderungan menggunakan terlalu banyak teknik kutipan data di dalam sesuatu kajian. Seperti yang dipaparkan dalam Jadual 3, terdapat tiga kajian yang telah menggunakan lebih dari empat teknik kutipan data. Ini menunjukkan mungkin masih wujud kurang faham dalam kalangan guru sekolah rendah mengenai triangulasi semasa mengutip data.

Akhirnya, Jadual 3 menunjukkan metod menganalisis data yang telah digunakan dalam kajian tindakan guru sekolah rendah. Daripada 18 abstrak tersebut, lebih daripada separuh (10) telah menganalisis data secara interpretatif. Sementara 5 daripada 18 kajian tindakan telah menganalisis data secara descriptif dan 3 kajian menggunakan gabungan deskriptif dan interpretatif.

Jadual 3. Trenda kajian tindakan guru sekolah rendah

Bil	Topik/ Fokus	Nama Penyelidik & Sekolah	Sampel & lokasi penyelidikan	Reka bentuk Kajian	Kutipan data	Analisis data
1	Bacaan/ inovasi Modul	Norhaizian Binti Seman SK Seri Bintang Utara	10 murid prasekolah Pintar (Pra Sekolah)	Kualitatif	Pemerhatian proses P&P Temubual Senarai semak Semakan Instrumen bacaan Ujian pra	Interpretatif

Bil	Topik/ Fokus	Nama Penyelidik & Sekolah	Sampel & lokasi penyelidikan	Rekabentuk Kajian	Kutipan data	Analisis data
2	Bacaan/ inovasi bacaan fonik	Rabiatul Adawiah Binti Abdul Barib SK Taman Tun Dr Ismail 1	Guru-guru tahun satu 10 orang murid tahun satu (Tahap 1)	Kuantitatif Eksperimental	Ujian 7 kali	Deskriptif (Ujian t)
3	Penulisan/ Inovasi	Faizal bin Atan SK Sri Biram	20 murid tahun 5 (Tahap 2)	Kualitatif	Teknik 5 lajur	Interpretatif
4	Penulisan/ penambah-baikan P&P	Rosnani bt Kamis	Murid Kelas 6S (Tahap 2)	Kualitatif	Dokumen Buku latihan Pemerhatian	Interpretatif
5	Bacaan/ Inovasi modul	Norngaini bt Mohamed	15 murid tahun 1 Excellent (Tahap 1)	Kualitatif	Modul tatih	Interpretatif
6	Motivasi/ Inovasi Kem	Stephanies anak Lim Leng Jimmy Willy Bayo SK Ulu Ibai	Murid-murid sekolah	Kualitatif	Program English Language in Camp (E.L.I.C)	Interpretatif
7	Penulisan /Penambah-baikan	Wan Muhaimin bin Wan Ahmad Mohd Hafiz bin Mohd Khairun SK Sultan Ismail	7 murid Tahun 5 dan 2 guru (Tahap 2)	Kualitatif	Pemerhatian Senarai semak Ujian Pra	Interpretatif
8	Penguasaan konsep/ Penambah-baikan	Amira bt Ali SK Bandar Baru Uda 2	40 murid Tahun 2 Nilam (Tahap 2)	Kualitatif	Jurnal pelajar Lembaran Kerja	Interpretatif
9	Menjawab soalan Peperiksaan/ Penambah-baikan	Loh Chan Chern SJK(C) P Cina	15 murid 1 guru penyelidik (Tahap 2)	Kualitatif	Pemerhatian Temubual Soal selidik Latihan Bertulis Ujian Pra Peta minda	Interpretatif
10	Kemahiran/ Penambah-baikan	Mastura binti Omar SK Setiawangsa KL	10murid Sains yang lemah (Tahap 2)	Kuantitatif	Ujian Pra dan Pasca	Deskriptif (Ujian t)
11	Motivasi/	Bibi Iklima bt Muhammad Rashid SK Jalan Tiga	23 murid Tahun 4 Bakawali (Tahap 2)	Kuantitatif	Ujian Pasca Soal selidik Pengajaran & Pembelajaran	Deskriptif (Ujian t)

Bil	Topik/ Fokus	Nama Penyelidik & Sekolah	Sampel & lokasi penyelidikan	Rekabentuk Kajian	Kutipan data	Analisis data
12	Penguasaan Konsep/ Inovasi modul 5A	Lau Hung Huat SJK(C) Tung Hua Sibu	37 murid Tahun 5 dan 6 (Tahap 2)	Kuantitatif & Kualitatif	Ujian Bulanan Peperiksaan Akhir Permainan Fasa Bulan	Deskriptif & Interpretatif
13	Penguasaan Konsep/ Penambahbaikan	Panitia Matematik SK Zainab (2)	10 murid Tahun 6 1 guru penyelidik (Tahap 2)	Kualitatif & Kuantatif	Pemerhatian Temubual Soal selidik Latihan bertulis Ujian pra Sesi bimbingan Ujian Pasca	Interpretatif & Deskriptif
14	Penguasaan Konsep/ Penambahbaikan	Intan Nazrah bt Mohd Johari SK Bukit Damansara	20 murid Tahun 6 (Tahap 2)	Kualitatif	12 soalan bertulis Temubual	Interpretatif
15	Penguasaan Konsep/ Penambahbaikan	Khairun Nisa bt Mohamad Sharip SK Convent Kota	24 murid Tahun 6 1 guru (Tahap 2)	Kuantitatif	Ujian Pos Teknik Pacak Tiang 331	Deskriptif
16	Penguasaan Konsep/ Penambahbaikan	Anis Bt Mat Hussin	218 murid Tahun 6 (Tahap 2)	Kuantitatif & Kualitatif	Latihan bertulis Ujian Formatif Ujian PKSR 1 Pengajaran & pembelajaran	Deskriptif Interpretatif
17	Penguasaan Konsep/ Penambahbaikan	Rohaizah bt Abdullah SK Convent Muar	10 murid Tahun 4 (Tahap 2)	Kuantitatif	Ujian bertulis Ujian Pasca P&P (Teknik Da Ba Bu)	Deskriptif
18	Penguasaan Konsep/ Penambahbaikan	Loo Chooi Fong SJK(C) Lick Hung	16 murid Tahun 2 (Tahap 1)	Kualitatif	Kaedah Permainan (Ting-ting)	Interpretatif

IMPLIKASI DAN KESIMPULAN

Dalam kertas kerja ini, penyelidik-penyelidik telah mengkategori dan menganalisa abstrak kajian tindakan yang telah dijalankan oleh guru sekolah rendah yang diterbitkan dalam buku KKTSBT 2012. Berkenaan bidang guru

yang menjalankan kajian tindakan, keputusan analisis menunjukkan penglibatan guru Matematik dan Sains adalah sangat dominan seperti dipaparkan dalam buku KKTSBT 2012. Usaha perlu dilakukan oleh pihak yang terlibat secara langsung untuk menggalakkan guru menjalankan kajian tindakan terutama guru dalam bidang bahasa.

Menyentuh tentang topik penyelidikan yang telah dibincangkan dalam kertas kerja ini, keputusan analisis menunjukkan bahawa topik penguasaan konsep dan bacaan adalah dua topik utama kajian tindakan yang terdapat dalam buku KKTSBT 2012. Keputusan ini adalah agak munasabah, kerana penguasaan konsep matematik dan Sains dalam kalangan pelajar adalah amat penting, khususnya kepada murid tahun enam yang menduduki Ujian Penilaian Sekolah Rendah. Walaupun kebanyakan kajian tindakan dalam bidang Matematik dan Sains bertumpu kepada penguasaan konsep, masih banyak lagi ruang kajian untuk diterokai seperti menggalakkan kemahiran berfikir dan kemahiran proses Sains, yang boleh diterokai oleh guru. Tambahan pula, amat sedikit kajian tindakan melibatkan penulisan karangan dalam Bahasa Inggeris dan Bahasa Melayu.

Hampir kesemua fokus kajian tindakan yang dijalankan oleh guru sekolah rendah adalah bertujuan untuk penambahbaikan pengajaran dan pembelajaran sementara (13.3%, 5 daripada 18) adalah bertujuan untuk inovasi. Ini bertepatan dengan matlamat kajian tindakan untuk menjadikan guru lebih reflektif dalam membaiki amalan pengajarandan dapat meningkatkan kualiti amalan dan profesionalisme keguruan (Zuber-kerritt, 1996).

Lebih daripada separuh rekabentuk kajian tindakan oleh guru sekolah rendah adalah menggunakan rekabentuk kualitatif, diikuti dengan rekabentuk kuantitatif dan hanya 3 adalah metod campur. Sehubungan itu, lebih daripada separuh (10) telah menganalisis data secara interpretatif. Sementara 5 daripada 18 kajian tindakan telah menganalisis data secara descriptif dan 3 kajian menggunakan gabungan deskriptif dan interpretatif. Kebelakangan ini, penyelidik pendidikan mengakui metod campur sebagai paradigma penyelidikan yang baru (Johnson, et.al, 2004). Guru sebagai penyelidik wajar menggunakan metod campur semasa menjalankan kajian tindakan sebagaimana yang telah dilakukan oleh tiga orang guru (Lau Hung Huat, Panitia Matematik SK Zainab & Anis bt Mat Hussin). Ini bakal menjadi trenda baru dalam kajian tindakan.

Majoriti dari sampel kajian tindakan yang telah dijalankan oleh guru-guru sekolah rendah melibatkan murid-murid tahap 2 diikuti dengan murid tahap 1 dan hanya satu kajian melibatkan pra sekolah. Begitu juga hanya satu kajian yang melibat keseluruh warga sekolah. Ini menunjukkan bahawa

masih banyak kajian tindakan yang boleh melibatkan dua kategori sampel tersebut. Menariknya mengenai sampel tahap 2 ialah hampir separuh dari kajian tindakan tersebut melibatkan murid tahun 6. Ini mungkin disebabkan oleh faktor Ujian Penilaian Sekolah Rendah yang diduduki oleh murid pada tahun tersebut menyebabkan kecenderungan guru untuk menjalankan kajian tindakan, khusus kepada topik penguasaan konsep.

Separuh daripada kajian tindakan guru sekolah rendah menggunakan Ujian sebagai teknik kutipan data utama atau sebagai metodologi mengutip data. Dalam abstrak KKTSBT 2012, metodologi kutipan data yang turut digunakan adalah pelbagai seperti pemerhatian, temubual, soal selidik, dokumen dan peta minda. Walau bagaimana pun, terdapat kecenderungan menggunakan terlalu banyak teknik kutipan data di dalam sesuatu kajian. Terdapat tiga kajian yang telah menggunakan lebih dari empat teknik kutipan data.Ini menunjukkan mungkin masih wujud kurang faham dalam kalangan guru sekolah rendah mengenai triangulasi semasa mengutip data.

Walaupun fitrah kajian ini bersifat deskriptif, penyelidik berharap bahawa dapatan kajian ini dapat memberi idea dan rumusan mengenai kajian tindakan yang telah dilaksanakan oleh guru sekolah rendah melalui buku KKTSBT 2012. Analisis kandungan terhadap buku KKTSBT 2012 dapat membantu guru novis menjalankan kajian tindakan khasnya terhadap topik, metod dan trenda yang belum diterokai lagi. Di samping itu, mengenai trenda kajian tindakan yang telah dilaksanakan oleh guru sekolah rendah SBT dapat membantu penggubal polisi khasnya dalam bidang pendidikan untuk merangka perancangan khasnya dalam isu-isu yang berkaitan.

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THE STUDENTS QUALITY IN SOLVING ENVIRONMENTAL PROBLEM AS INDICATOR OF QUALITY IN TEACHING AND LEARNING

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ABSTRACT

This study aims to determine whether there is any indication of teaching quality environmental education through han integrative approach to the Basic Chemistry course refers to the quality of students' ability to solve environmental problems. Research conducted on 20 student Department of Chemistry, Natural Sciences, State University of Jakarta. Environmental Education (Pendidikan Lingkungan Hidup, PLH) materials that are integrated include: aspectsof water, pollution, andwastein terms of3R principle (Reuse, Reduce, and Recycle). Having finished college students were evaluated by Inkeles scale that revealed the ability to solve environmental problems. Data were analyzed using the results of descriptive analysis techniques, namely the tendency of students to use proportions in solving environmental problems categorized aslow, medium and high. The results are a score of students' ability to solve environmental problems through an integrated learning package PLH is calculated through a sample of 20 students. The results showed that scores below the mean (47.40) = 4 students (20%), scores that are within the range mean = 9 students (45%), and scores above the mean = 7 students (35%). It appears that most of the score is in the range of the mean. Based on the research results can be concluded that the quality of learning in the package PLH developed through an integrated approach to the Chemical Basis courses is high. Indicative constraints that need to be improved in order to improve the quality of teaching an integrated package of PLH Basic Chemistry course is the ability to solve the problem of clean water, water pollution, and waste trade.

Keywords:integrative approach, ability to solve environmental problems

BACKGROUND

The students as a component in teaching and learning in higher education is a subject that became the target of learning include cognitive changes, namely the ability to solve environmental problems. But the reality in the field showed that the quality of graduate students Indonesia does not have the ability to adequately solve environmental problems. The fact is, in many areas of the profession of college graduates who occupy various types of work, however, environmental problems ranging from the simplest such as hygienic behavior, smoking behavior, the behavior of the garbage, and so is still not resolved.

The learning processon campus allows a lecturer in addition to providing insight knowledge can also instill a positive attitude to wards the environment to the students. With appositive attitude, a figure expected to be produced graduates who have the ability to solve environmental problems that support the growth of sustainable behavior. In the end the on going behavioris expected to support the birth of human behavior Indonesia visi on of sustainable development (sustainable development), that is development that meets present needs without compromising the ability of future generations to meet thei rown needs.

In connection with the ability to solve environmental problems, then it is a consequence in the scope of a college education learning packages need to be prepared to provide supplies to students in order to develop skills in solving environmental problems. Among the students need to be deepened in addition to knowledge about the environment, as well as the ability to solve problems. Students' ability in solving environmental problems is believed to be a strong foundation to act carefully, including when students respond to a variety of consumer activity against a variety of technology products are increasingly widespread. It is inevitable then the learning process should be created a learning atmosphere to encourage students to think creatively and more rooted infactual matters of everyday life.

Withan integrated learning approach to Environmental Education (PLH) on the Chemical Basiscourses, it is possible would further streamline the existing courses in the curriculum of the Department of Chemistry. In addition to the substance, knowledge of the environment will be enriched by the subject matter of Basic Chemical Sciences. However, this approach requires an experienced lecturer role in the mastery learning and mastery teaching methodologies that interface the substance of environmental education into the core content classes. Therefore, by analyzing the environmental problem-solving skills in students, through this paper is intended to be used as an indicator of teacher quality assessment of learning.

Problems that were outlined in this paper is removed from the results of research in environmental education learning is integrated into the Basic Chemistry course. Problem is revealed: "Is there any indication of teaching quality environmental education through an integrative approach to the Basic Chemistry course refers to the quality of students ability in solving environmental problem?"

THEORETICAL DESCRIPTION

According to Robbins (1997: 23), refers to the ability of an individual's capacity to do various tasks in a job. Further stated that the ability of two factors, namely: 1)intellectual abilities (intellectual ability), is the mental ability to perform activities, 2)the physical ability (physical ability), is the ability to perform activities based on the physical characteristics of strength and stamina.

With regard to the ability to solve environmental problems, according to Hunsaker, problem solving (problem solving) is defined as a process of removing differences or discrepancies that occur between the results obtained and the desired results. One part of the problem solving process is the decision-making, which is defined as choosing the best solution from a number of alternatives available. According Lasmahadi, improper decisions, will affect the quality of the results of problem solving done.

Problem solving is a dynamic process. In this aspect, problem solving can be defined as any process of applying knowledge to new situations and unusual. In this interpretation, which need to be considered are the methods, procedures, strategies and heuristics used in solving a problem.According to Miller, the overall condition of the external environment that affect the life of an organism or population. Natural resources is a form of matter from the physical environment to meet human needs. In the neighborhood there is a collection of various factors that affect living things, including humans, animals, plants, organisms, soil, water, air, and others who established a close and reciprocal interplay or interaction is dynamic.

According to Odum, organisms (communities) biotic and abiotic, each influencing the other and both are necessary for the maintenance of life on earth. Furthermore Tivy and O'Hare, explaining about the interrelationships between living things with their environment. The system consists of components that work regularly as a whole ecosystem. Ecosystems formed by the components of living and not living in a place that interact regularly to form a united front. This situation is referred to as a condition or situation, there is help in the system, which stimulates the creatures living there doing something, and there are situations or conditions that inhibit the interaction in the system, the environment in which people live.

Humans to understand and assess the environment can be based on two approaches, namely the conventional approach and ecological approach. Conventional approach, starting from the stimulus from outside the individual, the individual becomes aware of this stimulus through nerve cells receptor (sensing) are sensitive to certain forms of energy (light, sound, temperature). If this energy source powerful enough to stimulate the receptor cells then there was sensing.

According to the Guardian, Evrendilek, and Fennesy, humans manage the environment in ways that combine the appeal of the economy and the response to local environmental conditions. In view of environmental management is an object that requires the utilization of managing in a sustainable manner. The concept of the neighborhood known as the principle using 4 R, namely: to reduce waste and use natural resources effectively both at work and home environment (reduce), the security environment (rescue), the reuse of used goods (reuse), and the process the items that have been damaged(recycling). In this fieldwork is concluded that the ability to solve environmental problems is the way students respond to the facts and events that cause environmental damage include applying knowledge, choosing a solution, and make decisions with respect to water, pollution, and waste.

Definition of Conceptual

Ability to solve environmental problems is the way students respond to the facts, the facts and events that cause damage to the environment which includes the ability to solve problems of water, pollution, and waste through the 3 R principle (Reuse, Reduce, and Recycle).

Operational Definitions

Ability to solve environmental problems is the total score obtained by students after answering a whole grain instruments that reveal how students respond to the facts and events that cause environmental damage include ability to solve problems of water, pollution, and waste through the 3 R principle (Reuse, Reduce, and Recycle).

Framework of Instrument

Table 1. Framework of Instruments Environmental Problem Solving Ability

Variable	Indicator	Sub Indicator	Item Number
Environmental problem solving skills	1. Able to solve the water problems	a. Seawater intrusion	1,8
		b. Silitation of rivers	2,14
		c. Sources of clean water	2,13,14
	2. Able to solve the pollution problems	a. Water pollution	3,14,15
		b. Soil Pollution	5,9
		c. Air Pollution	4,10,23
		d. Noise Pollution	5,11
	3. Able to solve the problem of waste thtrough the 3R principles (Reuse, Reduce, Recycle)	a. Household waste	6,12,16
		b. Tradewaste	9,19,17
		c. Officewaste	7,13

Description:
- Number of grains(red print=2,5,9,12,13,14,19,23) is invalid and not used in data retrieval.
  Reliability test items provide validrates r=0.85. Instrument valid point (No. 1s/d17) is attached.

To analyze the research data on the use of descriptive analysis techniques, namely the tendency of students to use proportions in solving environmental problems are considered low, medium and high. These categories are based on the measurement scale that is designed to answer follow-scale, namely: 3-2-1 (abc) for moving the scale with a range of positive answers. In contrast, 1-2-3 (abc) for moving the scale to the range of negative answers.

Description of Data

In general,the results of a studys core students' ability to solvee nvironmental problem slearning package an integratede nvironmental education is calculated through a sample of 20 students. Descriptive statistical measures are calculated are: mean = 47.40 median and mode =

48.00 and 48.00, and standard deviation of 1.984. Positions core under the mean (47.40) = 4 students (20%), scores that are within the range mean = 9 students (45%), and scores above the mean = 7 students (35%). Most of the score is in the range mean. Distribution score can be shown in the following frequency distribution:

Table 2. Students Percentage Frequency Distribution Capabilities Solve Environmental Problems

No	Class Interval	Lower Limit	Upper Limit	Absolute Frequency	Relative Frequency	Cumulative Frequency
1	43-45	42,5	45,5	4	20%	20%
2	46-48	45,5	48,5	9	45%	65%
3	49-51	48,5	51,5	7	35%	100%
	Total			20	100%	

Distribution of scores can be represented in graphical form in the form of histograms as follows:
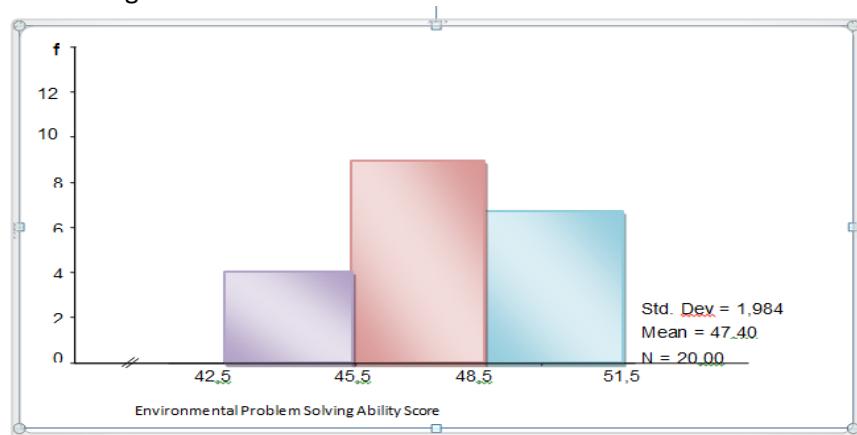
Figure 1. Histogram Score Ability Students Solve Environmental Problems

The Findings

Analysis of student answers from the 17 items instrument can be grouped into 3 (three) the ability to solve environmental problems, namely:
1. Ability to solve problems of water (4 items: 1,2,8,14)
2. Pollution problem-solving skills (7 items: 3,4,5,9,10,11,15)
3. Ability to solve the problem of waste through the 3Rs principle(7 points: 6.7, 12,13,16,17).

The data obtained in this study can be tabulated in the form of proportions in Table 2can be explained in detail that:

1. Ability to solve problems of water, from 4 sub-indicators that can be categorized as high has reached the 3 sub-indicators (75%). This means the ability of students in solving water problems, especially about the water supply is still constrained to 25%.

2. Ability suss out the problem of pollution, of the seven sub-indicators that can be categorized as high has reached six sub-indicators (86%) only one sub-indicators are still constrained, namely: the ability to solve problems of water pollution.

3. Problem-solving skills with the principle of the 3Rs of waste, from 7 sub-indicators that can be categorized as high has reached 6.

The data obtained in this study can be tabulated in the form of proportions in Table 2. Can be explained in detail that:

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Problem-solving skillswiththe principle ofthe 3Rs of waste, from 7 sub-indicators that can be categorized as high has reached 6sub-indicators (86%), only one sub-indicators are still constrained, namely: the ability to solve the problem of trade waste.

With the proportion of the data above, it is indicative of the ability to solve environmental problems in an integrated learning approach showed PLH with the quality of education in general, can be considered high. However, need attention, that the indication of the quality of higher learning are still constrained in some sub-indicators of environmental problem-solving skills, especially on:

1. Ability to solve the problem of clean water.

2. Ability to solve problems of water pollution.

3. Ability to solve the problem of trade waste

Subindikator third problem-solving skills in the learning environment need to be stressed because students can be seen having problems.

Table 3. Proportion of Environmental Problem Solving Ability

Indicator	Sub Indicator	Item Num-ber	Proportion of Environmnetal Problem Solving Ability		
			Lower	Medium	High
1. Able to solve the water problem	a. Seawater intrusion	1	2(10%)	5(25%)	13(65%)
		8	1(5%)	4(20%)	15(75%)
	b. Sources of Clean Water	2	-	10(50%)	10(50%)
		14	1(5%)	3(15%)	16(80%)
2. Able to solve the pollution problem	a. Water pollution	3	7(35%)	13(65%)	-
		15	1(5%)	4(20%)	15(75%)
	b. Soil Pollution	9	-	2(10%)	18(90%)
	c. Air Pollution	4	1(5%)	2(10%)	17(85%)
		10	2(10%)	3(15%)	15(75%)
	d. Noise Pollution	5	1(5%)	5(25%)	14(70%)
		11	-	3(15%)	17(85%)
3. Able to solve the problem of waste though the 3R principles (Reuse, Reduce, Recycle)	a. Household waste	6	-	3(15%)	17(85%)
		12	1(5%)	3(15%)	16(80%)
		16	2(10%)	4(20%)	14(70%)
	b. Tradewaste	17	1(5%)	9(45%)	10(50%)
	c. Officewaste	7	2(10%)	3(15%)	15(75%)
		13	-	3(15%)	17(85%)

CONCLUSION

Based on theresults of the analysishave beendescribed above, obtainedsome ofthese research findings asfollows:

1. PLH learning quality developed through has integrated approach to the Chemical Basiscoursesis high.
2. Indicative constraints that need to be improved in order to improve the quality of the integrated learning PLH on Basic Chemistry courseison:
   a) Ability to solve water problems.
   b) Ability to solve problems of water pollution.
   c) Ability to solve problems of trade waste.

Based on these findings, it can be recommended that to improve the quality of students, especially the quality of thinking, in solving environmental problems, the use of an integrated learning strategy will be better.

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PEMIMPIN DAN KOMUNITI PEMBELAJARAN PROFESIONAL

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ABSTRACT

Recently,Professional Learning Community (PLC) has become an important discussion topicin the field of education. Thus, many educational institutions, especially schools haves ought to implement the practice of PLC with the hope of improving student learning. This hopeis to be achieved through teaching and learning activities which are carried out collaboratively among school communities, especially teachers. In fact, they must respond to the activities under taken to ensure there is improvement in student learning and achievement. Moreover, toensure that schools practice PLC, the researchers have listed five main characteristics of PLC asthe following: shared values andvisions, collaborative culture, focus on out comes to improve student learning, leadership support and shared personal practice. The main feature of PLC is to serve as a benchmark for the effectiveness of these practices in schools. However, school leaders need toplay a meaningful roletoen sure that schools are able to createPLCs to enhance pupils' learning. Beginning from the above view, this article discusses the conceptof leadership, PLC and the roles of leadership in establishing PLCs in schools.

Keywords: *leader, learning community, professional*

PENDAHULUAN

Umumnya, peranan pengetua menjadi kompleks dan mencabar pada masa kini. Jika dahulu, pengetua dianggap sebagai pengurus kepada sesebuah institusi sekolah. Namun, perubahan persekitaran dalam bidang

pendidikan menuntut pengetua mengubah peranan mereka kepada skop yang lebih luas. Kenyataan tersebut digambarkan oleh Grubb dan Flessa (2006, hlm, 519) seperti mana berikut.

> Peranan pengetua sekolah menjadi semakin kompleks. Mereka bertanggung jawab untuk melantik dan mengupah guru, mengkoordinasikan jadual pengangkutan bas murid, menyelesaikan masalah ibu bapa yang marah terhadap sekolah, mendisiplinkan murid, memantau pengurusan kantin, menyelia pendidikan khas dan program pendidikan lain serta memastikan barangan yang dibekalkan diperiksa sebelum diterima oleh pihak sekolah.

Malah, Laporan *National Association of Elementary School Principals* (2008) menyatakan tuntutan masyarakat terhadap akauntabiliti pihak sekolah bagi meningkatkan pencapaian muridmenyebabkan perlunya pengetua menggubal visi, meningkatkan motivasi dan pengetahuan untuk membentuk sebuah komuniti pembelajaran yang berkesan. Kenyataan tersebut bermaksud seseorang pengetua perlu berperanan melebihi tugas operasional seperti menyokong pembelajaran murid dan memastikan kemudahan pembelajaran yang disediakan adalah lengkap dan boleh digunakan pada tahap optimum (Matthews & Crow, 2010).

Keperluan pengetua dalam membangunkan komuniti pembelajaran profesional (KPP) diutarakan oleh ramai pengkaji mengenai sekolah berkesan (seperti Edmonds, 1980; Murphy, 2000; Sweeney, 1992) yang menyatakan pengetua berperanan sebagai kepimpinan pengajaran. Peranan tersebut meliputi peningkatan kualiti pengajaran menerusi pemahaman luas terhadap visi pengajaran serta penetapan tahap pengharapan yang tinggi terhadap pencapaian murid. Dengan kata lain, pengetua berperanan untuk melahirkan persekitaran pembelajaran yang kondusif dengan mewujudkan sebuah komuniti pembelajaran bagi menyedarkan warga sekolah mengenai tanggung jawab mereka untuk belajar dan mempunyai fokus yang jelas untuk menyokong pengajaran guru (Lingard, Hayes, Mills & Christie, 2003; Starratt, 2003). Malah, pengetua berupaya melaksanakan aktiviti tersebut disebabkan mereka mempunyai kuasa dan autoriti muktamad untuk mempengaruhi kalangan warga sekolah (Brennan & Brennen, 1998).

Bertitik tolak daripada pandangan di atas, artikel ini bertujuan untuk membincangkan peranan pengetua melaksanakan aktiviti komuniti pembelajaran profesional di sekolah. Selanjutnya, perbincangan dalam artikel ini boleh dijadikan panduan oleh warga sekolah khususnya pemimpin sekolah

bagi meningkatkan pencapaian murid dan sekolah menerusi peningkatan pembelajaran dalam kalangan warga sekolah khususnya guru dan murid.

KEPIMPINAN

Setiap individu mengetahui kepentingan dan keperluan kepimpinan. Namun, mereka tidak menyedari wujudnya perbezaan pandangan mengenai kepimpinan. Smith dan Piele (2006) menyatakan terdapat beratus-ratus pendefinisian mengenai kepimpinan dalam sorotan kajian lampau. Pendefinisian yang diberikan adalah berbeza-beza dalam aspek sumber, proses dan hasilan yang diperolehi daripada kepimpinan. Dalam menghuraikan kenyataan tersebut, Richmond dan Allison (2003) telah mengumpulkan beberapa definisi mengenai kepimpinan seperti mana berikut. Kepimpinan merupakan satu proses mempengaruhi, mendorong seseorang untuk mematuhi ketua, mengukur tingkah laku, memujuk subordinat, yang memberikan impak terhadap perhubungan, alat untuk mencapai matlamat, satu cara untuk memulakan struktur serta satu rundingan mengenai kuasa.

Linda, Erlandson, Reed dan Wilson (2001) pula mendefinisikan kepimpinan dengan beberapa ringkasan ayat seperti mana berikut. Bermatlamat, mempunyai hala tuju, persendirian, kumpulan, budaya dan nilai, perkongsian visi, keutamaan dan perubahan perancangan. Selanjutnya Linda et.al. (2001) telah merumuskan ringkasan ayat di atas dengan mendefinisikan kepimpinan seperti mana berikut.

1) Sekiranya wujud kepimpinan, sudah tentu lahirnya pengikut;
2) Kepimpinan perlubermatlamat dan mempunyai hala tuju;
3) Hala tuju seseorang pemimpin perlu berasaskan keutamaan dan keperluan majoriti;
4) Keputusan seseorang pemimpin adalah berubah-ubah berdasarkan keperluan semasa; dan
5) Pemimpin yang berkesan mengambil kira pandangan pihak berkepentingan pendidikan.

Seterusnya, Welte (1978) telah membezakan antara konsep pengurusan dan kepimpinan. Pengurusan melibatkan aspek mental dan fizikal untuk melaksanakan sesuatu aktiviti bagi mencapai matlamat organisasi. Aktiviti yang dimaksudkan melibatkan proses perancangan, pelaksanaan, penstafan, arahan dan kawalan. Manakala, kepimpinan pula melibatkan aspek kebolehan semula jadi dan mempelajari sesuatu kemahiran serta ciri-ciri keperibadian seseorang untuk mengendalikan hubungan antara rakan dengan mempengaruhi mereka bagi melaksanakan sesuatu aktiviti.

Secara ringkasnya, kepimpinan bermaksud proses mempengaruhi subordinat untuk melaksanakan sesuatu tugas bagi mencapai matlamat organisasi. Selanjutnya, kepimpinan dan pengurusan mempunyai definisi yang berlainan dalam aspek usaha mengendalikan subordinat untuk mencapai matlamat organisasi. Kepimpinan lebih kepada mempengaruhi subordinat manakala pengurusan menumpukan usaha mengarah pekerja bawahan bagi mengendalikan sesuatu aktiviti untuk mencapai matlamat organisasi.

