LAPORAN PEMAKALAH FORUM ILMIAH

Tahun 2016

Jenis Luaran: Forum Ilmiah Jumlah: 25

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6	**Prof. Dr. Hj. Suswandari, M.Pd** NIDN : 0020116601 Status : Pemakalah Biasa	Tingkat : Tingkat International Tahun: 2016 Integrating "Betawi" Values in Elementary School For Student Character Building Forum : Seminar Internasional	Institusi : Universitas Negri Solo Tgl. : 26/10/2016 - 27/10/2016 Tempat : Universitas Negeri Solo

7	**Dr. WINI TARMINI M.Hum M,Hum.** NIDN : 0014106406 Status : Pemakalah Biasa	Tingkat : Tingkat International Tahun: 2016 Pengembangan Model Membaca Cepatyang Efektif Berbasis Pembentukan Karakter Forum : Ikatan Dosen Budaya Daerah Indonesia	Institusi : Ikatan Dosen Budaya Daerah Indonesia Komisariat Lampung Tgl. : 24/09/2016 - 26/12/2016 Tempat : Hotel Horison Bandarlampung
8	**Dr. WINI TARMINI M.Hum M,Hum.** NIDN : 0014106406 Status : Pemakalah Biasa	Tingkat : Tingkat International Tahun: 2016 Representasi Kekuasaan pada Tindak Tutur Dosen di Lingkungan FKIP Unila: sebuah kajian pragmatik Forum : Ikatan Budaya Daerah Indonesia VI	Institusi : Ikatan Budaya Daerah Indonesia Komisariat Lampung Tgl. : 24/09/2016 - 26/09/2016 Tempat : Hotel Horison Bandarlampung
9	**Dr. Dan Mugisidi ST, M.Si** NIDN : 0301126901 Status : Pemakalah Biasa	Tingkat : Tingkat International Tahun: 2016 The Influence of Sea Depth to pH, Salinity, and Conductivity Seawater in Ujung Kulon Forum : InCEAS	Institusi : Universitas Muhammadiyah Purwokerto Tgl. : 26/11/2016 - 26/11/2016 Tempat : Hotel Java Heritage
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		Education 2016	
14	**Dr IHSANA EL KHULUQO M.Pd** NIDN : 0309015703 Status : Invited Speaker	Tingkat : Tingkat International Tahun: 2016 ENTREPRENEURSHIP LEARNING FOR VERY EARLY CHILHOOD, AN ANSWER TOWARD GLOBALIZATION CHALLENGES Forum : THE 2nd INTERNATIONAL MULTIDISCIPLINARY	Institusi : UNIVERSITAS MUHAMMADIYAH JAKARTA Tgl. : 15/11/2016 - 16/11/2016 Tempat : Jakarta
15	**Dr IHSANA EL KHULUQO M.Pd** NIDN : 0309015703 Status : Invited Speaker	Tingkat : Tingkat International Tahun: 2016 MANAJEMEN LITERASI KEUANGAN KELUARGA BERBASIS GENDER Forum : Gender Perspective of Multiliterate Deveplopment in the Era of ASEAN Economic Community	Institusi : Pusat Studi Gender dan Perlindungan Anak (PSGPA) UHAMKA Tgl. : 27/04/2016 - 28/04/2016 Tempat : Jakarta
16	**Dr IHSANA EL KHULUQO M.Pd** NIDN : 0309015703 Status : Invited Speaker	Tingkat : Tingkat International Tahun: 2016 STUDENTS INTERCULTURAL COMMUNICATION COMPETENCE (THAILAND PATTANI STUDENTS IN INDONESIAN CAMPUS CAMPUS STATE ISLAMIC UNIVERSITY OF SUNAN GUNUNG JATI BANDUNG) Forum : The 2016 Jambi International Seminar on Education (JISE)	Institusi : UNIVERSITAS JAMBI Tgl. : 03/04/2016 - 04/04/2016 Tempat : Jambi
17	**Dr IHSANA EL KHULUQO M.Pd** NIDN : 0309015703 Status : Invited Speaker	Tingkat : Tingkat International Tahun: 2016 Contextual Approach Using Pictures as a Media Increased Result and Motivation of Mathematical Learning (Mathematical Learning of Fractional Addition by Equalizing the Denominator) Forum : INTERNATIONAL CONFERENCE ON EDUCATIONAL RESEARCH AND EVALUATION (ICERE)	Institusi : Yogyakarta State University Indonesia Tgl. : 29/05/2016 - 24/01/2017 Tempat : Yogyakarta
18	**Dr. H. Muchdie, MS.** NIDN : 0420105401 Status : Pemakalah Biasa	Tingkat : Tingkat International Tahun: 2016 THE IMPACT OF TECHNOLOGICAL CHANGE ON POVERTY ALLEVIATION IN INDONESIA Forum : International Multidisciplinary Conference 2016 Scientific Solution To Global Crisis.	Institusi : Universitas Muhammadiyah Jakarta Tgl. : 15/11/2016 - 16/11/2016 Tempat : Universitas Muhammadiyah Jakarta
19	**Oktarina Heriyani S.Si, MT**	Tingkat : Tingkat International Tahun: 2016	Institusi : University of Muhammadiyah Purwokerto

	NIDN : 0305067702 Status : Pemakalah Biasa	The Influence of Sea Depth to pH, Salinity, and Conductivity Seawater in Ujung Kulon Forum : The 1st InCEAS 2016	Tgl. : 26/11/2016 - 26/11/2016 Tempat : Universitas Muhammadiyah Purwokerto
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24	**ANISIA KUMALA MASYHADI Lc., M.Psi.** NIDN : 0301048102 Status : Pemakalah Biasa	Tingkat : Tingkat International Tahun: 2016 PUBLIC PERCEPTION OF THE MEANING OF SAKINAH FAMILY Forum : 31st International Congress of Psychology ICP2016 www.psych.or.jp/icp2016/	Institusi : International Association of Psychology Tgl. : 27/07/2016 - 27/07/2016 Tempat : Yokohama Jepang
25	**PUTI ARCHIANTI WIDIASIH S.Psi., M.Psi.** NIDN : 0326018001 Status : Pemakalah Biasa	Tingkat : Tingkat International Tahun: 2016 The impact of Prophetic Leadership and Psychological Empowerment on Employee Work Engagement Forum : The 31st International Congress of Psychology	Institusi : International Congress of Psychology Tgl. : 24/07/2016 - 29/07/2016 Tempat : Yokohama, Japan

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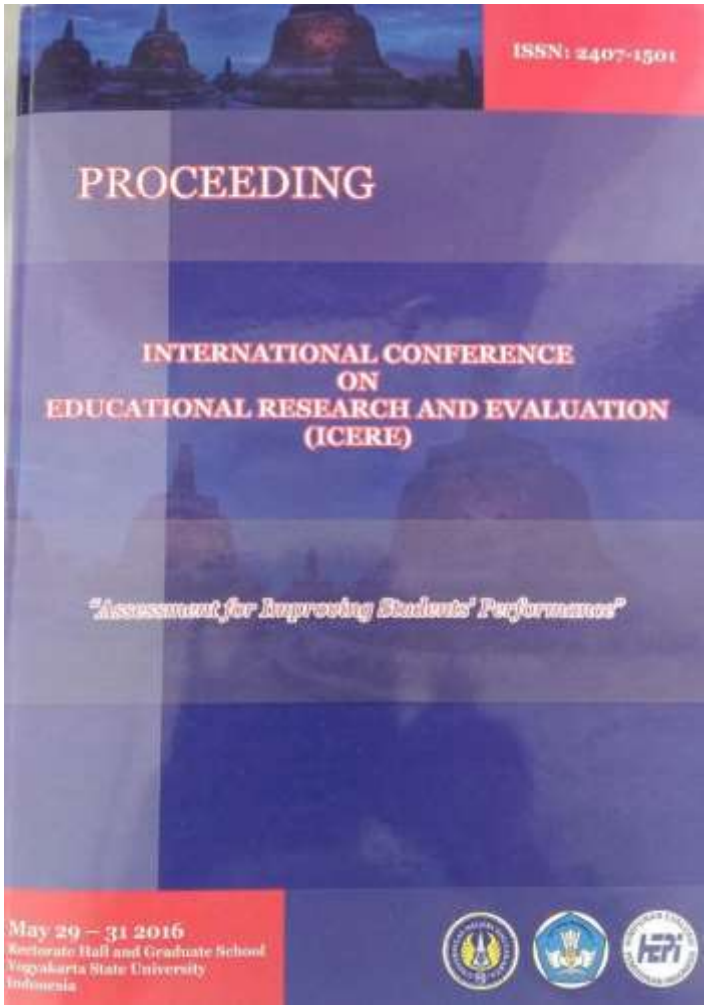

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Authentic Assessment in the Learning of Social Studies

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Abstract - The purpose of the research is to know how authentic assessment given in social studies Learning social studies in junior high school includes materials of History, Geography, Economics and Sociology. In monodisciplinary, each of these materials have characteristics and a different way in the planning, implementation and evaluation. But in term of interdisciplinary, evaluation was made in order to provide a thorough assessment. Assessments can be done in schools is an authentic assessment. Authentic assessment is often also referred to as performance-based assessment. In an authentic assessment of students are required to show meaningful tasks then assessed directly in the classroom. Nevertheless, authentic assessment is not only implemented in the classroom, but also can assess the tasks performed outside the classroom with project-based learning. The method used in this research is a survey conducted for teachers of social studies in Jakarta. The results showed that an authentic assessment can help students to display meaningful tasks then assessed directly in the classroom. However, authentic assessment is not only implemented in the classroom, but also can assess the tasks performed outside the classroom with project-based learning.

Keywords: *authentic assessment, learning, social studies*

I. INTRODUCTION

Curriculum 2013 is designed to provide reinforcement to the students so that experiences competency attitudes, knowledge and skills. The concept of learning in elementary school and junior high school is different in the form of presentation. At primary school level, all subjects are combined and presented as a theme. Junior high school level, presenting to students is different by separating the material into a single course. But this separation has not been done completely, there are several related fields are combined into a single entity such as science and social subjects which is a combination of several subjects.

Social studies examine a set of events, facts, concepts, and generalizations relating to social issues. In junior high school social studies contain materials Geography, History, Economics, Anthropology and Sociology with integrated learning. Social studies designed to develop knowledge, understanding and capability analysis of social conditions. The capabilities required to enter the life of a dynamic society. Social studies, arranged in a systematic, comprehensive and integrated in the learning process towards maturity and success in life in society. With the approach the expected learners will gain a broader understanding and depth in science-related fields (Lampiran 3 Permendiknas No 22 Tahun 2006 tentang Standar Isi, 2006).

This is consistent with the vision of education as a social studies education program that focuses on the development of the individual as a social actor capable of taking reasoned decisions and as intelligent citizens who are committed, accountable and participatory (Windaputera, 2008). The breadth and scope of the social studies material, causing some of the obstacles encountered in learning social studies teacher. In a study conducted by Pratiwi (2012) teachers difficulties when preparing lesson plans as much material as well as difficulties in presenting the material to divide their time. This causes the students did not achieve the expected competencies.

Based on preliminary observations made on May 5, 2016 to several social studies teachers are currently studying in the Master of Education Program for Social Studies UHAMKA, many elements must be assessed starting from attitudes to skills in one meeting. Teachers still have not found an effective way to implement an authentic assessment. This is in line with the result of research conducted by Kusmijati (2014) had the most difficulty many complaints by the

teachers is the understanding of the core competencies and basic competency. Master difficult how to teach it and make an assessment. Additionally, detailed guidance is not owned by the teacher. In another study, teachers had difficulty in implementing authentic assessment because of the low creativity of teachers, characteristics of students who do not support, the lack of training of authentic assessment and insufficient time (Enggarwati, 2015).

Nevertheless, authentic assessment effectively to assess learning social studies. According to a survey conducted by Widayoko (2007) with respondents social studies teacher as much as 6 (six) indicates that an evaluation of the quality of learning social studies less attention, social studies assessment of learning outcomes is more focused on aspects of academic skills (knowledge) and less attention to other skills. Based on this it is necessary in an authentic assessment of learning social studies so that an assessment not only to the competence of knowledge but also includes attitudes and skills competency.

Based on the background described, in this study the formulation of the problem posed is:

1. How does the knowledge of authentic assessment?
2. How is the planning, assessment, advantages and constraints of teachers authentic assessment done?
3. How do the authentic assessment of learning social studies?

The purpose of this study was to describe an authentic assessment of learning is to know social studies:

1. Knowledge of authentic assessment
2. Planning, assessment, advantages and constraints of teachers authentic assessment conducted
3. Assessment of authentic learning social studies

The results of this study are expected to provide academic and practical significance. In academic research findings are expected to increase the knowledge and analytical sharpness associated with the problem, especially in an authentic assessment of learning social studies. In practical terms this study are expected to be input for teachers social studies on the implementation of authentic assessment.

II. RESEARCH METHOD

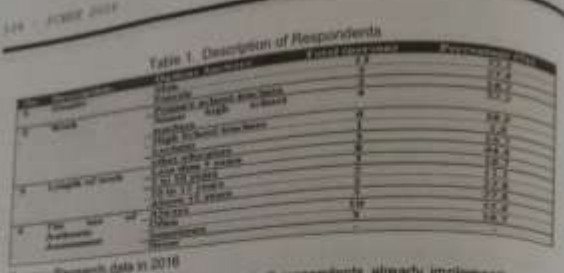
The method used in this research is descriptive survey research method that aims to provide a picture or a description of a situation (phenomenon) objectively and identify problems to get justification situation and the ongoing practice. The population object of the study was teachers who are studying social studies S2 in the Master Program of Social Studies Education UHAMKA. Sampling using simple random sampling technique for members of a relatively homogeneous population so it can be taken at random without regard to strata that exist in the population. The sample used in this study is 18 samples out of 35 total population.

The instrument used to measure the function of the teacher's knowledge of authentic assessment. In this study the data and information collected from respondents using questionnaires distributed via email with the help of google form. The questionnaire contains a list of questions that assess teachers' knowledge and experience in conducting assessments social studies authentic. The type of questionnaire used a combination of closed and open questionnaire. Material questionnaire tailored to the theory of authentic assessment. Data processing techniques with descriptive analysis that aims to describe the data that has been collected without intending to generally accepted conclusion.