KEPIMPINAN PENGETUA

Jika seseorang individu berhasrat untuk mengetahui impak yang dimainkan oleh seseorang pengetua, adalah lebih elok sekiranya mereka memahami lebih lanjut definisi kepimpinan pengetua. Menurut Cuban (1998), pengetua lebih dikenali sebagai pemimpin dalam sesebuah institusi pendidikan di sekolah dalam bidang pengurusan, pentadbiran dan pengajaran. Kajian mengenai kepimpinan pada awal tahun 1980-an, menemui konsep "pengetua" secara umum adalah berdasarkan tingkah laku mereka (Boyan,1988; Silva,White,& Yoshida, 2011). Namun, kajian terkini mengenai sekolah berkesan lebih menumpukan perkaitan pengetua dengan pencapaian murid. Kenyataan tersebut disokong dengan kajian yang mengaitkan pengetua dengan kepimpinan pengajaran (Hallinger, Bickman, L., & Davis, 1998).

Dalam menghuraikan definisi tersebut, Bossert, Dywer, Rowan dan Lee(1982) menyatakan pengetua berkesan menyediakan warga sekolahnya dengan persekitaran yang kondusif menerusi kewujudan program pengajaran, menghuraikan matlamat pengajaran, menetapkan piawaian akademik sekolah, prihatin dengan perkembangan dasar khususnya dasar pendidikan dan masalah guru, memantau pengurusan bilik darjah, mewujudkan sistem ganjaran dan mengekalkan disiplin murid pada tahap cemerlang.

Manakala, Dwyer (1996) dalam kajian beliau berbentuk kualitatif telah melaporkan pengetua lebih menggunakan kemahiran berfikir dalam melaksanakan sesuatu tugas berbanding mengarahkan rakan sejawat bagi tujuan tersebut. Dengan kata lain, pengetua lebih berinteraksi dengan visi yang telah digubal sertamenggunakan kemudahan dan persekitaran sekolah yang telah sedia ada dalam melaksanakan tugas harian mereka. Mereka akan bertindak dengan mengadakan pelbagai strategi yang menarik (Leithwood & Montgomery, 1992; Ronald&Hallinger,2009).

Ringkasnya, konsep terkini mengenai kepimpinan pengetua adalah berfokus kepada usaha pengetua untuk menyokong pengajaran guru di

sekolah. Konsep tersebut dipanggil kepimpinan pengajaran. Manakala, konsep tradisional mengenai pengetua adalah berfokuskan hal berkaitan pengurusan sekolah.

KOMUNITI PEMBELAJARAN PROFESIONAL

Dalam konteks penambahbaikan sekolah, komuniti pembelajaran profesional dilihat sebagai salah satu usaha untuk menambah baik pencapaian sesebuah sekolah. Usaha tersebut bermaksud sekolah lebih menumpukan usaha pembentukan semula budaya berbanding penstrukturan semula organisasi sesebuah sekolah. Masyarakat juga sering keliru dengan konsep KPP. Mereka menganggap konsep KPP hanya dikaitkan dengan usaha sekolah untuk mendapatkan kesepakatan pandangan bagi pembuatan keputusan mengenai sekolah. Kekeliruan masyarakat disebabkan amalan KPP adalah baru dan dibangunkan pada pertengahan tahun 1990-an.

Malah, konsep KPP adalah lebih luas. KPP merupakan suatu proses yang berterusan bagi mewujudkan budaya sekolah yang berasaskan kepercayaan bahawa proses tersebut bermula daripada kendiri guru. Kenyatan tersebut bermaksud bahawa guru berusaha membangunkan kepimpinan diri mereka menerusi pelaksanaan kerja dalam satu pasukan secaraberterusan, mempunyai tahap pencapaian yang tinggi dan berkolebrasi dengan pihak berkepentingan dalam pendidikan. Usaha tersebut adalah bertujuan untuk menambahbaik pembelajaran murid. Dengan kata lain, KPP bertujuan untuk membangunkan profesionalisme warga sekolah khususnya guru dalam usaha meningkatkan tahap pembelajaran murid.

Selanjutnya, bahagian ini membincangkan konsep KPP dengan terperinci.

DEFINISI KOMUNITI PEMBELAJARAN PROFESIONAL

Dalam bidang pendidikan, istilah komuniti pembelajaran menjadi satu perkara biasa yang dibincangkan dalam kalangan pihak berkepentingan pendidikan. Hord (1997) menyatakan komuniti pembelajaran merujuk kepada amalan memberikan ilmu kepada masyarakat di sekolah, menjemput ibu bapa ke sekolah bagi membincangkan peningkatan pencapaian murid menerusi aktiviti penambahbaikan kurikulum dan program pembelajaran murid. Aktiviti dan program seperti ini dianggap sebgai usaha sekolah dalam menggalakkan murid, sekolah, pentadbir dan ibu bapa terlibat secara langsung dalam pembelajaran murid.

Malah, pendefinisan yang jelas telah diajukan oleh Astuto, Clark, Read, McGree dan Fernandez (1993) mengenai kominunti pembelajaran. Astuto *et. al*. (1993) yang menamakannya sebagai *the professional*

community of learners, telah berpendapat bahawa komuniti pembelajaran merupakan usaha guru dan pentadbir di sesebuah sekolah untuk mengenal pasti ilmu dan berkongsi pembelajaran tersebut. Selanjutnya, mengamalkan ilmu tersebut untuk meningkatkan keberkesanan profesionalisme mereka bagi manfaat murid.

Ringkasnya, berikut merupakan definisi KPP daripada pelbagai perspektif pengkaji.

1) Suatu proses berterusan yang melibatkan guru dan pentadbir bekerja secara kolabratif bagi mengenal pasti dan berkongsi pengetahuan. Selanjutnya, mengamalkan pengetahuan tersebut bagi meningkatkan profesionalisme diri untuk manfaat murid (Hord, 1997)

2) Satu budaya sekolah yang mengiktiraf dan memanfaatkan kekuatan serta bakat warga sekolah secara kolektif (Protheroe, 2008);

3) Satu strategi untuk meningkatkan pencapaian murid dengan mewujudkan budaya sekolah secara kolabratif yang berfokuskan pembelajaran (Feger & Arruda, 2008);

4) Pasukan sekolah yang sering berkolabrasi ke arah penambahbaikan secara berterusan dalam memenuhi keperluan murid melalui perkongsian visi yang berfokuskan kurikulum (Reichstetter, 2006);

5) Sekumpulan manusia berkongsi dan menyiasat secara kritikal amalan mereka dalam suasana berterusan, reflektif dan kolabrasi, termasuk berorientasikan pembelajaran dan menggalakkan perkembangannya (McREL, 2003);

6) Pendidik berkomited untuk bekerja secara kolabrasi dan berterusan dalam aktiviti siasatan dan penyelidikan tindakan. Usaha tersebut adalah untuk mencapai keputusan yang lebih memberangsangkanbagi manfaat murid mereka (Dufour, Dufour, Eaker&Banyak, 2006);

7) Satu kumpulan manusia yang didorong oleh perkongsian visi pembelajaran telah menyokong dan bekerjasama untuk menyiasat amalan mereka dan bersama-sama mempelajari pengetahuan baru dan pendekatan yang lebih baik. Usaha tersebut adalah untuk meningkatkan pembelajaran murid (Stoll, Bolam, McMahon, Thomas, Wallace, Greenwood & Hawkey, 2005); dan

8) "Profesional" merupakan seseorang yang mempunyai kepakaran dalam sesuatu bidang. Malah, mereka juga berusaha meningkatkan tahap kepakaran tersebut dan kekal dengan pengetahuan sedia ada. "Pembelajaran" pula merujuk kepada tindakan yang berterusan dan sikap ingin tahu terhadap sesuatu perkara. Sekolah yang beroperasi sebagai komuniti "pembelajaran" profesional menyedari warganya perlu melibatkan diri dengan kajian yang berterusan dan kekal dengan amalan

sesebuah organisasi yangberkomited dalam pelaksanaan aktiviti penambahbaikan secara berterusan. Dalam "komuniti" pembelajaran profesional juga, warga sekolah mewujudkan sebuah persekitaran yang mengalakkan budaya bekerja dalam satu pasukan, sokongan moral dan pertumbuhan positif peribadi kerana mereka bekerjasama untuk mencapai matlamat yang tidak dapat dilaksanakan secara individu (Dufour & Eaker,1996).

9) Secara kesimpulannya, KPP merupakan salah satu amalan penambahbaikan sekolah melalui penstrukturan semula budaya sekolah. KPP juga merupakan satu proses yang berterusan bagi membangunkan kepimpinan guru khususnya di samping pentadbir dan staf sokongan sekolah yang lain. Malah, dalam sesetengah sorotan kajian, amalan KPP turut melibatkan murid dan masyarakat setempat. Justeru, dengan penglibatan semua pihak dalam amalan KPP, guru berupaya meningkatkan kapasiti kepimpinan mereka ketika melaksanakan tugas.

SEJARAH PERMULAAN AMALAN KOMUNITI PEMBELAJARAN PROFESIONAL

Konsep KPP telah ditemui seawal 1960-an apabila pengkaji mula memperkenalkan alternatif kepada kelainan amalan biasa dalam profesion keguruan di Amerika Syarikat. Selanjutnya, kajian dilaksanakan dengan meluas pada akhir 1980-an dan awal 1990-an bagi menjelaskan konsep tersebut. Misalnya, kajian Rosenholtz (1989) terhadap 78 buah sekolah telah menemui aktiviti pembelajaran berupaya meningkatkan pencapaian sekolah. Kejayaan tersebut digerakkan oleh usaha berpasukan guru secara kolebratif terhadap pembelajaran murid. Dengan kata lain, guru menambahbaik pengajaran mereka dalam satu pasukan berbanding usaha yang dilaksana secara individu. Malah, usaha kolebratif tersebut berkait rapat dengan perkongsian visi dalam kalangan guru yang berfokuskan peningkatan pembelajaran murid.

Di samping itu juga, kajian Rosenholtz (1989) telah melaporkan faktor tempat kerja guru berupaya meningkatkankualiti pengajaran. Beliau menyatakan sekiranya guru berasa mereka disokong dalam aktiviti pengajaran mereka, guru akan lebih komited dan berkesan dalam melaksanakan tugas mereka. Implikasinya, guru akan cenderung untuk melaksanakan amalan baru dalam menguruskan bilik darjah dan kekal lama dalam profesion keguruan (Nasser Mansour, 2007; Rosenholtz, 1989). Antara sokongan yang diberikan oleh pihak sekolah melibatkan wujudnya rangkaian jalinan antara guru, kerjasama dalam kalangan rakan sejawat dan memberikan peranan yang lebih profesional kepada guru. Misalnya, guru yang diberikan peluang untuk melaksanakan penyelidikan dan pembelajaran

yang berkaitan secara kolebratif, akan berupaya membangunkan diri dan selanjutnya berkongsi pengalaman mereka (McLaughlin & Talbert, 1993, 2007).

Selanjutnya, kajian Little dan McLaughlin (1993) melaporkan kebanyakan sekolah dan jabatan yang paling berkesan dalam kebanyakan sekolah yang melaksanakan amalan KPP mempunyai ciri-ciri berikut.
1) Perkongsian norma dan kepercayaan;
2) Hubungan yang jelekit;
3) Budaya kolebratif;
4) Mengamalkan aktiviti reflektif;
5) Aktiviti penyelidikan yang berterusan terhadap amalan yang berkesan;
6) Pertumbuhan amalan yang profesional; dan
7) Persekitaran yang saling menyokong terhadap diri dan tanggung jawab warga sekolah.

Dalam tahun 1995, Newmann dan Wehlage melaksanakan kajian terhadap 1,200 buah sekolah mengenai amalan KPP. Kajian tersebut yang terhad kepada penggunaan kaedah kuantitatif telah menemui sekolah yang paling berjaya atau berkesan adalah sekolah yang menstrukturkan semula mekanisme bagi membantu warga sekolah mereka berperanan sebagai komuniti pembelajaran profesional. Kajian tersebut turut menjelaskan pendidik di sekolah tersebut telah melaksanakan amalan berikut.
1) Terlibat dalam aktiviti berpasukan untuk mencapai tujuan yang jelas dan kebiasaannya dikongsi bersama bagi pembelajaran murid;
2) Mewujudkan budaya kolebratif untuk mencapai tujuan tersebut; dan
3) Lebih menumpukan pelaksanaan aktiviti secara berpasukan berbanding individu.

Selanjutnya, kajianLouis, Kruse dan Marks (1996) terhadap 24 buah sekolah telah menemui perkaitan yang rapat antara amalan KPP denganimpak positif terhadap amalan guru di dalam bilik darjah dan pencapaian murid. Namun, tumpuan penemuan kajian terdahulu mengenai KPP adalah lebih memberikan manfaat kepada pihak sekolah, guru dan murid, tanpa melihat perkaitan rapat antara amalan KPP dengan impak positifnya terhadap pengamal KPP. Justeru, DuFour dan Eaker (1998) telah menerbitkan sebuah buku bertajuk *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement.* Penerbitan tersebut yang menjadi garis panduan kepada pihak berkepentingan pendidikan telah menggariskan ciri-ciri warga sekolah yang melaksanakan amalan KPP seperti mana berikut.
1) Perkongsian visi, misi serta nilai dan matlamat dalam kalangan warga sekolah;

2) Bekerja secara berpasukan dengan menumpukan pembelajaran;

3) Melibatkan diri dalam penyelidikan secara berpasukan dan berterusan mengenai amalan terbaik dan lazim dilaksanakan di samping pencapaian semasa murid;

4) Menunjukkan satu orientasi tindakan dan ujikaji;

5) Melibatkan diri dalam proses yang sistematik untuk menggalakkan penambahbaikan secara berterusan; dan

6) Mengekalkan tumpuan terhadap keputusan.

Jelasnya, ciri-ciri warga sekolah yang dibincangkan di atas adalah menyamai pandangan Kagen dan Lahey(2002) yang mendapati amalan KPP berupaya mengubah dialog dan amalan kerja warga sekolah.

Ringkasnya, sejarah permulaan amalan KPP adalah berpunca daripada usaha pengkaji untuk mengenal pasti kelainan amalan dalam profesion keguruan. Dengan kata lain, pencapaian murid berupaya ditingkatkan menerusi pelbagai usaha guru. Dengan amalan KPP, pencapaian murid ditingkatkan menerusi pembentukan budaya pembelajaran dalam kalangan warga sekolah khususnya guru yang membina kompetensi diri untuk menjadi pimpinan dalam kalangan guru.

CIRI-CIRI KOMUNITI PEMBELAJARAN PROFESIONAL

Umumnya, KPP bukan merupakan sebuah model tetapi satu proses pendekatan yang berupaya dilaksanakan oleh sesebuah sekolah. Dalam memahami maksud ciri-ciri KPP, ia merupakan satu mekanisme untuk menilai kemajuan dan keberkesanan pelaksanaan amalan KPP di sesebuah organisasi seperti institusi sekolah. Ciri-ciri KPP adalah dibincangkan seperti mana pandangan pengkaji KPP seperti Bolam,McMahon,Stoll,Thomas danWallace (2005), DuFour (2004), Feger dan Arruda (2008), Hord (1997) serta Kruse, Louis dan Bryk (1994).

1) Perkongsian atau kesepunyaan nilai dan visi. Guru dan pentadbir sekolah berkongsi visi dengan tumpuan kepada pembelajaran murid dan usaha secara kolektif untuk menambahbaik aktiviti tersebut (Reichstetter, 2006). Visi tersebut juga dijadikan penanda aras untuk menilai keberkesanan amalan pengajaran guru dan usaha berpasukan terhadap pembelajaran. Justeru, penyataan visi seharusnya menghasilkan tanggung jawab secara kolektif dan tumpuan sepenuhnya kepada pembelajaran murid (Leo & Cowen, 2000; Louis & Kruse, 1995; Stoll et al., 2006);

2) Budaya kolebratif. KPP adalah berdasarkan usaha secara kolebratif. Warga sekolah khususnya guru berkongsi tanggung jawab dan bekerja dalam satu pasukan untuk meningkatkan pembelajaran murid (Reichstetter, 2006; Stoll et al., 2006). Misalnya, mereka menjalin rangkaian dalam kalangan

rakan sejawat bagi membolehkan mereka berbincang mengenai pengajaran, menerima maklum balas daripada aktiviti penyeliaan sesama mereka dan merekabentuk bahan bantuan mengajar. Dengan kata lain, warga sekolah tidak melaksanakan sesuatu aktiviti secara individu (DuFour & Eaker, 1998). Implikasinya, guru memperolehi manfaat daripada amalan KPP (Newman, 1994);

3) Tumpuan kepada hasilan bagi menambahbaik pembelajaran murid. KPP adalah usaha yang berorientasikan hasilan terhadap pembelajaran murid dan pelaksanaan penambahbaikan secara berterusan terhadap aktiviti tersebut (Reichstetter, 2006). Hasilan itu juga dinilai menerusi data yang dikutip. Implikasinya, aktiviti penambahbaikan terhadap akauntabiliti dan amalan di dalam bilik darjah guru dapat dilaksanakan secara kolektif (White & McIntosh, 2007);

4) Kepimpinan yang menyokong dan dikongsi bersama. KPP sering dilihat sebagai landasan untukmembangunkan kapasiti guru sebagai pemimpin. Dalam hal ini, pentadbir sekolah berkomited untuk memberikan guru peluang bagi membuat keputusan sekolah dan bertindak sebagai pemimpin(Hargreaves & Fink, 2006; McREL, 2003; Olivier & Hipp, 2006). Dengan kata lain, kepimpinan diagihkan dalam kalangan warga sekolah yang berperanan sebagai pemimpin formal dan informal. Agihan kepimpinan tersebut adalah berdasarkan nilai yang dimiliki, sikap saling mempercayai dan perkongsian pengalaman dalam kalangan warga sekolah (Thompson, Gregg, & Niska, 2004); dan

5) Perkongsian amalan peribadi. Tumpuan utama amalan KPP adalah pembelajaran profesional. Amalan tersebut bermaksud guru bekerja dan belajar bersama-sama dalam kalangan mereka. Misalnya, guru berkongsi pengalaman, menyelia pengajaran rakan sejawat dan membincangkan aktiviti refleksi yang dilakukan. Selanjutnya, mereka akan menilai keberkesanan amalan tersebut di samping keperluan, minat dan kemahiran yang dimiliki oleh murid mereka (McREL, 2003). Implikasinya, wujud peningkatan hubungan dalam kalangan guru, merangsangkan mereka untuk berbincang mengenai amalan profesional dan membantu guru membina kepakaran (McREL, 2003).

Ringkasnya, ciri-ciri KPP bertujuan untuk menilai kemajuan dan keberkesanan pelaksanaan amalan KPP di sesebuah organisasi seperti institusi sekolah. Berikut merupakan rumusan ciri-ciri KPP berdasarkan pandangan McREL (2003) yang boleh digunakan untuk tujuan penilaian.

Jadual 1. Penanda Aras Pelaksanaan Amalan Komuniti
Pembelajaran Profesional di Sekolah Anda

Ciri-ciri KPP	Kurang Berkesan	Berkesan	Cemerlang
▪Perkongsian nilai dan visi	▪ Hanya beberapa warga sekolah yang sedar akan kewujudan visi KPP disebabkan mereka membangun dalam kalangan kumpulan yang kecil; dan ▪ Menetapkan visi yang melibatkan pengharapan yang tinggi untuk pencapaian murid. Namun, visi tersebut tidak jelas. Implikasinya, sukar untuk dicapai.	▪ Setiap warga sekolah sedar akan kewujudan visi KPP kerana pembentukan visi tersebut berdasarkan kesepakatan bersama; dan ▪ Penetapan visi tersebut adalah jelas yang melibatkan pengharapan yang tinggi untuk pencapaian murid. Implikasinya, visi tersebut berupaya dicapai.	▪ Setiap warga sekolah sedar akan kewujudan visi KPP kerana pembentukan visi tersebut berdasarkan penglibatan dan kesepakatan bersama; ▪ Penetapan visi tersebut adalah berdasarkan keperluan dan kemampuan murid. Justeru, visi tersebut berupaya menjadi garis panduan untuk membuat keputusan sekolah yang melibatkan pengajaran guru dan pembelajaran murid;dan ▪ Visi tersebut sering disemak semula oleh warga sekolah khususnya guru dan pentadbir sekolah.
▪Perkongsian kepimpinan dan pembuatan keputusan	▪ Pengetua menilai input daripada guru tetapi keputusan akhir adalah daripada pengetua; dan ▪ Guru terlibat dalam kepimpinan sekolah tetapi tidak melibatkan mereka dalam pembuatan keputusan sekolah; dan ▪ Kurangsumber dan struktur organisasi yang berupaya menyokong penglibatan guru dalam pembuatan keputusan.	▪ Pengetua menyediakan peluang dan sumber untuk guru melibatkan diri dalam pembuatan keputusan sekolah. Namun, guru kurang mempunyai maklumat dan sumber yang membolehkan mereka; berbuat demikian; dan ▪ Wujudnya jawatan kuasa kepimpinan dan jawatankuasa lain yang berkaitan dengan pembuatan keputusan, tetapi badan tersebut kurang berkesan. Implikasinya, sukar untuk guru melaksanakan aktiviti tersebut.	▪ Kebanyakan guru berperanan sebagai pemimpin dan terlibat dalam kebanyakan pembuatan keputusan sekolah; ▪Jawatankuasakepimpinan dan jawatankuasa lain berperanan dengan berkesan. Justeru, guru mudah melaksanakan aktiviti pembuatan keputusan. Di samping itu juga, guru mudah mendapatkan maklumat dan sumber yang menggalakkan mereka; membuat keputusan dengan cekap dan berkesan.
▪Kolebratif dalam amalan dan penyelidikan	▪ Kurang atau tiada dalam kalangan guru yang berbincang mengenai pengalaman pengajaran; dan	▪ Terdapatpeluang yang berstruktur untuk guru berkongsi amalan pengajaran dan mempelajari pengetahuan baru. Misalnya wujud aktiviti penyeliaan dan perbincangan mengenai pengajaran dalam kalangan mereka; dan	▪ Terdapat saluran yang formal dan informal mengenai aktiviti refleksi terhadap penyeliaan guru; dan

Ciri-ciri KPP	Kurang Berkesan	Berkesan	Cemerlang
▪Kolebratif dalam amalan dan penyelidikan	▪ Hubungan sosial dalam kalangan warga sekolah menyokong perkongsian amalan tetapi wujud kekurangan dalam aspek struktur fizikal. Misalnya, tiada waktu tambahan dalam jadual sekolahbagi guru merancang dan belajar secara berpasukan.	▪ Hubungan sosial dalam kalangan warga sekolah dan struktur fizikal menyokong perkongsian amalan dalam kalangan guru. Misalnya, wujud waktu tambahan dalam jadual sekolahbagi guru merancang dan belajar secara berpasukan.	▪ Hubungan sosial dalam kalangan warga sekolah dan struktur fizikal yang cekap dan berkesan menyediakan peluang yang tinggi kepada guru untuk berhubungan, kolebratif dan belajar.

Sumber. Mid-continent Research for Education and Learning (McREL). (2003). *Sustaining school improvement: Professional learning community.*http://www.mcrel. org/pdf/leadership organization development/ 5031TG _proflrncommfolio. pdf

Jadual 1 menunjukkan penanda aras pelaksanaan KPP dalam sesebuah organisasi khususnya institusi pendidikan. Ruangan kurang berkesan dalam Jadual 1 menunjukkan tahap sesebuah sekolah pada peringkat yangmemerlukan pihak sekolah melaksana penambahbaikan seperti mana di ruangan selanjutnya. Manakala, pihak sekolah yang melaksanakan tindakan seperti mana dalam ruangan cemerlang adalah lebih cenderung untuk mengekalkan penambahbaikan.

PERANAN PEMIMPIN SEKOLAH DALAM MEWUJUDKAN KOMUNITI PEMBELAJARAN PROFESIONAL

Pengetahuan mengenai sekolah berkesan yang dipimpin oleh pemimpin yang cemerlang bukan merupakan suatu perkara baru dalam kalangan pihak berkepentingan pendidikan. Banyak kajian mengenai pengurusan sekolah (seperti Edmonds, 1979; Mortimore, 1991) menemui wujudnya perkaitan yang rapat antara keberkesanan sekolah dengan kepimpinan sekolah (Marzano, 2003). Malah, Jackson dan Davis (2000) menyatakan tiada individu yang penting dalam memula dan mengekalkan aktiviti penambahbaikan terhadap pencapaian murid, melainkan pengetua sekolah. Begitu juga dengan pandangan Lotteze dan McKee (2006) yang menyatakan walau banyak mana model penambahbaikan yang dipilih, tahap keberkesanan sesebuah sekolahdalam melaksana dan mengekalkan penambahbaikan adalah bergantung kepada kepimpinan pengetua yang cemerlang.

Justeru, pengetua perlu mengatur strategi untuk mewujudkan komuniti pembelajaran profesional di sekolah mereka. Berikut merupakan perbincangan mengenai peranan pemimpin sekolah dalam mengatur strategi bagi mewujudkan komuniti pembelajaran profesional.

1) Pengetua sebagai pemimpin dalam proses pembelajaran. Pemimpin kepada komuniti pembelajaran profeisonal perlu menumpukan aktiviti pembelajaran berbanding pengajaran sebagai fokus utama penubuhan sesebuah sekolah. Justeru, fokus pengetua turut berubah daripada input kepada hasilan atau daripada permulan kepada keputusan pelaksanaan (Dufour, 2004). Dengan kata lain, pemimpin akan menerapkan misi pembelajaran dalam aktiviti harian sekolah. Untuk mencapai hasrat tersebut, mereka akan mewujudkan sistem dan proses yang mengalakkan warga sekolah khususnya guru untuk bekerja secara kolebratif. Eaker dan Gonzalez (2006) telah mencadangkan pengetua agar guru melaksanakan aktiviti berikut bagi mewujudkan misi pembelajaran dalam aktiviti harian sekolah iaitu (i)mengenal pasti keperluan murid terhadap pengetahuan dan kemahiran bagi setiap mata pelajaran, peringkat umur dan unit bagi setiap pengajaran; (ii)mereka bentuk satu mekanisme penilaian bagi memantau keberkesanan pembelajaran murid secara berterusan; dan (iii)melaksanakan perancangan sekolah secara menyeluruh bagi memastikan murid mempunyai masa tambahan dan motivasi untuk belajar. Dalam hal ini, sekolah lebih menumpukan soalan berikut kepada murid iaitu"apa yang mereka belajar" berbanding "apa yang diajar";

2) Pengetua mewujudkan budaya yang kondusif secara berterusan. Pendekatan tradisional untuk menambahbaik sesebuah sekolah adalah dengan mengubah struktur organisasinya yang melibatkan perubahan dasar, peraturan, jadual dan saiz tenaga kerja sekolah itu sendiri. Namun, bentuk perubahan sedemikian rupa kurang mengambil kira impak jangka panjang terhadap pembelajaran murid. Dengan kata lain, keberkesanan penambahbaikan sesebuah sekolah boleh dicapai menerusi usaha pengetua mengubah budaya sekolah mereka (DuFour, 2002; Eaker & Gonzalez, 2006). Pengetua akan mengubah amalan dan tanggapan kebiasaan, nilai, serta kepercayaan warga sekolah yang telah sekian lama diamalkan oleh mereka (Sarason, 1996). Usaha tersebut merupakan satu tugas yang kompleks. Eaker danGonzalez (2006) menyokong kenyataan tersebut dengan berpendapat bahawa sukar bagi seseorang pemimpin untuk mengubah budaya yang telah diwarisi oleh sesebuah warga sekolah. Alasan tersebut disebabkan budaya telah menjadi amalandalam kehidupan harian sesebuah warga sekolah. Justeru, Eaker danGonzalez

(2006) telah mencadangkan pengetua agar melaksanakan strategi berikut untuk mewujudkan budaya yang menyokong amalan KPP.

3) Pengetua seharusnya mengetuai pasukan yang bekerja secara kolebrasi. Senge,Ross, Smith, Robert dan Kleiner (1994) menyatakan sejarah telah membuktikan komponen penting dalam sesebuah perniagaan adalah kerja berpasukan. Komponen tersebut merupakan pra-syarat keberkesanan dalam pembuatan keputusan dan pelaksanaan sesuatu aktiviti. Dalam konteks pengetua sebagai pemimpin kepada pasukan sekolah yang bekerja secara kolebrasi, mereka berperanan untuk membentuk aktiviti dan memantau keberkesanan pelaksanaan aktiviti tersebut. Misalnya, pengetua mewujudkan aktiviti bagi memastikan warga sekolah bekerja dalam satu pasukan untuk menyelesaikan permasalahan yang berkaitan pembelajaran murid. Selanjutnya, pengetua akan memantau pelaksanaan aktiviti tersebut dengan memastikan satu produk berupaya dihasilkan daripada tugasan yang dilaksanakan dalam satu pasukan. Kemungkinan pasukan tersebut berupaya membentuk strategi penyelesaian kepada pembelajaran murid, kurikulum yang berupaya membimbing murid, kriteria untuk menilai keberkesanan kualiti kerja murid dan mekanisme penilaian secara formatif. Dengan kata lain, pengetua tidak berperanan untuk menyelesaikan permasalahan dalam kalangan warga sekolah yang bekerja dalam satu pasukan, tetapi mereka berperanan untuk membentuk sebuah aktiviti yang sistematik dan memantau keberkesanan pelaksanaan aktiviti tersebut (DuFour, DuFour & Eaker, 2005). Usaha tersebut bertujuan menambah baik profesionalisme tenaga kerja sekolah dan membantu murid meningkatkan peringkat pengajian mereka;

4) Memberikan warga sekolah autonomi dengan kebebasan terkawal oleh pihak kepimpinan sekolah. Menurut Eaker danGonzalez (2006), pemimpin sekolah perlu memberikan autonomi kepada warga sekolah mereka pada tahap yang maksimum. Namun, pemberian autonomi tersebut perlu dengan kawalan pihak pemimpin sekolah secara cekap dan berkesan. Pemberian autonomi tersebut juga disebabkan di dalam KPP pembuatan keputusan terhadap sesuatuisu pentingbagi melaksanakan sesuatu tugas adalah penting. Misalnya, kepimpinan sekolah perlu bertegas dengan warga sekolah khususnya guru yang melaksanakan aktiviti KPPseperti mana berikut setelah mereka diberikan autonomi. Pasukan sekolah perlu bekerja secara kolebrasi murid harus diberikan aktiviti mengenai pembelajaran yang mencukupi, kecekapan murid perlu dinilai menggunakan mekanisme penilaian secara formatif yang piawai serta murid perlu disediakan waktu tambahan dan sokongan sekiranya mereka menghadapi masalah dalam pembelajaran. Walau bagaimanapun, pada

waktu yang sama pihak kepimpinan sekolah perlu memberikan kebebasan kepada warga sekolah dalam melaksanakan aktiviti tersebut berdasarkan pendekatan yang sesuai dengan keperluan dan kemampuan mereka. Implikasinya, warga sekolah berasa jelas dengan autonomi terkawal yang diberikan dan mereka juga berasa penglibatan mereka dalam amat dihargai (DuFour, 2005); dan

5) Menyokong, melindungi, mempertahankan misi KPP dan mengiktiraf nilai murni warga sekolah. Lezzote (1996) menyatakan usaha mewujudkan sebuah warga sekolah yang berkongsi nilai merupakan peranan utama seseorang pemimpin sekolah. Dalam konteks mengenai KPP, pengetua sebagai pemimpin pembelajaran seharusnya memberikan tumpuan kepada usaha berikut iaitu menggalakkan warga sekolah untuk melaksanakan misi KPP menerusi sokongan mereka terhadap pembangunan pasukan sekolah yang bekerja secara kolebratif. Selanjutnya, pengetua akan melindungi dan mempertahankan setiap tindakan positif warga sekolah mengenai pelaksanaan amalan KPP. Implikasinya, warga sekolah akan menyedari perkara yang penting dalam melaksanakan amalan KPP menerusi pemantauan pemimpin sekolah terhadap penilaian tingkah laku mereka; dan

6) Pemimpin dalam kalangan pemimpin. Kejayaan utama dalam amalan KPP adalah sebaran kuasa kepimpinan dalam kalangan warga sekolah. Smylie, Wenzel dan Fendt (2003) menyatakan banyak penemuan kajian mengenai penambahbaikan sekolah (seperti Harris, 2002) menekankan kepentingan sebaran kuasa kepimimpin dalam kalangan warga sekolah. Dengan kata lain, pengetua sebagai pemimpin pembelajaran akan berusaha untuk membangunkan kapasiti kepimpinan dalam kalangan warga sekolah khususnya guru. Mereka akan menambah baik struktur sekolah bagi membolehkan guru mengamalkan kepimpinan dalam satu pasukan secara berterusan. Di samping itu juga, wujud jawatan kuasa kepimpinan yang akan memantau dan membimbing pengurusan kepimpinan dalam kalangan guru. Jawatankuasa tersebut bekerja dengan menyentuh emosi guru. Eaker danGonzalez (2006) menjelaskan kenyataan tersebut dengan menyatakan pemimpinKPP perlu merayu hati warga sekolahuntuk memastikan mereka melaksanakan sesuatu tugas. Pemimpin KPP akan memotivasi dan menyokong guru untuk melakukan sesuatu tugas. Implikasinya, pihak sekolah berjaya melahirkan pemimpin bilik darjah yang berasa yakin dengan kepimpinan mereka.

Secara keseluruhannya, pemimpin sekolah khususnya pengetua perlu berperanan untuk mewujudkan KPP. Antara strategi yang boleh dilaksanakan adalah menjadi pemimpin dalam proses pembelajaran, mewujudkan budaya

sekolah yang kondusif dan menyebarkan kuasa kepimpinan kepada warga sekolah yang lain.

PENUTUP

Komuniti pembelajaran profesional merupakan satu pendekatan baru untuk membangunkan kapasiti warga sekolah. Pendekatan tersebut menekankan aktiviti pembelajaran secara berterusan tanpa mengambil kira hirarki dalam kalangan staf dan murid. Dengan melaksanakan pendekatan tersebut di sekolah, tahap penglibatan warga sekolah khususnya guru dalam proses penambahbaikan sekolah adalah tinggi dan berupaya meningkatkan pencapaian diri mereka. Hasrat tersebut akan tercapai dengan strategi kepimpinan sekolah bagi mewujudkan komuniti pembelajaran profesional. Dengan kata lain, peranan kepimpinan sekolah amat diperlukan kerana telah wujud bukti yang kukuh bahawa kepimpinan sekolah berupaya melakukan perbezaan terhadap pencapaian sekolah.

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PENGEMBANGAN PENDIDIKAN KARAKTER DALAM PENDIDIKAN JASMANI DAN OLAHRAGA PADA PENDIDIKAN ANAK USIA DINI

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ABSTRACT

A character education are designed and carried out systematically to inculcate the values of the behavior of learners relation with God, ourself, fellow humans, environment and nationality in the thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs.Physical education and Sport (PENJASOR) is essentially an educational process utilizing physical activity (motion) to produce a holistic change in the quality of individuals, both in terms of physical, mental, and emotional. Physical education to treat the child as a unified whole, being a total, rather than just take it as a person separate physical and mental qualities. Physical education and Sport through the learning process is a media that is considered very precise and powerful tool in formation of value system and character. It will be realized when given a stimulus as early as possible in accordance with the laws of child development. Therefore, method development and sport games to play very well for young children by promoting the integrity of the movement of children and showing a good example of the teachers and educators.

Keywords: character education, physical education, sport, an early age.

PENDAHULUAN

Permasalahan yang mendasar dalam dunia pendidikan di Indonesia adalah masalah kualitas, kuantitas, dan relevansi. Peningkatan kualitas pendidikan dewasa ini merupakan kebutuhan yang mendesak, mengingat kualitas pendidikan di Indonesia sudah jauh tertinggal dari negara tetangga, apalagi jika dibandingkan dengan negara maju (Puskur Diknas 2007). Di pihak lain, kegiatan pembangunan yang sedang dilaksanakan membutuhkan sumberdaya manusia yang berkualitas, berkarakter kuat, demokratis, dan

tanggap terhadap masalah-masalah praktis yang harus segera diselesaikankan. Sumberdaya manusia yang demikian sangat dipengaruhi oleh kualitas pendidikan, termasuk pendidikan jasmani bagi pendidikan anak usia dini (penjas paud)

Usia dini merupakan periode awal yang paling penting dan mendasar dalam sepanjang rentang pertumbuhan serta perkembangan kehidupan manusia. Pada masa ini ditandai oleh berbagai periode penting yang fundamen dalam kehidupan anak selanjutnya sampai periode akhir perkembangannya. Salah satu periode yang menjadi penciri masa usia dini adalah *the Golden Ages* atau periode keemasan. Banyak konsep dan fakta yang ditemukan memberikan penjelasan periode keemasan pada masa usia dini, di mana semua potensi anak berkembang paling cepat. Beberapa konsep yang disandingkan untuk masa anak usia dini adalah masa eksplorasi, masa identifikasi/imitasi, masa peka, masa bermain dan masa *trozt alter* 1 (masa membangkang tahap 1).

Konsep tersebut diperkuat oleh fakta yang ditemukan oleh ahli-ahli *neurologi* yang menyatakan bahwa pada saat lahir otak bayi mengandung 100 sampai 200 milyar neuron atau sel syaraf yang siap melakukan sambungan antar sel. Sekitar 50% kapasitas kecerdasan manusia telah terjadi ketika usia 4 tahun, 80% telah terjadi ketika berusia 8 tahun, dan mencapai titik kulminasi 100% ketika anak berusia 8 sampai 18 tahun (Fidesrinur, 2010). Pertumbuhan fungsional sel-sel syaraf tersebut membutuhkan berbagai situasi pendidikan yang mendukung, baik dalam situasi pendidikan keluarga, masyarakat maupun sekolah yang didasari penanaman nilai dan karakter yang kauat. Para ahli pendidikan sepakat bahwa periode keemasan tersebut hanya berlangsung satu kali sepanjang rentang kehidupan manusia. Hal ini menunjukkan bahwa betapa meruginya suatu keluarga, masyarakat dan bangsa jika mengabaikan masa-masa penting yang berlangsung pada anak usia dini (Puskur Diknas 2007) (http://hidayatsoeryana.wordpress.com/ 2008/05/05/kerangka-dasarkuri-kulum-paud-lengkap/).

Sebagai komitmen dan keseriusan antar bangsa terhadap pendidikan anak usia dini telah dicapai berbagai momentum dan kesepakatan penting yang telah digalang secara internasional. Salah satunya adalah Deklarasi Dakkar yang diantaranya menyepakati bahwa perlunya upaya memperluas dan memperbaiki keseluruhan perawatan dan pendidikan anak usia dini, terutama bagi anak-anak yang sangat rawan dan kurang beruntung. Adapun komitmen antara bangsa secara internasional lainnya adalah kesepakatan antar negara yang tergabung dalam Perserikatan Bangsa-Bangsa yang menyepakati "Dunia yang layak bagi anak 2002" atau dikenal dengan "*world fit for children* 2002". Beberapa kesepakatan yang diperoleh adalah (1)

mencanangkan kehidupan yang sehat, (2) memberikan pendidikan yang berkualitas, (3) memberikan perlindungan terhadap penganiayaan, eksploitasi dan kekerasan. Program PAUD diselenggarakan sebelum jenjang pendidikan dasar dan dapat diselenggarakan melalui jalur pendidikan formal, non formal dan informal (Undang-undang No 20 tahun 2003).

Walapun berbagai upaya secara konseptual maupun praktis telah diupayakan dalam membangun anak usia dini sesuai pasal 28 UU no 20 tahun 2003,namun masih banyak anak usia dini di Indonesia yang belum terlayani kebutuhannya pada bidang pendidikan (sensus BPS terbaru 2005 mencapai 26 juta). Pada sisi lain, kelembagaan pendidikan anak usia dini yang ada baru dapat menampung sebesar 27%. Angka Partisipasi Kasar (APK) tahun 2005 dan telah mencapai 60% tahun 2010. Hal ini diperburuk dengan masih rendahnya kualitas penyelenggaraan lembaga pendidikan anak usia dini yang dilihat dari aspek standar program yang diberikan, proses pembelajaran yang belum mengakomodasi kebutuhan anak (termasuk rangsangan dan kebutuhan akan gerak/olahraga yang sampai sekarang tidak masuk dalam kurikulum). Kualitasserta kualifikasi tenaga pendidik anak usia dini yang masih tergolong rendah (bahkan tidak ada pendidik khusus disediakn pemerintah untuk guru penjas usia dini). Dalam rangka membantu memenuhi kebutuhan anak usia dini pada bidang pendidikan (termasuk Penjasor), maka pemerintah berusaha menfasilitasi dengan dikembangkannya Kurikulum PAUD yang diharapkan dapat membantu memberikan pendidikan yang berkualitas pada anak usa dini. Dengan rujukan kurikulum ini diharapkan dapat membantu lembaga pendidikan keluarga (informal), lembaga pendidikan masyarakat (non formal) dan lembaga pendidikan anak usia dini formal dalam memperoleh akses konsep kurikulum yang memasukkan penjas anak usia dini. Oleh karena itu, uraian berikut semogadapat memberikan gambaran bagi kita secara filofis dan teoritis untuk memahami konsep pendidikan karakter, pendidikan jasmanidan olah raga anak usia dini, dan pengembangan penjas dan olahraga sebagai salah satu media pembentukan karakter.

PENDIDIKAN KARAKTER

Tidak dapat disangkal bahwa hanya melalui pendidikan diahrapakan terjadinya transformasi perubahan menuju insan yang maju, cerdas dan kompetitif. Dan sungguh diyakini bahwa dengan Sumber Daya Manusia yang berkarakter kuat insan maju, cerdas dan kompetitif dapat diraih. Oleh karenanyapenyelenggaraan pendidikan karakter perlu menjadi perhatian sehingga visi dan cita-cita pendidikan nasional 2025 dapat diwujudkan. Adapun Maka Insan cerdas Indonesia sesuai dengan visi Pendidikan Nasonal

2025 adalah **c**erdas spirutual, cerdas emosi dan sosial, cerdas intelektual, dan cerdas kinetetik. (Renstra Diknas 2010-2014). Adapun makna insan cedas dan kompetitif tersebut adalah: Cerdas spiritual: Beraktualisasi diri melalui olah hati/kalbu untuk menumbuhkan dan memperkuat keimanan, ketakwaan dan akhlak mulia, termasuk budi pekerti luhur dan kepribadian unggul. Cerdas emosional dan sosial: Beraktualisasi diri melalui olah rasa untuk meningkatkan sensitivitas dan apresiativitas akan kehalusan dan keindahan seni dan budaya, serta kompetensi untuk mengekspresikannya; Beraktualisasi diri melalui interaksi sosial yang (a)membina dan memupuk hubungan timbal balik; (b)demokratis; (c)empatik dan simpatik; (d)menjunjung tinggi hak asasi manusia; (e)ceria dan percaya diri; (d)menghargai kebhinekaan dalam bermasyarakat dan bernegara; (e)berwawasan kebangsaan dengan kesadaran akan hak dan kewajiban warga negara. Cerdas intelektual: Beraktualisasi diri melalui olah pikir untuk memperoleh kompetensi dan kemandirian dalam ilmu pengetahuan dan teknologi. Aktualisasi insan intelektual yang kritis, kreatif, inovatif dan imajinatif. Cerdas kinestetis: Beraktualisasi diri melalui olah raga untuk mewujudkan insan yang sehat, bugar, berdaya-tahan, sigap, terampil, dan trengginas. Aktualisasi insan adiraga.

Sedangkan Makna Insan Kompetitif Indonesia adalah Berkepribadian unggul dan gandrung akan keunggulan, Bersemangat juang tinggi, Mandiri, Pantang menyerah, Pembangun dan pembina jejaring, Bersahabat dengan perubahan, Inovatif dan menjadi agen perubahan, Produktif,Sadar mutu, Berorientasi global Pembelajaran sepanjang hayat, Menjadi rahmat bagi semesta alam (Renstra Dikans tahun 2010 – 2014). Berdasarkan uraian di atas bahawa untuk melahirkan insan cerdas kompetitif yang memiliki kepribadian, tidak lepas dengan bagaimana kita membentuk karakter SDM. Pembentukan karakter SDM menjadi vital dan tidak ada pilihan lagi untuk mewujudkan Indonesia baru, yaitu Indonesia yang dapat menghadapi tantangan regional dan global (Muchlas dalam Sairin, 2001: 211). Tantangan regional dan global yang dimaksud adalah bagaimana generasi muda kita tidak sekedar memiliki kemampuan kognitif saja, tapi aspek afektif dan moralitas juga tersentuh. Untuk itu, pendidikan karakter diperlukan untuk mencapai manusia yang memiliki integritas nilai-nilai moral sehingga anak menjadi hormat sesama, jujur dan peduli dengan lingkungan.

Lickona (1992) menjelaskan beberapa alasan perlunya pendidikan karakter, di antaranya: (1)Banyaknya generasi muda saling melukai karena lemahnya kesadaran pada nilai-nilai moral, (2)Memberikan nilai-nilai moral pada generasi muda merupakan salah satu fungsi peradaban yang paling utama, (3)Peran sekolah sebagai pendidik karakter menjadi semakin penting

ketika banyak anak-anak memperoleh sedikit pengajaran moral dari orangtua, masyarakat, atau lembaga keagamaan, (4)masih adanya nilai-nilai moral yang secara universal masih diterima seperti perhatian, kepercayaan, rasa hormat, dan tanggungjawab, (5)Demokrasi memiliki kebutuhan khusus untuk pendidikan moral karena demokrasi merupakan peraturan dari, untuk dan oleh masyarakat, (6)Tidak ada sesuatu sebagai pendidikan bebas nilai. Sekolah mengajarkan pendidikan bebas nilai. Sekolah mengajarkan nilai-nilai setiap hari melalui desain ataupun tanpa desain, (7)Komitmen pada pendidikan karakter penting manakala kita mau dan terus menjadi guru yang baik, dan (7)Pendidikan karakter yang efektif membuat sekolah lebih beradab, peduli pada masyarakat, dan mengacu pada performansi akademik yang meningkat.

Alasan-alasan di atas menunjukkan bahwa pendidikan karakter sangat perlu ditanamkan sedini mungkin untuk mengantisipasi persoalan di masa depan yang semakin kompleks seperti semakin rendahnya perhatian dan kepedulian anak terhadap lingkungan sekitar, tidak memiliki tanggungjawab, rendahnya kepercayaan diri, dan lain-lain. Untuk mengetahui lebih jauh tentang apa yang dimaksud dengan pendidikan karakter, Lickona dalam Elkind dan Sweet (2004) menggagas pandangan bahwa pendidikan karakter adalah upaya terencana untuk membantu orang untuk memahami, peduli, dan bertindak atas nilai-nilai etika/ moral. Pendidikan karakter ini mengajarkan kebiasaan berpikir dan berbuat yang membantu orang hidup dan bekerja bersama-sama sebagai keluarga, teman, tetangga, masyarakat, dan bangsa.

Menurut Elkind & Sweet (2004), pendidikan karakter dimaknai sebagai berikut:

> *Character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within.*

Hal ini berarti bahwa pendidikan karakter bukan sekedar mengajarkan mana yang benar dan mana yang salah, lebih dari itu, pendidikan karakter menanamkan kebiasaan (*habituation*) tentang hal mana yang baik sehingga peserta didik menjadi paham (kognitif) tentang mana yang benar dan salah, mampu merasakan (afektif) nilai yang baik dan biasa melakukannya (psikomotor). Dengan kata lain, pendidikan karakter yang baik harus melibatkan bukan saja aspek "pengetahuan yang baik (*moral knowing*),

akan tetapi juga "merasakan dengan baik atau *loving good* (*moral feeling*), dan perilaku yang baik (*moral action*). Pendidikan karakter menekankan pada *habit* atau kebiasaan yang terus-menerus dipraktikkan dan dilakukan.

Berdasarkan pembahasan di atas dapat ditegaskan bahwa pendidikan karakter merupakan upaya-upaya yang dirancang dan dilaksanakan secara sistematis untuk menanamkan nilai-nilai perilaku peserta didik yang berhubungan dengan Tuhan Yang Maha Esa, diri sendiri, sesama manusia, lingkungan, dan kebangsaan yang terwujud dalam pikiran, sikap, perasaan, perkataan, dan perbuatan berdasarkan norma-norma agama, hukum, tata krama, budaya, dan adat istiadat. Dengan demikian pengembangan nilai-nilai etika inti mensyiratkan keyakinan tentang apa saja sifat karakter dan bagaimana caranya menjadi pribadi yang benar dan baik secara moral(Alim Sumarno 2011). Etika adalah aturan dasar yang digunakan untuk memperolah seluruh nilai-nilai yang lain. Nilai etika inti menurut Thomas Lickona (dalam Alim Sumarno 2011) adalah nilai yang menjunjung tinggi hak asasi manusia dan memperkokoh martabat manusia (Alim Sumarno, 2011).

Secara universal nilai etika inti meliputi: kesalehan (*piety*), keterpecayaan (*trustworthines*), hormat (*respect*), tanggung jawab (*resposibility*), keadilan (*fairnes*), kepedulian (*caring*), dan kewarganegaraan (*citizenship*). Kesalehan berarti percaya kepada Tuhan (yang diyakininya) dan memiliki komitmen untuk melaksanakany ajaran dan tuntunanya yakni; beribadah, menghormati sesama, dan melestarikan serta menjaga lingkungan sebagai habitat hidup. Keterpecayaan berarti meliputi sifat seperti integritas, keteguhan hati, kejujuran, keberanian, ketulusan hati, terus terang, andal,menepati janji dan loyalitas. Hormat memiliki makna menghargai semua orang dan mahluk, menghargai maratabat, privasi dan kebebasan ranag lain, santun dan toleran terhadap perbedaan. Tanggung jawab berarti kesadaran untuk melaksanakan hak dan kewajiban secara seimbang, mengetahui apa yang diakukan dan yang tidak diakukan) serta akibat-akibat yang ditimbukannya. Dengan tanggung jawab dapat memanggil kita untuk memenuhi komitmen. Seseorang dapat dinalai bertanggung jawab jika ia melakukan pekerjaan bagi kelompoknya. Dalam kehudupan ada tiga kategori tanggung jawab yakni tanggung jawab yang berpusat pada norma atau tanggung jawab kolektif (bertindak sesuai dengan norma kelomok), tanggung jawab empatik (personal) yang digerakkan oleh penderitaan lain, dan tanggung jawab universal sosial. Adil berarti bersifat atau bersikap tidak memihak dan konsiten terhadap orang lain, bersedia mendengar dan erbuka terhadap pandangan yang berbeda, mengikuti prosedur yang adil terhadap oarang lain dalam situasi yang ada. **Kepedulian** adalah esensi dari nilai etika.

Peduli terhadap nilai, cinta, kehormatan, kota negara dan dunia. Peduli akan kebaikan, rasa kasih, berjasa dan berbuat baik, memntingkan orang lain, dermawan, murah hati dan kebersamaan adalah esensi dari etika. **Kewargnegaraan** yang baik berarti memiliki rasa hormat terhadap hukum dan adat istiadat suatu negara, menghargai benrdera dan segala simbol, gotong royong membantu komunitas, bermain sesuai aturan masyarakat dan menghormati figur pemimpin dan representasinya (Alim Sumarno, 2011).

PENDIDIKAN JASMANI ANAK USIA DINI

HakekatPendidikan Jasmani dan Olahraga (penjasor) adalah proses pendidikan yang memanfaatkan aktivitas fisik untuk menghasilkan perubahan holistik dalam kualitas individu, baik dalam hal fisik, mental, serta emosional. Pendidikan jasmani memperlakukan anak sebagai sebuah kesatuan utuh, mahluk total, daripada hanya menganggapnya sebagai seseorang yang terpisah kualitas fisik dan mentalnya (Mahendra, 2007). Dengan demikian kenyataannya, penjasor adalah suatu bidang kajian yang sungguh luas. Titik perhatiannya adalah peningkatan gerak manusia. Lebih khusus lagi, penjasor berkaitan dengan hubungan antara gerak manusia dan wilayah pendidikan lainnya: hubungan dari perkembangan tubuh-fisik dengan pikiran dan jiwanya. Fokusnya pada pengaruh perkembangan fisik terhadap wilayah pertumbuhan dan perkembangan aspek lain dari manusia itulah yang menjadikannya unik. Tidak ada bidang tunggal lainnya seperti penjasor yang berkepentingan dengan perkembangan total manusia.

Penjasor menyebabkan perbaikan dalam 'pikiran dan tubuh' yang mempengaruhi seluruh aspek kehidupan harian seseorang. Pendekatan holistik tubuh-jiwa ini termasuk pula penekanan pada ketiga domain kependidikan: psikomotor, kognitif, dan afektif. Seperti ungkapan Robert Gensemer, penjasor diistilahkan sebagai proses menciptakan "tubuh yang baik bagi tempat pikiran atau jiwa." Artinya, dalam tubuh yang baik 'diharapkan' pula terdapat jiwa yang sehat, sejalan dengan pepatah Romawi Kuno: *"Men sana in corporesano".*

Berdasarkan hal tersebut di atas, penjasor sebagai bagian yang tidak terpisahkan dari pendidikan secara keseluruhan memiliki peran sebagai pondasi bagi tumbuh kembang anak (termasuk anak usia dini). Dengan demikian, pendidikan jasmani dapat mengembangkan seluruh potensi yang dimiliki anak (usia dini) yakni aspek organis, perseptual, kognitif, sosial dan emosional.

Menurut Suherman (2007), kekhasan penjasor dapat digunakan sebagai landasan yang kokoh bagi anak (usia dini), diperlukan agar anak memiliki kondisi jasmani, intelektual dan mental spiritual yang baik memadahi untuk berkembang lebih lanjut sesuai dengan potensi masing-

masing. Untuk meningkatkan peran penjasor sebagai pondasi bagi tumbuh kembang anak perlu dilakukan berbagai upaya, diantaranya, melaksanakan pembelajaran yang menarik, menyenangkan (terutama bagi anak usia dini) dan menantang. Dan yang paling penting adalah Menumbuhkan rasa aman dan nyaman adalah dasar yang utama dalam membentuk karakter anak,yang kemudian dapat menumbuhkan rasa ”berarti”, ”berharga” atau ”bernilai” pada anak (Nana Prasetyo, 2011)**.** Selain itu, meningkatkan pendidikan guru penjasor, memenuhi sarana dan prasarana di sekolah agar memadahi untuk proses penjasor, melaksanakan pembaharuan kurikulum agar sesuai kebutuhan peserta didik dan kemampuan sekolah serta meningkatkan kualitas lembaga maupun tenaga pendidikan.

KONDISI PENJASOR SAAT INI

Penjasor merupakan media untuk mendorong pertumbuhan fisik, perkembangan psikis, keterampilan motorik, pengetahuan dan penalaran, penghayatan nilai-nilai (sikap-mental-emosional sportivitas-spiritual-sosial), serta pembiasaan pola hidup sehat yang bermuara untuk merangsang pertumbuhan dan perkembangan kualitas fisik dan psikis yang seimbang. Namun demikian fenomena di lapangan menyatakan bahwa penjasor di lembaga-lembaga pendidikan belum dapat memposisikan dirinya pada tempat yang terhormat, bahkan masih sering dilecehkan; misalnya pada masa-masa menjelang ujian akhir suatu jenjang pendidikan, maka penjasor dihapuskan dengan alasan agar para siswa dalam belajarnya untuk menghadapi ujian akhir "tidak terganggu" (Giriwijoyo, 2007).

Aip Syarifuddin (2002) mengungkapkan bahwa, kualitas guru penjasor di sekolah-sekolah pada umumnya kurang memadai. Mereka kurang mampu melaksanakan tugasnya secara profesional. Salah satu masalah utama dalam pengajaran penjasor di Indonesia adalah belum efektifnya pelaksanaan pengajaran penjasor di sekolah-sekolah. Kondisi ini disebabkan oleh beberapa faktor diantaranya adalah terbatasnya kemampuan guru dan terbatasnya sumber-sumber yang digunakan untuk mendukung proses pengajaran penjasor. Guru belum berhasil melaksanakan tanggungjawabnya untuk mendidik siswanya secara sistematik melalui kegiatan penjasor, untuk mengembangkan kemampuan dan ketrampilan siswa secara menyeluruh, baik dalam segi fisik, mental, intelektual maupun sosial dan emosionalnya.

Disisi lain, di neagara kita masih banyak kalangan atau lembaga tidak memahami arti penting Penjasor. Hal tersebut bisa diketahui bahwa ada guru yang tidak punya latar belakang penjasor tiba-tiba saja memberikan pelajaran itu di sekolah. Penjasor di sekolah dasar seharusnya hanya mengenalkan gerakan dasar, seperti berlari, berjalan, melompat, dan melempar. Namun, banyak sekolah yang sudah mengajak siswa melakukan permainan cabang

olahraga) dalam memberikan penjasor, apa lagi ini diberikan kepada anak usia dini (TK dan SD kelas rendah) yang memakai fasilitas cabang olahraga standar orang dewasa. Keadaan ini membahayakan bagi keselamatan dan perkembangan anak.

Selain itu, menurut Poerwati (2007), jam pelajaran untuk penjasor di sekolah, serta proses belajar dan mengajar yang masih sistem konvensional tradisional, masih jauh dari mencukupi untuk membentuk siswa yang bugar dan memiliki produktivitas belajar. Karena, rata-rata jam pelajaran di sekolah tingkat dasar hanya 80 menit perminggu, sedangkan untuk TK/KB belum ada jam khusus dengan demikian juga belum tersedia guru khusus penjas. Sehingga, penambahan jam pelajaran penjasor dari rata-rata 80 menit per-minggu ke angka ideal 180 menit per-minggu memerlukan kemauan dari pihak pemerintah, terutama Departemen Pendidikan Nasional (Depdiknas). Karena penjasor adalah bagian integral dalam proses pendidikan, tapi ironisnya, model pendidikan ini dari dulu sampai sekarang tetap termarginalkan. Padahal, salah satu fondasi instrumen pembangunan bangsa adalah dengan kebugaran peserta didik yang harus dimiliki. Jadi kita tidak boleh berharapinsan indonesia cerdas dan kompetetitif dapat diwujudkan melalui proses pendidikan yang berkarakter kuat yang mana konten dan proses sangat syarat dalam penjas dan olahraga. Namun dalam sistem pendidikan kita, hal ini kurang mendapat tempat yang selayaknya.

Terdapat fenomena yang cukup "menyedihkan" terkait mata pelajaranpenjasor yang di sadur oleh(Muhlas 2008) ia mengutip dari berbagai sumber antara laian: 1)Tingkat Kesegaran Jasmani anak/remaja indonesia hasilnya rata-rata kategorikurang. Dengan rincian ; 37,40% Kurang Sekali, 43,90% Kurang, 13,55% Sedang,4,07% Baik; dan 1,08% Baik Sekali (SDI 2006): 2)Perilaku menyimpang dari anak dan remaja indonesia juga makin tinggi dan bervariasi hasil riset WHO melaporkan bahwa 44%remaja usia 14-18 th telah melakukan hubungan badan sebelum nikah (Kompas, 27 Nov 2007, survei Jkt, Sby, Bdg, Mdn) ; 3)Pola hidup kurang gerak (*sedentary lifestyle)* dialami sekitar 2/3 anak terutama di negara-negara sedang berkembang (WHO, 2002) ; 4)Pemahaman internal sekolah bahwa mapel penjasor adalah membosankan, menghambur waktu dan mengganggu perkembangan intelektual anak (Suherman, 2004)

Melihat kondisi pelaksanaan penjasor yang begitu menyedihkan di sekolah rasanya menjadi terlalu berlebihan kalau kita berharap menjadi bangsa yang besar di bidang olahraga. Penjasor tak ubahnya benih dan kita tidak akan pernah menuai apa pun kalau kita tidak pernah menanamnya. Oleh karena itu bibit yang kita tanam dan kita pelihara dengan baik dan akan memberikan karakter masa depan bangsa adalah melalui penjasor pada anak

usia dini. Karena "pendidikan tidak akan lengkap dan sempurna tanpa adanya pelajaran olah raga karena gerakan manusia adalah dasar dari pada cara belajar mengenal dunia sekelilingnya dan dirinya sendiri". Olah raga untuk pendidikan Usia Dini atau Taman Kanak pada umumnya dilaksanakan pada bentuk permainan. Adapun tujuan secara umum membina pertumbuhan fisik yang harmonis, meningkatkan stabilitas, psikososial,serta membantu mengembangkan kemauan dan kepribadian-nya (Gunawan, 2011).

PENGEMBANGAN PENDIDKAN KARAKTER DALAM PENJASOR PADA ANAK USIA DINI

Pendidikan karakter pada dasarnya dapat diintegrasikan dalam pembelajaran pada setiap mata pelajaran. Materi pembelajaran yang berkaitan dengan norma atau nilai-nilai pada setiap mata pelajaran perlu dikembangkan, dieksplisitkan, dikaitkan dengan konteks kehidupan sehari-hari. Dengan demikian, pembelajaran nilai-nilai karakter tidak hanya pada tataran kognitif, tetapi menyentuh pada internalisasi, dan pengamalan nyata dalam kehidupan peserta didik sehari-hari di masyarakat. Penanaman karakter tersebut jauh lebih berbeakas bila dimuai dari anak masih kecil yang kita kenal pada anak usia dini, sebagai mana yang telah kita uraikan ditas

Berdasarkan *grand design* yang dikembangkan Kemendiknas (2010), secara psikologis dan sosial kultural pembentukan karakter dalam diri individu merupakan fungsi dari seluruh potensi individu manusia (kognitif, afektif, konatif, dan psikomotorik) dalam konteks interaksi sosial kultural (dalam keluarga, sekolah, dan masyarakat) dan berlangsung sepanjang hayat. Konfigurasi karakter dalam konteks totalitas proses psikologis dan sosial-kultural tersebut dapat dikelompokkan dalam: Olah Hati *(Spiritual and emotional development)*, Olah Pikir *(intellectual development),* Olah Raga dan Kinestetik*(Physical and kinestetic development),* dan Olah Rasa dan Karsa (*Affective and Creativity development)* yang secara diagramatik dapat digambarkan sebagai berikut:
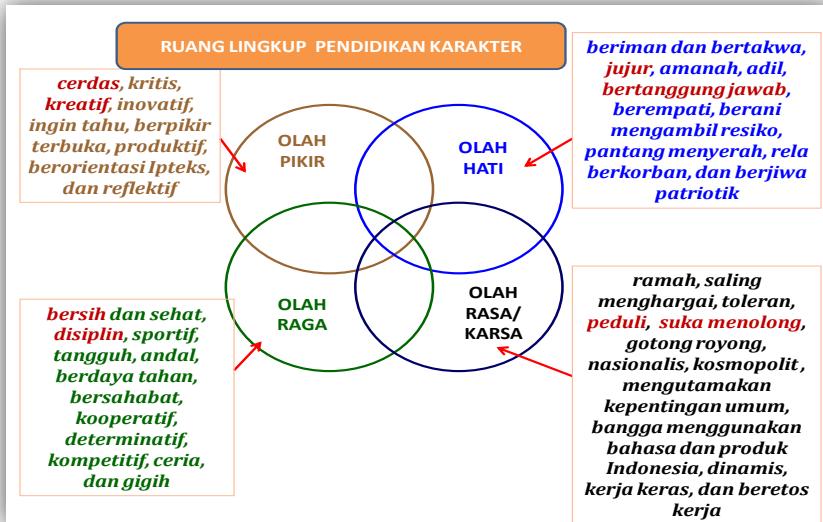
Gambar 1. Ruang Lingkup Pendidikan Karakter (Kemdiknas, 2011)

Karakter olahraga dapat diperoleh dengan pendidikan jasmani yang diajarkan baik di sekolah maupun di luar sekolah. Dari diagramdi atas secara jelas dapat dilihat pentingnya pendidikan jasmani dalam pendidikan karakter. Pendidikan jasmani dalam proses pendidikan sebaiknya mengembangkan karakter, sistem nilai dan karaktermenurut David Shield dan Brenda Bredemeir adalah empat kebajikan dimana seseorang yang mempunyai karakter bagus akan mampu menampilkan *compassion* (rasa belas kasih), *fairness* (keadilan), *sportsmanship* (ketangkasan) dan *integritas*.Dengan adanya rasa belas kasih, atlit dapat diberi semangat untuk melihat lawan sebagai kawan dalam permainan, sama-sama bernilai, sama-sama patut menerima penghargaan. Keadilan melibatkan tidak keberpihakan, sama-sama tanggung jawab. Ketangkasan dalam olahraga membutuhkan usaha secara intens menuju sukses. Integritas memung-kinkan seseorang untuk menerima kesalahan orang lain, sebagai contoh meskipun tindakannya negatif penerimannya oleh wasit, teman satu tim ataupun fans namun tetap fokus terhadap tujuan atau tim.