III. RESEARCH FINDINGS AND DISCUSSIONS

According to the survey, respondents who filled out a questionnaire about 18 people consisting of 13 people (72.2%) were male and 5 (27.8%) women. Works 100% of respondents as a teacher (a teacher or lecturer) in various levels of education and all respondents social studies teaching or social sciences (economics, geography and history). Experience working as a teacher a majority of less than 5 years as many as eight people (44.4%), between 5-10 years as many as three people (16.7%), between 10-15 years of as much as 2 people (11.1%) and in over 15 years as many as five people (27.8%). All respondents are already using authentic assessment in the classroom with the category of "always" 5 people (27.8%), "often" as many as 10 people (55.6%) and "sometimes" as many as three people (16.7%). Briefly condition of respondents can be seen in the following table:

Table 1. Description of Respondents



Source: Research data in 2016

Based on these data, it can be concluded all respondents already implementing authentic assessment, so it can be assumed that knowledge, planning, processes, benefits and challenges of authentic assessment is already known by the respondents.

A. Knowledge of Authentic Assessment

Questions posed to respondents with respect to the initial knowledge of respondents about the difference test, measurement, assessment and evaluation, understanding authentic assessment and authentic assessment techniques for competency attitude (spiritual and social), competency knowledge and competency skills. Respondents were given statements that contain answers to questions about the test, measurement, assessment and evaluation.

In summary the results of the respondents described as follows:

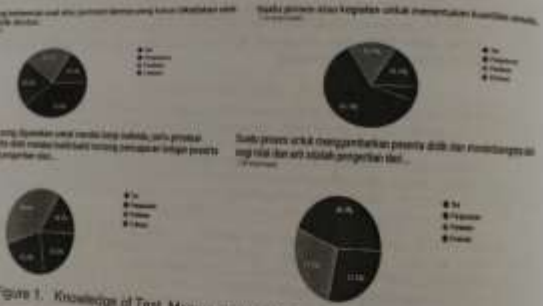


Figure 1. Knowledge of Test, Measurement, Assessment and Evaluation

The survey showed that there is still confusion of respondents to distinguish understanding of test, measurement, assessment and evaluation. Respondents who answered correctly to questions about understanding the test as many as 7 people (38.9%), understanding the measurement 11 (61.1%), understanding the assessment of 7 people (38.9%) and understanding evaluation 8 people (44.4%).

Based on the above description, the majority of respondents did not know the difference between a test, measurement, assessment and evaluation. This is consistent with the view of Arifin (2009) that often, the term evaluation and assessment considered the same as test and measurement. Some sense of the term test, measurement, assessment and evaluation according to Arifin (2009) are as follows:

1. Said Hamid Hasan (1988) explains that the test is a data collection tool specially designed and can be seen from the construction items. So the test is a data collection tool that can berupiskan questions and designed through a set of strict criteria.

2. Measurement of a number of the procedures for granting or variable attributes of a continuum (Azwar, 2012).
3. Ratings are all means used to assess individual work, namely the achievement of learners through the evidence of the learning achievements of learners (Mardapi, 2008).
4. Lincoln and Guba (1985) states that the evaluation is a process to describe learners and weighed in terms of value and meaning of evaluation is a systematic and ongoing process to determine the quality (value and meaning) of something based on certain considerations and criteria in order decision-making.

However, all respondents (100%) agree that an authentic assessment together with an assessment of performance. Authentic assessment is often referred to as the performance appraisal where an assessment is said to be authentic if it can directly observe the behavior of learners and the performance appraisal process in real situations. The performance assessment is expected to measure seven basic capabilities by Howard Gardner is visual-spatial, bodily-kinesthic, musical-rhythmical, intrapersonal, logical mathematic and verbal linguistic (Zainul, 2001).

Knowledge about assessment techniques for all competencies that must be measured quite adequate. Respondents were asked to select more than one technique in the assessment questionnaire given. The survey results regarding authentic assessment techniques for competency spiritual and social attitudes can be seen in the chart below:

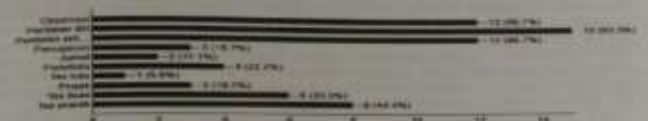


Figure 2. Survey Techniques for Authentic Assessment of Competence Attitude

The survey results regarding authentic assessment techniques for knowledge competencies can be seen in the chart below:

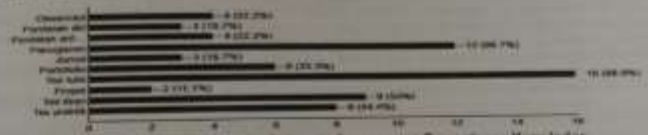


Figure 3. Survey Techniques for Authentic Assessment Competence Knowledge

The survey results show, the majority of respondents chose a written test (88.9%) and assignments (66.7%) and oral test (50%) can assess the competence of knowledge. This is in line with the criteria established by the Ministry of Education and Culture that educators assess the competence of knowledge through a written test in the form of multiple choice, stuffing, short answer, true-false, matching, and the description that accompanied the scoring guidelines. Oral test instrument can be a list of questions and instruments may include homework assignments and/or project (Lampiran Permendikbud RI No.66, 2013).

The survey results regarding authentic assessment techniques for competency skills can be seen in the chart below:

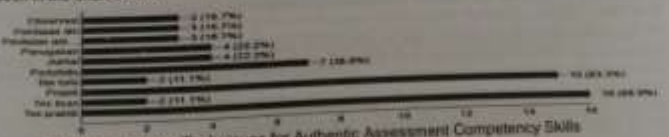


Figure 4. Survey Techniques for Authentic Assessment Competency Skills

The survey results show, the majority of respondents chose practice tests (88.9%), and projects (83.3%) can assess the competence of the student's skills. Just as much as 38.9% of respondents who choose the portfolio, portfolio assessment is an assessment that can assess the entire collection of student work that is reflective-integrative to know the interests, growth, achievement, and creativity of learners within a certain time (Lampiran Permendikbud RI No.66, 2013).

B. Planning, Process Excellence and the Barriers in Authentic Assessment

Descriptive questions given to respondents regarding the preparation of the respondents in the assessment of authenticity. Questions are open and clearly answered by the respondents. The majority of respondents replied that the planning is done merely preparing assessment instruments. Only one person (5%) of respondents who provide detailed planning. The implementation process was answered by the respondent merely provide an assessment in the classroom in the form of questions and the students do directly. The majority answered that the assessment carried out at the end of the lesson, and only 3 (16.7%) of respondents who answered that the assessment done throughout the learning process.

In fact, authentic assessment begins with the design of the cover input ratings (early learning) process (for learning) and output (after learning) (Kunandar, 2013). Teachers must know the purpose of learning and make a pre-test questions, exercises, discussion of observation rubrics, homework, worksheets and formative assessment. Authentic assessment is not limited in the classroom. In authentic learning, learners are asked to collect information with a scientific approach, memahahi various phenomena or symptoms and their relationship to one another deeply, and relate what is learned to the real world outside of school. Teachers and learners have a responsibility for what happened. Learners also know what they want to learn, have a flexible time parameters, and is responsible for staying on task. Authentic assessment encourages learners to construct, organize, analyze, synthesize, interpret, explain and evaluate information to turn it into new knowledge (Kunandar, 2013).

The advantages of authentic assessment according to the results of the survey are (2016):

1. Assessment can be done thoroughly and touches all aspects of cognitive, affective and psychomotor.
2. The learning result is more accurate and original
3. Students can determine the ability of self in the learning process and the teacher can determine the learning strategies and evaluate the learning process that has been done so as to improve the quality of learning.
4. Students play an active role in the assessment process. In this phase can reduce anxiety, fear of getting bad grades that can menggganggu pride.
5. Authentic assessment successfully used by students from different cultural backgrounds learning styles and academic ability.
6. Tasks that used in the valuation more attractive and reflect the authentic daily life of students.
7. A more positive attitude toward school and learning can flourish.
8. Teachers hold a larger role in the assessment process other than through traditional testing program. This engagement is more likely to ensure the evaluation process reflects the goals and objectives of the program.
9. Authentic assessment provides valuable information to teachers on student progress and success of the instruction.

Results were expressed by respondents in line with the characteristics of an authentic assessment that measures all aspects of learning, carried out during and after the learning process, using various tools and resources, the test is only one means of collecting data, tasks correspond to real life, as well as the emphasis on depth knowledge and expertise of learners (Kunandar, 2013).

Obstacles/difficulties encountered in performing authentic assessment is perceived by the respondents. The survey showed that the biggest obstacle is the authentic assessment itself. Other barriers perceived by respondents were:

1. The number of students in the classroom too much.
2. Assessment instruments too much and there is no standard.
3. Difficulty making instruments.

4. Administratively add jobs teacher assessment work already a lot.

C. Authentic Assessment in Social Studies Lessons

According to the survey, 100% of respondents express an authentic assessment of learning its done in social studies. But there are complaints about the materials to be supplied. The material with the interdisciplinary nature makes social studies teacher should be versatile, because the majority of teachers graduated from the courses included in the social sciences instead of social studies educason programs. A limited time with a lot of material that makes respondents had difficulty in assessing adapted to the scope and purpose of social studies.

The scope of social studies is a social behavior, economics and culture in the community so that the community be the main source of learning social studies (Winataputera, 2009). The goal is to be able to develop the student as a social actor capable of taking decisions, reasonable, intelligent, committed, responsible and participative. The purpose of learning social studies in accordance with the authentic assessment components such as knowledge, skills, attitudes and values. Based on the scope and purpose of social studies learning is then suitable authentic assessment carried out so as to produce learners that correspond to the learning objectives of social studies. Making the assessment instruments can be simplified and discussed with teachers of other subjects. In practice, teachers tend to think that the implementation of authentic assessment should be like the example given on the results of the training. Though teachers can create their own concept in assessment. Some of the things that teachers can do include:

1. Teachers can utilize the program excel in making the assessment format, making it easy to do the counting each meeting. For teachers who have not mastered the program, given the basic training to be able to perform simple calculations.
2. The format is made as simple as possible, because if it is made of the sheet for one student each meeting will certainly make teachers will be difficult to recapitulate. Examples of formats that can be made:

No	Name	Date Theme			Date Theme		
		responsibility	confidence	critical	responsibility	confidence	critical

3. At the beginning of the study (recently entered the classroom) teachers can give different assessments for students who are on time and late. Delays are present can be divided again by their old late. The difference in value do not be too far away. for example: "the right time = 100", "late <5 minutes = 95", "Late 5-10 minutes = 90" and so on. Time attendance in class showing discipline, responsible and respect, so that the presence indicator alone can measure multiple competencies attitude.
4. Get used to pray with pronounced each will start the lesson, so that teachers can assess spiritual competence.
5. During the learning process, teachers can make the two formats, one for teachers and one for students. The format for the students can be charged directly by the students concerned. So students also perform the same assessment by teachers against them. Master role to give the knowledge to the students about all the things that exist in the assessment tool so that students can understand how to assess themselves. So the involvement of students in assessment can increase self-confidence.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Knowledge of the authentic assessment of teachers is sufficient, but the teacher should be more to learn more about authentic assessment materials and training do the assessment.

Assessment authentic to go through the planning and carried out throughout the learning process and beyond learning. In practical difficulties experienced by teachers will be gradually reduced if teachers are doing the assessments made itself so that its characteristics will be suitable for the material being taught. The advantages of authentic assessment can be a motivation for teachers to use authentic assessment.

Characteristics of social studies learning suited to the characteristics of authentic assessment. Only the necessary simplification and the use of technology to overcome the barriers obtained by the teacher. Student involvement is important in assessing himself, so that teachers can compare the results of the assessment carried out by student teachers.

B. Suggestions

Authentic Assessment is a process that is done continuously and is a unified whole in the process and results. Therefore, a social studies teacher can make this assessment with his own style without departing from the basic principles of authentic assessment.

This study was conducted in respondents is limited, it is advisable to carry out the population and larger samples so the results can be generalized.

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Contextual Approach Using Pictures as a Media Increased Result and Motivation of Mathematical Learning

(Mathematical Learning of Fractional Addition by Equalizing the Denominator)

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***Abstract*—**This research aims to understand the result of mathematical learning of Class IV student in elementary school. (1) Discovering the influence of the Contextual Approach to the student's motivation. (2) Discovering whether the Contextual Approach can increase student's motivation by equalizing the denominator for the class IV students.The Research uses descriptive method by using inferential statistical analysis technique. "Descriptive method is a method that focuses to solving current and actual issues. Inferential statistical technique is a statistical method to analyses sample data and creating general inference for the population." (Nisfiannoor, 2009:4). The approach used by the research is the quantitative approach. Quantitative approach is a research approach that uses statistical technique to test hypotheses and research instrument to be used to uncover data in a certain measurement scale, to be able to create a generalized statement for the whole population. (Sudjanaand Ibrahim, 2004:8).There are several conclusions to be inferred from the result of the research. From the cyclical analysis, the improvement of the learning capacity was successfully implemented in the cycle I, cycle II, or even cycle III. Cycle I experienced an increase in average class scores from 42 to 72. Cycle II also experienced increasing from 72 to 81. While Cycle III experiencedincreasing from 81 to 83. The increases in scores are due to the improvement in the teacher's teaching method by implementing contextual approach. The approach ultimately increases the students' enjoyment of the learning, leading to an increase in the motivation for learning, therefore increasing the result of the learning itself. If the learning result improves, the quality of the education in the school also improves.

Keywords: *Learning, Education, Contextual Approach*

I. Introduction

Education is one of the most fundamental needs of mankind, for it was education that will prepare a man to face problems and challenges in his life. Therefore the quality of education is linearly related with humans' quality of life, an increase in the quality of education is an increase in the quality of life. In order to increase the quality of education there is a need for every stakeholder to participate in the quality improvement endeavor, most of all teachers as the educator. Not only as an educator, a teacher has

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multiple roles in the education process, a teacher must be able to pass on knowledge, facilitate learning, guide, and motivate the student to actualize the potential inherent in each and every student. As a motivator, teacher has to be able to drive the student to learn, to stimulate the students' curiosity and willingness to learn. This role is one of the most important roles a teacher has in order to improve students' learning motivation and capacity.

In order to motivate the student, a teacher has to have a mastery over the methods and models of teaching. The sheer number of students with different condition and capabilities means that there is no one model that is suitable to teach and motivate the entire student, therefore the ability to choose and implement a suitable method is a must for a teacher. However, in practice most teacher still dominate the education process, making the whole process teacher centric as opposed to the student centric ideal that is more suitable to increase the potential oflearning in the students. The results are the student gets tired and bored of the whole education process. The incessantmemorizing, and the monotony of the education process severely inhibit the learning capacity of the student, thus lowering their test result.

Regarding said problem, this research tries to find out the appropriate method to increase the learning motivation and result among class IV student in elementary school. According to a latest research, the result of the mathematical learning particularly on the Fractional Addition in class IV student is still below the standard imposed by the government, achieving only 50 on average while the standard is 60. Therefore there is a need to improve the educational quality by special means.

Research Question

- How to increase the result of the mathematical learning process, particularly the Fractional Addition, by equalizing the denominator using picture as a media in the contextual approach in KapukMuaraPagi 07 Elementary School, 2014/2015 academic year KapukMuara Jakarta Utara?

Research Aim

- To discover the influence of contextual approach to students' learning capacity

- To discover whether the usage of contextual approach can increase students' motivation

II. Research Method

This Research uses descriptive method. "Descriptive method is a method that focuses to solving current and actual issues." (Nisfiannoor, 2009:4)

A. Data Collecting Technique

Data collecting technique used in this research are:

- Learning product test that are used to gather data regarding the result of Class IV mathematical learning process. The tests are an essay question with the answer key and evaluation criteria.
- Observation is used to gather data on the educational activity.

Gathered data will be analyzed descriptively and using percentage technique to uncover the learning pattern in the mathematical learning process. The calculation is as follows:

a. Mathematical Learning Product

Calculated by analyzing the average of the formative test done:

$$\text{Score} = \frac{Total\ Students\ \ Score}{Number\ \ of\ Students} \times 100\%$$

b. Students Aptitude

Calculated by averaging the formative test score with the number of the question in the test:

$$\text{Score} = \frac{Total\ Students\ \ Score}{Number\ \ of\ questions} \times 100\%$$

B. Analysis technique

The technique used by the researcher is “Inferential statistical technique is a statistical method to analyses sample data and creating general inference for the population.” (Nisfiannoor, 2009:4). The approach used by the research is the quantitative approach. Quantitative approach is a research approach that uses statistical technique to test hypotheses and research instrument to be used to uncover data in a certain measurement scale, to be able to create a generalized statement for the whole population. (Sudjanaand Ibrahim, 2004:8).

III.LITERATURE STUDY

A. Learning Result

1) Learning

According to Winkelin Purwanto, learning is a psychological activity that occurs in an active interaction with the environment that results in changes in knowledge, skill, and attitude. Sardiman A.M. further expand on the definition by providing the essential principles of learning: **(1)** Learning is connected to the human potential and attitude**; (2)** Learning need stages and a certain maturity of the student; **(3)** Learning is more effective with intrinsic motivation rather than learning because of fear and stress; **(4)** Learning mostly consist of trial and error, and conditioning; **(5)** students’ learning capacity must be calculated to determine the appropriate learning content; **(6)** there are 3 ways of learning: Tutoring, Contact and experience, Imitating; **(7)** Learning through practice and direct experience is much more effective than memorizing; **(8)** students’ experience influence students’ learning capacity **(9)** Meaningful lesson is easier to absorb than meaningless lesson; **(10)** Information of students conduct, behavior, achievement, and failings can stimulate students motivation; **(11)** Learning process must be as varied as possible in order to stimulate students’ experience and motivation.

2) Learning Product

Learning product is the result of the whole educational process. In order to achieve good result the education process need to be able to sustain a fun and

inspired environment for the students. According to Purwanto learning process can be explained etymologically by understanding the word “Learning” and “Product”. Product refers to the output of a given activity or process that cause a functional change in the input. Learning is an activity aimed to create changes in the learning individuals’ attitude. The change in the individuals’ attitude is the learning product. Winkel in Purwanto states that learning product is a change that caused human to alter its behavior. In that context-learning product is the end result of the learning process in line with the ends being attained. Sri Anitah suggested that there are 2 factors that determine the learning product; internal factor (motivation, goals, talent, etc.) and external factor (environment, family, school program, teacher, etc.)

B. Mathematics

Mathematics and Fractions according to experts

According to Johnson and Rising, Mathematics is a mode of thinking, organizing, and logical proofing using a symbolic language that is defined clearly, accurately, and succinctly. Mathematic is a symbolic language that expresses quantitative and spatial relationship that simplifies and makes thinking congenial and convenient as Johnson and Myklebust believes.

Fraction is a number that consist of numerator and denominator that represent a part of the whole. Fraction described how many parts of a certain whole are there in a conversation or in a mathematical exercise. Usually written down as e.g. 3/4, (three – quarter), 1/8 (one – eight).

C. Contextual Teaching and Learning

Contextual Teaching and Learning (CTL) is a holistic education process that aims to make lessons congenial and convenient for student to understand by relating the lessons with students’ experiences. It engages students in meaningful, interactive, and collaborative activities that support them in becoming self-regulated learners. In relating the lessons with real work experience of the students’ there are 7 main component of effective learning that must be kept in mind. Those components are: **(1)** Constructivism; **(2)** Questioning; **(3)** Inquiry; **(4)** Learning Community; **(5)** Modeling; **(6)** Reflection; and **(7)** Authentic Assessment.

1) Key Concepts

Contextual is one of the key concepts that enable student to learn meaningfully. By learning meaningfully, students are more apt to apply the lessons in their everyday life, therefore achieving the goal of education. There are 9 key context that concern a student**: (1)** Goal Context, what goal is desired?; **(2)** Lessons Context, what lessons is given?; **(3)** Source Context what source is appropriate?; **(4)** Target Context, who is the target recipient?; **(5)** Teacher Context, who is doing the teaching?; **(6)** Method Context, what method is used?; **(7)** Product Context, how will the product measured?; **(8)** Maturity Context, is the recipient ready for the lessons?**(9)** Environment Context, what kind environment is conducive to learning?

As mentioned above, CTL is concerned in engaging students in meaningful, interactive, and collaborative activities that support them in becoming self-regulated learners by relating the lessons into real world context.As such there are 5 characteristics of the approach: **(1)** activating prior knowledge; **(2)** acquiring new knowledge; **(3)** understanding said knowledge; **(4)** applying the knowledge in the appropriate context; **(5)** reflecting upon the knowledge.

2) CTL Indicators

As it mentioned above there are 7 key components in the CTL. Those are:

- Constructivism: constructing knowledge from students' real world personal experience and personal knowledge structure
- Inquiry: Main activity of CTL, the students undertakes the process of Observation, Questioning, Hypothesize, Data Gathering, and Conclusion to uncover new knowledge.
- Questioning: A useful strategy of contextual learning to discover new knowledge and stimulating the students' motivation and understanding
- Learning Community: a community of shared learning, created by grouping together students to encourage communications between them

- Modeling: modeling is enunciating or expressing abstract thought into words. In CTL modeling doesn't have to come from teacher, the students or third party can be actively participating.
- Reflection: reflecting is revisiting prior experience and contemplating them. Its implementation in the CTL is that the teacher provides time for question by students on what did they learn today
- Authentic Assessment: it is a process to collect data relevant to the students learning condition. In CTL the learning condition must be understood by teacher to make sure the students are learning. The focus on the assessment can be on the output or the whole process

D. CTL Forms

There are 5 main forms of CTL. The first is **relating**, in which the teacher relate the content of the lessons into some prior knowledge of the students. Second form is **experiencing**, that is learning by personally experiencing the lessons, through exploration, discovery, and invention. Hands-on activities can involve manipulative, problem-solving activities, and/or laboratories or projects Third form is **applying**, in which the student apply what he knows in a problem solving activities. The teacher can encourage the behavior by giving them realistic and relevant problem. Fourth is **cooperating** in which the students cooperate in a group to solve a given problem, it also encourage the cooperative spirits in the students. Fifth is **transferring**, in which the teacher transfer their knowledge by creating learning experience focused on understanding rather than memorizing.

E. Pros and Cons

Every model always has its advantage and disadvantages, as with the CTL. The advantages of CTL are that the lessons are much more relatable; the students understand the lessons rather than memorizing it; it also encourage critical thinking and problem solving attitude coupled with the courage to speak up their mind,

therefore helping them to increase their interpersonal skill. On the other hand, the CTL approach necessitates a large investment in time and resource to make the model works.

F. CTL Criteria

As a summary, the criteria of a CTL based method are as such: the education process are student centric in which the students actively understand knowledge by working together in a group exercises while relating the knowledge to real world practical experiences. The whole learning processes are founded on prior experiences, in which learning is based on personal initiative, the student become self-regulated learner that learn purely for his own self-satisfaction and wellbeing rather than through fear. As such the knowledge and skills of the students expands according to their own experiences.

G. Picture Media

Etymologically, media is taken from the Latin word "*medium*" that literally means a connector or transmitter. Therefore a picture media is a visual or graphical medium that transmits a certain idea through usage of imagery and words (Sudjana, 2007: 68). Picture media can also be understood as an expression of event or experiences through graphical expression such as lines, words, symbol, or pictures (Azhar Arsyad. 1995: 83). According to Gagne (Arief S. Sadiman,2007: 6), picture media is among the most widely used media in learning, because its ubiquity and ease of transmitting the idea.

H. Characteristic of Class IV Students in Elementary School

Essentially, elementary school students are the same as any other students. They are polite, friendly, good hearted, and obedient to the teacher. Students are happy to go to school because beside they get to learn science and general knowledge; they also get to learn religious knowledge. Most of the elementary school graduate goes on to enroll onto higher school. Thanks to teachers motivating students, the students get to enroll into desired school.

IV.RESEARCH RESULT

A. Result of Increase in Educational Quality

From the data and the result of the analysis, it was found that there is improvement between learning product cycles, be it between cycle I to cycle II, or cycle Ii and cycle II. The evaluation results from the first cycle shows an improvement, from the average score of 42 pre cycle, to average score 72 in the end of the first cycle. The second cycle experiences the same improvement from 72 to 81 averages. While on the third cycle, the improvement peaks at 81 to 83. The improvements were caused by the usage of CTL with picture media as an improvement to the teaching methods.

Fun and inspired environment of learning can increase students' motivation, in effect increasing the students' learning product. If the increase of the learning product held out, in the long run, the overall quality of the educational process also experience an increase.

The processed data on the increase of learning product in elementary school student class IV is shown in the following graph:

Picture 1
Formative mathematic test result of elementary school class IV Pre Cycle, Cycle I, Cycle II, and Cycle III

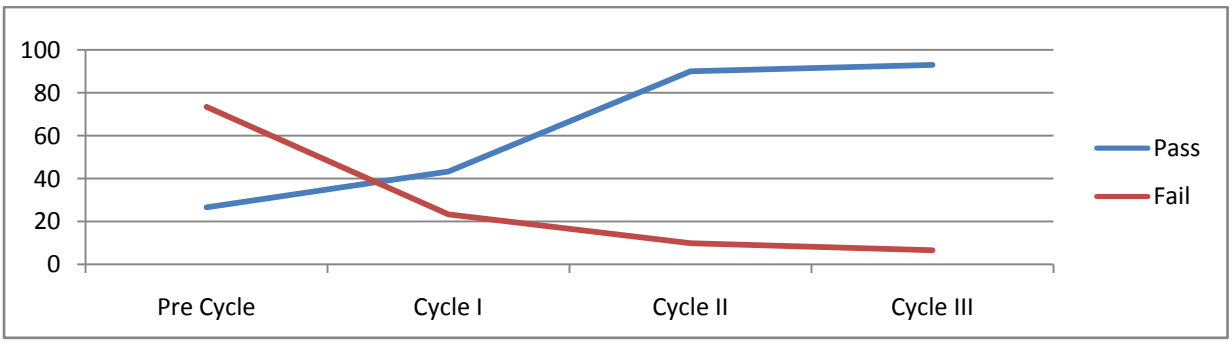

FIGURE 1

IV.**CONCLUSION AND REMARK**

A. **Conclusion**

Generally the implementation of the three-improvement cycle is essential in improving the learning process of mathematics, especially on the subject of fractional addition by equalizing the denominator, in the second semester of class IV. Departing from previous problems, which will be solved through reflection and observation by supervisors.

With a good cooperation between teachers, principal, and the tutor, CTL with picture media can and will increase students' enthusiasm, motivation, and learning product of Mathematical Learning of Fractional Addition In Elementary School Class IV by Equalizing the Denominator. As proven by the observationincrease in average class scores from 42 to 72 in Cycle I, from 72 to 81 in Cycle II, and 81 to 83 in cycle III.

B. **Remark**

Ultimately it can be mentioned conclusions; there are several points of importance to be done by teachers to improve the learning process:

- A teacher has to be able to stimulate the students to take active role in the learning process.
- A teacher has to be able to choose the appropriate method, media, and model of teaching that is suitable and fun for the lessons at hand.
- A teacher has to be able to provide a wide variety of test and problem in order to evaluate the students' progress.
- A Teacher has to always strive to improve his teaching ability and skill, in designing, implementing, evaluating, and improving a learning process.

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EKSISTENSI BUDAYA BETAWI DALAM MASYARAKAT MULTIKULTURAL DI JAKARTA[1]

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PENDAHULUAN

"Anak Betawi, ketinggalan jaman, katenye... anak Betawi gak berbudaye, katenye...". Kalimat tersebut merupakan penggalan dari original sound track sinetron "Si Doel Anak Sekolahan" yang menggambarkan anggapan masyarakat mengenai keberadaan orang Betawi pada saat ini. Sinetronnya sendiri menggambarkan anak Betawi yang mempunyai cita-cita tinggi menjadi sarjana tetapi harus rela menjadi supir oplet di kawasan Gandul, Cinere, Jakarta Selatan. Perjuangan si Doel menunjukkan keinginan yang tinggi untuk membuat bangga masyarakat Betawi.