Pendidikan karakter tidak hanya memperkuat akal, melainkan memelihara hati, sehingga bangsa ini memiliki pola pikir, pola sikap dan pola tindakan yang mulia atau luhur sesuai dengan nilai-nilai universal, karena karakter yang baik tidak terbentuk secara otomatis, melalinkan bertahap, perlahan-lahan, melalui pembiasaan dan keteladanan. Dalam pendidikan karakter, tidak akan terlepas dari tiga hal yang oleh Thomas Lickona disebut sebagai *moral knowing, moral feeling* dan *moral action*. Keterkaitan di antara ketiga hal tersebut dapat dilihat pada Gambar 1 berikut ini.
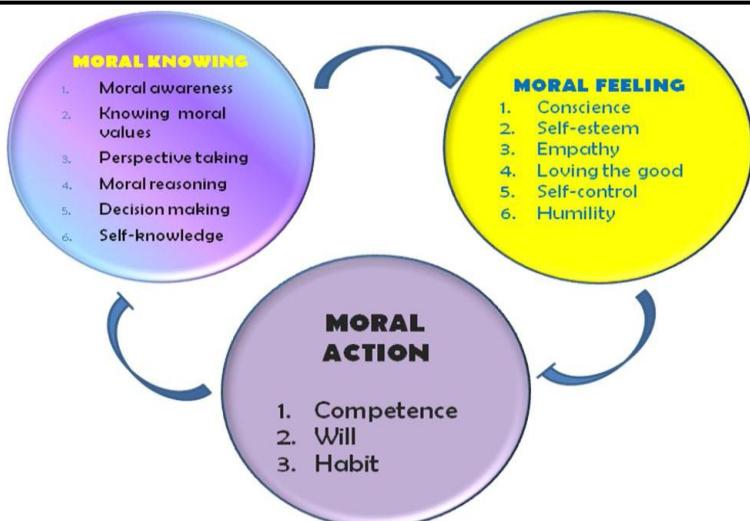
Gambar 2. Keterkaitan antara *Moral Knowing,*
Moral Feeling dan *Moral Action (JPNF, 2011)*

Pendidikan karakter merupakan hasil dari sebuah proses panjang yang berjalan secara tertahap, serta dimulai sejak usia dini. Hal ini menjadi sangat penting, mengingat usia dini merupakan dasar pembentukan perilaku. Pada usia dini segenap potensi anak berkembang. Dan hal ini tidak terlepas dari perkembangan luar biasa dari otak, sehingga usia dini merupakan *golden period* dalam rentang kehidupan manusia. Otak merupakan pusat belajar dan proses belajar berlangsung di wilayah sadar bagian luar atau bagian otak yang berwarna kelabu. Wilayah inilah yang disebut sebagai *cerebral cortex*. Proses belajar awal memerlukan banyak darah dan oksigen. Akan tetapi, lama kelamaan, apabila sesuatu hal diulangi dan menjadi kebiasaan, maka proses ini akan berpindah ke wilayah otak bawah sadar dan bersifatotomatis. Wilayah ini disebut sebagai *basal ganglia*. Semakin sering melakukan sesuatu, semakin otomatis dan tidak disadari hal tersebut, sehingga menjadi suatu kebiasaan dan lama kelamaan diperkuat. Jadi, ketika pertama kali seseorang melakukan sesuatu, maka jalur "neurolog" belum terbentuk, dan akan terbentuk ketika perilaku tertentu diulangi. Sambungan-sambungan baru (*neurotransmitter*) akan terbentuk dan semakin lama menjadi semakin efisien, bahkan menjadi semakin tebal sehingga akan memproses rangsangan dengan lebih cepat. Hal ini akan menjadi bagian dari struktur fisiologi sebuah kebiasaan atau bahkan karakter. Otak memang memiliki kemampuan yang menakjubkan untuk menerima pikiran atau perilaku yang berulang dan menyambung-kannya ke dalam pola atau kebiasaan yang bersifat otomatis dan berada di alam bawah sadar. Proses ini dimulai dengan pemilihan sadar

yang pertama, dan melalui pengulangan, kebiasaan itu mulai berpindah ke bagian belakang pikiran bawah sadar yang tenang. Apabila seorang anak senantiasa mendapatkan dukungan positif dalam mengembangkan karakter mulia, maka akan mengembangkan pikiran positif atau yang bersifat konstruktif, sehingga jalur ini akan semakin tebal dan terbentuk secara otomatis dalam alam bawah sadar, demikian pula sebaliknya. Ketika seseorang mengembangkan pikiran yang bersifat destruktif, maka ini pulalah yang akan menjadi jalur yang tebal dan bebas hambatan. Hal ini dapat dipahami ketika seseorang mengembangkan perilaku respons terhadap kesulitan dengan baik, akan menjadi kebiasaan baik yang menetap, demikian pula sebaliknya. Kebiasaan ini akan semakin kuat ketika sudah berada dalam otak bawah sadar. Oleh karena itu, kebiasaan yang buruk dapat diubah secara berulang dengan mengembangkan kebiasaan baik (Stoltz 2000).

Berbagai peneliti, antara lain Campbel & Bond (1982 dalam Papalia, E.D., dkk, 2008 yang dikutip Puspita, Fardhana 2011) menyatakan bahwa pengalaman masa kecil menjadi faktor perkembangan moral dan perilaku remaja. Dalam hal ini, untuk memahami keberhasilan dan problem-problem perkembangan pada usia remaja dapat dilacak dari proses-proses perkembangan yang terjadi sejak usia dini. Dengan demikian, berbagai pengetahuan dan pengalaman anak pada masa kecil memiliki pengaruh dalam perkembangan perilaku dalam usia-usia berikutnya. Perkembangan perilaku akan menuju pada kualitas yang handal apabila dilakukan sejak usia dini. Pada usia dini, mendidik karakter seperti menggoreskan tinta emas yang akan meninggalkan jejak bagi anak pada usia selanjutnya. Karakter yang dibangun sejak usia dini sangat menentukan kualitas sumber daya manusia selanjutnya, dan karakter sebuah individu, masyarakat dan bangsa akan sangat tergantung pada kualitas sumber daya manusia. Freud (Papalia 2008 dalam Puspita,Fardhana 2011) menyatakan bahwa kegagalan penanaman kepribadian yang baik di usia dini akan membentuk pribadi yang bermasalah di masadewasanya kelak. Kesuksesan orang tua membimbing anaknya dalam mengatasi konflik kepribadian di usia dini sangat menentukan kesuksesan anak dalam kehidupan sosial di masa dewasanya kelak. Olehkarena itu melalui pembelajaran Penjasor dari usia dini akan dapat menanamkan nialai yang akan menentukan prilaku dan karakter anak pada fase perkembangan selanjutnya. Hal tersebut dapat kita lihat pada gambar berikut:
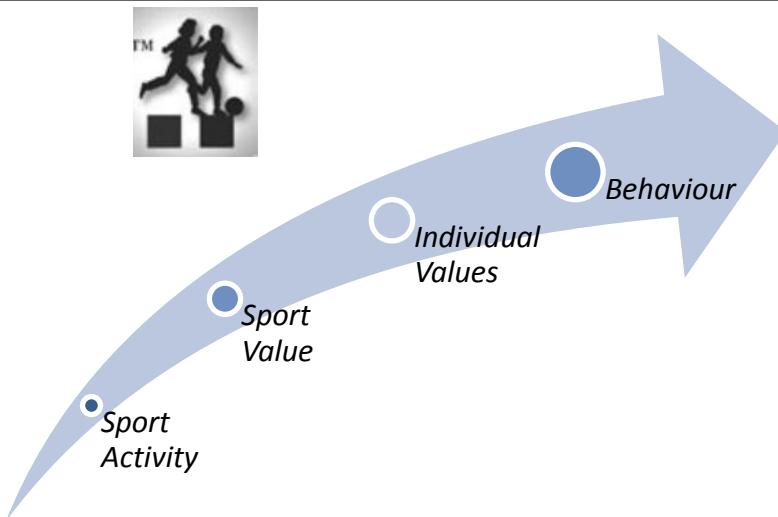
Bagan 1. Model Konseptual Hubungan Olahraga-Nilai

Kita telah menyadari bahwa pendidikan jasmani adalah laboratorium bagi pengalaman manusia, oleh sebab itu guru pendidikan jasmani harus mengajarkan etika dan nilai dalam proses belajar mengajar, yang mengarah pada kesempatan untuk membentuk karakter anak. Karakter anak didik yang dimaksud tentunya tidak lepas dari karakter bangsa Indonesia serta kepribadian utuh anak, selain harus dilakukan oleh setiap orangtua dalam keluarga, juga dapat diupayakan melainkan pendidikan nilai di sekolah. Salah satu hal yang dapat diangkat sebagai sarana adalah tindakan nyata dan penghayatan hidup dari para pendidik atau sikap keteladanan mereka dalam menghayati nilai-nilai yang mereka ajarkan akan dapat secara instingtif mengimbas dan efektif berpengaruh pada peserta didik. Sebagai contoh, kalau guru sendiri memberi kesaksikan hidup sebagai pribadi yang selalu berdisiplin, maka kalau ia mengajarkan sikap dan nilai disiplin pada peserta didiknya, ia akan lebih disegani. Semua pendidik di sekolah, terutama para guru pendidikan jasmani perlu jeli melihat peluang-peluang yang ada, baik secara kurikuler maupun non/ekstra kurikuler, untuk menyadarkan pentingnya sikap dan perilaku positif dalam hidup bersama dengan orang lain, baik dalam keluarga, sekolah, maupun dalam masyarakat. Misalnya sebelum pelajaran dimulai, guru menegaskan bila anak tidak mengikuti pelajaran karena membolos, maka nilai pelajaran akan dikurangi.

Tujuan gerakan ollimpiade adalah menempatkan olahraga dimana saja sebagai wahana pembentukan manusia secara utuh yang harmonis

dalam usaha membangun suatu masyarakat yang damai dengan saling menghormati. Mealui penerapan sistem nilai olahraga dan keteladanan yang ditampilkan guru (penjasor PAUD) diharapakan nilai luhur olahraga yang dicanangkan gerakan olimpade melalui olypism adalah keunggulan, persabahtan dan toleransi. Keunggulan: bukan hanya olahragawan saja tetapi untuk setiap orang, bukan hanya di lapangan dalam olahraga saja tetapi dalam kehidupan dan berperilaku. Keunggulan dicapai melalui pembentukan badan yang kuat, pikiran dan perasaan yang jernih dan kemauan yang kuat. Persahabatan: Hubungan dalam kebersamaan antar sesama manusia, dibangun melalui kedamaian, solidaritas, kegembiraan dan selalu berpikir optimis. Penjasor sangat berperan. Toleransi/saling menghormati: menghormati diri sendiri, orang lain, peraturan dan juga menghormati lingkungan. Hal demikian dalah perilaku fair play yang harus dimiliki setiap orang (khususnya olahragawan) dan termasuk menghindari hal-hal seperti doping.

Dalam banyak teori memberikan pendapat bahwa bagi anak usia dini sesuai dengan hukum perkembangan, bermain adalah media yang paling tepat dalam mebentuk pengetahuan,nilai dan sikap bagai anaka usia dini.

PERKEMBANGAN KOSEP BERMAIN BAGI ANAK USIA DINI

Walaupun para ilmuwan sulit untuk mengetahui kapan pendidikan anak usia dini dilaksanakan untuk pertama kali, namun diperkirakan sejak para ahli filsafat seperti Plato (427-374 B.C) dan Aristoteles (394-332 B.C) pendidikan ini telah dilaksanakan (Seefeldt dan Barbour, 1994:2).

Plato mengemukakan bahwa waktu yang paling tepat untuk pendidikan anak adalah sebelum usia 6 tahun. Menurut Comenius, pendidikan anak itu berlangsung sejalan dengan bermain karena bermain adalah realisasi dari pengembangan diridalam kehidupan anak. Selanjutnya Johan Pastalozi (1746-1827) berpendapat bahwa pendidikan dimulai dari rumah, melalui berbagai kegiatan yang dilakukan anak pada waktu bermain dan berbagai pengalaman indera yang dialaminya.

Adapun pendapat yang menyatakan, bahwa pendidikan baru bisa dimulai setelah usia sekolah dasar, yaitu usia tujuh tahun, ternyata tidaklah benar. Hasil penelitian di bidang neurologi yang dilakukan Benyamin S. Bloom, seorang ahli pendidikan memperlihatkan, bahwa pertumbuhan sel jaringan otak pada anak usia 0-4 tahun mencapai 50 %, hingga usia 8 tahun mencapai 80 %. Artinya apabila pada usia tersebut otak anak tidak mendapatkan rangsangan yang optimal maka perkembangan otak anak tidak akan berkembang secara maksimal.

Semakin dini penanganan dan bentuk-bentuk rangsangan yang dilakukan orang tua/ pendidik terhadap anaknya maka hasilnya akan semakin baik. Sebaliknya, semakin lama (lambat) anak mendapatkan penanganan dan bentuk-bentuk rangsangan yang baik, maka semakin buruk hasilnya.

Plato adalah filsuf pertama yang memandang arti penting bermain bagi seorang anak. Plato melihat pentingnya nilai praktis yang ada dalam permainan. Misalnya pelajaran Aritmatika untuk soal pembagian akan mudah diterima oleh anak-anak dengan cara membagikan apel kepada mereka.

Sejarah perkembangan teori bermain juga berdampak positif terhadap reformasi pendidikan pada zaman realisme atau zaman baru. Zaman realisme abad 17 dipelopori oleh Johan Amos Comenius (1592-1670). Comenius mempelajari teologi dan menjadi pendeta serta memimpin sekolah di Fulneck. Dia menulis buku tentang informatorium. Buku tersebut berisi tentang cara bagaimana orang tua mendidik anaknya menjadi seorang Kristen Protestan yang baik. Menurutnya seorang ibu adalah seorang pendidik di rumah, ibu harus mengajarkan dengan mengoptimal-kan fungsi panca indera melalui peragaan dan mengurangi verbalisme.

Pada abad 18 atau zaman rasionalisme merupakan zaman perubahan yang hebat. Hal ini karena untuk memperoleh ilmu pengetahuan harus yang hebat. Dalam hal ini, untuk memperoleh ilmu pengetahuan harus dilakukan melalui percobaan, pengamatan dan pengalaman. Dalam konteks belajar sekarang ini, maka konsep belajar di atas hampir setara dengan konsep *learning to know, learning to do, learning to be* dan *learning to live together.*

John Lock (1932-1704) adalah seorang pedagogik. Lock menjelaskan kosep home Schooling. Anak usia dini harus dididik dan diajarkan tentang pendidikan jasmani, pendidikan scholastik, pendidikan moral, pendidikan agama melalui permainan.Pemikiran Locke dianjurkan oleh Jean Jacques Rousseau (1712-1778). Ia mengajarkan pendidikan rohani, moral,jasmani, berenang, pemahaman jender, melatih indera anak, kebebasan bermain, pengamatan, pengalaman, bahasa asing, menyanyi, menggambar pada anak usia dini melalui pengenalan alam sekitar dimana anak berada.

Henrich Pestaloozi (1746-1827) menjelaskan konsep bermain dengan praktek langsung sehingga anak mempunyai pengalaman dan latihan. Rumah adalah tempat anak bermain. Konsep bermain bagi anak usia dini mengajarkan tentang berhitung, menulis, bercakap-cakap, gerak badan, berjalan-jalan dengan bermain. Pestalozzi menjelaskan bahwa melalui bermain maka anak usia dini secara alamiah akan berusaha mengembangkan kemampuan-kemampuan dasarnya untuk belajar. Friedrich Froebel (1782-1852) menjelaskan bahwa konsep bermain merupakan proses belajar bagi anak usia dini. Anak diajak bekerja di kebun, bermain dengan pimpinan,

bernyanyi, pekerjaan tangan atau keterampilan, bersosialisasi, berfantasi, adalah merupakan proses belajar sambil bekerja. Konsep belajar seraya bermain ini sampai saat ini masih menjadi trend untuk pendidikan anak usia dini.

Abad 19 terdapat Spencer, Lazarus, G. Stanley H., Hal Groos. Dll. Teori-teori tentang bermain dapat dikelompokan dalam 2 bagian, yaitu: (1) bermain yang didasarkan pada teori surplus energi dan teori rekreasi, (2) teori rekapitulasi dan praktis. Herbert Spencer (kakek moyang Lady Diana) dari Inggris dalam bukunya Principles of Psychology berpendapat bahwa kegiatan bermain seperti berlari, berlompat, berguling terjadi akibat anak kelebihan energi. Sebagai contoh, Saila, umur 9 bulan, begitu ia terjaga dari tidur maka ia langsung tertawa dan merangkak lalu berpegangan kedinding tangga dan meraih benda atau mainan apa saja yang menarik hatinya kemudian memainkannya lewat tangan, atau mulutnya sampaibosan kemudian beralih kebenda lain, seperti kertas dan plastik atau mainan lainnya untuk dimainkannya sampai capek dan tidur. Begitulah anak bermain dan ia belajar dari apa yang ia lihat, dengar, cium dan pegang dalam kehidupannya, seolah tanpa lelah,karena ia memang kelebihan energi dan merasa puas bereksplorasi dengan menyenangkan.Bila ia diganggu, dirampas apa yang ia pegang atau apa yang ia mainkan, maka ia akan menangis, kecuali diberikan benda pengganti yang sama-sama menarik untuk dirinya.

Moritz Lazarus dengan teori rekreasi menjelaskan, bahwa tujuan bermain adalah untuk memulihkan energi yang sudah terkuras saat bergerak atau melakukan sesuatu. Melakukan sesuatu atau bekerja dapat menyebabkan berkurangnya tenaga. Tenaga ini dapat dipulihkan kembali dengan cara tidur atau melibatkan dalam kegiatan yang sangat berbeda dengan bekerja.

Karl Groos, seorang filsuf menguraikan bahwabermain berfungsi untuk memperkuat insting yang diperlukan untuk kelangsungan hidup anak di masa yang akan datang. Ia mendasarkan teorinya itu pada prinsip seleksi alamiah yang dijelaskan oleh Charles Darwin. Fungsi bermain mempunyai manfaat secara biologis untuk mempertahankan kelangsungan hidup.

Pada zaman modern sekarangini memang sudah banyak sekali para ahli pendidikan yang membicarakan tentang bermain dan hubungannya dengan perkembangan anak, antara lain:
1. Teori Psikoanalis Sigmund Freud
2. Teori Kognitifa, Jean Piaget, Lev Vygotsky, dst.
3. Teori Perkembangan sosial, dls.

Peran bermain dalamperkembangan sosial anak misalnya, menurut pandangan psikoanalisis adalah untuk mengatasi pengalaman traumatik dan keluar dari rasa frustasi. Tampaknya Freud melihatnya dalam pengalaman lahir. Dalam peristiwa kelahiran seorang bayi menyiratkan kesan tidak enak, trauma dan mungkin juga frustasi keluar dari rahim ibunya, sehingga anak akan merasa tenang dalam dekapan ibunya, dan bermain menyebabkan anak ceria dan menimbulkan kreatifitas.

Bagi Piaget, peran bermain terhadap perkembangan sosial anak adalah untuk memperaktikkan dan melakukan konsolidasi konsep-konsep serta keterampilan yang telah dipelajari sebelumnya. Menurut Vygotsky, bermain dapat memajukan berpikir abstrak dan dengan belajar ia akan dapat mengatur dirinya.

Dalam teori perkembangan sosial, seperti yang dikemukakan oleh Mildred Farten, menyatakan bahwa kegiatan bermain merupakan sarana sosialisasi. Dengan bermain kadar interaksi sosialnya akanmeningkat. Kadar interaksi sosial tersebut dimulai dari bermain sendiri dan dilanjutkan dengan bermain secara bersama. Karena itu dalam konteks ini akan tampak, bahwa anak yang dibiasakan bermain akan lebih mudah menerima kehadiran orang lain dan berinteraksi dengan orang lain. Semakin banyak ia disosialisasikan dengan orang lain, maka akan semakin mudah ia berinteraksi dengan dan menerima (kehadiran) orang lain.

Dalam kontes agama Islam, setelah persalinan anak akan diadzankan oleh orang tuanya kemudian setelah tujuh hari ia akan diberi nama dan diakekahkan serta dipotong rambutnya di hadapan undangan yang diiringi dengan lagu-lagu pujian. Semua itu akan sangat menyenangkan bagi anak dan merupakan pengalaman interaksi sosial yang sangat baik dari proses sosialisasi.

MAKNA BERMAIN

Para ahli mendefinisikan bermain sebagai suatu perilaku yang mengandung motivasi internal yang berorientasi pada proses yang dipilih secara bebas dan bukan hanya prilaku pura-pura yang berorientasi pada suatu tujuan menyenangkan yang diperintahkan. Kegiatan bermain ini adalah fungsi dari seluruh manusia. Sandra J, Stone (1993). Karena itu,bermain dilakukan oleh siapa saja di berbagai belahan dunia, baik laki-laki maupun perempuan dari anak-anak sampai orang dewasa. Stone mengatakan bahwa bermain ada di setiap negara, budaya, bahasa, dimana saja anak-anak dunia bermain.

Menurut Karl Buhler dan Schenk Danziger,bermain adalah "kegiatan yang menimbulkan kenikmatan". Dan kenikmatan itu menjadi rangsangan bagi perilaku lainnya. Ketika anak-anak mulai mampu berbicara dan berfantasi, misalnya, fungsi kenikmatan meluas menjadi schaffensfreude (kenikmatan berkreasi). Konsep ini dikembangkan lebih lanjut oleh Charlotte Buhler yang menganggap bermain sebagai pemicu kreativitas. Menurutnya anak yang banyak bermain akan meningkatkan kreativitasnya.

Kendati bermain bukanlah bekerja dan tidak sungguh-sungguh, Sigmund Freud yakin bahwa anak-anak menganggap bermain sebagai sesuatu yang serius. Dalam bermain anak-anak menumpahkan seluruh perasaannya. Bahkan mampu "mengatur dunia dalamnya" agar sesuai dengan "dunia luar". Ia berusaha mengatur, menguasai, berpikir dan berencana. Karenanya menurut Erik Erikson, bermain berfungsi memelihara ego anak-anak. Hal ini dapat dipahami karena anak yang sedang bermain merasakan senang sehingga terpaksa ia harus mempertahankan kesenangannya itu atau sebaliknya ia akan memelihara egonya secara proporsional, sehingga menimbulkan rasionalitas dan tenggang rasa terhadap anak lainnya.Semakin intens pengalaman itu dilalui anak akan semakin kuat juga interaksi sosialnya dalam proses sosialisasi tersebut.

Jean Piaget menyatakan, bahwa bermain menunjukkan dua realitas anak-anak, yaitu adaptasi terhadap apa yang sudah mereka ketahui dan respon mereka terhadap hal-hal baru. Dalam bermain, sarana sering menjadi tujuan. Banyak respon muncul, ya demi respon itu sendiri. Anak berlari, misalnya, bukan demi kesehatan tetapi demi lari itu sendiri. Lari ya lari, titik. Jadi bagi anak, bermain adalah sarana untuk mengubah kekuatanpotensial di dalamdiri menjadi berbagai kemampuan dan kecakapan. Bermain juga bisa menjadi sarana penyaluran kelebihan energi dan relaksasi. Sebagai implementasi olahraga melalui bermain yang dapat diteapkan pada anak usia dini angara lain; Usia 2-3 thOlahraga yang sifatnya belum terstruktur, seperti berlari, berayun-ayun, memanjat, dan bermain air. Pada usia 2 tahun, anak sudah mampu melompat dengan satu atau kedua kaki, dan berlari (di usia ahun sudah bisa divasiasikan arahnya kana-kiri dan lain sebagainya).Usia 4-5tahun,Biasanya, anak sudah bisa menggelindingkan bola besar, menangkap bola, serta piawai dengan sepeda roda tiga. Ia juga mulai suka berenang atau bersenam (tapi tanpa diprogram).Catatan: Apapun olahraga pilihannya, si kecil mesti senang. Jika anak tidak bahagia, tanyalah alasannya dan coba atasi masalah atau cari olahraga lain yang lebih disukai. Umur 5-6 tahun.Banyak keterampilan yang sudah dikuasainya, termasuk baris-berbaris, latihan keseimbangan (berjalan di atas titian balok), memanjat, berayun, bergelantungan, berguling, berputar, dan lain-lain. Catatan: Si kecil sudah

bisa melakukan permainan sederhana dengan bola. Meski ini melibatkan koordinasi dan kelincahan, biarkan ia bermain secara bebas alias tanpa aturan yang ketat.

SIMPULAN

Pendidikan karakter merupakan upaya-upaya yang dirancang dan dilaksanakan secara sistematis untuk menanamkan nilai-nilai perilaku peserta didik yang berhubungan dengan Tuhan Yang Maha Esa, diri sendiri, sesama manusia, lingkungan, dan kebangsaan yang terwujud dalam pikiran, sikap, perasaan, perkataan, dan perbuatan berdasarkan norma-norma agama, hukum, tata krama, budaya, dan adat istiadat.

Pendidikan Jasmani Olahraga dan Kesehatan (penjasor) pada hakekatnya adalah proses pendidikan yang memanfaatkan aktivitas fisik untuk menghasilkan perubahan holistik dalam kualitas individu, baik dalam hal fisik, mental, serta emosional. Pendidikan jasmani memperlakukan anak sebagai sebuah kesatuan utuh, mahluk total, daripada hanya menganggapnya sebagai seseorang yang terpisah kualitas fisik dan mentalnya.

Melalui proses pembelajaran Penjasor meruapakan media yang dipandang sangat tepat dan ampuh dalam pemebntukan sistem nilai dan karakter. Itu aka terwujud bila diberikan rangsangan sedini mungkin sesuai dengan hukum perkembangan anak. Oleh karena itu metode bermain dan permainan sangat baik dilakukan bagi anak usia dini dengan mengedepan-kan keutuhan gerak anak dan menampilakan keteladanan yang baik dari para insruktur dan pendidik.

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RESEARCH AND TRENDS IN THE FIELD OF READING IN ENGLISH LEARNING FROM 2007 TO 2011: A REVIEW OF STRATEGIES IN SELECTED JOURNALS

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ABSTRACT

This paper provided an analysis of studies in the field of reading in English language learning in sense of the strategies employed that were published journals (i.e Journals of Reading Improvement, Reading Horizon, Reading Research Quarterly, Scientific Studies of Reading and Research in Reading) from 2007 to 2011. Among those articles published in these journals, 14 articles were identified as being related to the topic of reading strategies employed in English language learning, teaching and acquisition. These articles were analyzed accordingly by its published years, journals, research topics. Articles from various topics were chosen for further analysis according to their research settings, participants, research design types, and methods. According to analysis, proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. The analysis will result the bright insights for language educators in second language teaching as well as researchers into research trends and strategies employed in reading the textual materials regardless the genre, types and whatsoever.

Keywords: reading, research in reading, skills

INTRODUCTION

Reading is basic in all academic disciplines.Meaning is created in the interaction between a reader and a text: the text has whatcall meaning potential, and the potential is realized in the product of understanding – only

by readers reading. Readers' knowledge and experiences influence the realization of this meaning potential.

Reading is much more than the decoding of black marks upon a page: It is a quest for meaning and which requires the reader to be an active participant. As the reading process recur in the literature text, learners will have to undergo the costruction meaning process to acquire the knowledge of information. It integrates knowledge effectively into reading pedagogy.

Teachers create conditions that make students want to read and want to learn to read in various ways. But one thing nearly all these teachers share is an excitement about reading. They are avid readers themselves and they share their enthusiasm with students, telling them about what they are reading, why they choose certain books and how reading affects them.

Most students who have difficulty learning to read also dislike reading. They have experienced pain and frustration in their reading instruction and associate reading with unpleasant experiences, corrective instruction needs to help students develop more positive images of reading and they themselves as readers. Teachers can accomplish this by helping students achieve success in reading, encouraging them to read material that is real and personally satisfying, and engaging in instructional activities that are authentic and enjoyable.

Teachers bring learners and texts together in the classroom. Texts, after all, are one medium for learning academic content. There is value of texts in the content areas. The expression "learning from texts" has been used widely in content area reading. Text were indeed a canon to be mastered rather than a tool for learning and constructing meaning. Learning with texts suggests that readers have much to contribute to the process as they interact with texts to make meaning and construct knowledge.

Reading takes many forms, and readers read for a variety of purposes. In the reading process, readers are selective, active, and strategic. They undertand and comprehend things they are reading and integrate to things they have already known which is known as schemata. Readers then modify the strategy in their reading process and shift their interpretation as the process goes on. Readers need to be active and interact with what they are reading in order to understand it (Anderson &Pearson, 1988, Bernhardt, 1991). Readers connect the schemata they have and the strategies the employ for an effective reading. Understanding a masterpiece of literature may be meaningful.

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If teachers understand the nature of reading comprehension and learning from a text, they will have the basis for evaluating and improving learning environments. (Tierney and Pearson 1994, 496).The nature of reading-how students learn to process textual information has been researched by cognitive and behavioral scientists for many decades. Teachers can choose among a wide variety of teaching methods and techniques for students learning to read in their second language (L2). Reading is a crucial skill for students of English as a Second Language (ESL) andEnglish as a Foreign Language (EFL), and understanding the rationale behind these methods is essential for teachers who want to improve their literature reading lessons.

The brain actively seeks, selects, organizes, stores, and when necessary retrieves and uses information about the world. Many readers miss the definitions of technical terms that are typically given in textbooks because they do not recognize that a definition is being given (Thomas A. Upton, 2004). Timothy Rasinski and Nancy Padak (1996) suggested that despite great progress in understanding how children acquire literacy and in methods for teaching reading and writing, the field of literacy education continues to be dominated by multiple perspectives and approaches .

This paper reviews the empirical and non-empirical researches on reading strategies in English learning settings. We describe our research purpose, method on analysis of articles and topics as well as the resulting findings. In the discussion, we emphasize on the future research related to reading strategies in English language settings classrooms.

Research Purpose

The purpose of the paper was to investigate the research trends in the field of reading in English language learning in sense of the strategies employed that were published by five journals included in the Social Sciences Citation Index (SSCI)database (i.e Journals of Reading Improvement, Reading Horizon, Reading Research Quarterly, Scientific Studies of Reading and Research in Reading) between 2007 to 2011. They were analysed by its publication year, journal, and research topic categories. Results for the most and least published research topics can indicate the overall research trends

and patterns in the field. The analysis has provided researchers with good examples of well-recognized articles in related fields. By analyzing cited articles, researchers can recognize more influential works in studied areas. Therefore, fourteen articles from various reserach categories were further analyzed according to research objectives, methodology, findings and theme.

The results of the analysis might outline the research trends and patterns of the articles related to field of reading strategies in recent years. It is hoped that the results of the study may provide those experienced educators and researchers in the fields of reading strategies with some insightful ideas about the publishing trends of research studies in major journals. Basically, this articles may be useful for the young scholars to not only identify the research topics, objectives, methodology and findings, but as well as to help for a better understanding those influential works in their specified area. Hence, there are two research questions that have been addressed for this study:

1. What are the research topics related to the field of reading strategies were published in the journals in these six years?
2. What are the findings related to the field of reading strategies were published in the journals in these five years?

Sources of Data

The search is based on the articles from five journals between these recent years of 2007 until 2011. Searching was made in electronic databases using descriptors including reading, research in reading and skills. Fourteen articles were identified for review (see Appendix A). Books were used as background materials when appropriate.

METHODOLOGY

The current review follows the guidelines set by Creswell (1994), which stated that the goal of a review is to summarize the accumulated state of knowledge concerning the topic of interest and to highlight important issues that research has left unresolved. This is accomplished by summarizing the predominant research areas or topics and highlighting several directions for future research related to reading strategies.

The basic unit of analysis is the review of forteen articles from these six consecutive years which are 2007, 2008, 2008, 2009, 2010 and 2011. Using the constant-comparative method by Lincoln and Guba (1985), the coding scheme was not predetermined prior to our analysis but emerged inductively from the various categories, comparing categories, and achieving category saturation. For instance, we began by selecting the first entry in the

first tentative category of research topic. We then selected the next article, read it and again noting its content to determine whether its content similar or same content to the first article. If it was the same, we put it under the first category or if it was different, it was neededto form a new tentative research topic category.