Jakarta sebagai pusat pemerintahan mempunyai penduduk asli dengan ciri utamanya menggunakan bahasa Betawi sebagai bahasa ibu, tinggal dan berkembang di wilayah DKI Jakarta dan sekitarnya. Pada tahun 1619 nama "Betawi" disebut berasal dari kata "Batavia". Nama yang diberikan oleh Belanda pada zaman penjajahan dahulu (Pemerintah Daerah DKI Jakarta, 1995-2017). Namun sebenarnya penamaan Betawi sudah muncul jauh sebelumnya sebelum datangnya Jenderal Hindia Belanda, Jan Pieterszoon Coen datang dan berambisi untuk membangun kota yang disebut Batavia (Saidi, 2004, hal. viii). Menurut Sastradarma dalam Saidi (2004, hal. 14) bahwa orang Betawi sejak 1865 telah menamakan dirinya sebagai orang Betawi, waluu sebelum tahun 1865 disebut 'orang selam' yang merupakan sebutan khusus dari para pendatang (Cina, Arab, dan Eropa) karena mayoritas beragama islam. Istilah Betawi baru populer pada tahun 1970, sebelumnya penduduk asli Jakarta menyebutkan diri sebagai orang Melayu.

Jumlah penduduk di DKI Jakarta mengalami peningkatan setiap tahunnya karena berbagai kondisi seperti pertumbuhan alami dan migrasi (Badan Pusat Statistik Provinsi DKI Jakarta, 2015). Berdasarkan Sensus Penduduk tahun 2010, jumlah penduduk Jakarta tahun 2013 sebanyak 9,97 juta jiwa. Tahun 2014 meningkat menjadi 10.08 juta jiwa. Dengan jumlah penduduk yang seperti ini, maka Jakarta merupakan provinsi dengan penduduk terpadat di Indonesia mencapai 5 ribu jiwa per km^2. Dari jumlah tersebut, kelompok suku bangsa yang berada di Jakarta terdiri dari multi etnis. Total suku bangsa yang berada di Jakarta berdasarkan data statistik sebanyak 30 suku termasuk etnis Cina (Badan Pusat Statistik, 2011). Mayoritas suku yang ada di Jakarta adalah suku Jawa di urutan pertama dan suku Betawi di urutan kedua. 5 (lima) suku bangsa terbanyak penduduknya yang ada di Provinsi DKI Jakarta dapat dilihat pada tabel berikut:

Tabel 1. Jumlah Penduduk DKI Jakarta menurut Suku Bangsa

No	Suku Asal	Jumlah
1	Jawa	3.453.453
2	Betawi	2.700.722
3	Sunda	1.395.025
4	Cina	632.372
5	Batak	326.645

Sumber: Badan Pusat Statistik (2011, hal. 36-41)

1. Disajikan pada Seminar Antar Bangsa ke-5: Arkeologi, Sejarah dan Budaya di Alam Melayu (ASBAM Ke-5), Makassar, 26-27 Juli 2016
2. Lektor Kepala di Program Studi Pendidikan IPS Sekolah Pascasarjana UHAMKA

Seiring dengan modernisasi dan urbanisasi secara terus menerus, penyebaran penduduk Betawi berdasarkan data Badan Pusat Statistik (2011) sejumlah 2.700.722 jiwa dari total penduduk sejumlah 9.607.787 atau hanya sebesar 28% dari total penduduk Jakarta. Jumlah ini berkurang banyak dari data tahun 1930, dimana jumlah orang Betawi di Jakarta sebanyak 64% dibanding etnis lainnya. Bahkan di tahun1961 etnis Sunda lebih mendominasi Jakarta yaitu 32,8% dibandingkan dengan etnis Betawi yang hanya sebesar 22,9% (Siswantari dalam (Prabowo, Wardoyo, & Suprapto, 2004, hal. 3).

Orang Betawi sebagai suatu etnik menurut intelektual Betawi adalah orang yang tinggal di Jakarta yang Islami dan berbudaya. Menurut Badan Musyawarah Betawi dalam Farlina (2012, hal. 22) terdapat 8 kriteria yang disebut orang Betawi yaitu:

1. Keturunan Betawi asli
2. Salah satu orang tua (bapak/ibu) atau kakek/nenek orang Betawi
3. Lebih dari 60 tahun menetap atau tinggal di Jakarta
4. Lahir di Jakarta dan sekitarnya
5. Orang yang peduli dan berperilaku budaya Betawi
6. Orang yang berjasa dan bermanfaat bagi masyarakat Betawi
7. Orang yang mengaku dan diakui oleh masyarakat atau ormas Betawi sebagai orang Betawi
8. Mengakui dan menerima budaya Betawi serta melestarikan

Penduduk Jakarta yang multi etnis berdampak pada ancaman perpecahan budaya Betawi di Jakarta sebagai tempat yang seharusnya mempunyai jumlah suku terbanyak. Padahal Betawi meninggalkan warisan budaya seperti cerita rakyat, musik, upacara adat dan permainan rakyat. Permainan tradisional Betawi harus disosialisasikan dan diestarikan mengingat akan sangat menguntungkan berbagai fihak. Masyarakat tetap diperkenalkan pada dunia tanpa batas yang berpandangan menghargai banyak budaya, namun juga tidak tercerabut dari akar budaya yang membesarkannya (Tarwiyah, 2011, hal. 14).

Sementara ini, pemerintah DKI Jakarta sudah membangun kampung budaya di beberapa tempat untuk tetap melestarikan budaya Betawi. Budaya Betawi merupakan proses asimilasi dari unsur-unsur beragam budaya dari kelompok sebelumnya yang sudah berada di Jakarta sehingga banyak seni dan budaya yang terjadi karena percampuran etnis seperti Gambang Kromong (Betawi dan Cina), Keroncong (Betawi Portugis), Tanjidor (Betawi dan Eropa), Orkes Gambus (Betawi dan Arab) serta yang lainnya (Farlina, 2012, hal. 20). Hasil penelitian yang dilakukan oleh Kartika (2009) menyebutkan salah satu kampung Budaya Betawi yaitu Setu Babakan dikatakan berhasil dalam melestarikan dan mengembangkan budaya Betawi walaupun masih ada kekurangan dalam berbagai hal seperti fasilitas yang ada di tempat tersebut. Keberhasilan dapat dilihat dari banyaknya kegiatan seperti pelatihan, pertunjukan, festival, lomba serta parade.

Keberadaan masyarakat dan budaya Betawi terus tergerus eksistensinya. Walaupun masuk ke dalam kriteria orang Betawi tetapi belum tentu selalu mengaplikasikan budayanya sehari-hari. Berdasarkan hal tersebut maka tulisan ini akan menganalisa eksistensi budaya Betawi di dalam masyarakat multikulturalisme di Jakarta. Adapun rumusan masalah dari penelitian ini adalah:

1. Bagaimana penyebaran etnis Betawi di Jakarta?
2. Bagaimana upaya mempertahankan budaya Betawi dalam masyarakat multikultural di Jakarta?

Penelitian ini termasuk jenis penelitian studi literatur dengan mencari referensi teori yang relevan dengan masalah yang akan dibahas. Jenis data yang digunakan adalah data sekunder yang diperoleh dari hasil penelitian terdahulu berupa skripsi, tesis, disertasi serta jurnal, buku, dan sumber-sumber online yang representatif.

PEMBAHASAN

1. Penyebaran Etnis Betawi di Jakarta

Menurut Shahab dalam (Kania, 2000; Prabowo, Wardoyo, & Suprapto, 2004; Widyarini, Prabowo, & Elida, 2005; Nadila & Indraprahasta, 2011) penyebaran etnis Betawi dapat dikelompokkan atas

beberapa kelompok yaitu:

a. Betawi Tengah, yang berdomisili di daerah Jakarta Tengah yaitu di sekitar Gambir, Menteng, Senen, Kemayoran, Sawah Besar dan Taman Sari. Orang kayanya disebut Betawi Gedongan, Masanya berpendidikan tinggi dan modern. Sementara yang miskin disebut orang Betawi Kampung, umumnya bekerja sebagai buatir, pengemudi atau pemukul rambut. Namun tingkat perkawinan campur mereka cukup tinggi dibandingkan dengan orang Betawi lainnya.

b. Betawi Pinggir, yaitu etnis Betawi yang tinggal di daerah Pasar Rebo, Pulo Gadung, Jatinegara, Mampang Prapatan, Tegal Parang, Buncit, Gandaria, Pasar Minggu, Rawa Belong dan Bintaro. Pada umumnya merupakan pemeluk agama Islam yang taat. Mereka menyekolahkan anaknya ke sekolah Islam dan menjalankan syariat Islam dengan patuh dan benar.

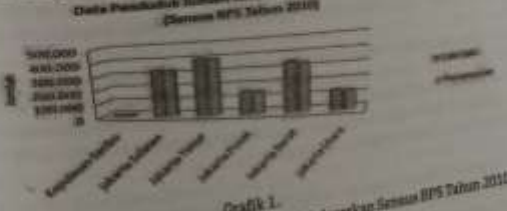
c. Betawi Udik merupakan etnis Betawi yang sebenarnya merupakan penduduk asli Betawi namun sebagian di antaranya pindah ke daerah Jawa Barat akibat perubahan batas administrasi daerah. Betawi udik terdiri dari dua tipe yaitu yang dipengaruhi oleh kebudayaan Cina tinggal di bagian utara dan barat Jakarta serta Tangerang dan yang dipengaruhi oleh kebudayaan Sunda tinggal di Jakarta Timur, Jakarta Selatan, Bekasi dan Bogor. Betawi Udik berumpun pada pertanian dan berasal dari ekonomi bawah dan berpendidikan rendah dibanding Betawi Tengah dan Pinggir.

d. Betawi pesisir mendiami wilayah sekitar Teluk Naga, Mauk, Japat, Tanjung Pinik, Marunda, Kalapa dan Kepulauan Seribu.

Penyebaran etnis Betawi di wilayah Jakarta dapat dilihat pada gambar berikut:

Gambar 2. Peta Penyebaran Betawi Tengah, Betawi Pinggir dan Betawi Udik
Sumber: Grijns dalam Shahab dalam Kanla (2000)

Menurut data dari Jakartapedia (2014) jumlah penduduk Betawi di DKI Jakarta dan Kepulauan Seribu dapat dilihat pada grafik berikut:



Grafik 1.
Data Penduduk Jumlah Suku Betawi di DKI Jakarta berdasarkan Sensus BPS Tahun 2010
Sumber: (Jakartapedia, 2014)

Pada saat ini persebaran etnis Betawi lebih banyak di daerah Jakarta Timur. Total etnis Betawi di Jakarta Timur sebanyak 795.772 jiwa. Awalnya jumlah terbanyak ada di wilayah Condet sehingga pada tahun 1976 ditetapkan sebagai Cagar Budaya Betawi. Tahun 1986, jumlah penduduk Betawi semakin berkurang, mayoritas penduduknya sudah bermigrasi ke daerah pinggir kota Jakarta seperti Bekasi, Depok dan Tangerang. Hal yang menonjol dari masyarakat Betawi di wilayah ini adalah kuliner khas seperti dodol condet, geplak, dan goreng jengkol (Jakartapedia, 2015).

Selain Jakarta Timur, Jakarta Barat merupakan wilayah kedua di Jakarta yang memiliki jumlah penduduk Betawi terbanyak. Berdasar data yang dihimpun oleh BPS DKI bahwa total penduduk Betawi yang menetap seluruhnya berjumlah 677.441 jiwa. Sekitar 30% dari total penduduk Jakarta Barat merupakan Orang Betawi. Mereka menetap sampai sekarang di beberapa kelurahan seperti di Kelurahan Kamal, Duri Kosambi, Meruya Selatan, Kembangan Selatan, Cengkareng Barat, Sukabumi Utara, Sukabumi Selatan, dan Kota Bambu Selatan. Selain itu di daerah Kampung Krukut, Kecamatan Taman Sari juga banyak ditinggali warga Betawi-Arab (Jakartapedia, 2015).

Wilayah Jakarta Selatan memiliki tanah yang relatif bergelombang dengan suhu yang relatif nyaman sehingga daerah ini sangat sesuai untuk wilayah pemukiman. Di Jakarta Selatan menempati urutan ketiga jumlah penduduk Betawi terbesar di DKI setelah Jakarta Timur dan Jakarta Barat. Berdasar hasil yang dihimpun oleh BPS DKI tahun 2010 menunjukkan bahwa terdapat sekitar 659.593 Jiwa. Di Jakarta Selatan kebanyakan penduduk Betawi menempati wilayah Tanjung Barat, Lenteng Agung, Jagakarsa, Ciganjur dan Srengseng Sawah. Di luar wilayah tersebut sangat jarang dijumpai adanya penduduk Betawi. Di wilayah ini terdapat kawasan konservasi Setu Babakan yang menjaga kelestarian kebudayaan Betawi. Berbagai tradisi Islam–Betawi seperti akikah, nujuh-bulan dan khatam Qur'an masih diselenggarakan di tempat ini. Pada hari-hari libur biasanya kawasan ini disadakan berbagai macam pertujukan seperti tari-tarian, orkes tradisional seperti Tanjidor dan Gambang Kromong, Ondel-Ondel, pertunjukan Lenong hingga pencak silat (Jakartapedia, 2015).

Wilayah Jakarta Pusat, jumlah penduduk Betawi yang menetap sebanyak 302.229 Jiwa. Hal yang menarik yang ditemui dalam kehidupan masyarakat Betawi yang berada di Jakarta Pusat diantaranya adalah hadirnya Pusat Intelektual Islam di sentra Tanah Abang dan dijulukinya Kwitang sebagai gudang silat. Pusat Intelektual Islam di Tanah Abang ini dipimpin oleh Al-Misri. Salah seorang cucu Al-Misri, Habib Usman mendirikan percetakan 1900. Dari hasil percetakannya, dia menghasilkan lembar tulisannya setiap hari yang dipajang di dinding masjid Petamburan dan dibaca oleh semua jamaah. Jakarta Pusat memiliki bangunan bekas Gedung Imigrasi yang di dalamnya berisi berbagai lukisan dan kerajinan tradisional Betawi.