As we read the content, we compared those to the existing categories until each category was saturated whereby new articles began to confirm the existing categories rather than creating the new one ones,

Based on the methodology if content analysis, the research topics were categorized related to reading strategies in English Language Reading into four categories: Instructional Approach, reading environment, reading aids and cognitive. These data were analyzed using constant-comparative method (Lincoln & Guba, 1985). The articles were reviewed and been put in a table.

1. *Instructional Approach*. Articles in this research topic examine the strategies related to instructional method such as the emphasizing on vocabulary, proficiency and teaching attitude during the occurrence of reading process among ESL learners.
2. *Reading aids*. This research topic examines the use of variety of aids in getting students engaging with the texts read. Most of reviewed articles mentioned the use of visual as well as involving the listening skill.
3. *Cognitive*. This topic examines the role of background and topic knowledge in reading textual materials and the use of inferential skills while engaging with the reading materials.

Articles in each research topic category were further analyzed in detail. Analyzed items included the methodology, objectives and findings. Analyzed results can insight the opportunity to explore the most influential works and individuals in related subject majors.

Findings
Research topic analysis

In addition to the analysis by year and journal, reading strategies categories were examined by its topics and subtopics. There are articles cover the two or more categories. Table 1 shows the topics and subtopics.

Table 1 reveals that the most published research topics were instructional approach followed by reading aids and cognitive.

Table 1. The reading strategies topic categories, categories, and sub-categories in fifteen articles

Topic	Sub-topic
A. Instructional Approach	A.1 Vocabulary
	A.2 Proficiency
	A.3 Attitudes
B. Reading Aids	B.1 Visual
	B.2 Listening
C. Cognitive	C.1Background/TopicKnowledge
	C.2 Inferential Skill

The use of instructional approach.

Vocabulary. A study conducted by Carlo, August, McLaughlin, Snow, Dressier, Lippman, Lively, and White (2004) written by Walles (2007), was to examine whether improved vocabulary and word analysis skills would be associated with Improved reading comprehension outcomes. Another study again reported by (Walles, 2007) was a research which was done by Proctor, Carlo, August, and Snow (2005) to develop a research-based model of second language reading which was then applied to bilingual students who spoke Spanish as a first language and another study which was done Quian (2002) intended to determine the contribution of vocabulary breadth and vocabulary depth (synonymy, polysemy, and collocation) upon basic reading comprehension. Those studies had Study confirmed the effectiveness of vocabulary intervention in mixed-language groups in mainstream classrooms. The important connection between vocabulary knowledge, listening comprehension, and reading comprehension, indicating strong and significant relationships for all three pairsof variables. Not only did vocabulary knowledge directly affect reading comprehension, but had an indirect effect through its strong relationship with listening comprehension. The depth of vocabulary knowledge and vocabulary breadth is positively and closely associated with the performance on reading tasks for basic comprehension. It was concluded that depth of vocabulary knowledge and vocabulary size were reliable predictors of basic comprehension, making vocabulary anImportant factor in reading assessment. There was also a study by Cain (2007) says that the research objective was to investigate the use of explanation to facilitate children's ability to derive word meanings from story context. Forty-five children aged 7–8 years participated in this study. They were selected from an initial sample of 105 children in three schools with predominantly middle-class catchment areas in the east of England. They

were assigned to one of three groups. The findings shows that all children improved in the quality of their word definitions, but the greatest gains were seen for children who explained either their own which were often incorrect definition or the experimenter's correct definition. Although the groups who provided explanations were more accurate in their use of story content to generate word definitions, qualitative analysis of the word definitions revealed that all groups were more likely to consider the text as the source of information to derive word meanings by the end of the intervention phase. In addition, analysis of the explanations revealed that the group who explained their own definitions appeared to have greater insight into the derivation of the word meanings than the group who explained the experimenter's correct answer. The key findings and the implications for instruction and practice in vocabulary learning skills will be discussed. Explanation facilitated children's performance on the word definition task: children who made the greatest gains on this task were the ones who were asked to explain the reasoning behind either their own definition or the correct definition of the word. Explanation has been successful in developing children's understanding of number. In addtion to that, another study by Kaila and Reese (2009) was to to examine the home environments of Indian middle-class children whose parents chose to send them to an English medium school and to study the relationships that exist between these children's home environments and their oral language and literacy skills in English. It has shown that children's receptive vocabulary in English was significantly correlated with their phonological awareness and literacy skills. A study which investigated the use of explanation to facilitate children's ability to derive word meanings from story context was reported by reference 4. Finding shows that All children improved in the quality of their word definitions, but the greatest gains were seen for children who explained either their own (often incorrect) definition or the experimenter's correct definition. As Kaila and Reese (2009) also reported that 50 kindergarten children and their parents from a school in Bangalore, India. The children were assessed for vocabulary, phonological awareness, and print skills in English, their language of schooling. It was shown that children's receptive vocabulary in English was significantly correlated with their phonological awareness and literacy skills.

Proficiency. Kolic (2007) reported bilingual fifth to eighth-grade elementary school students from four Italian schools in Rijeka, Croatia comprehension monitoring skill was measured on the Metacomprehension test and through use of a cloze task. The Strategic Reading Questionnaire (SRQ) was used as a self-report measure of strategic reading. A questionnaire investigating Italian language use and perceived proficiency in the Italian

language was also administered. Hence, the data showed strong developmental effects on text comprehension and comprehension monitoring. Perceived proficiency in Italian was not clearly determined by early or late preschool age of second language acquisition. Bilingual students with high perceived proficiency in Italian (high PP group) had better meta-cognitive reading skills than those with low perceived proficiency in Italian. Comprehension monitoring was the most important predictor of reading comprehension in all students. Reference 9 reported that the first-grade classroom in a small, low-socioeconomic, northeast school district engaged in assisted-repeated reading two times a week for eight weeks. Each session lasted 10 to 15 minutes. Hence, A positive relationship between assisted-repeated reading and improved reading fluency, with the greatest gains made by those students whose reading difficulty stemmed from a decoding deficiency- the special education student and the non-classified poor reader.

*Attitude.*Ness (2009) reported a study which was to identify the frequency of reading comprehension instruction in middle and high school social studies and science classrooms and to explore teacher's perceptions and beliefs about the need for reading comprehension instruction. The finding was teacher did not feel qualified or responsible for providing explicit instruction on reading comprehension, Teacher pointed to the pressure to cover content in preparation for state standardized tests as barriers to providing reading instruction.

Reading aids

Visual. Ward and Young (2010) wrote that illustrations in today's books can also establish setting, define and develop characters, provide differing viewpoints, extend or develop the plot, establish mood, and provide interesting asides. a thousand words, illustrations have the power to engage the reader and support the text. The role of illustration varies from the traditional picture book with illustrations on every page to chapter books with illustrations sprinkled across several pages. In the case of graphic novels illustrations are at the heart of the books, carrying the text across vividly imagined panels. In addition, teachers are increasingly aware of the role of the visual literacy component in their students' developing literacy.

Listening. Borgia (2009) repoted that two fifth grade classrooms during novel units. The data gathered from both classrooms. 17 students of varying academic abilities and motivation levels were listening intently to personal iPod Nanos© to practice and retain vocabulary from chapters in the novel, Bud Not Buddy (Curtis,1999). Elementary student growth on the novel vocabulary that was reinforced during podcast activities. The pre-service

teachers received feedback about their podcasts' effectiveness for student learning and an important link was developed between theory and classroom practice. Podcasts reinforcing vocabulary offer promise as a literacy instructional aid. The exact times spent listening and completing podcast vocabulary activities varied by individual student

Cognitive

Background knowledge and topic knowledge. Adams at.al. (2010) mentioned a study which was to to examine student's knowledge of the topic of the text and their WM skills may impact upon their ability to revise texts effectively. Forty-seven students revised texts containing three types of error: language, structure and argument. Topic knowledge was indexed by multiple choice test performance. topic knowledge nor verbal working memory was associated with text revision although significant associations were identified with verbal short-term memory. When revising texts students may focus on the surface features of the text rather than addressing issues of structure and argument. Meanwhile, Pacheo (2010) reported a study which was to observe the dialectical relationship between policy and practice, shifting beliefs and practices around what "counts" as reading. Participant observations and video recordings of Spanish and English language arts instructional periods, in-depth teacher and administra or interviews, a collection of student work samples,and a collection were done and the results showed that Analyses of narrative texts and transcripts illustrate that this alignment had significant implications for English-language learners' meaning-making opportunities. Also it was mentioned that A theoretical conceptualization of reading activity as implicated in the dialectical relationships between policies, practices, resources, and beliefs around what counts as reading across institutional contexts and how these processes affect English-language learners' reading potential. In addition, Six hundred sixteen students in 49 first-grade classrooms in 10 ethnically and socioeconomically diverse schools was reported by Piasta at.al. (2009). The study was to examine the relations of teacher knowledge, explicit decoding instruction provided, and students'word-reading gains. Results revealed an interaction between teacher knowledge and observed decoding instruction which was For students of more knowledgeable teachers, more time in explicit instruction predicted stronger word-reading gains and vice versa.

Inferential skill. Binder at.al. (2007) reported a study which was to observe the influence of context at both the word recognition level in single sentences and the discourse processing level . readers had activated theme-related concepts while reading the passages, but less-skilled readers did not

generate inferences about the passages. It is important to note, though, that while the less-skilled readers did not make inferences, they were able to correctly select the appropriate meaning of an ambiguous word (Long et al., 1994) and build accurate propositional networks of the passages. Explanation was a useful instructional technique that facilitated children's ability to derive word meanings from context. Cain (2007) explained in another study sixteen stories each with a novel word were used in this study. Each story contained contextual clues from which the target definition could be inferred. The stories were tested on eight undergraduate students.

DISCUSSION AND CONCLUSION

This review of those articles is mainly about the reviewing of reading strategies employed in the field of English language learning among english language learners. These forteen articles has been saturated based on the strategies found in the five journals through out these recent consecutive journals. There are various strategies have been mentioned such as instructional approach, reading aids as well as cognitive. These strategies are then being divided into few subtopics accordingly to the articles.

In this paper, researcher categorized and analyzed articles related to reading strategies in English language classroom settings that were published in six SSCI journals from 2007 to 2011. Regarding the research topics that have been discussed, the dominant strategies that are employed in reading is instructional approach.

There is even a result which highlight on the decoding skills in engaging the learners with textual materials. Certain educational strategies have also shown to improve not only the reading skill but also other skill such listening and vocabulary. The role of parents has also been mentioned and reported by Reese (2009) in order to help to enhance and promote their literacy and oral skill. Not only the role of parents, the primary and the most essential factor that help to contribute succesfully to the reading achievement is the role of the teacher itself. Ward and Young (2010)reported teacher's knowledge does successfully and positively contributes to the reading process. There should be an assessment whereby the knowledge could be measured in order to sucessfully facilitate the learning process. Reese (2009) reported that only a class observation would do in the study. Future studies would like to suggest that a journal by the teacher itself or field note should be employed to be one of the methodology. Bogdan and Biklen (1982) says that field notes are written account of what the researcher hears, sees, experience and thinks in the course at collection and reflecting the data in a quality time.

Schema theory is based on the notion that past experiences lead to the creation of mental frameworks that help us make sense of new experiences.Some has described schemes asthe "extensive representations of more general patterns or regularities that occur in our experience" This means that past experiences will be related to new experiences, which may include the knowledge of "objects, situations, and events as well as knowledge of procedures for retrieving, organizing and interpreting information. Research showing that recall of information in a text is affected by the reader's schemata and explains that "a reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message". Comprehension is "activating or constructing a schema that provides a coherent explanation of objects and events mentioned in a discourse". Comprehension is the interaction between old and new information. Pacheco (2010) summarized that meaning-making oppor tunities illustrate the important ways that students em ployed their agency as knowledge producers despite the narrowing conceptualizations of reading achievement occurring around them across institutional contexts. That is, students' creative proclivities were evidenced in their sometimes unexpected but opportunity participation as makers of meaning.

Some studies were conducted for less than three consecutive months. Studies should be conducted even more longer. Future studies suggest that it would be more comprehensive to conduct the research in experimental method for longer time for at least six months. It would be worthwhile to carry out the study for a longer period.

The most popular participants in the fifteen articles were school students. Studies should focus more on tertiary level students especially those who are being served English as their Foreign language. Foreign students should be taken into considerations for the studies especially when it comes to instructional approach. Most of foreign students , they do have literacy difficulty. Thus, it is hard for them to decode the text and reading materials.

This study is mainly discussing the strategies that have been anlysed in various papers. It is hoped that the results can provide educators and researchers in the fields of reading, English language and education. This analysis may help other scholars to better undertand of the trends of reading strategies and help to design future plans in the current issues.

Appendix A. Summary of reviewed articles

Title	Reseach Objectives	Methodology	Findings
Vocabulary : The Key To teaching English language Learners To Read (2007)	-	The overview of precious studies done by several researchers.	Study has shown that the effectiveness of vocabulary intervention did occurin mixed-language groups in mainstream classrooms. The depth of vocabulary knowledge and vocabulary breadth is positively and closely associated with occurence of the performance on reading tasks for basic comprehension.
Enhanced Vocabulary podcasts Implementation In Fifth Grade (2009)	To examine the podcasts' effectiveness for student language learning.	There were 17 students of varying academic abilities and motivation levels hadlistened intently to personal iPod Nanos© in orderto practice and retain vocabulary from chapters in the novel, Bud Not Buddy (Curtis,1999)	Elementary student growth on the novel vocabulary that was reinforced during podcast activities. The teachers hadreceived feedback about the podcasts' effectiveness for student learning and an important link has developed between theory and classroom practice which rein-forces vocabulary and function as a tool for literacy instructional aid. The exact times spent listening and completing podcast vocabulary activities varied by individual student

Title	Reseach Objectives	Methodology	Findings
Deriving word meanings from context: does explanation facilitate contextual analysis? (2007)	To investigate the use of explanation to facilitate children's ability to derive word meanings from story context.	Children were assigned to one of three groups. One group was required to explain how they worked out their own (sometimes incorrect) definition of a word and then received feedback, another group was provided with the feedback first and asked to explain how the experimenter worked out the correct meaning for the word, and a third group was given feedback on the accuracy of their definition, but was not required to explain how they derived their definition. All children completed a multiple-choice measure of listening comprehension and a modification of the British Picture Vocabulary Scales (BPVS), Sixteen stories each with a novel word were used in this study. Each story contained	All children improved in the quality of their word definitions, but the greatest gains were seen for children who explained either their own (often incorrect) definition or the experimenter's correct definition. Although the groups who provided explanations were more accurate in their use of story content to generate word definitions, qualitative analysis of the word definitions revealed that all groups were more likely to consider the text as the source of information to derive word meanings by the end of the intervention phase. In addition, analysis of the explanations revealed that the group who explained their own definitions appeared to have greater insight into the derivation of the word meanings than the group who explained the experimenter's correct answer. The key findings and the implications for instruction and practice in vocabulary learning skills will be discussed.

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Title	Reseach Objectives	Methodology	Findings
		contextual clues from which the target definition could be inferred. The stories were tested on eight undergraduate students.	Explanation facilitated children's performance on the word definition task: children who made the greatest gains on this task were the ones who were asked to explain the reasoning behind either their own definition or the correct definition of the word. Explanation has been successful in developing children's understanding of number.
Comprehension monitoring and reading comprehension in bilingual students (2007)	To explore comprehension monitoring, use of reading strategies and reading comprehension of bilingual students at different levels of perceived proficiency in Italian.	Their comprehension monitoring skill was measured on the Metacomprehension test and through use of a cloze task. The Strategic Reading Questionnaire (SRQ) was used as a self-report measure of strategic reading. A questionnaire investigating Italian language use and perceived proficiency in the Italian language was also administered.	The data showed strong developmental effects on text comprehension and comprehension monitoring. Perceived proficiency in Italian was not clearly determined by early or late preschool age of second language acquisition.Bilingual students with high perceived proficiency in Italian (high PP group) had better meta-cognitive reading skills than those with low perceived proficiency in Italian (low PP group). Comprehension monitoring was the most important predictor of reading comprehension in all students.

Title	Reseach Objectives	Methodology	Findings
Relationship between L1 and L2 word-level reading and phonological processing in adults learning English as a second language(2007)	To measure the word-level reading and phonological processing.	Based on a background survey orally administered with the aid of a translator	Their difficulties in acquiring English reading are associated at a basic cognitive and linguistic level with unconsolidated phonological processing skills in their L2.
Undergraduate students' ability to revise text effectively: relationships with topic knowledge and working memory (2010)	To examine student's knowledge of the topic of the text and their WM skills may impact upon their ability to revise texts effectively.	Orally defined and presented words indexed expressive vocabulary. Two components of working memory were assessed and verbal WM was measured using forward digit recall In this task, participants were asked to repeat orally presented digits in the order that they were presented.	Topic knowledge nor verbal working memory was associated with text revision although significant associations were identified with verbal short-term memory. When revising texts students may focus on the surface features of the text rather than addressing issues ofstructure and argument. Possible accounts of this tendency are considered. Since individual differences in vocabulary are related to reading and writing skills.
Sentential and discourse context effects: adults who are learning to read compared	To observe the influence of context at both the word recognition level in single	Participants read passages, and at some point they made a lexical decision about a target word, which was either	Skilled readers responded faster to appropriate than to inappropriate target words, while there was no time difference between these two

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Title	Reseach Objectives	Methodology	Findings
with skilled readers (2007)	sentences and the discourse processing level	appropriately or inappropriately associated with the theme inferences of the passage.	conditions for the less-skilled readers. readers had activated theme-related concepts while reading the passages, but less-skilled readers did not generate inferences about the passageswhile the less-skilled readers did not make inferences, they were able to correctly select the appropriate meaning of an ambiguous word (Long et al., 1994) and build accurate propositional networks of the passages (Long, Oppy & Seely, 1997). Thus, less-skilled readers' deficiencies do not affect all aspects of their reading behaviour.
English-Language Learners' Reading Achievement: Dialectical Relationships Between Policy and Practices in Meaning-Making Opportunities (2010)	To observe the dialectical relationship between policy and practice, shifting beliefs and practices around what "counts" as reading	1)Participant observations and video recordings of Spanish and English language arts instructional periods, in-depth teacher and administrator interviews, a collection of student work samples, and a collection of relevant school and district documents to examine the	1) Analyses of narrative texts and transcripts illustrate that this alignment had significant implications for English-language learners' meaning-making opportunities 2)A theoretical conceptualization of reading activity as implicated in the dialecticalrelationships between policies, practices, resources, and beliefs around what

Title	Reseach Objectives	Methodology	Findings
	mediation of reading activity across school, district, and state and federal policy contexts. 2) Analyzes two bilingual classrooms in depth through heuristic tools that illuminate how particular discourse patterns and participation structures align broadly with policy-sanctioned notions of what counts as reading.		counts as reading across institutional contexts and how these processes affect English-language learners' reading potential.
Effects of Assisted-Repeated Reading on Students of Varying Reading Ability: ASingle-Subject Experimental Research Study (2007)	1.To examine the effects of assisted-repeated reading on four first-grade students whose reading ability varied (a special education student, a non-classified poor reader, an English Language Learner (ELL) student, and	The students engaged in assisted-repeated reading two times a week for eight weeks. Each session lasted 10 to 15 minutes. A baseline was established for each student prior to the start of the intervention. Subsequently, initial and final readings were recorded at each session	A positive relationship between assisted-repeated reading and improved reading fluency, with the greatest gains made by those students whose reading difficulty stemmed from a decoding deficiency-the special education student and the non-classified poor reader.

Title	Reseach Objectives	Methodology	Findings
	a general education student) 2.To determine if an assisted-repeated reading intervention is differentially effective for students of differing academic profiles		
Looking Twice at Illustrated Books (2010)	-	The overview of some of recent favorite illustrated books for children young and old.	Illustrations in today's books can also establish setting, define and develop characters, provide differing viewpoints, extend or develop the plot, establish mood, and provide interesting asides (Tunnell & Jacobs, 2008). While it has been said that a picture is worth a thousand words, illustrations have the power to engage the reader and support the text. Today's books offer a wide range of illustrated formats guaranteed to attract readers with their sumptuous colors and painstaking details. The

Title	Reseach Objectives	Methodology	Findings
			role of illustration varies from the traditional picture book with illustrations on every page to chapter books with illustrations sprinkled across several pages. In the case of graphic novels illustrations are at the heart of the books, carrying the text across vividly imagined panels. In addition, teachers are increasingly aware of the role of the visual literacy component in their students' developing literacy.
Deriving word meanings from context: does explanation facilitate contextual analysis? (2007)	To determine whether or not explanation would facilitate 7- to 8-year-olds' ability to analyse story context to derive novel word meanings.	Sixteen stories each with a novel word were used in this study. Each story contained contextual clues from which the target definition could be inferred. The stories were tested on eight undergraduate students.	Explanation was a useful instructional technique that facilitated children's ability to derive word meanings from context. Both explanation and feedback may have worked by focusing children's attention on the process of meaning derivation, helping the children to refine their inferential skills and evaluate their response. Clearly, there is a need to determine the role of feedback and the efficacy of different types of explanation on the

Title	Reseach Objectives	Methodology	Findings
			development of other aspects of literacy and to understand better how they facilitate children's learning. Their responses indicated that the meanings of the novel words could only be determined from the useful context: none of the word meanings was guessed correctly without context and all were correctly inferred with context present.
Teachers' Knowledge of Literacy Concepts, Classroom Practices, and Student Reading Growth (2009)	To examine the relations of teacher knowledge, explicit decoding instruction provided, and students' word-reading gains.	Students' language and literacy skills were assessed in the fall (Time 1) and spring (Time 3) of the 2005–2006 school year. Students were assessed individually by trained research assistants in a quiet place near the students'classroom The assessment battery included tests, Teachers' code-related knowledge was assessed at the beginning of the school year using the Teacher Knowledge	Results revealed an interaction between teacher knowledge and observed decoding instruction: For students of more knowledgeable teachers, more time in explicit instruction predicted stronger word-reading gains. For students of less knowledgeable teachers, more time in explicit instruction was associated with weaker skill gains. Findings highlight the importance of teachers' specialized body of knowledge about reading as it informs effective instruction.

Title	Reseach Objectives	Methodology	Findings
		Assessment: Language and Print. The Teacher Knowledge Assessment was designed for this study to assess teachers' understanding of English phonology, orthography, and morphology, as well as important concepts of literacy acquisition and instruction.	
Relations Between Indian Children's Home Literacy Environment and Their English Oral Language and Literacy Skills (2009)	to examine the home environments of Indian middle-class children whose parents chose to send them to an English medium school and to study the relationships that exist between these children's home environments and their oral language and literacy skills	Parents reported on the home literacy environment via questionnaires and a children's book title checklist, adapted for an Indian sample. Parents' book-reading practices moderated the role of English in the home in predicting children's English receptive vocabulary, such that high levels of book reading compensated for low ambient levels of English in the home.	Children's receptive vocabulary in English was significantly correlated with their phonological aware-ness and literacy skills. These relations have previously been reported with older Indian bilingual children. The associations found between children's oral language and literacy skills in our study provide support for the idea that children from diverse cultures show remarkable similarity in links between their English oral language and their early reading development in English. The factor analysis on the parent questionnaire

Title	Reseach Objectives	Methodology	Findings
in English			variables revealed that Indian middle-class bilingual children being schooled in English have home envi-ronments that are defined by two distinct domains: book-reading practices and teaching practices. more educa-ted mothers reported reading more often to their children and showed more familia-rity with popular children's book titles. A new finding was our discovery that Indian parents' book-reading practices moderated the effect of degree of English spoken to the child on children's PPVT scores. This find-ing supports the addi-tive model of English language and literacy acquisition. Most Indian middle-class parents continue to speak to their children in an Indian language to pass on their cultu-ral heritage, but by reading English books to their children, they also ensure that their children are adequately prepared for schooling in their se-cond language. Reading English books with

Title	Reseach Objectives	Methodology	Findings
			children could serve to compartmentalize the role of English in most Indian middle-class families. home environments of these Indian middle-class bilingual children are rich with literacy-related activities that will help them become literate in English. The role of book reading in English emerged as especiallyimportant and warrants further investigation of the ways that Indian parents are reading to their children that promote their oral language and literacy

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PENINGKATAN KUALITAS PEMBELAJARAN MELALUI PENERAPAN MODEL MEMBACA BERBASIS STRATEGI METAKOGNITIF PQ4R

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ABSTRACT

This paper reveals about reading-based learning model metacognitive strategies that would be an alternative model in learning to read. Metacognitive reading strategies can be divided into three phases, namely pre-reading, reading, post-reading. Which is divided into stages Preview, Question, Read, Recite, Reflect, Review. Through the application of metacognitive strategies are expected to have difficulty understanding the reading material can be overcome.

Keywords: *quality of learning, metacognitive strategies, PQ4R*

PENDAHULUAN

Dalam rangka meningkatkan kualitas pendidikan, khususnya mutu guru di tanah air ini berbagai upaya telah dilakukan oleh pemerintah, baik di pusat maupun daerah serta berbagai elemen lembaga pendidikan. Salah satu upaya yang sedang terus dilakukan adalah meningkatkan kualitas guru dengan cara menjadikan guru profesional. Hal tersebut sejalan dengan terbitnya UU No. 20/2003 tentang Sistem Pendidikan Nasional, PP No. 19/2005 tentang Standar Nasional Pendidikan, UU No. 14/2005 tentang Guru dan Dosen, dan PP No. 74/2008 tentang Guru, kesemuanya mengamanatkan tentang profesionalitas guru, dan memberikan harapan baru bagi dunia pendidikan. Guru merupakan sebuah profesi. Profesi yang hanya bisa diperoleh melalui upaya-upaya pengembangan di dunia pendidikan dan pembelajaran. Oleh karena itu, diperlukan sebuah upaya agar dapat menyelenggarakan pendidikan dan pembelajaran yang berkualitas.

Pendidikan dan pembelajaran yang berkualitas akan berhasil apabila guru sebagai penyelenggara pembelajaran mampu merancang dan menerapkan iklim yang memungkinkan terjadinya interaksi kondusif antara pihak penyelenggara (guru) dengan pihak siswa. Guru sebagai pihak

penyelenggara kerap kali tidak secara optimal memikirkan suksesnya kegiatan pembelajaran. Oleh karena itu untuk mencapai tujuan pembelajaran yang berkualitas diperlukan keseriusan dan kesungguhan dalam mendesain pembelajaran yang akan diselenggarakannya.

Penggunaan model pembelajaran di kelas merupakan salah ciri adanya penyelenggaraan pembelajaran. Model yang tepat akan dapat memacu para siswanya untuk lebih meningkat kemampuannya. Tentu saja hal ini dilahirkan atau terwujud dari seorang guru yang tahu dan pandai memilih serta menggunakan model pembelajaran yang sesuai. Namun melihat realita dari hasil observasi ke beberapa sekolah, dan dari uji portofolio para guru, ternyata desain pembelajaran yang dibuat para guru belum sepenuhnya berupaya menggiring siswa aktif dan memacu kemampuan siswa terutama dalam meningkatkan minat dan hasil aktivitas membaca. Padahal kita semua tahu, membaca merupakan aktivitas keterampilan berbahasa yang sangat penting dimiliki para siswa. Dengan membaca para siswa dapat memperluas wawasan mereka, bahkan dapat menuai prestasi sesuai dengan yang diharapkan. Untuk itu diperlukan sebuah strategi yang dapat membuat siswa meminati dan termotivasi untuk melakukan kegiatan membaca.

Agar dapat mewujudkan hal tersebut di atas kiranya harus dilakukan suatu usaha yang sistematis. Bagaimanakah upaya guru sebagai ujung tombak pembelajaran mengemas kegiatan membaca dengan dengan model yang tepat? Untuk itulah penulis mencoba memberikan solusi dengan menyusun makalah yang berjudul: Peningkatan Kualitas Pembelajaran melalui Penerapan Model Membaca Berbasis Strategi Metakognitif PQ4R.

KAJIAN TEORETIS
Hakikat Membaca

Membaca memiliki peran yang sangat penting bagi kehidupan manusia. Melalui membaca, seseorang dapat memperoleh pengalaman baru yang tidak dibatasi ruang dan waktu. Berbagai informasi tentang ilmu pengetahuan, teknologi, seni, dan kebudayaan dapat diperoleh dengan jalan membaca. Oleh karena itu, tidak dapat dibayangkan kalau pada saat ini manusia dapat hidup normal tanpa kemampuan membaca, seperti yang dikemukakan Rusyana berikut ini.

> *Tidak terbayangkan bagaimana kita pada zaman sekarang dapat hidup dengan wajar tanpa kemampuan membaca dan menulis. Dengan kemampuan itu kita dapat berkomunikasi bukan saja dengan orang yang berasal dari tempat dan waktu yang sama melainkan juga dengan orang dari tempat dan waktu yang berlainan. Pada*

sepanjang zaman orang mempelajari sesuatu, sedikit demi sedikit, dan menuliskannya. Apa yang telah dipelajarinya tertera dalam bentuk bahasa tulis, dan semua itu diteruskan oleh orang-orang yang membacanya. Melalui tulisan-tulisan itulah kita dapat menghayati perasaan, keyakinan, kecemasan, dan harapan-harapan manusia. Dan pada zaman sekarang pun kita belajar dengan jalan membaca dan menuliskannya. (1984: 190)

Demikian penting dan besarnya peranan membaca dalam kehidupan manusia, sehingga dapat dikatakan membaca merupakan pintu gerbang untuk memperoleh informasi, pendapat, pikiran, dan pengetahuan serta dapat memperluas wawasan seseorang. Dengan membaca pulalah, manusia dapat mengembangkan kebudayaan. Kebudayaan dapat didokumentasikan dan diwariskan kepada generasi penerusnya melalui membaca. Paparan tersebut membuktikan bahwa membaca merupakan kemampuan berbahasa yang sangat penting dan sangat mendasar bagi kehidupan manusia.

Kemajuan suatu bangsa dan negara akan terwujud jika masyarakatnya memiliki budaya membaca. Kegiatan membaca mempunyai kekuatan besar dalam mengubah tata kehidupan seseorang dalam mencapai tingkat kehidupan yang lebih baik. Tidak dapat dipungkiri bahwa semakin maju suatu bangsa, semakin besar arus informasi dan komunikasi, maka kegiatan membaca semakin memegang peranan penting dalam kehidupan manusia. Hal ini berarti dengan membaca secara tidak langsung seseorang atau bangsa semakin mendapatkan eksistensi di tengah-tengah masyarakat internasional.

Peranan membaca yang begitu penting tersebut di atas harus diimbangi dengan aktivitas atau kegemaran para siswa dalam membaca. Melihat realita dewasa ini ada kecenderungan para siswa sebagai komponen bangsa yang harus turut andil dalam memajukan bangsanya memandang kegiatan membaca sebagai suatu hal yang tidak begitu penting. Kenyataan ini didapat dari pernyataan para guru dan juga para siswa yang mengatakan bahwa budaya membaca di kalangan mereka belum tumbuh. Membaca masih merupakan kegiatan yang dilakukan karena terpaksa. Dikatakan pula oleh para guru bahwa mereka pada umumnya masih enggan membaca, dan merasa kesulitan dalam membaca. Boleh jadi mereka belum menemukan cara yang tepat dalam mendapatkan informasi. Mereka masih mengalami kesulitan dalam melakukan proses membaca.

Kenyataan tersebut menjadi tantangan bagi guru, terutama guru bahasa Indonesia yang di dalam struktur kurikulumnya memuati pokok bahasan membaca. Guru bahasa Indonesia perlu memahami tugas utama

yang harus diemban sebagaimana dikemukakan oleh Chapman dan King bahwa peran utama pengajar adalah memenuhi dan menopang kamauan siswa untuk membaca dan belajar sehingga kemauan itu menjadi kekuatan internal. Ketika siswa telah termotivasi, mereka menjadi pembaca yang mampu mengatur diri, fasih, dan bertanggung jawab. (2003: 5)

Salah satu alternatif mengatasi masalah di atas adalah dengan menuliskannya dalam kertas kerja ini kiranya bisa menjadi solusi dalam pengembangan strategi pembelajaran membaca yang dapat menghasilkan suatu model pembelajaran membaca dengan memberikan pengalaman belajar yang menyenangkan dan mampu meningkatkan kemampuan membaca para siswanya. Oleh karena itu, sudah selayaknya ditemukan sebuah model pembelajaran yang diperkirakan akan mampu meningkatkan kemampuan membaca.

Metakognitif merupakan strategi yang dapat digunakan dalam proses pembelajaran bahasa, dan keterampilan berbahasa. Brown mengajukan sejumlah prinsip yang dapat dipertimbangkan dalam penyelenggaraan pembelajaran bahasa. Salah satu prinsipnya adalah automatisitas, yaitu interaksi manusia sebenarnya paling menjadi pembelajar yang otonom. Seorang pembelajar dikatakan berhasil memahami bacaan ketika titik perhatian diarahkan pada makna dan pesan, bukan pada gramar atau bentuk linguistis lainnya. Pelajar dalam berbahasa perlu dibebaskan kontrol agar dapat lebih mudah maju ke proses otomatis. (2001: 166)

McNeil memaparkan bagaimana strategi metakognitif digunakan dalam pembelajaran membaca. Menurutnya, penerapan metakognitif dalam pembelajaran membaca, pembelajar dapat memulainya dengan memusatkan membaca berupa meninjau secara luas dan menghubungkan hal-hal yang sudah diketahui, serta mengarahkan perhatian. Kemudian pembelajar dapat mengatur dan merencanakan membaca dengan berusaha menemukan bagaimana melakukan kegiatan membaca, mengorganisasikan bahan-bahan bacaan secara optimal, menetapkan tujuan, merencanakan tugas-tugas, berusaha mencari kesempatan berlatih. Sebagai akhir dari proses tersebut, pembelajar dapat menilai membaca dengan memonitor proses membaca dan mengevaluasi kemajuan membaca. (1984: 83)

Sejalan dengan prinsip yang telah dikemukakan di atas, peneliti mencoba mengemas prosedur pembelajaran membaca dengan strategi metakognitif PQ4R, dengan langkah-langkah dalam kegiatan inti pembelajaran sebagai berikut:

Fase pertama sebelum membaca: Pemusatan Membaca.

Dalam pemusatan membaca, siswa diminta oleh guru untuk melakukan kegiatan meninjau secara luas bahan bacaan yang akan dibaca, merumuskan tujuan membaca, mengaktifkan pengetahuan individu, menghubungkan hal-hal yang sudah diketahui, dilanjutkan dengan membuat pertanyaan-pertanyaan untuk memprediksi bacaan. Kegiatan ini dimaksudkan agar pembaca bisa lebih mantap mengoptimalkan metakognitif melalui bahan bacaan.

Fase kedua, selama membaca yaitu memahami makna.

Dalam kegiatannya terdiri dari: Menilai dan merevisi prediksi. Mengasosiasikan. Melalui kegiatan ini siswa dilatih untuk membayangkan dalam benak mereka tentang sesuatu di luar teks yang berhubungan dengan apa yang mereka baca agar makna lebih fungsional dan lebih optimal dalam berinteraksi dengan teks bacaan. Memonitor pemahaman.

Fase ketiga, setelah membaca: Membangun dan memperluas makna.

Siswa membuat ringkasan teks. Siswa membuat ringkasan teks berdasarkan hasil pembacaan teks dengan bahasa mereka sendiri. Tujuan kegiatan ini agar siswa dapat memadukan bagian-bagian teks menjadi sebuah kesatuan makna sebagai gambaran pemahaman bacaan terutama inferensial, evaluasi, dan apresiasi. Melakukan pembahasan bersama. Pada langkah ini guru dan siswa melakukan pembicaraan tentang hal-hal yang berhubungan dengan hasil pembacaan teks. Pembahasan dapat membantu terciptanya kemantapan pemaknaan teks. (http://www.pasdcom// PSSA/reading/rihand 19 htm)

Dengan langkah-langkah pembelajaran seperti dituliskan di atas diharapkan guru memiliki sebuah model pembelajaran membaca sebagai alternatif pilihan dalam meningkatkan kemampuan membaca para siswanya. Bagi para siswa semakin tumbuh minat dan motivasi membaca yang pada akhirnya dapat meningkatkan kemahiran dalam membaca sebagai bekal meraih sukses.

Pembelajaran Membaca

Membaca adalah sebuah proses intelektual kompleks yang melibatkan sejumlah kecakapan. Dua kecakapan utama melibatkan pemaknaan kata dan pemikiran verbal. Tanpa pemaknaan kata dan pemikiran verbal, tidak terjadi pemahaman bacaan dan tanpa pemahaman tidak terjadi pembacaan. (1994: 315)

Kecakapan dalam memikirkan dan memaknai kata merupakan modal dalam membaca. Membaca merupakan proses menghubungkan informasi yang ada dalam teks dengan pengetahuan pembaca sebelumnya. Oleh karena itu, pembaca dalam memahami bahan bacaan sangat dipengaruhi oleh pengetahuan yang dimiliki pembaca. Pesan atau makna yang diperoleh dari hasil membaca bermacam-macam, dapat berupa informasi, pengetahuan, bahkan ungkapan perasaan, senang, atau sedih. Hal itu tergantung pada jenis teks yang dibaca, seperti buku, majalah, jurnal, surat kabar, atau novel.

Kualitas membaca seseorang ditentukan oleh bagaimana dia memahami materi bacaan yang dibacanya. Seseorang dapat memahami suatu bacaan ditentukan oleh beberapa faktor. Finocchiaro berpendapat bahwa ada tiga faktor yang mempengaruhi seseorang memahami bacaan, yaitu kemampuan intelektual, pengetahuan yang luas, dan strategi membaca. (1989: 113) Untuk dapat membaca dengan baik, seseorang harus mempunyai kemampuan intelektual yang baik, pengetahuan yang luas, dan menggunakan strategi yang tepat.

Untuk itu, guru atau pengajar perlu memperhatikan/ mempertimbangkan berbagai hal dalam menentukan materi pembelajaran membaca, yaitu:

a) kesesuaian materi pokok dengan sk dan kd;
b) tingkat perkembangan fisik, intelektual, emosional, sosial, dan spiritual peserta didik;
c) kebermanfaatan bagi peserta didik;
d) struktur keilmuan;
e) kedalaman dan keluasan materi;
f) relevansi dengan kebutuhan peseta didik dan tuntutan lingkungan;
g) alokasi waktu.

Pertimbangan di atas merupakan upaya untuk mengakomodir kekhawatiran yang selama ini terjadi yaitu banyaknya materi pembelajaran yang tidak sejalan dengan tingkat perkembangan peserta didik dan tidak sejalan dengan standar kompetensi yang telah digariskan.

Strategi Pembelajaran Membaca

Guru perlu mengondisikan siswa untuk dapat sampai kepada menikmati kegiatan membaca yang dilakukannya. Terdapat sejumlah strategi dalam membaca yang diterapkan oleh pembaca aktif. Strategi tersebut mencakup:

1) memonitor makna

2) perhatian selektif terhadap teks
3) menyesuaikan terhadap kesulitan tugas
4) menghubungkan teks dengan pengetahuan awal
5) penjelasan (2000: 205)

Dengan demikian membaca tidak selalu merupakan proses yang statis yang berlangsung secara berurutan. Pembaca dapat memvariasikan penggunaan strategi pembacaannya. Penentuan strategi hendaklah didasarkan atas pengetahuan pembaca terhadap tujuan membaca, keterampilan membaca, dan karakteristik teks.

Beberapa kriteria yang dapat dijadikan acuan dalam mengembangkan kegiatan pembelajaran sebagai berikut.

a. Kegiatan pembelajaran disusun bertujuan untuk memberikan bantuan kepada para pendidik, khususnya guru agar mereka dapat bekerja dan melaksanakan proses pembelajaran secara profesional sesuai dengan tuntutan kurikulum.

b. Kegiatan pembelajaran disusun berdasarkan atas satu tuntutan kompetensi dasar secara utuh.

c. Kegiatan pembelajaran memuat rangkaian kegiatan yang harus dilakukan oleh siswa secara berurutan untuk mencapai kompetensi dasar.

d. Kegiatan pembelajaran berpusat pada siswa (*student-centered).* Guru harus selalu berpikir kegiatan apa yang bisa dilakukan agar siswa memiliki kompetensi yang telah ditetapkan.

e. Materi kegiatan pembelajaran dapat berupa pengetahuan, sikap, dan keterampilan.

f. Perumusan kegiatan pembelajaran harus jelas memuat materi yang harus dikuasai untuk mencapai Kompetensi Dasar.

g. Penentuan urutan langkah pembelajaran sangat penting artinya bagi KD-KD yang memerlukan prasyarat tertentu.

h. Pembelajaran bersifat spiral (terjadi pengulangan-pengulangan pembelajaran materi tertentu).

i. Rumusan pernyataan dalam Kegiatan Pembelajaran minimal mengandung dua unsur penciri yang mencerminkan pengelolaan kegiatan pembeljaran siswa, yaitu kegiatan (siswa dan guru) dan objek belajar.

Readence menyampaikan sejumlah rekomendasi terkait dengan hal tersebut. Pertama, menyajikan isi dan proses secara bersamaan. Kedua, menyediakan petunjuk pada semua aspek pembelajaran; sebelum, selama, dan sesudah membaca. Ketiga menggunakan semua proses bahasa untuk membantu pembelajar belajar dari teks. Keempat menggunakan kelompok kecil untuk meningkatkan belajar. Kelima, sabar dalam implementasi strategi. (1985: 8-11).

Metakognitif ialah kesadaran tentang apa yang diketahui dan apa yang tidak diketahuinya. Strategi metakognitif merujuk kepada cara untuk meningkatkan kesadaran mengenai proses berpikir dalam pembelajaran yang sedang berlangsung. Apabila kesadaran ini terwujud, maka seseorang dapat mengawali pikirannya dengan merancang, memantau dan menilai apa yang dipelajarinya. Apabila strategi ini diterapkan dalam aktivitas membaca diyakini akan berhasil sesuai yang diharapkan.

Strategi Metakognitif

Metakognitif dalam membaca adalah kesadaran seseorang saat proses membaca apakah ia paham atau tidak tentang isi teks yang sedang dibacanya. Dengan kata lain, metakognitif dapat menciptakan seorang pembaca yang terampil yang dapat menggunakan strategi membaca secara efektif. Keunikan seorang pembaca metakognitif adalah ia mengetahui bahwa pemahaman membaca yang baik memerlukan keaktifan saat membaca, yaitu; memprediksi, bertanya, berimajinasi, klarifikasi dan menyimpulkan sambil membaca.

Prinsip pembelajaran berbasis metakognitif mengacu pada tiga aspek. Aspek pertama yaitu pemusatan atau perhatian pembelajar terhadap bahan bacaan. Kedua mengatur dan merencanakan proses membaca. Ketiga mengevaluasi proses membaca. Ketiga aspek ini dilakukan untuk memonitor dan mengontrol komitmen terhadap kesungguhan membaca. Pembaca harus menunjukkan kesungguhan dalam menyikapi bahan bacaan.

Aktivitas pertama atau yang paling mendasar dari strategi metakognitif adalah memusatkan perhatian pada proses membaca. Dalam pembelajaran membaca, seringkali pembelajar dihadapkan pada banyaknya kosa kata baru, topik-topik baru, dan struktur wacana yang sulit dipahami sehingga perhatian pembelajar menjadi berkurang. Hal ini tentu saja dapat mempengaruhi keberhasilan dalam memahami makna teks yang dibaca. Untuk mendapatkan kembali kesadaran secara penuh dapat dilakukan langkah-langkah seperti meninjau secara luas atau menghubungkan materi-materi yang telah diketahui pembelajar, mengarahkan perhatian pada aspek-aspek yang lebih spesifik terhadap bahasa atau situasi tertentu.

Aspek kedua dari strategi metakognitif adalah mengatur dan merencanakan proses membaca. Seperti berusaha menemukan bagaimana melakukan proses membaca, memahami dan menggunakan kondisi-kondisi yang berhubungan untuk mengoptimalkan kegiatan membaca, menetapkan tujuan, merencanakan tugas-tugas, dan berusaha mencari kesempatan untuk latihan.

Aplikasinya dalam pembelajaran membaca adalah menetapkan tujuan dan sasaran membaca. Hal ini penting agar pembelajar mampu membaca materi secara profesional melalui berbagai teknik membaca. Oleh karena itu, pembaca harus mengetahui berbagai tujuan membaca sehingga dapat menentukan teknik-teknik membaca secara tepat sesuai dengan tujuan membaca, misalnya membaca untuk tujuan mencari informasi tertentu secara cepat dan membaca untuk kesenangan. Dengan demikian proses pembelajaran membaca berlangsung secara efektif.

Aspek ketiga dari strategi metakognitif yaitu mengevaluasi keterampilan membaca. Aktivitas ini meliputi kegiatan memonitor dan mengevaluasi proses membaca. (http://www.kompas.com/ kompas-cetak/0602/12keluarga/2430143.htm) Memonitor proses membaca bersumber pada kegiatan untuk menemukan sumber-sumber kesalahan yang dibuatnya. Sementara mengevaluasi proses membaca digunakan untuk mengetahui kemajuan yang telah dicapai pembaca dibandingkan dengan situasi sebelumnya. Berkaitan dengan hal tersebut, Lucia mengemukakan bahwa kesadaran untuk mengoordinasikan proses belajar yang terjadi pada diri pembaca akan mengarahkan pada suatu sikap yang tidak tergantung atau mandiri. Sikap ini menunjukan kedewasaan pembelajar karena pembelajar semakin menyadari siapa dirinya dan apa yang akan dilakukannya didasarkan pada kesadaran dan di bawah kendali. (http://www.kompas.com/ kompas-cetak/0602/12keluarga/2430143.htm)

Berdasarkan uraian di atas, dapat disimpulkan bahwa strategi metakognitif dalam pembelajaran membaca menekankan pada kesadaran pembelajar untuk merencanakan, melakukan, dan mengevaluasi proses membaca. Dalam merencanakan proses membaca, pembelajar menguraikan informasi dan rencana monitor aktivitas dan kemajuan membacanya. Dalam melakukan proses membaca, pembaca mampu mengoordinasikan proses-proses membaca yang terjadi pada dirinya, sehingga akan muncul sikap yang tidak tergantung pada pihak lain (mandiri). Sementara evaluasi dilakukan pembaca sebelum, selama, dan setelah proses membaca berlangsung.

APLIKASI STRATEGI METAKOGNITIF DALAM PEMBELAJARAN MEMBACA

Sejalan dengan prinsip yang telah dikemukakan di atas, prosedur dalam strategi metakognitif terdiri dari beberapa metode. Dalam penelitian ini, peneliti menentukan PQ4R sebagai metode membaca dalam strategi metakognitif. Langkah-langkah kegiatannya diuraikan berikut ini:

1. **Preview:** Pembaca melakukan kegiatan meninjau secara luas dan menghubungkan hal-hal yang sudah diketahui, mengarahkan perhatian dengan menyurvei atau men-*skim* bahan bacaan untuk mendapatkan

suatu ide tentang pengorganisasian umum topik-topik dan subtopik utama. Dengan memperhatikan judul dan subjudul secara seksama dari bahan bacaan yang disajikan guru, siswa mengidentifikasikan materi bacaan yang akan dibaca.

2. *Question*: Guru membimbing siswa dalam mengajukan pertanyaan pada diri masing-masing pembaca, tentang bahan bacaan dengan menggunakan judul sebagai acuan pertanyaan. Gunakan kata "apa, dimana, kapan, siapa, mengapa, bagaimana"

3. *Read*: Siswa memulai membaca materi bacaan. Tidak diperkenankan membuat catatan-catatan yang panjang. Kemudian siswa mencoba menjawab pertanyaan-pertanyaan yang tadi diajukan.

4. *Refleksi* pada materi: Siswa mencoba memahami informasi yang disajikan dengan cara (1)menghubungkan informasi itu dengan hal-hal yang telah siswa ketahui; (2)mengaitkan subtopik-subtopik di dalam teks dengan konsep-konsep atau prinsip-prinsip utama; (3)mencoba untuk memecahkan kontradiksi di dalam informasi yang disajikan; atau (4)mencoba menggunakan materi bacaan itu untuk memecahkan masalah-masalah yang disimulasikan.

5. *Resitasi (Recite)*: Latihan mengingat informasi dengan menyatakan butir-butir penting dengan nyaring, menanyakan dan menjawab pertanyaan-pertanyaan. Siswa dapat menggunakan judul kata-kata yang ditonjolkan, dan catatan tentang ide-ide utama dalam mengajukan pertanyaan tersebut.

6. *Reviu (Review)*: langkah ini merupakan langkah terakhir; masing-masing siswa memusatkan diri pada pertanyaan-pertanyaan yang tadi diajukan, sudah terjawab atau belum. Jika tidak yakin dengan jawaban, baca ulang materi bacaan tadi. Kemudian siswa membuat ringkasan atau peta pikiran dari hasil membaca. Sebagai alternatif siswa mempresentasikan hasil bacaan, mensimulasikan, atau mendemonstrasikan.

Dalam aktualisasi pembelajarannya, langkah-langkah PQ4R dikelompokkan ke dalam tiga fase utama. Fase pertama Prabaca yaitu pemusatan membaca dalam rangka meninjau secara luas dan menghubungkan hal-hal yang sudah diketahui, dilanjutkan dengan membuat pertanyaan-pertanyaan untuk memprediksi bacaan. Jadi langkah *preview, question* termasuk pada fase pertama. *Fase* kedua, Baca yaitu pengaturan dan perencanaan membaca. Pada fase ini mahasiswa berusaha menemukan bagaimana melakukan kegiatan membaca, mengorganisasikan bahan bacaan secara optimal, menemukan jawaban pertanyaan, mengetahui apakah tujuan sudah tercapai, menghubungkan informasi dengan hal-hal yang sudah diketahui, memecahkan kontradiksi dari informasi yang disajikan (jika ada),

memonitor kegiatan membacanya. Aktivitas *read, reflect, recite* dimasukkan pada fase kedua. Fase ketiga pasca baca yaitu menilai membaca. Pada fase ini siswa mengevaluasi hasil membaca, membaca ulang bahan bacaan, membuat ringkasan, simulasi dan pembahasan. Aktivitas *review* ada pada fase ketiga.

PENUTUP

Pendidikan akan meningkat kualitasnya seiring dengan terampilnya seseorang dalam mengakses informasi salah satunya dari media tulis. Kemampuan mengakses itu hanya mungkin jika seseorang mampu melakukan pencarian informasi dengan cara yang tepat. Upaya tersebut sangatlah beralasan jika dipikulkan kepada pundak para guru untuk mengalirkan kemampuan membacanya kepada para siswanya melalui model pembelajaran membaca yang diterapkannya.

Berdasarkan pemaparan di atas, dapat disimpulkan bahwa kemampuan membaca dapat ditingkatkan melalui penerapan langkah-langkah strategi strategi metakognitif PQ4R, yang diawali dengan fase Prabaca pemusatan membaca yang terdiri dari meninjau secara luas bahan bacaan, menghubungkan informasi yang sudah diketahui dengan teks, merumuskan tujuan, mengajukan pertanyaan, memprediksi isi bacaan, fase Baca pengaturan dan pelaksanaan membaca yang terdiri dari berusaha menemukan cara membaca, mengorganisasikan bahan bacaan, menemukan jawaban pertanyaan, mengecek tujuan telah tercapai, menghubungkan informasi dengan hal-hal yang sudah diketahui, memecahkan kontradiksi dari informasi yang disajikan, memonitor proses dan hasil membaca. Fase Pascabaca, menilai membaca yang terdiri dari mengevaluasi hasil membaca, melakukan pembacaan ulang, membuat ringkasan, simulasi dan pembahasan.

Dengan demikian pembelajaran membaca berbasis strategi metakognitif PQ4R bisa menjadi alternatif solusi dalam meningkatkan kemampuan membaca. Pada akhirnya akan mampu meningkatkan budaya baca yang akan berimbas pada meningkatnya kualitas manusia. Model pembelajaran ini kiranya dapat menjadi upaya pula dalam memperkaya khasanah pembelajaran membaca di dunia pendidikan dimanapun adanya.

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INCREASING GROSS MOTOR SKILLS TO INDIVIDUAL WITH LEARNING DIFFICULTIES THROUGH NONFORMAL EDUCATION SETTING

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ABSTRACT

Individuals with intellectual processing information impairment were associated with high incidence of motor delayed in which had a broad implications in their quality of life. This study purposely to investigate the effects of physical activity program conducted in a nonformal education setting to gross motor skills among individual with learning difficulties. Thirteen (13) individual with learning difficulties (age = 22.6 ± 10.58 years old, male = 11, female= 2) who attended one of the Community-Based Rehabilitation Centre (CBR) involved in this study. The participants went through physical activity program that was planned by researchers and CBR within six (6) weeks. This physical activity program were planned in order to increase their gross motor skills as well as embedding healthy life style awareness among participants. This program consisted of 43 physical activities which focused on the body balance and ball skill manipulations. A gross motor ability test (three items of the Movement Assessment Battery for Children (MABC) test: Ball Skills, Static Balance and Dynamic Balance) was conducted before and after the physical activity program. Participants' gross motor performance were also video recorded to asess their level of movement mastery. Basically, participants have benefited the physical activity program in which participants have shown improvement in each test items (84% ball skills; 53% static balance and 76.9% dynamic balance). In addition, individual gross motor skills level also increased from near-mastery to mastery level of movement in several items of the physical activity program. Results of this study suggested that the physical activitiy program able to

increase gross motor skills among individual with learning difficulties although at slower rate. Therefore, by attending the non-formal education in Community-Based Rehabilitation Centre (CBR), individual with learning difficulties are not just able to increase their motor skills, expend their recreation and leisure experiences but social skills as well. Thus they will have the opportunity to enhance their quality of life.

Keywords: Community-Based Rehabilitation Centre, nonformal education, individual with learning difficulties, gross motor skills, physical activity program

INTRODUCTION

Besides having a dificulty in cognitive aspects, individuals with intellectual processing information impairment are also exhibits delayed in their motor development. In order to encompass certain motor skills, this group of people require longer time and also needed special trainer just to train a simple motor skill. On the other hand, acquiring several simple motor skills are necessary for this group to fulfill their daily routine as well as to be fully functional to the comunity. Generally, this group require further learning experience or skills activity to develop their physical capacity and motor skills.

According to Etllng (1993) (Etling, 1993: 72-76), learning occurs in formal, nonformal, and informal educational settings and that the learning experience can be equally powerful in each of those settings. Appropriate development of motor skills also can be obtain through formal, nonformal or informal education setting. Malaysian government provide formal special education for individual with special needs from 6 to 21 years old. This is included individuals with intellectual processing information impairment. This group are also encouraged to practice a life long learning experience by participating in any vocational skills institutions. Therefore, Malaysian government provides several alternatives for individual with special needs in continuing their learning experiences. One of the alternative is by participating in nonformal learning activities at the Community-Based Rehabilation Center, conducted by the Department of Social Welfare, Ministry of Women, Family and Community Development, Malaysia.

Community-Based rehabilitation (CBR) is a multi-sectoral approach to meeting the health, education, vocational skills and livelihood needs of children, youth and adults with disabilities, primarily in developing countries (ILO, 2008). Previous research shown positive responds from group of people

with special needs towards learning activities conducted by the nonformal education setting. Research has found that94% have attendededucational programsin which thehighestrate(68.3%) of respondents participated in the programoperated bynon-governmental organizationsand/orearly intervention center (Asia Community Service, 2008).

However, CBR in Malaysia focus more on vocational skills but not on the skills related to individual health aspect. The vocational skills provided by the CBR focused more on individual skills to master a particular subject or procedure that is applicable to a career. However, to accomplish appropriate vocational skills require manipulative skills, skills that is highly dependent to individual gross and fine motor skills ability. Consequently, improvements in motor skills have broad implications for health related quality of life for individuals and for their families (Symington, Wishart, and Wang, 2011).

As the focus of this study is related to health aspects, therefore, the purpose of this study is to investigate the effects of physical activity program to the increment of individual gross motor skills that has been conducted in a nonformal education setting among individual with learning difficulties. In addition, the emphasis of this study is also to increase awareness towards improving fitness level, active living and healthy lifestyle among participants.

METHOD

Participants: Thirteen (13) individuals with intellectual processing information impairment aged between 4 to 41 years old (mean age = 22.6 ± 10.58 years old, male = 11, female= 2) voluntarily participated in a series of physical activity program. This physical activity program was conducted between 45 minutes to one hour, four times per week. Participants attended in one of selected Community-Based Rehabilitation Centre (CBR) conducted by the Department of Social Welfare. The CBR is a centre that providing a nonformal education setting for individual with special needs.

Procedures: The participants went through physical activity program that was planned by researchers and CBR personnel within six (6) weeks. This physical activity program were planned in order to increase gross motor skills as well as embedding healthy life style awareness among participants. This program consisted of 43 physical activities as describe in Table 1. These activities were focused on individual body balance ability and ball skill manipulations. These physical activities purposely selected in order to enhance individual motor ability, increase physical activity as well as assisting individual daily physical activity.

Table 1. Physical Activity Program - Brief Description of Movement Tasks

Types of Physical Activity	Brief description of physical activities
WALKING	1. Walk slowly or quickly within 3 meters. 2. Walk in a circle, square, triangle, etc. 3. Walk forwards and backwards 4. Walk sideways - left and right within 3 meters 5. Walk along the tape marked on the floor. 6. Walk with a bean bag on the head and both hands holding cups
RUNNING	1. Run about in space informally 2. Run with knee high 3. Run in a circle or zig zag pattern 4. Run backwards 5. Run on tiptoes
CRAWLING	1. Crawl and imitate the style of a horse or a turtle 2. Crawl through the box or under the seat 3. Crawl through the hole in the box 4. Crawl forward and backward through the chair
ROLLING	1. Roll with the hands and feets are in a straight line 2. Roll with the hands and feet are holding balls 3. Roll with both hands at the side of the body 4. Roll over the bolster 5. Roll with one hand above and another one hand on the side
HOPPING	1. Hop on left foot 2. Hop on right foot 3. Hop quietly 4. Hop highest possible 5. Hop-scotch

Types of Physical Activity	Brief description of physical activities
BALANCE ACTIVITIES	1. Walk forwards with assistance 2. Walk backwards with assistance 3. Walk forward, backward and turn without falling without assisstance 4. Walk and holding an object without assistance
STAIRS ACTIVITIES	1. Crawl up 2. Crawl down 3. Step up with assisstance 4. Step over with assisstance 5. Step down with assisstance 6. Step to the top without assisstance 7. Step down without assisstance
BALL SKILLS ACTIVITIES	1. Throw the ball as highest as possible. 2. Throw the ball, clap hand and catch back the ball. 3. Throw the ball to the wall and catch with one hand; two hands; and clap hands before catch the ball. Throwing distances - 3, 6 and 9 feet. 4. Bounce the the ball with one hand, or two hands alternately and catch with both hands.

In order to assess the changes of paricipants' gross motor skill, each participant perform a gross motor ability test of Movement Assessment Battery for Children (MABC) (Symington, Wishart, and Wang, 2011) before the physical activity was conducted and after six week of the program. The gross motor skills items classifications are Ball Skills, Static Balance and Dynamic Balance. However, participants performing different test items based on their age group. The Group 1 (aged 0-12 years, n = 2) performing the *One-hand Bounce and Catch test* (ball skills), *Stroke Balance test* (static balance), *Jumping in square* and *Heel-to-toe walking test* (dynamic balance). The Group 2 (aged 13-18 years, n = 6) performing the *Two-hand Catch test* (ball skills), *One-board Balance* (static balance) and *Hopping in Squares test* (dynamic balance). While the Group 3 (aged 19-41 years, n = 5) performing

the *One-hand Catch test* (ball skills), *Two-board Balance* (static balance), *Jumping and Clapping* and *Walking Backwards test* (dynamic balance). Generally, participants undergo different test item according to their age group but still under the same classification of test.

Participants' gross motor performances were also video recorded while engaging in the physical activity program. The recorded video were use to assess their level of movement mastery and access by two accessor. Video analysis of week one, week three and week six were analyzed to determine movement mastery level of each physical tasks given. Score of mastery level was given based on the guidelines of movement rubric as described in Appendix A. This guidelines rubric is adapted from Kovar, Combs, Campbell, Napper-Owen and Worrell (2009) Kovar, Combs, and Campbell, Napper-Owen, and Worrell, 2009). Two accessors who graduated in movement/sports science area evaluating and grading particpants level of movement. Generally, both accessor had shown good level of agreement (Kappa value = 0.76). Participants who able to perform Band 3 based on the movement characteristic rubric guidelines of the physical tasks given are label as near-mastery level and who able to perform Band 4 based on the movement characteristic rubric guidelines of the physical task given are label as mastery level.

The study was approved by the Department of Social Welfare, Ministry of Women, Family and Community Development, Malaysia. Informed written consent was obtained from parents of each participant.

RESULTS

Gross Motor Skills Performance based on Movement Assessment Battery of Children (MABC) Testing Instrument

Results on gross motor test of MABC indicated a performance improvement after following a series (4 days x 6 weeks) of physcial activity program. The MABC test instrument indicated that the Scaled Score of 5 is considered as lower level of gross motor performance, on the other hand, the Scaled Score of 0 is considered as higher level of gross motor performance. In the Ball skill test, 11 participants (score the lowest scale score. Eleven participants (84%) have shown improvement in ball skill test. Seven participants (53%) have shown improvements in static balance test and ten participants (76.9%) have shown improvements in dynamic balance. Detail of gross motor skill improvements as shown in Table 2.

Table 2. Percentage of Gross Motor Skill Improvement before
and after Six Weeks of Physical Activity Program

Movement Asessment Battery for Children		Scale Score						Total percentage of improve-ment
Type of Tests	Gross motor skills test	0	1	2	3	4	5	
Ball skills	pre-test	-	-	7.7% (1)	-	7.7% (1)	84.6% (11)	84%
	post-test	7.7% (1)	-	-	15.4% (2)	61.5% (8)	15.4% (2)	
Static balance	pre-test	-	7.7% (1)	-	7.7% (1)	7.7% (1)	76.9% (10)	53%
	post-test	7.7% (1)	-	7.7% (1)	7.7% (1)	30.8 % (4)	46.2% (6)	
Dynamic balance	pre-test	7.7% (1)	-	-	7.7% (1)	23.1% (3)	61.5% (8)	76.9%
	post-test	7.7% (1)	-	15.4% (2)	15.4% (2)	38.5% (5)	23.18% (3)	

Movement Level of Mastery

Basically, assessment on the production of movement from recorded video during performing the physical activity program also has shown an improvement. Assessment of recorded video were conducted in the pysical activity at week one (baseline), week three and week six. Result indicated that participants have shown improvements from near-mastery to mastery level of movement on every physical activity tasks given.
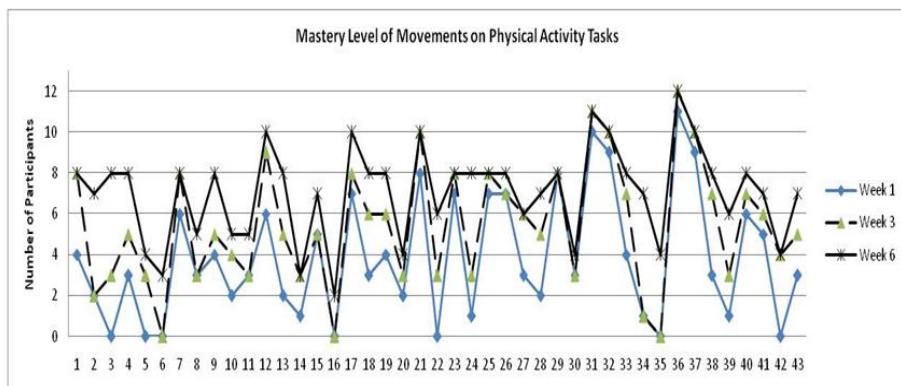
Figure 1. Number of Participants Achived Mastery Level of Movements on Physical Activity Tasks

Specifically, participants have shown improvement from near-mastery level to mastery level of movement on these seven physical activity tasks :

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Walk forwards and backwards; Walk along the tape marked on the floor; Walk with a bean bag on the head and both hands holding cups; Roll with the hands and feets are in a straight line; Hop on right foot; Step down with assisstance;Throw the ball to the wall and catch with one hand, two hands and clap hands before catch the ball, throwing distances - 3, 6 and 9 feet.