Penduduk Betawi yang menetap di Jakarta utara tergolong paling sedikit dibanding daerah lainnya di Jakarta. Kebanyakan dari komunitas Betawi disana telah berpindah ke daerah pinggiran kota Jakarta seperti Bekasi, Depok dan Tangerang. Berdasar hasil sensus yang dilakukan pihak Badan Pusat Statistik DKI tahun 2010, total penduduk Betawi yang menetap di Jakarta Utara berjumlah 257.733 jiwa. Salah satu hal yang menonjol dari masyarakat Betawi di Jakarta Utara mereka memiliki kegiatan lain yaitu membuat batik Betawi khas Marunda yang biasa dilakukan di Rusun Marunda. Jakarta Utara juga mempunyai situs sejarah yang dibanggakan yaitu rumah Si Pitung dan Masjid Al-Alam yang kabarnya dulu sering didatangi sang jawara untuk bersembunyi sambil mengatur strategi dengan kawan-kawannya untuk melawan Belanda.

Dalam peta persebaran kebudayaan Betawi, Kepulauan Seribu masuk dalam wilayah Pesisir Pulo. Menurut Ridwan Saidi, mereka yang tinggal di Pulau Seribu ini juga disebut sebagai orang "Pulo". Di Pulau ini etnis Betawi adalah kelompok minoritas, karena sebagian besar warganya adalah keturunan orang-orang Banten dan Bugis. Berdasarkan data BPS yang dihimpun dari tahun 2010, penduduk Betawi yang mendiami wilayah ini berjumlah 8765 jiwa.

2. Upaya Mempertahankan Budaya Betawi dalam Masyarakat Multikultural di Jakarta.

Masyarakat Betawi sebetulnya memiliki unsur-unsur kebudayaan yang sangat kaya dan beragam. Mulai dari perbedaan bahasa di masing-masing wilayah Betawi, kesenian dari seni musik, tari da

pertunjukkan, rumah adat dan upacara adat yang beragam. Namun akibat adanya migrasi dan laju pembangunan maka terjadi marginalisasi pada masyarakat Betawi (Prabowo, Wardoyo, & Suprapto, 2004, hal. 4). Menurut Shahab dalam Siswantari dalam (Prabowo, Wardoyo, & Suprapto, 2004) orang-orang Betawi menjadi semakin terdesak dan tergusur dengan pembangunan kota Jakarta.

Sepanjang tahun 2015, jumlah penggusuran dilakukan sebanyak 113 kali oleh Gubernur Jakarta. Menurut Jl Rizal dalam http://www.rumahmoeka.com/nasional/20160423104154-20-127492/ahok-diserbut-cetak-sejarah-penggusuran-paling-brutal/ kasus penggusuran sudah terjadi sejak jaman penjajahan dimana pemerintah kolonial Belanda banyak merampas tanah rakyat pribumi untuk membangun kompleks Mantang. Penggusuran terus berlanjut sampai sekarang dengan cara dan kepentingan yang berbeda, namun tetap berdampak pada jumlah penduduk Betawi yang sebenarnya sudah ada di daerah pinggiran Jakarta.

Namun, hasil penelitian lain menunjukkan adanya faktor internal dari budaya orang Betawi yang menyebabkan adanya marginalisasi. Kampung Condet yang seharusnya menjadi kawasan budaya yang dilindungi dalam perkembangannya justru lebih banyak dihuni oleh para pendatang yaitu orang Jawa, Sunda dan Padang. Hal yang sama terjadi di Sawangan dimana lebih banyak etnis lain yang menguasai tempat tersebut (Prabowo, Wardoyo, & Suprapto, 2004).

Menyebarnya masyarakat Betawi memberikan dampak positif dan negatif pada perkembangan budayanya. Dampak negatif seperti yang diutarakan oleh Nadila & Indriaprahasta (2011) adalah dengan 'teralingkirnya" orang-orang Betawi dari Jakarta mengakibatkan budaya asli lama menghilang, namun dampak positifnya, ternyata dialek bahasa Betawi justru menjadi ciri khas budaya perkotaan (urban culture) yang menandakan sebagai tolok ukur suatu masyarakat perkotaan Jakarta. Dialek ini tidak hanya menetap di Jakarta tetapi menyebar pula ke sebagian Bodetabek. Bahkan bahasa Indonesia yang dilogatkan dengan logat Jakarta akan kental dengan logat Betawi sehingga dialek Betawi dianggap mempunyai gengsi tersendiri.

Berdasarkan pemaparan tersebut, ada yang beranggapan bahwa orang Betawi tidak pernah tergusur atau digusur dari Jakarta, walaupun banyak yang merasa khawatir bahwa etnis Betawi akan hilang. Upaya untuk mempertahankan eksistensi budaya Betawi sudah dilakukan baik oleh pemerintah maupun perseorangan. Mulai tahun 1975, Cagar Budaya di Condet didirikan. Tujuan pendirian Cagar Budaya ini untuk menciptakan suasana kebidupan bernuansa Betawi. Namun perkembangannya mengalami kegagalan dalam melaksanakan fungsinya (Yanuarizki, 2013). Kegagalan disebabkan pembangunan dan modernisasi di daerah Condet sehingga banyak pendatang baru dan perubahan pola pemanfaatan tanah menjadi urban utility dan perubahan struktur sosial.

Namun pemerintah tetap menganggap perlunya suatu tempat dimana dapat ditemukan gambaran budaya Betawi secara lengkap. Sehingga pada tahun 2000 di Setu Babakan daerah Srengseng Sawah dijadikan sebagai perkampungan Budaya Betawi karena kawasan ini merupakan wilayah utama komunitas Betawi yang masih bertahan dan alami. Komunitas yang dikembangkan adalah seluruh gagasan dan karya budaya seperti kesenian, adat istiadat, folklor, sastra, kuliner, pakaian serta arsitektur yang bercirikan kebetawian (Yanuarizki, 2013; Kartika, 2009).

Dalam lingkungan sekitar Setu Babakan dapat dijumpai aktifitas keseharian masyarakat Betawi seperti latihan pukul, ngederes, akekah, injek tanah, ngarak pengantin sunat, memacing, bertani, berdagang serta membuat makan khas Betawi seperti sayur asam, toge goreng, bir pletok, kerak telor, laksa dan lainnya. Di wilayah ini terdapa sebanyak kurang lebih 100 rumah adat yang terdiri dari rumah Bupaeng, rumah Joglo dan Rumah Depok (Kartika, 2009).

Peran serta masyarakat pun besar dalam mempertahankan budaya Betawi. Kelompok Tani Sanggalnaina di bawah pimpinan H. Chasruddin dibentuk di lahan seluas 40 hektar dan berlokasi di Pesanggrahan, Karang Tengah Lebak Bulus Jakarta Selatan. Walaupun tujuan utamanya untuk konservasi lahan, namun keberadaan kelompok tani Sangga Buana tidak terlepas dari sistem sosial dan kemasyarakatan Betawi yang merupakan penduduk asli Jakarta mempunyai nilai-nilai kearifan lokal yang membantu terwujudnya kawasan hutan lindung ini (Gunawan, Digdoyo, & Suherkah, 2014).

Selain itu berdirinya organisasi-organisasi orang Betawi merupakan respon masyarakat Betawi

terhadap perubahan jaman yang terlalu cepat. Berikut perkembangan organisasi orang Betawi yang diambil dari Shahab dalam Siswantari dalam (Prabowo, Wardoyo, & Suprapto, 2004):

Tabel 3. Perkembangan Organisasi Orang Betawi

Dekade	Tahun	Nama Organisasi	Pendiri
1950-an	1954	MANGUDAT IWARDA (Pemangku Adat Ikatan Warga Djakarta Asli)	H. Asrul H. Muhasi H. Effendi Yusuf H. Irwan Syafi'I Drs. Rusdi Saleh
1970-an	1975	IKRAR (Ikatan Keluarga Sejahtera Bersama)	Wim Salaman H. Abdurrachim
	1976	LKB (Lembaga Kebudayaan Betawi)	Aije Mulyadi H. Effendi Yusuf
	1977	PERMATA MHT (Persatuan Masyarakat Djakarta Muhammad Husni Thamrin)	H. Jahir Chaidir Fadlil Dr. Abdul Rodjak
1980-an	1981	IWARDA (Ikatan Warga Djakarta Asli)	–
	1982	BAMUS (Badan Musawarah Masyarakat Betawi)	H. Effendi Yusuf
1990-an	–	FORKABI (Forum Komunikasi Anak Betawi)	–

Sumber: (Prabowo, Wardoyo, & Suprapto, 2004)

KESIMPULAN

Berdasarkan hal-hal yang telah dijelaskan pada bagian pendahuluan dan pembahasan, maka dapat disimpulkan bahwa budaya Betawi akan tetap ada selama ada masyarakat Betawi. Laju pembangunan dan imigrasi tidak dijadikan sebagai faktor penghambat namun menjadi faktor pendorong untuk menyebarkan budaya Betawi ke sekitar wilayah Jakarta bahkan seluruh Indonesia dimana masyarakat Betawi berada. Keberadaan kawasan budaya Betawi, kawasan konservasi, dukungan pemerintah dan dukungan masyarakat Betawi sangatlah diperlukan sehingga eksistensi kebudayaan Betawi di tengah masyarakat multikultural di Jakarta tetap terjaga.

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ENTREPRENEURSHIP LEARNING FOR VERY EARLY CHILHOOD, AN ANSWER TOWARD GLOBALIZATION CHALLENGES

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Abstract

Entrepreneurship is now seen as an important component within contemporary economic development of a nation. Its critical role to thenational economic growth is now widely acknowledged within the literature.Indonesia as a most populus developing country in the world, with more than 250 million population, is facing the the weak mental condition to face the risk.Entreprenurial value such as the courage to take risks; the creation of a new thing either methods or products, and managed to produce the added value of new things; could led the economic robust of a nation. And those value could be earned from educational process. Early childhood has a huge potential to start the entrepreneur education to instilled those values. Its due to early childhood is the most rapid period of development in human life. The main concern of this research is to analyze what is the most effective way to implant the entrepreneur value in the existing educational system and institution, espescially which related with the golden age of the child.

Keywords: entrepreneurship, early chldhood education, child development, educational system, golden age of the child

Introduction

Entrepreneurship is now seen as an important component within contemporary economic development of a nation. Its critical role to the
national economic growth is now widely acknowledged within the literature. Expert opinion in the fields says that enterpreneurship is regarded as a catalyst for economic growth, employment and wealth creation (Yussoff, 2012). The empirical evidence is also strong in support of a link between entrepreneurship and economic growth (Virgill, 2009). Studies have found that regional differences in economic growth which are correlated to levels of entrepreneurship. The recognition of the importance of the entrepreneur and the necessity of the markets for the entrepreneur to operate has led many countries to begin to work on perfecting their markets by eliminating barriers to entrepreneurship and other market failures.
Kritikos studies also said that Entrepreneurship is considered crucial to a dynamic economy. He point out that Entrepreneurs create employment opportunities not only for themselves but for others as well. Entrepreneurial

activities may influence a country's economic performance by bringing new products, methods, and production processes to the market and by boosting productivity and competition more broadly (Kritikos, 2014).

Entrepreneurs are equally important when the economy is doing badly. When unemployment is high and the economy is contracting or stagnating, dynamic entrepreneurship could help turn the economy around. By developing novel products or increasing competition, new firms can boost demand, which could in turn create new job opportunities and reduce unemployment. If entrepreneurs are consistently encouraged, in bad economic times as well as good, then all businesses are kept on their toes, motivated to work continuously to improve and adapt. Shortly speaking entrepreneurs are the fresh blood that keeps economies healthy and flourishing(Virgill, 2009).

It is clear that entrepreneur roles are so crucial for national economic development. The interesting questionsarises from those explanation is then how could we become entrepreneur. For years, the debate subjecting the issue was heated. But in the contemporary educational system shows there is sharp increase in the number of entrepreneurship education programs. Explicitly it's suggests that the general consensus on the debate is inclined that entrepreneurship can indeed be taught. From a policy perspective this is an appealing thought. The idea that entrepreneurs are not necessarily born but can also be developed creates a window of opportunity for–educational–policies aimed at enhancing entrepreneurship.

Indonesia as a most populus developing country in the world, with more than 250 million population, is facing the same issue with other developing country. Unemployment, poverty and low Human Development Index (HDI) are still the main concern of indonesian government policy at this time. Citing on BPS published data on 2015 the unemployment rate in indonesia is still at its peak. Reaching 7,5 million people or equal to 6,2 percent of it's workforce (BPS, 2015).

Table 1 Unemployment by educational level in Indonesia 2015

No.	*Lates Educational Level*	*2015*	
		February	*August*
1	*Never Graduated*	124.303	55.554
2	*Ungraduated from primary level*	603.194	371.542
3	*Primary Graduate*	1.320.392	1.004.961
4	*Secondary Graduate*	1.650.387	1.373.919
5	*Senior High School Graduate*	1.762.411	2.280.029
6	*Senior High School/ Vocational Graduate*	1.174.366	1.569.690
7	*Academy/Diploma*	254.312	251.541
8	*University*	565.402	653.586
	Total	7.454.767	7.560.822

Source(s) : (BPS, 2015)

Those precentage depict a serious problem- its huge amount - if wee look a litlle closer and make a simple comparison with other South-East Asian nations (BPS, 2015). From the comparison made below from 2013 and 2014 Indonesia is the leading country in unemployment issue. Its far below the neighboor country such Malaysia, Thailand, Vietnam or even Sri Lanka.

Table 2 The unemployment ratecomparison 2013-2014

Country	*Working age*	*Unemployment (%)*	
		2013	*2014*
Indonesia	**15+**	**6,2**	**5,9**
Malaysia	15-64	3,1	2,9
Sri Lanka	10+	4	4
Thailand	15+	0,7	0,8
Vietnam	15+	2,8	2,5

Source(s) : (BPS, 2015)

Frequently the weak mental condition of indonesian society to face the risk is accused as the main factor behind those issue. Citing on Dwi Larso opinion said on The 2nd Indonesia International Conference on Innovation Entrepreneurship and Small Business(IICIES) 2010, he stated that

> Generally speaking, Indonesian people do not have any encouragement to face the risk (become entrepreneur). They would prefer to take the more easier way on their earning, that is become civil servant or just become an employee (job seeker)...May be its due to the our colonial cultural heritage that stacked the public mindsets to assume that an employee has a higher position than the entrepreneur(Roniyuzirman, 2013).

And the result is, as stated by Anak Agung Gede Ngurah Puspayoga, Indonesia ministry of Small and Medium Entreprise, Indonesia has only as much entrepreneurial 1.56 percent of the population. Its a really small precentage if we take a comparison with our neighboor country, says Singapore wich reached 7 percent, 5 percent for Malaysia and 4 percent for Thailand(Online, 2015).

Puspayoga added that to achieve the level of prosperity that the higher society, ideally the total amount od entrepreneur should no less then 2 percent of the population. And with those prencentage indonesia is still need more encouragement to its people with entrepreneurship spirits. If the sum of entrepreneur increased he believe that it would create more jobs and elevte Indonesias economic development over all.

Another cause of unemployment that is also frequently mentioned is the mismatch between the competence and the needs of employment, inbalance between demand and supply.Thus, the quality of the human factor itself is also of great importance in increasing national output–gross domestic product. Therefore human resources needs to be improved continuosly in order to spur the creation of continuous innovation capability of its people. One form of the quality of human resources is the entrepreneurial ability, an equipment that must be instilled to our graduates –working age– to be more competitive, creative and brave enough to dace the risk (Martha Christianti, 2015).

From the data released by United Nation Development Programme (UNDP)Indonesia's HDI value for 2014 is only 0.684–in the medium human development category –positioning the country at 110 out of 187 countries and territories (UNDP, 2014). This means that aIndonesia is still far from the level of prosperity of other developed countries.

Table 3 Human Development Index comparison and its components

HDI rank	*Country*	*Human Development Index (HDI)*	*Life expectancy at birth*	*Expected years of schooling*	*Mean years of schooling*
		Value	*(years)*	*(years)*	*(years)*
		2014	*2014*	*2014*	*2014*
11	*Singapore*	0,912	83,0	15,4	10,6
62	*Malaysia*	0,779	74,7	12,7	10,0
73	*Sri Lanka*	0,757	74,9	13,7	10,8
93	*Thailand*	0,726	74,4	13,5	7,3
110	***Indonesia***	**0,684**	**68,9**	**13,0**	**7,6**
115	*Philippines*	0,668	68,2	11,3	8,9
116	*Viet Nam*	0,666	75,8	11,9	7,5
133	*Timor-Leste*	0,595	68,2	11,7	4,4
142	*Bangladesh*	0,570	71,6	10,0	5,1
143	*Cambodia*	0,555	68,4	10,9	4,4

Source(s) : (UNDP, 2014)

As noted above, we have conclude that entreprenurial value which would be led the economic robust of a nation doesn't ment to be born with people it self, this value could be earned from educational process–inheritable to anybody espescially to our descendat. Therefore the education has a very important role in creating a culture that values entrepreneurship.

Mentioning on the eduacational roles, that has the obligation to transfer value and learning process, early childhood has a huge potential to start instilled the values associated with character development –entrepreneur value. Its due to early childhood is the most rapid period of development in human life. The years from conception through birth to eight years of age are critical to the comple and healthy cognitive, emotional and physical growth of the children(UNICEF, 2002).

The rapid development of children's brain begins in the parental stage and continues after birth. Although cell formation is virtually complete before birth – a new born baby has about 100 billion brain cells – brain maturation and impportant neural pathways and connectionsare progresivelly developed after birth in early childhood.thereore, early childhood is a period in development where environment actually has an important impact on determining how the brain and central nervous system grows and develops. Environment effect not only the number of brain cells and the number of connection among them but also the way these connection are "wired". The process of eliminating excess neurons and synapses from the dense, immature brain, which continues well into adolescence, is most dramatic in the early years of life, and it is guided to a large extent by the child's sensory experince of the outside world.

That is why if we intended to transfer, teach, and create the characteristic of an entrepreneur it would be suffice to optimize those golden age periode of the child. There so much evidence in supporting this argument. Espescially they came from several studies of model programs – that is, programs that are typically funded at higher levels and run by more highly trained staff, publically-funded programs. Ranging from national program driven by local society or even larger program run by international organization such as UNCEF, UNESCO, World Bank, and many more other institutions. Generally speaking those program concerned and have proved that

educational intervention at the golden age of the child can significantly improve the cognitive and social/behavioral capacities of entreprenurial young children at the long term.
Unfortunately, our existing educational system –in indonesia– espescially for the primary level which passed by the golden age of the child doesn't put enough attention with entreprenurial value learning. The orientation of entrepreneur learning in our educational institution is concern in the cognitif area only –taught on theoritical level only. Learning method which persuade puppils to actively involved in the practical area seems so not sufficient with the existing requirement to create a firm entrepreneur character on puppils.
This issue is clearly stated by the Dean of Sampoerna School of Education (SSE), Prof. Dr Paulina Pannen.

> Entrepreneur learning in indonesia it self was started indeed at the begining of 90's. And in 2008-2019 there was additional entrepreneurship package that injected by DIKTI to indonesian educational system. Ironically, those attempt is translated as course development module only. There is no serious encouragment from our educational institution to create a rigid implementation on that package. And finaly From that point of time Indonesia's entrepreneurial development had been stagnated till now(Neraca, 2012).

From those point its clear that the role of educational institution in shaping the entreprenurial character of the child is a crucial aspect either. And that is why we wrote this essay. The main concern of this essay is not to propose a separate programme – just like those ran by many international organization stated above – but to analyse what is the most effective way to implant the entrepreneur value in the existing educational system and institution, espescially which related with the golden age of the child.
To fulfill those aim, the following section of this essay would explain what is entrepreneurship and what kind of entreprenurial value that could be instilled to the child at its golden age respectively. After we acknowledged the value, we would examine the ideal learning method should be used to teach or transfer those value to the child, by combining the ideal learning method on early child education and the childhood development characteristic.

Defining Entrepreneurship

In this research we would not create any new definition of the term. Because we acknowledge that there are so many dimensions that can be considered in a definition of what an entrepreneur is. And each discipline could have its own definition of the entrepreneur. And if we take a strict line to define the term, it will devise new disciplinary sets and metaphors to explore the different facets of human behaviour. Therefore, would only continue to rise any other questions concerning the definition of the term it self.
In this definition, we try to explore the very meaning of entrepreneurship it self referenced to the some work that has done before. Start from the very begining of the discovery of the term, till the advanced time. From that wide range of scope then we hope could draw a rigid conclusion about what entrepreneur is.
Various scholars have written extensively on the origin of entrepreneurship. What isinteresting is that most of the scholars who wrote about the origin of entrepreneurship areeither economists or historians. Basically, the concept entrepreneur is derived from theFrench concept "entreprendre" which literarily is equivalent to the English concept "toundertake"(Commision, 2016)

The concept of entrepreneur can be understood more easily through the writings of these main pioneers. The first, Cantillon, described the entrepreneur as a person who purchases a raw material at a knownprice in order to sell it at an unknown price. In Cantillon's definition, anentrepreneur's role lies between that of two or more other actors. He or she is an intermediary(or go-between) who instigates transformation.

After Cantillon, the author who had the greatest impact on the field of entrepreneurship as it istoday was Jean-Baptiste Say, nearly a century later. Say was himself an entrepreneur, and camefrom an entrepreneurial family. He was also a prolific writer, and wrote from the standpoint ofsomeone preparing others to become entrepreneurs and hoping to convince them of theimportance of entrepreneurs in economic development. He identified the element of innovationas being most characteristic of the entrepreneur; in other words, he regarded entrepreneurs as being people who could do new things, people who could do more with less, and people whowould obtain more by doing something in a new or different way. Therefore,Say saw the entrepreneur as an economic actor whose activities generated an added value.

And the third is, Joseph Alois Schumpeter, the author to whom the association between entrepreneurs andinnovation is most often attributed by experts. In fact, as Schumpeter himself pointed out, hesimply took over the definition presented by Jean-Baptiste Say. He went further, however, postulating that "the essence of entrepreneurship lies in the perception andexploitation of new opportunities".

Schumpeter identified entrepreneurs as being the people most needed to revitalize the economy and theorganizations. Writing one century after Say, his thinking appears to be more complex and morecomplete. He associated innovation by entrepreneurs with five elements:

a) The introduction of a new good;
b) The introduction of a new method of production;
c) The opening of a new market;
d) The conquest of a new source of supply of raw material;
e) The carrying out of the new organization of any industry.

From these three old definition from Clinton, Say and even Schumpter they are all agreed that entrepreneurship has a tight relation with the market or economically related phenomenon. From the definition its clear that entrepreneurship is seen as how people reaction –their creativity, their valor, and their strategy to the win the market competition. If those people are brave, innovative, and strategically smart enough to enter the market, and successfuly over come any chalange on the market, they would be labelled as entrepreneur.

Following on above defintion entrepreneur is merely seen as about the creation of new businesses; pre-existing or otherwise, with typically higher growth than non- entrepreneurial competitors; or entrepreneurs are always a business owners, incorporated or otherwise. If we take a closer look entrepreneurship can even exist within individual –employee– without necessarily having a stake in the company.This means that all companies, whether owned by shareholders or trust funds for example and managed/run by salaried directors can still be entrepreneurial and the way they operate their businesses can be of benefit to other businesses owned and managed by entrepreneurs.

Entrepreneurs, and what differentiates them from other business owners, are in the business of doing something different, whether that be through identifying new products, processes or markets that increase the likelihood of success, employment, productivity and efficiency of their company. Entrepreneurs are also involved in the day-to-day running of the company to differentiate them from mere financiers such as business angels, shareholders, silent partners etc.Entrepreneurship is also about doing. The creation of a new idea is an important pre-cursor to the creation of an entrepreneur or entrepreneurial firm but entrepreneurialism is not just about thinking.

Following on from this, is the idea that entrepreneurs and entrepreneurship are not concepts that relate exclusively to small businesses or the self-employed, as many studies have often assumed. An entrepreneur is an actor who innovates by recognizing opportunities; he or she makes moderately risky decisions that leads into actions requiring the efficient use of resources and contributing an added value (Filion, 2011);Entrepreneurial activity is the enterprising human action in pursuit of the generation of value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets; and entrepreneurship is the phenomenon associated with entrepreneurial activity(Seymour, 2007).

ChildDevelopment

As noted earlier above, we have concluded that entrepreneurship doesn't meant to be born with the people it self. Entrepreneur is teach-able, it could be transfered to our descendant through literacy and learning process. Therefore, if we intended to teach the child about entrepreneurship, studying and understanding child growth and development are important parts we need to know. From those acknowledgment we could mapped the needs and the should at the transfer value process to the child.That would help us to define what could be instilled and otherwise what need to distill on the leraning entrepreneurship value to the child.

The Child development in this context is refer to the outcome of transactions between the child and her environment.This simple-sounding idea encompasses a complex and dynamic reality.From the time of his birth through adolescence, children move through a steady progression of milestones that include every area of development. These vary by age and include acquiring new motor abilities, developing thinking skills and learning emotional regulation, as well as social growth

Despite the stages of child development could be divided into several stages–infancy, toddler, preschool, grade school, adolescence– there was a consensus that said the most crucial shift in children's cognitive skills occurs at around age six. Although the cognitive changes that occur during infancy and the preschool years are dramatic –as children learn their native language, for instance– almost all theories of development point to age six as the time when children begin to actually "reason" in the commonsense meaning of the word.

The middle childhood or school age seems, somewhat more serious, and less spontaneous than the other child development. The preschooler, for instance, handles the need to learn about the "real world" by assimilating reality into fantasies driven by her wishes and needs. In middle childhood, extending from age six to the onset of puberty between ten and twelve, the child gradually comes to see the world as a place with its own laws and customs, about which she must learn and into which she must assimilate herself. The child shifts from seeing herself as at the center of the world to realizing that the world is complex and that she must find her place

in it. While imagination and play remain important to the school-age child, he increasingly establishes his sense of self through a long apprenticeship of gaining skills(Davies, 2011).
Conciesely, there are three key forces which combine to influence children's self-confidence and engagement in tasks and activities during the middle-childhood years that would be explained in brief below :

A broadening of children's worlds to encompass peers, adults, and activities outside the family

In the middle-childhood years, children spend less time under the supervision of their parents and come increasingly under the influence of teachers and activity leaders such as Sunday school teachers, coaches of Little League sports, instructors of dance or ballet, music teachers, camp counselors, scout leaders, and directors of various classes at youth organizations. In contrast with the intimacy and familiarity that characterize family relationships, participation in school and formal programs exposes children to different religious and ethnic groups, as well as diverse personal styles. They see adults acting in various social roles, and they see different adults acting in the same role—as teacher or camp counselor, for example.
These experiences not only give children a chance to compare adults with one another, but also change their relationships with adults. From more supportive preschool teachers to kindergarten teachers who focus more narrowly on the child's cognitive skill development and provide less one-on-one interaction. This change adequately gave tensions between the new autonomy and the increasing expectations to the children, which can either support or hamper the development of self-confidence(ACPHHS, 2004).
Typically, children enter the middle-childhood years very optimistic about their ability to master a wide array of tasks and activities, including their schoolwork. For example, when asked if they will be able to solve a complex puzzle, the vast majority of six-year-olds say yes, even after they just failed to solve a similar puzzle. When asked how good they are at reading, math, musical instruments, and athletics, most first graders rank themselves near the top of the class, and there is essentially no relation between their own ability ratings and actual performance levels.By age ten, however, children are typically far less optimistic, and there is a much stronger relation between their self-ratings and their actual performance. Their ability self-concepts and their expectations for success tend to decline over the elementary school years. For school subjects, this decline in self-confidence and motivation continues through adolescence, when it may lead students to avoid certain courses or to withdraw from school altogether(Eccles, 1999).