All participants achieved a mastery level of movement on the *Step down without assisstance* tasks as shown in Figure 1.

DISCUSSION AND CONCLUSIONS

Overall, results of MABC test indicated that participants have shown improvement in their gross motor skills level after following a six week physical actitivy program. However, participants have shown a slower rate of improvement in the static balance tasks. Findings indicated that participants having difficulty maintaining a desired shape in a stationary position rather than control the body as it moves in space. This findings suggested that physical activity tasks should focus on effective posture and muscular contractions and relaxation in order for participants to manage to encompass a higher level of gross motor skills and originates controlled movement. In addition, more physical activity tasks that highly related to balance ability should be planned for this group as ability to balance, whether stationary or moving, is a key to success in most sports and physical activities. Active involvement in the balance activity benefited the participants by improving their body system process associated with neural maturation as well as effeciently react to task or environmental constraints (Hatzitaki, Zisi, Kollias, and Kioumourtzoglou, 2002: 161–170).

The ability of particpants to improve from near-mastery to mastery level of movement on the physical activity tasks given in short period of times (six weeks), indicated that this group of information prosessing impairment able to achieve higher level of gross motor skills although at slower rate. This finding suggested that the physical activity program able to increase their motor skills, expend their recreation and leisure experiences as well as their social skills. Therefore, experience of frustration and difficulty in learning more advanced skills (Booth, Macaskill, McLellan, Phongsavan, Okely, Patterson, Wright, Bauman, and Baur, 1997), have lower levels of health-related fitness (Okely, Booth, and Patterson, 2001: 380-391), participate less in organised sports and games (Okely, Booth, and Patterson, 2001: 1899-1904), and have higher levels of adiposity (Okely, Booth, and Chey, 2004: 38-47) because lacking involvement in physical activity as a result to a low level of gross motor skill due to individual impairment can be avoided.

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THE EFFECT OF SCHOOL IMAGE, CUSTOMER TRUST, AND CUSTOMER SATISFACTION TO CUSTOMER LOYALTY
A Causal Study at standard Pioneer
of International School SMAN Bogor City West Java-Indonesia

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ABSTRACT

The aim of this research is to study the causal relationship between school image, customer trust, and customer satisfaction with customer loyalty. Survey was conducted in this with 364 sample of parents selected randomly. Data has been analyzed by path analysis.The findings of this research show that school image is affected directly by customer loyalty, customer trust is affected directly by customer loyalty, customer satisfaction is affected directly by customer loyalty, school image is affected directly by customer satisfaction, customer trust is affected directly by customer satisfaction and school image is affected directly by customer trust. Based on those findings it can be concluded that any concern toward school image, customer trust, and customer satisfaction, will have an effect on customer loyalty.

Keywords:customer loyalty, school image, customer trust, customer satisfaction.

BACKGROUND

A nation is determined by the quality of education. Therefore, education as a meansfor the intellectual life of the nation has a very strategic role. Educationis believed to be the pillars of nation building and development of the whole humanself. In this case study conducted with an oble purpose, namely to transforma personin to a human quality that is use ful to others, society, nation and state. In the development of technology and globalization, have change the way people see the need in education. Education is now seen as a very basic requirement to provide long-term competitive advantage to the students. So no wonder the parents race and trying to get aquality education for their children.

In Indonesia, the new International Standard School was developed in 2007. The goal is to prepare future generations of quality, competence indicators qualified, intelligent, independent, creative, in novative, and attitude(attitude and behavior) are positive. This is in line with the acceleration of social change as part of the globalization of engineering. Phenomenon should be a capital and an opportunity to show case the best performance in managing the international school stubs institutions so that later contributed to the advancement of the nation. Educational institutions need not actually allergic to or afraid of applying corporate management, and marketing strategies within the frame work of competitive advantage. Improved management strategies to provide education to improve the quality of output students, need the support of a dequate infrastructure and appropriate technology is up to date. An educational institution should strive to achieve excellence in positioning, providing excellent service with superior customer service, and produc equality graduates. The concept of this business, not solelyaimed at the pursuit of profit and commercial. This is essentially a busines shere, means an emphas is on efficiency and creativity in improving productivity and maintain quality. Similarly, the core concept of marketing is customer satisfaction.

The existence of school spioneering this international standard has brought huge changes in managing the quality of schools as an educational institution. Application of quality management in professional educationand 'up to date' to the needs of the school. Philosophically, tobe able to manage the school without compromising education core values and the school's image in the eyes of the public as customers of education, then it should trust and customer satisfaction is the main focus for investigator sor customer loyalty.

IDENTIFICATION OF PROBLEMS

The emergence of pioneering international school with a range of advantages offered to the public have an impact on the high cost will be charged to the parents to attend these schools. Stubs so that the international school has its own market segment, which generally are middle to upper economic community. However, the school district that is labeled "stubs international school", set the leniency policy and the cost of cross-subsidy policy for outstanding students who have limited its economy.

School management capabilities to enhance the image, customer confidence, is expected to affect customer satisfaction, and ultimately enhance customer loyalty. School's image is the most expensive campaign event in building customer relationship, the school will be further developed,

to get more students and qualified in the years following the teachings in our increasingly fierce competition. Schools that have the support of loyal customers will be able to increase the output performance of the products to end users in an optimal and improve support services to customers. In the end, schools can improve the4-R to its customers, which is building acustomer relationship; create customer retention; generate customer referrals, and easy to obtain customer recovery.

THEORETICAL DESCRIPTION
Customer Loyalty

Don Peppers, and Martha Rogers: "customer loyalty is the act which can win the competition in the long run, a way to obtain, maintain, and increase the number of customers". (2005, p.1) James G. Barnes: "loyal customers are reflected in their behavior in making a purchase over a period of time, and these customers have a strong emotional connection with your product or company." (2005, p.154). Frank, W. Davis, and Karl. B. Manrodt: "building a customer responsive organisation"(2002, p.143). Loyal customers make a purchase to the person or company who he trusted. They chose a company or product that will understand their needs assessed, can meet these needs, and they have a specific interest in the product.

School Image

American Marketing Association (AMA): "formulating a name, term, sign, symbol or design, or combination of them, which are intended to identify goods and services of one seller or group of sellers and differentiate it from goodsand services of its competitors". (2007, p.347) Philip Kotler, Kevin Lane Keller: "if thebrandis based onthe organizational culture, values and programs, all of which related to the attributes of the organization. Attributes of the organization is more resistant and can survive in the competitive are nathan product attributes". (2009, p.277) Kapferer: "A strong brand concept can becom municatede it her to the right target market, the brandwill generate abrand image to reflect a clear brand identity". (2009, p.16)

Levitt: "the marketing imagination is the starting point of marketing success. It is distinguished from of imagination by the uniqe insights it bring to understanding customers, Their problems, and the means to capture attention and Their Their custom". (1983, p.170). Schiffman and Kanuk: "consumers have a variety of enduring images of themselves. These self images or perceptions of self, are very closely   associated with personality in that individuals tend to buy products and services and patronize retailers

whose images or personalities relate in some meaningful way choices". (2010, p.163)

Customer Trust

Rotter: "trust is the belief that one's word or promise can be trusted and someone willmeet its obligations in an exchange relationship". (2008, p.556). Mayer: "trust is thewillingness to be sensitive too ther people's actions based on the expectation that others will do some action on those who believe, without being dependent on its ability too verse and control". (2009, p.217)

Philip Kotler & Kevin LaneKeller: " trust is greater vertical coordinate on between buyer sandsellers, so they do not just trade but engaged in activities that create greater valuef or bothparties". (2009, p.21). Useem, J. :" trust is defined as the will ingness to be vulnerable to an authority based on positive expectations about the authority's actions and intentions". (2009, p.223). Robbins: "faith is the belief of positive expectations. The key to building trust are five dimensions, namely: (1) integrity, (2) competence, (3) consistency, (4) loyalty, and (5) open nessor transparency". (2006, p.481).

Customer Satisfaction

James R. Evansand William M. Lindsay: " customers will always want to compare their expectations (expected quality) of the quality they received (actualquality)". (2005, p.157) Y. William Stanton, and Michael J. Etzel: " customers are satisfied or dis satisfied are the same whether the customer will come back to pur chase goods or services for the second time and so on". (1994, p.19). Engel, etal.: "customer satisfaction is an evaluation of alternative purnabeli where the selected at least equalor exceed customer expectations, while dissatisfactionarise when the results (outcomes) did not meet expectations. Kotler: "customer satisfactionis the level ofone's feelings after comparing the performance or outcome compared with the perceived expectations".(2003, p.102).

METHODOLOGY
Place of Research

The study was conducted in the city of Bogor, West Java, Indonesia. Of the three State High School, which already have legalizedas apioneering international school from the central education office, namely: 1 SMAN, SMAN 2, and SMAN3.

Research Methods

   The method used is survey method with the causal path analysis techniques (path analysis), which is ananalytical technique that is able to simultaneously measure as ocial phenomenon in a model.

Path analysis mode
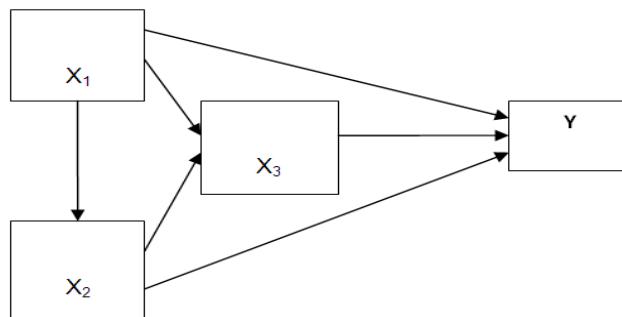
Figure 1. Path Analysis

 Information:
 X_1 = School image X_2 = Customer trust X_3 = Customer satisfaction
 Y = Customer loyalty

DISCUSSION

   The results ofcalculations based on path analysis, can be summarized as follows:

Effect of Image School to Customer Loyalty

   The results of calculation of the direct influence of the school's image on customer loyalty by 34.0%. The amount of calculation is obtained indirectly influence the school's image on customer loyalty because there is a connection with providing additional consumer confidence impact of 7.5% and the indirect influence of the school's image variables on customer loyalty because there is a correlation with customer satisfaction to increase the influence of 5.7%. The total effect of the school's image on customer loyalty earned by 47.1%.

Effect of Customer Trust to Customer Loyalty

   Direct effect of customer trust on customer loyalty by 2.7%. The magnitude of the indirect effect of customer trust on customer loyalty because there is a correlation with the image of the school to increase the effect of 7.5% and the indirect effect of customer trust on customer loyalty because there is a correlation with customer satisfaction to increase the

effect of 1.7%. The total effect of customer trust on customer loyalty of 11.9% is obtained.

Effect of Customer Satisfaction to Customer Loyalty

The results of calculations on the acquired company variables influence customer satisfaction on customer loyalty by 2.9%. Above calculations obtained large indirect effect on customer loyalty customer satisfaction because there is a correlation with the image of the school to give additional effect of 5.7% and the indirect effect of customer satisfaction on customer loyalty because there was a relationship with the customer's trust gives additional effect of 1.7% . Total impact (direct and indirect effects) customer satisfaction on customer loyalty gained 10.3%.

Effect with the same confidence of customers, the school's image and customer satisfaction to customer loyalty which is calculated from the total direct and indirect effects are obtained, can be summarized in the following table.

Tabel 1. Effect of X1, X2 and X3 to Y

Variable	Variable Coefficient	Direct-effect	Indirecteffect			
			X_1	X_2	X_3	Total
X_1	0,583	33,9%	-	7,5%	5,7%	47,1%
X_2	0,165	2,7%	7,5%	-	1,7%	11,9%
X_3	0,171	2,9%	-	1,7%	5,7%	10,3%

The results obtained show that there is influence of the school's image on customer loyalty by 47.1%, the effect of customer trust of 11.9% and the effect of customer satisfaction on customer loyalty of 10.3%. In total effect of customer trust, the school's image and customer satisfaction on customer loyalty earned by 69.3%, while the rest of 30.7% effect by other factors.

Path analysis summary
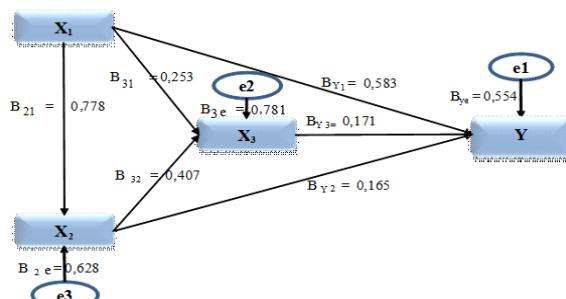
Figure 2. Path Analysis Summary

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SAINS UNTUK SEMUA:
APAKAH KUALITI YANG PERLU DICAPAI
DAN DIREALISASIKAN?

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ABSTRAK

Sains untuk semua merupakan satu gagasan yang berusaha untuk memastikan pendidikan sains disediakan di peringkat persekolahan meliputi kurikulum, tenaga pengajar dan kemudahan infrastruktur, dapat diakses, diterima dan diadaptasi di kalangan pelajar dan semua lapisan masyarakat. Gagasan ini kian mendapat tempat di seluruh dunia menyedari kepentingan sains dalam meningkatkan kualiti hidup, kemanusiaan, pembangunan mapan dan kesejahteraan sejagat. Artikel ini membincangkan literasi saintifik sebagai isi kandungan dan proses yang perlu digabung jalin dan dikemukakan dalam pendidikan sains dalam usaha tercapainya 'sains untuk semua'. Hal ini hanya dapat dicapai melalui proses pengajaran sains yang menekankan proses inkuiri bagi mempertingkatkan penguasaan pengetahuan konseptual, prosedural dan ciri-ciri sains. Di samping itu, proses penilaian sains juga perlu menitikberatkan 'pentaksiran untuk pembelajaran' serta melangkaui tujuan pentaksiran jangka pendek dan jangka panjang yang membawa kepada sikap yang positif kepada sains dan mengeratkan hubungan guru dan murid.Usaha merealisasikan 'sains untuk semua' juga menuntut proses menyediakan guru yang menguasai isi kandungan, ilmu pedagogi, didaktik, berkolaborasi dan sentiasa mengatur persekitaran bilik darjah yang interaktif dan kondusif. Selain itu, penyelidikan 'sains untuk semua' juga perlu digembeling secara bersama antara guru sebagai pelaksana, saintis dan pensyarah bagi merangka dan membuktikan pembelajaran sains yang berkesan dan melangkaui konteks bilik darjah kepada konteks luaran dan persekitaran sebenar. Hal ini dapat mendorong penyediaan bahan, sumber, dan proses pembelajaran yang lebih

baik untuk menyokong proses pengajaran guru.Ia menjadi lebih sempurna melalui usaha pengaplikasian teknologi seperti ICT, simulasi, alat kognitif dan multimedia dalam merealisisasikan 'sains untuk semua'. Keseluruhannya menjelaskan kualiti 'sains untuk semua' yang perlu dicapai dan usaha yang boleh dilaksanakan bagi merealisasikan matlamat tersebut dapat dicapai.

Kata Kunci: sains untuk semua, literasi saintifik, pentaksiran untuk pembelajaran

PENDAHULUAN

Abad ke-21 menyaksikan ledakan kemajuan sains dan teknologi dalam memacu peradaban dan ketamadunan melalui penerokaan khazanah dan sumber bumi, kemajuan perubatan dan kesihatan, kemakmuran pertanian, perusahaan dan perindustrian, perkembangan sosio ekonomi merentasi pendidikan, kebudayaan dan keselamatan. Limpahan manfaat dan natijah kebaikan daripada sains dan teknologi juga kian berkembang melalui proses globalisasi dan sumbangan yang dikecapi daripada dasar langit terbuka. Selain memahami fenomena dan persekitaran alam, sains turut menyumbangkan pelbagai penemuan yang akhirnya melahirkan pelbagai ciptaan dan inovasi. Sains turut menyokong pelbagai peluang pekerjaan melalui pelbagai bidang aplikasi saintifik seperti nanoteknologi, bioperubatan, tenaga diperbaharui, sains angkasa, nuklear dan sebagainya.Di samping itu, sains juga membentuk budaya berfikir secara sistematik, rasional, berhati-hati dan kreatif yang akhirnya melahirkan masyarakat saintifik.

Namun, kajian turut membuktikan kesejahteraan ini tidak dikongsi bersama oleh setiap lapisan masyarakat terutamanya negara yang masih berusaha membangun apatah lagi dikekang dengan pelbagai masalah seperti kemiskinan, kebuluran, bencana alam dan peperangan. Selain kualiti hidup yang sederhana, masyarakat yang terpinggir dengan sains turut melalui pelbagai cabaran dan budaya saintifik yang masih rendah. Justeru, usaha untuk memastikan 'sains untuk semua' perlu digembeling dengan gagasan yang mantap dan berterusan. Dalam mencapai matlamat inilah, pendidikan menjadi wasilah atau alat yang paling berkesan untuk menerap, menyedar dan membangunkan gagasan 'sains untuk semua'. Hal ini disebabkan pendidikan sains berupaya menyediakan medium yang berkesan untuk memberi peluang kepada setiap kanak-kanak, remaja dan dewasa untuk mempelajari, memahami, berinteraksi dan mengaplikasikan pelbagai konsep saintifik dalam proses pembelajaran mereka. Sistem pendidikan yang

berterusan ini seterusnya diharapkan dapat membina budaya dan pemikiran saintifik yang diasaskan oleh 'sains untuk semua'.

'Sains untuk semua' merupakan satu gagasan yang berusaha untuk memastikan pendidikan sains disediakan di peringkat persekolahan meliputi kurikulum, tenaga pengajar dan kemudahan infrastruktur, dapat diakses, diterima dan diadaptasi di kalangan pelajar dan semua lapisan masyarakat. Gagasan ini kian mendapat tempat di seluruh dunia menyedari kepentingan sains dalam meningkatkan kualiti hidup, kemanusiaan, pembangunan mapan dan kesejahteraan sejagat. Namun ia menimbulkan persoalan apakah kualiti sains yang perlu dikongsi untuk semua? Bagi menjawab persoalan ini, satu kerangka diwujudkan yang menggariskan komponen utama dalam melaksanakan dan tercapainya kualiti 'sains untuk semua'.

KERANGKA 'SAINS UNTUK SEMUA'

Kerangka 'sains untuk semua' merupakan komponen utama yang perlu diwujudkan dan dilaksanakan secara penuh kesungguhan, bersistematik, terancang, tersusun dan melibatkan semua pihak. Komponen-komponen ini saling menyokong antara satu sama lain dan kekurangan salah satu komponen akan menyebabkan berlakunya kepincangan sekaligus menggagalkan matlamat sains untuk semua. Kerangka 'sains untuk semua' ini boleh ditunjukkan sebagaimana Rajah 1.

Berdasarkan Rajah 1, terdapat lapan komponen utama dalam mewujud dan melaksanakan 'sains untuk semua' iaitu literasi saintifik, pengajaran sains yang berkesan, pentaksiran untuk pembelajaran, pembangunan guru sains, kerjasama semua pihak, penyebaran amalan terbaik, sokongan ICT dan kolaborasi merentas negara. Komponen-komponen ini berhubung dan menyokong antara satu sama lain yang digambarkan seperti bucu-bucu yang membentuk sebuah bintang. Penjelasan lebih lanjut bagi setiap komponen tersebut akan dihuraikan dalam artikel ini seterusnya.

Rajah 1. Kerangka 'sains untuk semua'

LITERASI SAINTIFIK

Literasi saintifik merupakan matlamat utama pendidikan sains yang perlu difahami dan dialami oleh majoriti populasi dunia. Menurut prinsip literasi saintifik terdiri daripada:

1. Belajar sains untuk hidup bersama. Pendidikan sains perlu menekankan aktiviti amali yang membawa kepada pembelajaran secara koperatif dan kolaboratif. Di samping itu, penerapan kemahiran insaniah seperti komunikasi, etika dan sosial juga dapat diwujudkan.

2. Belajar sains untuk menjadi insan berguna. Pendidikan sains seharusnya dapat membangunkan pelajar menjadi warga yang bermanfaat kepada negara dan masyarakat. Nilai yang terkandung dalam sains seperti rasa ingin tahu, ketabahan, kawalan kendiri, toleransi dan sebagainya dapat membentuk insan yang berdikari dan menyumbang kepada masyarakat.

3. Belajar sains untuk membuat sesuatu. Pelajar belajar sains perlu memahami, memberi idea, menambahbaik dan menyelesaikan masalah yang mampu diperolehi semasa mengumpul data, membuat generalisasi daripada data, menerang dan memberi alasan terhadap hasil yang diperoleh. Kesedaran terhadap terbatasnya data dan hujah yang ada membangunkan proses penaakulan, penyoalan, penulisan dan lisan saintifik pelajar.

4. Belajar sains untuk mengetahui sesuatu. Sains yang dipersembahkan dalam konteks kehidupan memberi peluang pelajar memahami konsep, idea, dan saling hubungan antara satu konsep dengan konsep yang lain.Pelajar memahami bahawa sesuatu teori tidak bersifat mutlak dan berubah mengikut perkembangan kajian saintifik sekaligus mencetuskan cara berfikir yang lebih rasional dan terbuka.

Keempat prinsip ini berupaya melahirkan pelajar yang aktif dan kaya dengan kreativiti dan imaginasi. Melalui pembangunan yang berterusan ia dapat membentuk individu yang bijaksana dan bermanfaat untuk masyarakat. Justeru, 'sains untuk semua' yang mengambilkira literasi saintifik ini perlu diterapkan dalam pendidikan sains. Bagi memastikan ianya terlaksana, pendidikan 'sains untuk semua' perlu disediakan, boleh diakses, diterima, dan diadaptasi. Usaha ini bukanlah tugas yang mudah memandangkan kajian Education for All Global Monitoring Report (UNESCO, 2009) mendapati 75 juta kanak-kanak tidak berpeluang bersekolah akibat faktor kemiskinan, ketiadaan guru dan infrastuktur yang mencukupi.Hal ini menuntut 'sains untuk semua' bukan sahaja membangunkan insan yang mempunyai pencapaian yang tinggi, kefahaman mendalam dan berkemahiran, bahkan perlu memberi sumbangan yang lebih luas untuk kepentingan sejagat (pendidikan melalui sains). Menyedari hal inilah, proses pengajaran dan pembelajaran sains mempunyai peranan yang amat penting bagi merealisasikan literasi saintifik yang bersifat 'sains untuk semua'.

PENGAJARAN SAINS BERKESAN

Pengajaran sains berkesan berupaya menangani cabaran dalam usaha menukar cara pengajaran sains yang lebih bersifat kreatif untuk membangunkan kreativiti, berdikari dan berupaya menyumbang kepada masyarakat. Pengajaran sains perlu menekankan kepada pendekatan berasaskan inkuiri yang dapat menghubungkan antara teori yang dipelajari dengan praktis yang sebenar (Hopkins et al, 2002). Strategi pengajaran juga perlu menekankan terhadap:

1. Idea dan kepercayaan sedia ada (kerangka alternatif) pelajar dapat dikenalpasti, dihurai dan dihubungkan dengan pengalaman bilik darjah.
2. Sains diajar dan dipelajari dalam konteks yang membolehkan pelajar menghubungkan antara pengetahuan sedia ada, pengalaman bilik darjah dan sains yang akan dipelajari
3. Pembelajaran direka pada tahap yang sesuai dan perkembangan idea yang jelas (guru faham sains)
4. Tujuan pembelajaran dikemukakan dengan jelas kepada pelajar terutamanya semasa aktiviti amali
5. Pelajar dapat menghubungkan pemikiran tentang sains semasa melakukan tugasan sains
6. Pengetahuan isi kandungan, prosedural dan pengetahuan tentang tabii dan ciri sains dibangunkan secara holistik
7. Membangunkan kesedaran metakognitif bagi menjelaskan pemikiran kendiri dan apa yang dipelajari

Strategi pengajaran sains yang berkesan ini dapat menyokong 'sains untuk semua' khususnya membentuk pelajar berfikrah.Pada masa yang sama ia menuntut usaha menstruktur semula kurikulum sains mengikut perspektif dan cara pelajar membangunkan idea mengikut piawaian sains. Ia sekaligus memerlukan sokongan daripada pelbagai pihak seperti ibu bapa, guru dan komuniti yang membolehkan pelajar memadankan idea yang diperolehi daripada sains adalah sejajar dengan idea yang diterima daripada komuniti dan masyarakat. Pada masa yang sama, pakej pengajaran tidak terhenti dalam aspek pengajaran bahkan merentasi elemen pentaksiran pembelajaran sains itu sendiri.

PENTAKSIRAN UNTUK PEMBELAJARAN

'Sains untuk semua' bermatlamat untuk membangunkan pelajar berfikiran saintifik yang penuh kreativiti dan bermanfaat untuk masyarakat. Oleh itu, proses pentaksiran juga perlu menyokong matlamat yang sama.Pentaksiran bukan lagi bersifat untuk mengenalpasti calon yang layak ke universiti atau sekolah berasrama penuh atau menentukan ranking sekolah yang terbaik. Sebaliknya ia perlu bersifat sebagai 'pentaksiran untuk pembelajaran'. Ia bermaksud pentaksiran dapat menyokong proses pembelajaran yang dilaksanakan melalui pelbagai cara, sejajar dengan matlamat, mengelakkan pentaksiran yang bersifat hafalan, dan menumpukan terhadap pembangunan konsep, proses dan penyelesaian masalah. Antara ciri-ciri 'pentaksiran untuk pembelajaran' termasuklah:
1. Menyediakan piawai (standard) yang perlu dikuasai pelajar
2. Pentaksiran berteraskan kriteria 'sains untuk semua'
3. Mampu mengelompokkan kumpulan berlainan pencapaian untuk memberikan peluang guru memberikan pengukuhan atau pengayaan
4. Memberikan bukti prestasi serta menentukan perbandingan di peringkat kebangsaan atau antarabangsa

Hal ini dibuktikan melalui banyak kajian yang menunjukkan 'pentaksiran untuk pembelajaran' dapat membangunkan sikap saintifik yang positif, menggalakkan pelajar memberikan respon yang positif, lebih bermotivasi terhadap pembelajaran di samping memperolehi pencapaian yang lebih baik. Proses 'pentaksiran untuk pembelajaran' ini memerlukan guru sains yang berkualiti.

PEMBANGUNAN GURU SAINS

Guru sains merupakan pemain utama dalam usaha mencapai matlamat 'sains untuk semua'. Kualiti guru perlu dipertingkatkan selaras usaha membangunkan kualiti sains yang dapat dipadankan dengan konteks

tempatan. Walau bagaimana pun, banyak kajian menunjukkan menukar kualiti pengajaran guru sains merupakan usaha yang panjang, memerlukan kos dan latihan yang besar dan melibatkan pelbagai pihak seperti ibu bapa dan pihak berkuasa tempatan dan negara. Isu kekurangan guru juga turut berlaku di kalangan negara sedang membangun di samping masalah insentif yang memaksa guru membuat kerja lebih masa sekaligus menurunkan kualiti pengajaran. Guru juga memerlukan sokongan dalam membangunkan kemahiran pedagogi, didaktik dan pengetahuan isi kandungan mata pelajaran sains.Menyedari pengetahuan sains yang tinggi menyumbang kepada interaksi berdasarkan isi kandungan yang tinggi, maka pengetahuan pedagogi kandungan perlu dipertingkatkan di kalangan guru.

Pengetahuan pedagogi kandungan merupakan pengetahuan guru mengenai pelajar dan bagaimana mereka belajar di dalam konteks.Guru yang menguasai pengetahuan pedagogi kandungan berupaya menghubungkan antara idea dan proses merentas topik sekaligus membantu pelajar menguasai sains dengan lebih baik. Walaupun kemahiran ini dapat ditingkatkan secara individu melalui pengalaman, pembangunan profesional berterusan yang melibatkan pembangunan, pengujian dan penyelidikan dapat mempercepatkan proses tersebut.

KERJASAMA SEMUA PIHAK

Guru sains juga memerlukan sokongan daripada pengkaji pendidikan sains yang membekalkan mereka maklumat dan data terkini untuk melaksanakan 'sains untuk semua'. Pada masa yang sama, pembelajaran sains tidak boleh dihadkan di dalam bilik darjah sahaja menyedari pelajar terdedah dengan persekitaran dan belajar sains melalui televisyen, filem, surat khabar, muzium, internet dan sebagainya. Minat pelajar terhadap sains juga banyak didorong persekitaran luaran. Justeru, organisasi sains dan pertubuhan atau badan saintis profesional perlu melibatkan diri ke arah menggalakkan minat pelajar terhadap sains.Pelbagai usaha boleh dilakukan seperti menyediakan bahan bantu mengajar kepada guru, sumber dalam talian, bahan-bahan bacaan, penerbitan majalah saintifik, penyediaan program dan filem penggalakkan sains, pengajuran seminar, bengkel dan pertandingan untuk menyokong usaha 'sains untuk semua'.

Sains untuk semua juga perlu dilihat melangkaui sempadan kawasan sekolah.Data dari kajian TIMMS dan PISA menunjukkan sains luar bilik darjah mempunyai pengaruh yang amat besar dalam menyokong pembangunan 'sains untuk semua'. Muzium sains, taman botani, pusat sains, planeterium dan pusat-pusat pendidikan sains merupakan antara institusi dan organisasi yang banyak memberikan sumbangan terhadap pembelajaran sains.

Kebanyakan institusi tersebut juga seringkali menganjurkan pelbagai aktiviti, mempunyai dana dan jabatan atau kakitangan khusus bagi menyokong sains untuk semua melalui cara yang kreatif dan menarik.

Institusi luar juga berperanan menyediakan bahan dan sumber yang boleh dimanfaatkan untuk menyokong sains untuk semua.Sesetengah pakar seperti saintis, doktor, vetrinar, petani dan jurutera boleh dilibatkan.Sebagai contoh, Projek Pembelajaran Sains yang dilaksanakan di New Zealand melalui penglibatan semua pihak berjaya meneroka miskonsepsi pelajar dan menggunakan pengalaman harian dalam proses membangun-kan literasi saintifik yang bersifat 'sains untuk semua'.

PENYEBARAN AMALAN TERBAIK

Segala amalan terbaik melibatkan literasi saintifik, pengajaran sains yang berkesan, pentaksiran untuk pembelajaran, pembangunan guru sains dan penglibatan semua pihak perlu disebar luaskan untuk dikongsi dan dinikmati oleh semua manfaatnya. Penyebaran ini perlu dilaksanakan secara holistik melibatkan polisi, pelaksanaan, pentaksiran dan penyelidikan.Hal ini dibuktikan melalui kegagalan usaha kebanyakan kurikulum sains pada dekad 60 dan 70-an yang banyak menekankan kepada pembangunan sumber bagi membantu guru menukar bilik darjah lebih bersifat 'sains untuk semua'. Ternyata kebanjiran sumber dan bahan pengajaran tidak berupaya membangunkan 'sains untuk semua', sekaligus memerlukan usaha yang lebih menyeluruh khususnya di kalangan guru sains. Dalam hal ini, guru perlu dilibatkan secara langsung dalam penyelidikan kurikulum, pembangunan dan inovasi yang akan meningkatkan kefahaman mereka terhadap sesuatu usaha penambah-baikan dan perlaksanaan 'sains untuk semua'. Kerjasama guru sains, pengkaji dan pembangun kurikulum mampu memberikan manfaat kepad semua pihak terutamanya pelajar di dalam bilik darjah. Dengan menyediakan peluang, termasuk ruang untuk guru dan pelajar berkembang, akan memberikan impak yang lebih positif.Penyebaran ini juga akan menjadi lebih berkesan jika disokong dengan perkembangan teknologi seperti ICT.