Cognitive changes that heighten children's ability to reflect on their own successes and failures

Once in school, children intuitively realize that fantasy and play are not adequate vehicles for mastering the developmental tasks of middle childhood. They become aware that they will be evaluated by the skills they develop. They realize they must learn to read and write and become proficient at organized games and sports. For the five- to seven-year-old, meeting these demands of reality, however defined by his culture, often seems daunting. He is becoming aware of the abilities he is expected to develop but is also aware that he does not yet possess them. He observes the superior skills of adults and older children and wonders how he will be able to learn them. Most children use this concern as a source of motivation and work hard at

learning academic skills. First graders often appear serious and absorbed when they are trying to learn a mathematics concept or sound out a passage in reading. On the other hand, the strain of stretching their cognitive abilities and adapting to the requirements of learning helps explain their high level of activity on the playground and the emotional volatility at home that is common in six-year-olds(Davies, 2011)

Exposure to social comparison and competition in school classrooms and peer groups

The experiences children have in elementary and middle school, and in organized activities, tend to focus on skills (intellectual, athletic, artistic, etc.) and tend to make a child's success and failure relatively public. The performance of an elementary school student is systematically evaluated against preset standards of excellence, progress, and acceptable style; and children earn status in school depending on their performance. They also experience failure and frustration, especially if they are less skilled than their peers.

Social reputation becomes important during the middle years, as children begin to reflect on their status in the group. It is very common for school-age children to comment on one another's performance in school: "I'm on math level 16, and you're just on level 12?" School-age children internally acknowledge the validity of peer evaluations, if they are accurate, and tend to incorporate them into their self-evaluations. A child who is sought out by peers as the smart, will became popular and gains in self-esteem from that knowledge. Because social status becomes a defining part of the sense of self during the middle years, children with lower social reputations commonly experience status anxiety and suffer low self-esteem. In the social world of older school-age children, kids who are socially withdrawn, aggressive and impulsive, or have unusual self-presentations and mannerisms, as in Asperger syndrome or autism, are increasingly seen as socially deviant and are increasingly likely to be actively disliked and rebuffed by peers

Growing up in their families, children observe that older individuals are usually more competent and may conclude that they, too, will become more proficient over time. Afterschool programs that mix children of different ages can create a family-like environment that encourages children to master new skills and try activities even if success is unlikely at first. Competition and social comparison, in their many forms, are key threads of development during the middle-childhood period.

Early Child Education Theory

In recent years, socio-cultural theories have provided an important conceptual tool for rethinking much of the practice in early childhood education. They draw heavily on the work of Vygotsky and more recently Rogoff(Raban, 2015). According to Vygotsky's socio-cultural theory, learning is seen as a developmentinfluencing ways for passing on to the child the historically moulded culturalfactors through interaction with a morecapable peer(Harkonen, 2016).Children are positioned as learning through the belief system to which they are exposed and through their interactions with others. Its describes this view of development as the relationship between the child and society. This means viewing a child's development in the situations of their communities. In another word socio-cultural theory believe that culture not

only determines the principles for defining development but frames the contexts in which the development of children is supported'.

The socio-cultural perspective has major implications for early childhood education, with a key feature being that higher order functions develop out of social interactions. There are two noteworthy aspects of this theory. *First*, it is fundamentally cultural –and educators are agents of culture who perceive children's actions within a setting that is deeply informed by their own cultural knowledge and beliefs. Children in their turn are viewed as cultural apprentices who seek the guidance of more knowledgeable others. *Second*, the Zone of ProximalPevelopment (ZPD) reveals how developmental change is generated through adult support, or the support of a more knowledgeable other, being experienced over time, followed by independent child accomplishment.

Cultural learning process of the child

Vygotsky saw the social environment as being instrumental to a child's learning. This means that learning with and from others is prioritised. Expectations of what children can do at certain ages become questionable as different cultural practices are reinforced through a child's community. So, expectations of children's development need to be viewed not as universal but interwoven with the social and cultural worlds in which children are raised.

Early childhood for Vygotsky was the period during which the restructuring of lower mental functions goes through its initial stages as children for the first time in their lives used cultural tools to transform their cognitive processes such as perception, attention, memory, and thinking. Social-emotional capacities are similarly transformed, allowing children to make a transition from being "slaves to the environment" to becoming "masters of their own behavior"(Leong, 2015)

In Vygotsky's view, it is one of the accomplishments of the preschool years that children overcome their impulsive, reactive and thus become capable of intentional behavior, an accomplishment critical for the development of higher mental functions. The other accomplishment of the early years involves children's growing ability to use a variety of signs and symbol systems—from gestures and words to drawing and written marks—that prepares them for the increasingly complex symbol systems they will learn in school. Vygotsky's theory of higher mental functions and their development, therefore, provides the context for his views on play.

Play as a learning process for the child

To avoid possible misunderstandings of this play term, Vygotsky meant only one kind of play, namely, the sociodramatic or make-believe play typical for preschoolers and children of primary-school age. Thus, Vygotsky's definition of play does not include many kinds of other activities, such as physical activities, games, object manipulations, and explorations that most people, educators included, still call "play"(Kritt, 2016).Sociodramatic or make-believe play, according to Vygotsky, has three features: children create an imaginary situation, take on and act out roles, and follow a set of rules determined by those specific roles. Each of these features plays an important function in the development of higher mental functions.

Play is instrumental in achieving mastery of the object and furthering symbolic ability. Vygotsky notes, “Play is a transitional stage in this direction. At that critical moment when a stick—i.e., an object—becomes a pivot for severing the meaning of horse from a real horse, one of the basic psychological structures determining the child’s relationship to reality is radically altered”.

Zone of ProximalDevelopment (ZPD) of the child

The most widely discussed Vygotskian concept among educators is the Zone of Proximal Development, or ZPD. In contrast to modelling of behaviour, adults assist children by cuing or even by showing them how to do something, but in a way that emphasises overcoming obstacles rather than simply copying behaviourdemonstrated by an adult. According to Vygotsky, first we should look at what children can do on their own, a measure of development that is already completed, which he calls the actual developmental level. This is the endpoint in most testing situations, where a student only gets credit for what they get right. Vygotsky added something new, pointing out that there are problems that a child cannot solve independently, but can solve with assistance. For example, a child might complete something the teacher or a peer has started, or use cues to solve a problem. The distance between the child’s current functioning and what the child can do with assistance is the child’s potential functioning. This is the Zone of Proximal Development, the area in which development occurs.

Methodology and Analysis

In line with the proposed research question this research is laid only at the descriptive level. That is to say, that our proposed research question doesn’t require us to correlate two or more variables; explain the causalities caorrelation among them. The proposesd question is only to acknowledge the most ideal method to teach entrepreneurship to the child at its early age. However, even, there was derivatife question from that proposed one; what value, and what method should be used to instill those value; has arise we do not have any obligation to correlate two or more variables. Its due, basically, the main focus in this research is simply to describe what is the most ideal conditions of learning entrepreneur educational at the early age of the child.

Descriptive research is used to describe characteristics and/or behavior, and some even define descriptive research as any study that is not truly experimental. Thus, with such character of such research, literature review method is an effective and efficient method to be done to answer the proposesd research question above.

Middle Childhood Entrepreneurship Education

From of the above section, we have mapped some aspects; such the definition of entrepreneurship, the characteristics and cognitive development of children in middle childhood; as well as the theory of early childhood education. As we proposed before, those result would be our primary foundation to answer the question submited above. Following on that, this section we will explain and trya to correlate the childhood development mapping into the early child education, as proposed by vigotsky, especially on entrepreneur education respectivelly.

As we notes earlier the definition of entrepreneurship itself in practice is often misunderstood. Interpretation of entrepreneurship is only defined to a businessman, the owner of a company or business owner. But from the above explanation, we know that entrepreneuership have the deeper meaning then it perceives by most of people. Entreprenership is closely related to the characteristics of courage to take risks; the creation of a new thing either methods or products, and managed to produce the added value of new things. And, these properties can be owned by everyone. Be it a rickshaw driver practitioner academic or office employees, if only they have the character and harnessed added value from the implementation of these properties, then he/ they could be categorized as an entrepreneur. So it's clear that entrepreneurship could be done by anyone not least for those who are outside the context of the business and business owner.

Correspondently with early child education of entrepreneurship, all of these values indeed could be instilled in the existing educational institution such as school. Either through the insertion in the curriculum or teaching outside class hours (extracurricular). What is the most important thing then was our awareness of the capacity of young children at its early age. The capacity is meant to their ability to process and manage the information. In this phase their capacity is limited and much different from the older school age children. Indeed, if its viewed in terms of growth and development, during this middle childhood, children are at the most rapid stage of its development. The level of self-confidence and their eagerness to learn new things were at its peak, their desire to be the best and recognized in any class (sense of competition) is still the main motivation in their cognitive development. However that characteristic couldn't be the motivation to instill the entrepreneur values by force and excessively to children. This was in line with what was mentioned by Vigotsky earlier, as the *Know More Other* we must firstly acknowledged two crucial aspects of child development. First was the limit of a child's ability (how far the child is able to complete a task on it self) and the potential ability of the child.

In addition, though, the child in this phase the awareness of the child to learn the reality is emerging, their desire to play and imagination is still on its very foundation of child characteristic. As the middle years proceed, the fantasy play so characteristic of preschoolers becomes less prominent. It is often said that play is the work of the preschooler. For the school-age child, a work orientation emphasizing intellectual mastery and physical competence gradually supplants play as a compelling interest. Children who continue to insist that play is their reason for being are increasingly seen as immature. In part this shift in orientation is forced on the child by external reality: She must learn to work in order to master school tasks, which increasingly require her to be organized, logical, and unplayful. But new cognitive capabilities increase her internal motivation to learn new skills. These rapid cognitive advances offer the child the possibility of understanding the world through systematic, logical thinking, replacing the preschooler's tendency to try to understand through imaginative thinking.

Play remains important to the school-age child, but fantasy play is gradually supplanted by the organized and ritualized play of games and sports. Play is still important, but is less obvious, because it is frequently "interiorized" as fantasy, rather than enacted, and the school-age child provides less out-loud narrative for her. However, children continue to enact fantasy play by themselves and with best friends. Play of all kinds continues to provide children with a break

from the demands of reality. For this reason alone, play remains very important to school-age children because so much of their time in school is spent working on intellectual tasks.

By age four, preschool children can learn how to play simple board games. They can count, take turns, and understand that winning depends on reaching the last square first. However, preschool children do not enjoy structured games as much as fantasy play. Games with rules constrain their egocentric imagination, and they have not yet developed far enough cognitively to be intellectually interested in the structure and logic of a game. They often cannot accept losing and may quit or cheat to avoid losing or react with intense disappointment if they lose. By six or seven, however, children can learn somewhat more complicated games, play by the rules more gracefully, take some pleasure in following the twists and turns of the game, and enjoy exercising their skills. They still may be intensely competitive, intent on winning, and disappointed in losing. However, even though games are competitive, they are explicitly social and cooperative, since the players must follow a set of rules for the game to continue.

With those characteristic, learning method that based on the inclusion of children; in a game or a playful learning; would be more attractive and effective than the instructive and punishment method that has been widely practiced by the school. Vigotsky stated that we as Know More Other, only act as Scaffolding for children's development. As an actor whose task is to assist and direct the child in the learning process. Not as instructors who are obligated to fill in the value and purpose to the child. Therefore, in the process of learning the entrepreneurship value it would be much more effective if the child is given the freedom to compete freely with their peers and the teachers only act as supervisor or coach who will judgethe final outcome and help children when they need to.

Conclusion

The idea of entrepreneurs or entrepreneurship are not concepts that relate exclusively to small businesses or the self-employed, as many studies have often assumed. As we noted earlier the most suffice definition of entrepreneurship should include at least these some of these elements: An entrepreneur is an actor who *innovates* by *recognizing opportunities*; he or she *makes moderately risky decisions* that leads into *actions* requiring the efficient use of resources and contributing an *added value*. Conciesely, with the early entrepreneur education to the child, all those value indeed could be instilled straightly. However, the most important thing in those learning process was our awareness of the capacity of young children at its early age. The capacity is meant to their ability to process and manage the information. In this phase their capacity is limited and much different from the older school age children. We have to comply with their capabilty, and their characteristic phase of development. Learning method that based on the inclusion of children; in a game or a playful learning; would be more attractive and effective than the instructive and punishment method that has been widely practiced by the school. We/theacher as Know More Other –in Vigotsky term, only act as scaffolding for children's development. As an actor whose assist and direct the child in the learning process. Not as instructors who are obligated to fill in the value and purpose to the child.

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INTEGRATING "BETAWI" VALUES IN ELEMENTARY SCHOOL FOR STUDENT CHARACTER BUILDING

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ABSTRACT

Jakarta is a capital city of Indonesia. Unfortunately, the city has faced many conflicts which are caused by moral degradation. Many sociologists said that the degradation happened because Jakarta's people lost their identities. Whereas, Betawi whom Jakarta native ethnic has much local wisdom with many values which can be used to solve the degradation. This research is aimed to find out how to integrate Betawi values in elementary school for students character building in Jakarta. The research used the qualitative method with two steps, they are finding Betawi values which are appropriate to be integrated into elementary school and looking for how the values can be used to overcome terrorism. The result showed that there are at least 20 Betawi values can be integrated into the elementary school. In addition, most of the values support humanism which is the main resources to avoid global terrorism.

Keywords: Betawi values, character building, elementary school

1. Background

In the current global era, the local culture is increasingly being abandoned because communities have a strong tendency towards a global culture. Absolutely, it will affect to national identity, especially for young people. Losing identity will reduce the ability to compete with countries in the world because identity is a key factor in developing a country. One of its efforts to solve this problem is revived the local values based on their local wisdom. Local wisdom is unique culture which has idea, norm, behaviour, regulation, and capability to face their problems for their life sustainability. local wisdom is all forms of knowledge, beliefs, understandings, or insight as well as custom or ethics that guide human behaviour in life. (Keraf, 2010; Alfian: 2013)

As a capital city, Jakarta has many ethnics which came from many regions in Indonesia, but people in Jakarta agreed that the indigenous people of Jakarta are Betawi ethnic. Betawi's culture is very unique and contains many positive values. In fact, the young generation born and raised in Jakarta, do not understand about the existence of the Betawi ethnic and cultural character. Generally, they only know some of the Betawi cultures such as the *ondel ondel*, *kerak telor*, and another traditional song, but they do not understand the meaning of wisdom contained in it.