SOKONGAN ICT

'Sains untuk semua' juga perlu disebar luaskan dalam masyarakat secara menyeluruh khususnya di kalangan pelajar. Hal ini dapat dilaksanakan dengan lebih efektif dengan dokongan teknologi maklumat dan komunikasi (ICT).Sebagai contoh, internet yang memberikan kemudahan akses kepada pelbagai laman web yang berupaya menjadi sumber atau bahan bantu mengajar yang sesuai untuk digunakan dalam proses pengajaran dan pembelajaran sains. Sumber seperti www.youtube. com/education bertindak

memberikan pelbagai bahan kepada guru. Muzium sains juga turut menawarkan bahan yang menyokong pembangunan kemahiran proses sains, pengetahuan dan kefahaman sains dalam laman web mereka seperti www.exploratorium.edu/. Terdapat juga laman web seperti http://askscientist.org/ yang memberi peluang untuk berinteraksi dengan saintis bagi membincangkan dan mendapatkan pendapat mengenai kesukaran yang dialami pelajar dan guru sains. Kesemua ini pastinya amat bermanfaat kepada guru sains menyedari perkembangan dunia sains yang amat pesat dewasa ini. Penemuan sains dalam kehidupan seharian tentunya sukar untuk diperolehi guru sains untuk diaplikasikan dalam bilik darjah.Melalui perkongsian maklumat dan sumber daripada pelbagai pihak yang dapat dimuat turun daripada internet pastinya akan memudahkan mendepani perubahan yang wujud dalam dunia sains.

Selain itu, teknologi digital turut menawarkan pelbagai kemudahan untuk diaplikasikan dalam bilik darjah. Dengan peningkatan kemudahan akses internet dan keboleh milikan komputer yang boleh didapati dengan harga yang mampu milik, memberi peluang lebih ramai pelajar belajar secara kendiri. Teknologi digital juga membantu membangunkan kemahiran proses sains. Ia boleh menyokong pelajar dalam mengumpulkan data, menganalisis data dan mempersembahkan dapatan. Dengan mengelakkan kemahiran proses sains yang bersifat mekanikal, pelajar boleh menumpukan kepada pembangunan kemahiran berfikir aras tinggi seperti menginterpretasi data dan menilai.Teknologi video membenarkan pelajar merekod proses yang terlalu pantas untuk dilihat menggunakan pancaindera penglihatan manusia atau terlalu perlahan untuk direkod dengan sistematik, seperti apa yang berlaku bila bola melantun, percambahan biji benih atau pertumbuhan tumbuhan.Simulasi dan bahan di internet juga membenarkan pelajar untuk melakukan eksperimen secara virtual terhadap eksperimen yang terlalu merbahaya atau melibatkan kos yang tinggi. Selain itu, simulasi juga berupaya memberikan maklum balas spontan yang mampu mengelakkan kesilapan seperti yang dilakukan guru-guru. Walau bagaimanapun, ramai pengkaji mengingatkan bahawa peralatan hanyalah untuk menyokong penyelesaian masalah, dan bukannya menyelesaikan masalah sendiri yang hanya mampu dilakukan oleh guru sains.

Sains untuk semua memerlukan sumber pengajaran dan pembelajaran guru dan pelajar sains yang berkualiti.Di kebanyakan negara, penyelidikan pendidikan menghasilkan bahan-bahan yang di sokong kewangan kerajaan menyebabkan sumber internet berkembang dengan pesat. Walaupun sebahagian sumber ini belum diuji namun ianya bergantung kepada guru untuk mengadaptasi dalam proses pengajaran sekaligus menjadi

cabaran dan sentiasa bersedia untuk melakukan perubahan. Bagi pelajar pula, ICT bukan lagi sekadar untuk memperoleh maklumat tetapi juga memilih, menginterpretasi, menghubung, menghasil dan menyebarkan kefahaman terutamanya dalam menggunakan teknologi secara yakin dan kreatif bukan sahaja dalam negara bahkan merentas negara di seluruh dunia.

KOLABORASI MERENTAS NEGARA

Dengan bantuan ICT, kolaborasi pendidikan sains dapat dilaksanakan di peringkat antarabangsa. South East Asean Ministry of Education, Research Centre of Science and Mathematics (SEAMEO RECSAM) merupakan antara contoh kerjasama serantau di peringkat Asia Tenggara dalam menyokong latihan dan pembangunan pendidikan sains dan matematik dalam mempromosikan sains untuk semua. Di Kenya, Centre for Mathematics, Science and Technology Education in Africa, berusaha mempertingkatkan kualiti dan kuantiti sekolah sains dan penyediaan guru sains di benua tersebut. Di China, pendekatan Learning by Doing yang dibangunkan di Perancis telah menjadi teras dalam pembangunan kurikulum di peringkat pra-sekolah. Kolaborasi dalam membangunkan 'sains untuk semua'juga dapat dilihat dengan kerjasama yang terjalin antara negara dan siri seminar dan konferens yang dianjurkan saban tahun bagi mengumpulkan pengkaji pendidikan membentangkan hasil dapatan dan mewujudkan jalinan kerjasama. Ia juga berupaya membentuk rangkaian dalam jumlah yang meluas dan menyeluruh melibatkan pensyarah universiti, pengkaji pendidikan, pegamal pendidikan, guru sains, saintis dan orang awam dari seluruh pelusuk dunia.

Kolaborasi 'sains untuk semua' juga dapat dibina melalui hubungan antara sekolah-sekolah dan rangkaian sains melalui projek penyelidikan. Sebagai contoh program sains merentas dunia (www.scienceacross.org) yang menggalakkan pelajar untuk meneroka sains di peringkat tempatan yang mengongsikan dapatan di peringkat global. Program ini mendapat sambutan di 149 buah negara dengan penyertaan sehingga 8 305 orang guru dan terus berkembang sehingga kini. Mereka berkongsi sumber pengajaran, topik-topik pembelajaran, memotivasikan antara satu sama lain di samping membangunkan kemahiran komunikasi dan interpersonal.Projek sebegini juga berjaya mempamerkan kreativiti dalam berfikir dan menerangkan dapatan kepada guru yang berlainan latar belakang dan budaya. Hasilnya guru sains dapat membangunkan keprofesionalan mereka dengan mengembangkan aktiviti sains kepada pelbagai bidang kemasyarakatan seperti pendidikan lestari, kewarganegaraan dan pembangunan

mapan.Pelajar pula mula menghayati dan menghargai peranan sains dalam kehidupan seharian sekaligus mencerna makna 'sains untuk semua'.

SIMPULAN

Keseluruhannya, menjelaskan kerangka 'sains untuk semua' perlu difahami dengan melaksanakan kesemua komponen yang telah dibincangkan.Sains untuk semua merupakan sains yang dihubungkan dengan kehidupan seharian.Ia bererti, perkara yang paling utama ialah memastikan ianya dilaksanakan dalam kehidupan pelajar dan masyarakat.Tugas ini menuntut tanggungjawab daripada semua pihak yang terlibat dalam pendidikan – guru, komuniti sekolah, pengkaji pendidikan, pembina dan penggubal kurikulum, saintis, ibu bapa, masyarakat dan pelajar itu sendiri.Pada masa yang sama, ia turut membuka risiko kejayaan perlaksanaan secara berkesan menyedari setiap usaha pasti diiringi dengan pelbagai cabaran untuk di atasi.Cabaran utama ialah untuk membangunkan guru sains yang efisyen di samping isi kandungan sains, kurikulum dan pendekatan pengajaran yang berkesan.Guru sains bukan lagi bertindak sebagai penyampai maklumat bahkan bertindak sebagai penyelidik.Kurikulum sains perlu menumpukan terhadap proses dan bukan hasil sains untuk membentuk pengajaran sains yang mendalam.Latihan guru juga menjadi cabaran untuk mewujudkan jumlah yang mencukupi serta berkualiti tinggi menyempurnakan profesion guru sains yang berkesan.Dan akhirnya, strategi pengajaran sains juga perlu mengambilkira hasil penyelidikan dan perkembangan teknologi.Kesemua ini menunjukkan masih wujud pelbagai ruang penyelidikan masa hadapan yang perlu diteroka dan teruskan untuk mencapai matlamat 'sains untuk semua'.

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PENGEMBANGAN KURIKULUM SEKOLAH MENENGAH KEJURUAN - SBI DAN MODEL PEMBELAJARAN *DEEP DIALOGUE CRITICAL THINKING (DDCT)* DI WILAYAH PERBATASAN KALIMANTAN BARAT

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ABSTRACT

This research goal to improve the curriculum model of SMK-SBI and teaching learning model of DDCT consist of materials, teaching learning material and assessment include of instrument source of SMK in Border area in West Borneo, SMKN I Ketungau Tengah Kabupaten Sintang and SMKN I Entikong Kabupaten Sanggau.This research use qualitative approach with variety cases, because this research have many different in characteristic and skill program which different with SMKN I Entikong and SMKN I Ketungau Tengah. Collecting data have done by 3 steps of realizations improvement steps and planning, try out and validation step. Research product show that SMKN I Entikong capable to implement the SBI Curriculum while SMKN I Ketungau Tengah still prepare the first element to SBI. The research product also show that the implementation of teaching learning model and SMK-SBI curriculum to growth of critical thinking student is positive, because case focus based on DDCT approach in teaching learning stress on getting knowledge and experience based on the student itself, so they can discuss and have critical thinking, not only stress on the physical activity but intellectual, emotional, social, mental and spiritual which the student can interact with the group in business world and a teacher guess as a productive curriculum stall.

Keywords: SMK –SBI, DDCT, border West Borneo

PENDAHULUAN
Latar Belakang

Pesatnya kemajuan teknologi serta meluasnya perkembangan infrastruktur informasi global telah mengubah pola dan cara kegiatan bisnis,

industri, perdagangan, dan pemerintah. Perkembangan ekonomi berbasis ilmu pengetahuan dan Teknologi Informasi (ICT) telah menjadi paradigma global yang dominan. Kemampuan untuk terlibat secara efektif dalam revolusi jaringan informasi akan menentukan masa depan kesejahteraan bangsa. Untuk itu, perlu melakukan terobosan sehingga secara efektif dapat mempercepat pendayagunaan teknologi untuk meningkatkan kesejahteraan rakyat dan mempererat persatuan dan kesatuan bangsa yang merupakan landasan yang kokoh bagi pembangunan secara berkelanjutan.

Globalisasi yang sebagian ditandai oleh derasnya arus informasi dan komunikasi inter dan antar bangsa, mempunyai pengaruh yang signifikan terhadap perubahan masyarakat, baik pengaruh positif maupun negatif. Perubahan sosial yang terjadinya mempunyai implikasi pada seluruh aspek kehidupan masyarakat, bangsa terlebih pada pendidikan. Oleh karena itu, berbagai upaya untuk mencari dan menetapkan sistem pendidikan yang tepat menjadi pemikiran dan sekaligus prioritas penting dalam membuat kebijakan pemerintah. Pada konteks masyarakat Indonesia yang pluralistik, pengembangan dan pembaharuan sistem pendidikan merupakan *"conditio sine quanon"* sehingga terwujudnya manusia Indonesia seutuhnya yang dibangun melalui pendidikan anak seutuhnya (*whole child education*).

Ketertinggalan di berbagai bidang di era globalisasi dibandingkan negara negara tetangga menyebabkan pemerintah terdorong untuk memacu diri untuk memiliki standar internasional termasuk bidang pendidikan yang tertuang dalam UU No.20 tahun 2003 pasal 50 ayat 3.Daerah perbatasan saat ini menjadi *issu* aktual. Masih segar dalam ingatan, lepasnya Ligitan dan Sipadan dari Indonesia dan kasus Ambalat menjadi pelajaran sangat berharga (khususnya) bagi para penyelenggara negara, agar dimasa datang tidak terjadi, akibat pengabaian/marginalisasi terhadap daerah perbatasan yang lebih mengedepankan pendekatan keamanan. Oleh karena itu, pendekatan tersebut sudah saatnya digeser ke pendekatanpemberdayaan.

Bertolak dari kondisi itu, penulis tertarik mengadakan penelitian di daerah perbatasan khususnya bidang pendidikan. Berbagai model yang ditawarkan dalam bidang pendidikan dimungkinkan menjadi *input* bagi penyusunan konsep model pembelajaran di sekolah khususnya SMK daerah perbatasan yang nantinya diharapkan *applicable* bagi unit operasional terkait di lingkungan Departemen Pendidikan dan pihak lain, dimana peningkatan kualitas pendidikan di daerah perbatasan merupakan tanggung jawab bersama antara pemerintah Pusat dan Daerah serta masyarakat.

Masalah

Masalah penelitian ini: "Bagaimana Pengembangan Model Kurikulum Sekolah Menengah Kejuruan-SBI dan Model Pembelajaran *Deep Dialogue Critical Thinking (DDCT)* mampu mengembangkan kreativitas berfikir kritis siswa di wilayah Perbatasan Kalimantan Barat?"

Adapun sub sub masalahnya sebagai berikut :

a) Bagaimana pelaksanaan kurikulum SMK yang ber-SBI di Wilayah Perbatasan Kalimantan Barat ?

b) Desain model kurikulum dan pembelajaran DDCT seperti apakah yang sesuai digunakan pengajar untuk mengembangkan daya kritis siswa di wilayah Perbatasan Kalimantan Barat ?

c) Bagaimana tingkat keterapan desain model kurikulum dan pembelajaran yang dihasilkan ?

d) Bagaimana dampak penerapan model kurikulum dan pembelajaran yang dihasilkan terhadap pengembangan daya berfikir kritis siswa SMK di wilayah Perbatasan Kalimantan Barat ?

Tujuan Penelitian

Tujuannya penelitian meliputi : a) Menganalisis teoritis kurikulum dan model pembelajaran Sekolah Menengah Kejuruan Bertaraf Internasional, b) Mengidentifikasi karakter kurikulum dan model pembelajaran DDCT, c) Mengembangankan kurikulum Sekolah Menegah Kejuruan Bertaraf Internasional dan model pembelajaran DDCT yang mencakup sebaran materi, bahan ajar, bentuk penilaian serta instrument kemampuan daya kritis berfikir siswa, d) Uji coba kurikulum Sekolah Menengah Kejuruan bertaraf Internasional dan model pembelajaran berbasis DDCT.

Luaran dan Manfaat Penelitian

Pentingnya penelitian yang dikaji ini adalah pengembangan terhadap IPTEK dalam menunjang pengembangan kurikulum SMK – SBI dan model pembelajaran berbasis DDCT serta pengembangan insitusi khususnya SMK Wilayah Perbatasan Kalimantan Barat (SMK Negeri Ketungau Tengah Sintang dan SMK Entikong Sanggau). Luarannya berupa model pembelajaran dan pola kurikulum SMK-SBI.

TINJAUAN PUSTAKA

Sesuai dengan amanat Garis Besar Haluan Negara (GBHN) 2004, Sekolah Menengah Kejuruan (SMK) dituntut lebih professional dalam menyiapkan tamatannya menjadi tenaga kerja tingkat menengah yang dapat :(1)Terampil, terdidik dan terlatih; (2)Mampu beradaptasi sesuai dengan

tuntutan perkembangan ilmu pengetahuan dan tekhnologi; (3) Mampu mengembangkan diri dan bersaing, dan (4)Tampil mandiri dalam memenuhi kebutuhan pasar kerja diberbagai sistem yang selalu berkembang.

Dalam rangka mengantisipasi amanat tersebut, kebijakan pemerintah dalam bidang pendidikan menengah kejuruan diorientasikan pada: (1) Upaya untuk mencerdaskan kehidupan bangsa yang diwujudkan melalui pemerataan dan peningkatan kesempatan belajar serta peningkatan mutu, efisiensi dan relevansi; (2)Upaya untuk menguasai IPTEK, agar mampu melakukan diversifikasi dan perluasan produk sesuai dengan bidang usaha dan peluang pasar serta penguasaan tekhnologi cepat melalui upaya reverse-engineering; (3) Pemberdayaan lembaga pendidikan menengah kejuruan sebagai pusat pembudayaan nilai, sikap dan kemampuan untuk menyiapkan tenaga kerja professional sesuai dengan kebutuhan dunia kerja dan memberikan bekal kemampuan kewirausahaan kepada tamatan agar bekerja secara mandiri (4)Meningkatkan kualitas lembaga pendidikan menengah kejuruan agar mampu menyelenggarakan sistem pembelajaran dan pendidikan yang efektif dan efisien dalam menghadapi perkembangan IPTEK; dan (5) Pemberdayaan SMK agar dapat berfungsi sebagai pusat pembelajaran pendidikan dan pelatihan bagi masyarakat. (Ditdikmenjur 2002: 2).

Pada dasarnya, substansi pembelajaran SMK dirancang secara terstruktur dalam kurikulum, dikemas dalam berbagai mata diklat yang dikelompokkan dalam program normative, adaptif dan produktif. Pengorganisasian materi program normative dan adaptif mengacu pada UU Sisdiknas No. 20 Th 2003 pasal 37, sedangkan program produktif berupa nama kompetensi yang mengacu pada Standar Kompetensi Kerja Nasional Indonesia (SKKNI).

METODE PENELITIAN

Penelitian ini berupa suatu pengembangan kurikulum Sekolah Menengah Kejuruan dan Model Pembelajaran berbasis *Deep Dialogue Critical Thinking* untuk mengoptimalkan potensi kemampuan siswa di titik-titik Wilayah Perbatasan Kalimantan Barat yaitu SMK Negeri I Kecamatan Ketungau Tengah Merakai Kabupaten Sintang dan SMK Negeri I Kecamatan Entikong Kabupaten Sanggau.

Penelitian ini dilaksanakan dalam tiga tahap yaitu (1) tahap pengembangan dan perancangan, tahap uji coba dalam lingkup terbatas dan tahap validasi berupa eksperimental yang lebih luas. Tahap ini merupakan identifikasi dan pengembangan kurikulum SMK SBI dan Model Pembelajaran Berbasis DDCT. Langkah ini dilakukan antara lain: (1) Analisis teoritis kurikulum dan model pembelajaran; (2) Identifikasi permasalahan di

lapangan menyangkut kurikulum SMK SBI dan Model Pembelajaran Berbasis DDCT sebagai acuan pengembangan; (3) Pengkajian Kurikulum SMK SBI dan Model Pembelajaran Berbasis DDCT.

HASIL DAN PEMBAHASAN
Program yang Dikembangkan SMK Bertaraf Internasional
Program yang dikembangkan SMK Negeri 1 Entikong

Tabel 1. Program SMK Bertaraf Internasional di SMK N 1 Entikong

KOMPONEN	INDIKATOR/TOLOK UKUR
Kurikulum Implementatif	1. Program normative, menggunakan kurikulum yang berlaku (sesuai dengan standar kompetensi, terlampir)
	2. Program adaptif, menggunakan kurikulum yang berlaku; dan atau kesepakatan dengan mitra internasional bagi (sesuai dengan standar kompetensi masing-masing program keahlian, terlampir)
	3. Program Produktif, menggunakan kurikulum sesuai dengan standar internasional yang disepakati bersama dengan mitra internasional (sesuai dengan standar kompetensi masing-masing program keahlian, terlampir)
Bahan Ajar	1. Setiap pembelajaran harus menggunakan modul (tertulis atau Interaktif) dengan menggunakan bahasa Inggris dan bahasa Indonesia
	2. Setiap siswa memiliki dan menggunakan satu paket modul untuk setiap pembelajaran.
Buku pegangan	1. Setiap siswa harus memiliki buku pegangan untuk setiap mata diklat yang pokok
	2. Setiap guru harus memiliki buku pegangan sesuai dengan spesialisasi mata diklat yang diajarkan
Administrasi Pengajaran dan Proses Belajar Mengajar :	1. Proses pembelajaran dengan pendekatan competency based dan production based.
	2. Pemelajaran adaptif (untuk matadiklat bahasa Inggris) dan produktif menggunakan bahasa Inggris sebagai bahasa pengantar
	3. Dalam pembelajaran praktek, satu siswa menggunakan satu alat/mesin
	4. Proses pemelajaran dilakukan dengan pendekatan sistem ganda (dunia industri/dunia usaha dan sekolah)
	5. Setiap guru normative, adaptif dan produktif harus memiliki sertifikat kompetensi dibidangnya(Baru 6 orang guru yang memiliki sertifikat pendidik)
	6. Menerapkan berbagai metode pemelajaran yang inovatif, kreatif, edukatif, produkif dan konstruktif sesuai dengan jenis kompetensi yang akan dicapai

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Institusi Pasangan	1. Sekolah memiliki institusi pasangan baik di dalam maupun di luar negeri sesuai dengan bidang keahlian
	2. Institusi pasangan berperan aktif dalam pengembangan sekolah dan pemasaran tamatan
Sertifikat kompetensi	Setiap siswa memiliki sertifikat kompetensi dibidangnya
Attitude	Setiap siswa memiliki sikap professional karena sebagian besar proses belajar mengajar berlangsung di ruang praktek dan bekerjasama dengan pihak dunia usaha dan dunia industri
Kontrak kerja siswa	Analisis: Setiap siswa memiliki kontrak kerja dengan industry di bidangnya
SDM	Syarat sekolahbertaraf Internasional seorang guru bahasa inggris memiliki kemampuan berbahasa Inggris minimal 600 sedangkan Guru adaptiflainnya> 450 dan Guru normative – mampu berkomunikasi

Model Pengembagan Kurikulum SMK Negeri I Ketungau Tengah

Kurikulum yang ada di SMK Negeri I Ketungau Tengah Kabupaten Sintang menggunakan kurikulum SMK edisi 2004 dan KTSP yang mana keduanya berbasis kompetensi yang digunakan sebagai acuan pengembangan kurikulum ini adalah Standar Kompetensi Kerja Nasional Indonesia (SKKNI). Profil kompetensi lulusan SMK terdiri dari kompetensi umum dan kompetensi kejuruan, yang masing-masing telah memuat kompetensi kunci.

Kompetensi umum mengacu pada tujuan pendidikan nasional dan kecakapan hidup generik, sedangkan kompetensi kejuruan mengacu pada SKKNI. Program keahlian yang dikembangkan oleh SMK Negeri I Ketungau Tengah sehingga menjadi Pogram unggulan untuk dimasukkan ke dalam persyaratan Sekolah Bertaraf Internasional yaitu Agribisnis Budidaya Perkebunan.

Pengembangan Kurikulum, Model Pembelajaran dan Sarana Prasarana SMK Negeri I dalam rangka mempersiapkan sekolah berstandar Internasional di lihat dari segi :

Kurikulum

Telah menerapkan dan melaksanakan kurikulum berbasis kompetensi (Kurikulum 2004), dengan indikator sebagai berikut:

1. Menggunakan dokumen kurikulum SMK edisi 2004 dan KTSP sebagai acuan dalam pelaksanaan pembelajaran
2. Dalam hal program keahlian yangada di SMK Ketungau Tengah merupakan gabungan dari dua program keahlian, maka kurikulum yang digunakan

adalah kurikulum kedua program keahlian tersebut, baik yang sudah menerapkan kombinasi kedua program keahlian maupun yang belum. (program keahlian agribisnis tanaman perkebunan dan jarigan tehnologi informatika dan komunikasi).

3. Dalam hal pengembangan program keahlian yang telah ada maka kurikulum yang digunakan mengacu pada kurikulum SMK edisi 2004 dimaksud (program keahlian jaringan tehnologi dan komunikasi menjadi dasar untuk program keahlian Advanced Automotive dan program keahlian teknologi hasil pertanian menjadi dasar untuk program keahlian Food Processing dan Packaging

Bahan Ajar

Dipenuhi dalam pelaksanaan program untuk mencapai profil akhir. Guru menggunakan bahan ajar sebagai acuan dalam pembelajaran dan bagi siswa merupakan penunjang kegiatan belajar mengajar.

Buku Pegangan

Dipenuhi dalam pelaksanaan program untuk mencapai profil akhir.

Proses Pembelajaran

Sebagian pembelajaran telah dilaksanakan dalam bahasa inggris atau bahasa asinglainnya, khususnya sesuai dengan hasil kesepakatan dengan Institusi Pasangan sebagai tempat praktek.

SDM

1. Memiliki 1 orang Guru Bahasa Inggris tidak bersertifikat
2. Memiliki 1 orang untuk pelajaran Normatif dan Adaptif berlatar belakang pendidikan yang relevan
3. Memiliki minimal 4 orang Guru spesialisasi bidang produktif yang relevan dan 1 orang Guru telah bersertifikat kompetensi di bidangnya
4. Kepala sekolah belum mempunyai sertifikat dalam bidang talent scouting

Sarana dan Prasarana

1. Telah memiliki bangunan yang dipergunakan sebagai tempat siswa melaksanakan kegiatan diklat normatif, adaptif maupun produktif dan telah memenuhi persyaratan baik dari segi jenis, jumlah dan persyaratan teknis (Ruang teori, R. praktik adaptif, R praktik produktif/bengkel, perpustakaan dan ruang penunjang lainnya termasuk data inventaris bangunan).

2. Telah memiliki sebagian besar perabot yang dipergunakan sebagai sarana bagi siswa melaksanakan kegiatan diklat normatif, adaptif dan produktif yang telah memenuhi persyaratan dari jenis, jumlah dan persyaratan teknis.
3. Telah memiliki sebagian besar peralatan yang dipergunakan sebagai sarana bagi siswa melaksanakan kegiatan diklat adaptif dan produktif namun belum memenuhi persyaratan segi jenis, jumlah dan persyaratan teknis/spesifikasi

Analisis SWOT Pengembangan Kurikulum SMK dan Proses Pembelajaran SMK Negeri I Ketungau Tengah

Kekuatan:
• Adanya perubahan paradigma bahwa SMK bukan sebagai sekolah pilihan kedua;
• Pencitraan yang terus menerus tentang SMK dari pemerintah;
• Perkembangan siswa dari tahun ke tahun menunjukkan perkembangan signifikan;
• Perkembangan teknologi informasi yang sangat cepat
• Tenaga kerja tingkat menengah akan sangat tepat bahwa dihasilkan dari SMK
• Sebagian besar guru berpendidikanS1
• Team work solid dan komunikasi internal cukup baik

Kelemahan:
• Administrasi atau sistem manajemen mutu masih rendah;
• Masih kekurangan guru produktif;
• Kompetensi guru dan alat praktek siswa tidak sebanding perkembangan teknologi
• Sebagai mitra, kemampuan ekonomi orang tua siswa masih rendah
• Mayoritas guru belum memiliki kemampuan teknologi informasi (E-mail, Web, Blogger, dsb)
• Kompetensi bahasa asing dari guru masih rendah.
• Kompetensi dan profesional guru beragam
• Bantuan dari pemerintah sering terlambat
• Alokasi dana pendidikan dan penggalangan dari wali murid terbatas
• Pengembangan diri belum berjalan sesuai rencana

 Peluang:
- Peluang dunia kerja dari SMK adalah untuk tenaga kerja siap pakai
- Terbentuknya Three Partiet
- Dukungan pemerintah Kabupaten Ciamis
- Adanya block grant dari Depdiknas tentang Sekolah Berstandart Internasional
- Kebijakan Depdiknas bahwa SBI akan dikelola oleh Propinsi bukan Kabupaten
- Pemberlakuan MBS dan KTSP sekolah memberikan keleluasaan mengembangkan
- sekolah sesuai dengan potensi serta dukungan stakeholder
- Ada peluang kerjasama dengan negara tetanga
- Secara geografis terletak di perbatasan
- Sebagai percontohan *Border Development Center*

Tantangan
- Era otonomi mengakibatkan terbatasnya anggaran
- Selera pasar kerja berfluktuasi terhadap tamatan
- Kompetensi bursa kerja relatif selektif
- Kepedulian Dunia kerja untuk menjalin kerjasama dengan SMK masih rendah;

Penerapan Model Pembalajaran DDCT

Pada dasarnya *Deep Diaogue Critical Thinking,* bukanlah hal yang baru dalam dunia pembelajaran karena DDCT memang cocok dan sesuai pelaksanaannya di SMK khususnya kurikulum program keahlian produktif. Dalam pelaksanaannya, fokus kajiannya dikonsentrasikan pada pengetahuan dan pengalaman di tempat praktek melalui dialog mendalam dan berfikir kritis atas kasus kasus yang terjadi di lapangan selama proses pembelajaran berlangsung di jenjang pendidikan menengah kejuruan yang menekankan pada keaktifan peserta didik dari aspek fisik, intelektual, sosial, mental, emosional dan spiritual.

Penerapan model pembelajaran *Deep Dialaogue Critical Thinking* di SMK melalui :
Praktik di bengkel

SMK C*onventional approach, in remote area,* dan tersedia bahan kerja yang ada di dukung oleh ruang praktek otomatif yang lengkap dengan bahan prakteknya.
Dual System

Industri secara bersama sama dengan sekolah sebagai sumber daya pembelajaran DDCT di SMK.

Unit Produksi

Unit produksi yang ada di program keahlian merupakan wadah implimentasi model pembelajaran DDCT yang syarat dengan persolan karena terintegrasi antara teori dengan dengan praktek.

Teaching Factory

Keberhasilan dalam penerapan model pembelajaran DDCT pada kurikulum produktif merupakan perwujudan pengembangan profesi keahlian sebagai bentuk keunggulan sekolah dalam bersaing dengan industri karena unsur yang terkandung didalamnya seperti: curriculum, operational mangement, learning process of produst realization, infrastruktur dan fasilitas, human resource, kewirausahaan, teman sejawat, dan sebagainya. Penerapan model pembelajaran DDCT yang diterapkan di SMK memiliki perbedaan dengan yang dilakukan di jenjang pendidikan lainnya seperti SD, SMP maupun SMA. antara lain : (1) Pembelajaran berbasis komunitas dan dunia kerja; (2) Pembelajaran dengan ICT; (3) Pendidikan individu yang diutamakan; (4) Fokus pembelajarfan pada siswa; (5) Jaringan kerjasama global; (6) Kesamaan hak dan akses; (7) Guru berfungsi sebagai fasilitator, mentor, dan pembimbing; (8) Pembelajaran mengarah pada spirit kewirausahaan; (9) Hardware tidak selalu berupa benda; dan (10)Berstandar internasional

PENUTUP
Simpulan

Berdasarkan pembahasan di atas, dapat disimpulkan bahwa:

1. Pelaksanaan kurikulum SMK Negeri I Entikong berbasis SBI layak diteruskan yang sempat terhambat dana bantuan dari pemerintah karena predikat manajemen mutu sekolah (ISO) belum keluar. Pengajuan sekolah bertaraf Internasional SMK Negeri I Entikong dengan sistem *top down* dan model pembinaannya Exisiting School sehingga tidak mengalami kesulitan seperti yang dialami oleh SMK Negeri I Ketungau Tengah yang sulit terjangkau oleh aparat daerah maupun propinsi.

2. *Deep Dialogue Critical Thinking* merupakan model pembelajaran alternatif yang diadopsi dan diperkaya dari beberapa metode pengajaran yang sudah ada. Penggunaan model pembelajaran ini dapat mengatasi persoalan persoalan yang timbul pada pembelajaran praktek. Pembelajaran DDCT ini sangat cocok diterapkan di SMK baik di SMK Negeri I Entikong maupun SMK negeri I Ketungau Tengah, karena sebaran kurikulum yang ada di SMK banyak prakteknya, sehingga pembelajarannya

Model Terpadu dan Kemitraan serta adanya guru tamu sesuai bidang keahliannya.

3. Tingkat keterapan model pembelajaran alternatif DDCT dengan desain model kurikulum sangat erat dan mendukung karena model ini sangat cocok diterapkan pada program keahlian kurikulum produktif baik di SMK Negeri Entikong maupun SMK Negeri I Ketungau Tengah yang berbeda dengan pendidikan SMA.

4. Dampak dari penerapan model pembelajaran dan kurikulum SMK-SBI terhadap perkembangan berfikir siswa sangat positif, karena fokus kajian pendekatan DDCT dalam pembelajaran dikonsentrasikan dalam mendapatkan pengetahuan dan pengalaman yang berasal dari diri siswa itu sendiri melalui dialog secara mendalam dan berfikir kritis.

Saran

1. Untuk mendapatkan berpredikat Sekolah Bertaraf Internasional bukanlah hal yang gampang diperoleh namun merupakan hasil usaha yang penuh dengan persyaratan yang sulit. Oleh karena itu, diharapkan kepala sekolah bersama sama dengan wakil wakilnya dan para guru mempunyai komitmen yang sama dalam mewujudkan visi, misi dan tujuan sekolah sehingga perlu dibentuk tim yang solid.

2. Penerapan model pembelajaran *Deep Dialogue Critical Thinking* akan lebih bermakna dan sempurna jika dimodifikasi atau dipadukan dengan model model pembelajaran lainya. Oleh karena itu diharapkan guru guru SMK terutama yang mengajar mata pelajaran produktif dapat mengembangkan kurikulum implementatif dari dunia usaha/dunia industri yang didukung dengan model pembelajaran *Contextual Basix Training*dengan berbahasa Inggris.

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