2. Method

This research uses the qualitative method to classification, mapping, and find out Betawi values. For collecting data, the research use questionnaire, observation, and depth interview with information. Data validation technique for the research uses data and method triangulation. For analysing data, the research uses cyclic process. To find out the local values, the research uses three step, which is classification Betawi local wisdom, choose the local value from local wisdom, and drawing up of local values that could be integrated into learning.

3. Finding and Discussion

1.1. The Origin of Betawi Ethnic

Jakarta is a city that grew from its function as a centre of the economy and business as well as the services and industrial activity. Other figures from Jakarta is the city as a centre for the development and the control of territory surround it. Development of the city can not release from its history. In the past, Jakarta was formerly known as Sunda Kelapa, then changed into Djajakarta and became Batavia, the main city in Colonial Era. Furtherly, Colonial Government built and developed Batavia as a replica of Amsterdam, Dutch Capital, and made as a centre of government. The decision of the Government made Batavia as the administrative centre and commercial centre because of the strategic geographical layout (Wyner, 1986). Absolutely, it made Batavia had a great developing and of course made many people outside the city keen to come. Then, although name

of Batavia changed into Jakarta after independence day, the government still kept its character as the centre of government. (Suswandari, 2010)

There is a different opinion about the origin of Betawi ethnic as an indigenous people in Jakarta. The first opinion said that Betawi ethnic appear from ethnic combination which lived in Batavia, so it means that Betawi ethnic was created by Colonial Government (Suparlan, 2004). Other said that Betawi ethnic settled in Jakarta region before Colonial Government came and built Batavia (Shahab, 1994: Saputra, 2007). Regarding the first opinion which is supported by Castle. He states about ethnic diversity that exists in Batavia in 1673, as illustrated in the table below.

Table 1. Ethnic Diversity in Batavia in 1673 year

Ethnic	**Year**		
	1673	**1815**	**1893**
Dutch	2750	2028	9017
Chinese	2747	11854	26569
Mardijkers	5362	-	-
Arab	-	318	-
“Moors”	6339	119	2842
Javanese and Sundanese	-	3331	-
South Sulawesi	-	4139	-
Bali	981	7720	72241
Sumbawa	-	232	-
Ambon and Banda	-	82	-
Malay	611	3155	-
others	13278	14249	-

Source: Castle, 1967 in Suparlan (2004)

The table gives information about the existence of various ethnicities in Batavia in 1673 when Jan Pieterszoon Coen became Governor General. Majority ethnic came from various areas. Most of them are labour with cheap salary to support the colonial powers, in accordance with the motives of imperialism. Batavia has a strategic port, that of the reason why Batavia can not avoid from the arrival of merchants from different ethnicities, which some of whom settled in the area. Chinese ethnic is the greatest number of ethnic, then followed Balinese and Javanese. In 1893 there were some ethnic groups who started missing and followed by ethnic dominance. Ethnic groups are missing in 1893 with the number of 75,083 people, concluded by Castles as the group that gave birth to the Betawi ethnic. (Suparlan, 2004)

In addition, the table also provides information that in 1893 there was simplification ethnicity in Batavia into four classes, which are Europeans and Eurasians, Chinese, Arabs and "Moors", and Betawi. This condition lasted until 1942 and they are arranged in a hierarchy of formal Government (Netherlands Indies Government), as well as the respective live separate from each other. Nevertheless, Netherlands East Indies national systems and existence of a market are the reason for their unity. As Furnivall said that market is becoming the bridge between Europeans and indigenous people. Modern market dominated by Europeans, while local market dominated by local people. (Suparlan, 2004)

Hometown-based ethnic separation occurs after war with Banten in 1656. Each hometown is overseen by the four heads of the environment. This rule was implemented in order to make easier the VOC oversees indigenous population and recruiting troops. This ethnic segregation resulting in the ethnically concentrated in one region, for example, Javanese people in Kampung Jawa, kampung Bali, and so on. However, this separation is not thus terminate the merger between ethnic, because they still are allowed to purchase land in other ethnicities. In following years, there were many Javanese lived in Kampong Makassar, Batak people lived in the village of Java, and so on. But, the Eastern Netherlands and foreign people intentionally separated from the ethnic indigenous Betawi people, i.e., Javanese, Batak, and so on. (Suswandari, 2009; Nugroho, 2012) The arrival of various ethnicities to Batavia is related to the role of the colonial Government. The arrival of Ambon, Makassar, Bali, and the majority of them were invited to Batavia to enter military service during the execution of the military expedition in Ceylon, Sumatra, and Sulawesi. Most of the residents arrived at Batavia as slaves. After they were free, they follow the "head of kampung" each and adjust to its system, then settled in Batavia. (Grijn and Nas, 2007)

Some people believe that the origin of Betawi ethnic related to the arrival of labour and slaves from another region. After they settled and built community, their culture acculturated each other. The acculturation of ethnics is called Betawi. Census of Batavia’s population in 1930s is reason of the statement. The table shows that in the census of the 1930s, Colonial Government inserted Betawi as one of ethnic in Batavia. In following years, the Betawi ethnic increasingly large and occupies some territory in place currently called by Jakarta.

The Betawi ethnic term officially appeared in the 1930s, when it appeared in census category, as appeared in the table below.

Table 2. Population of Batavia in 1930s

Ethnic	Batavia Meester Cornelis	Suburban areas	Jakarta Raya	Jakarta raya dan sekitarnya
LOCAL PEOPLE				
Betawi	192.897	220.000	418.900	778.953
Sundanese	135.251	15.000	150.300	494.547
Javanese	58.708	1.000	59.700	142.863
Malay	5.220	100	3.800	3.882
North Sulawesi	3.736	100	3.800	3.882
Minang	3.186	-	3.200	3.204
Maluku	2.034	-	2.000	1.263
Batak	721	200	900	998
Depok and Tugu	-	-	-	-
South Sumatra	799	-	800	817
Madura	317	-	300	397
Others	5.553	1.400	6.900	7.063
Sub Total	409.655	243.800	653.400	1.443.517
NON-LOCAL PEOPLE				
Tionghoa	78.185	9.400	88.200	136.829
European	37.076	100	37.200	37.504
Others	7.469	400	7.900	8.243
Total	533.015	253.800	786.800	1.636.098

Source: Castle, 2007

Other opinion came from Al Fatawi community, which claim that ethnic Betawi is not a colonial product, because they existed before the Batavia develops, as their stated in *Harian Pagi* newspaper on 24 June 1986, "the word of Betawi derives not from Batavia, because of the Betawi people ancestors was settled in the region before the colonization of the Netherlands" (Shahab, 2004). This statement also told by Saputra that ethnic Betawi ethnic is not appearing after Coen brings the slaves and workers from other regions. Betawi Ethnic has emerged since the 130 AD, the proof is the report the Wangsakerta manuscript Sunda report, said that the Salakanagara Kingdom is in West Java not in Pandeglang. Because Pandeglang doesn't have a harbour. Therefore, the location of Salakanagara was estimated in Condet, a region in Jakarta, which is a toponym of *Ciondet.* (Saputra, 2007)

1.2. The Forms of Betawi Local Wisdom

Ethnic Betawi culture not only constitutes the entire effort and intended to give the meaning of life but also simultaneously setting a life lived only humanely with great value in it.

a. Religious value

Betawi people are known as a good Moslem and obey theirs religious teaching. Therefore, any activity that is carried out among the public were not separated from their religion. The influence of the religion of Islam has established a certain view on the people to migrants who were occupying the area of their residence. In the implementation of life cycle ceremonies, they are also based on the teachings of Islam. However, before Islam came, some of whom argues that the belief system espoused by the Betawi is trust of ancestral spirits (animism and dynamism). (Soimon, 1993; Saputra, 2007) An understanding of the religion is the main competence for Betawi's people. The figure of religion leader gets a high position in the social structure of society. Their role in society often trumps formal leaders, because of what they tell is always followed by the community.

Betawi people always give priority to the teaching of religion in his life. Since childhood, they already introduced with the Qur'an, so they understand the role of the Qur'an in their life. After teenager, they are taught *silat*, a kind of martial arts. Usually, *silat* as taught to the boy, so that they can protect their families and the environment from all sorts of distractions. In adult phase, Betawi people assume that they should be able to carry out the pilgrimage. In Betawi's community they called *ngasosi (ngaji, solat, silat)* or recite Qur'an, pray, and silat, as their principle of life.

b. Art

The Betawi art born of the fusion of various ethnicities and tribes that had existed since colonial times. The Betawi art music, for example, has the very strong influence of foreign cultures, like China, Netherlands, Portuguese, and Arabic. Some art music were known by the public at large, among others: gambang kromong, tanjidor, keroncong tugu, samrah, and tambourine. The influence of Chinese culture reflected in the rhythm of the song, name of tools, and instruments, such as the arts Gambang Kromong Harmony or Xylophone. Other art is ondel-ondel, which was influenced by Hindu culture. In the past, ondel-ondel,paraded when a harvest feast, in honour of the goddess. While gradually ondel-ondel philosophy began to shift. Ondel-ondel is believed as an ancestral symbol that keeps their descendants. Hence ondel-ondel usually is used to expel any evil spirits that will interfere with the course of events.

The kind of art that is a combination of the Betawi and Portuguese is Keroncong Tugu. The kind of traditional music containing elements of Portuguese music. In the past, Keroncong Tugu played by young people in Tugu Region, who enjoy a night of a full moon on the banks of the Ciliwung River. Nowadays, Keroncong Tugu is also performed to accompany worship services at the Church and special event in Betawi people.

c. Local Building

Local building of Betawi's People called "Rumah Bapang". The uniqueness of Betawi building, among others: a) have a solid foundation built from natural stone, which reflects the robustness of the spirit of the Betawi people, b) Hall, spacious family room equipped with table and chairs Betawi people, describing a friendly in receiving guests. c) guest rooms or called *Paseba*, is devoted to the guest and also used as a prayer room, d). The family room or *pangkeling* as a gathering place for the family room at night, e). family bedroom, f). kitchen or *srondayan* located behind the house blends with the dining room. The aspect of Betawi's house shows that they are open person, humble, keep in touch in togetherness., and receptive to difference

d. Traditional Games

Various traditional game shows that communities were very appreciative of his childhood. In Betawi traditional games, there is a separation between the game for boy and girl. The game for boy shows a heroic character and full of energy, e.g. *Kuda-kudaan, Jangkungan, Sumpitan, Protokan.* While the game for girl are more reflective of the game that has been described as a prevalent activity women (cooking, parenting, and household activities), e.g. *congklak, anak-anakan, tuk-tuk ubi, dan pong-pong balong*.

e. Folk Song

The Betawi folk songs are adaptations from pantun and poems, accentuating the high aesthetic value. Thus, it is not true when there is a stigma that Betawi people are uneducated and less ethical, proven they not only developed melodic songs with a beautiful and dignified, but also still easy to be heard (easy listening).

Betawi folk songs store messages and advice to the audience about wrong and right in their life. Because of the songs, the character of "nyablak" in Betawi people does not appear. Through the song, they use words with a subtle allusion to convey the meaning to others, for example the song of Jali-jali, Kemayoran, Lenggang Kangkung Kroncong, and Sirih Kuning.

f. Folklore

The content of the majority of the story is the resistance to colonial policy. This signifies that Betawi People were uncomfortable when being in colonisation, so they do the resistance by making folklore that contains resistance of colonial policy. In these stories emerged of heroism, strength, value and stubbornness in the face of problems. In addition, in stories such as Pitung nor Jampang, Betawi People showed their credentials as a swordsman who is not only good at martial arts but also good at reading the Qur'an and uphold social justice. There is also the story of Nyai Dasima, Gagak Karancang and Telaga Warna.

g. Traditional Tools

Betawi people cleverness in the martial art also indicated with a machete (*golok)*. They always store their machete owned under their pillows. This marked the person are always vigilant and careful in all conditions.

h. Culinary

Various of Betawi culinary indicates that the ethnic indeed a very open ethnic, but still want to maintain their original culture, e.g. Sayur Gabus Pucung, Ketoprak, Soto Tangkar, and Bir Pletok.

The names of such unique culinary, such as sayur babanci and sayur belande kecebur also indicate that the ethnic is humorous people.

i. Life cycle ceremony
Some traditions in the community often suggested that people were having high social spirit. It is appeared in their life cycle (births, marriages, and deaths), they tend to always do a ceremony involving a lot of people in it. For example, if there is a mother who will give birth, all of the family and some neighbour stay in her side. After a newborn baby has been born, they will hold "*akeke"* a ceremony as greeting to God. In *akeke* ceremony, all of family and neighbour will prepare anything. It is marked that Betawi's people always keep togetherness in their happiness and sadness.

j. The caring of environment and natural resources
The attitude of valuing natural resources and the environment is demonstrated by the existence of more attention to animals, even some of them become a part of the ceremony. They always held sacrifice ceremony before cultivating. In addition, they also always keep togetherness in every activity, for example in the tradition of farming, namely *nandur*, they call their neighbours and other farmers to help, in their culture, it is called *nyambat.* Betawi people also respect to the animal. Further more, Saputra (2014) confirms that the ethnic were paying attention more to animals, especially cats, crocodiles, tigers, birds.

Generally value the wisdom of local ethnic Betawi can be observed in their daily activities, especially in their religion, interaction, art, and local building. Religious values indicated with the obedience of the community to the teachings of Islam in their daily activities. In the Betawi ethnic linguistic shows elements of straightforward, egalitarian, honest, friendly and humorous people. Meanwhile in social interaction can be observed in the attitude of those who are tolerant, egalitarian, open, cooperation, mutual respect, togetherness, care for the environment, democratic, and brave.

These values are an important part in the development and strengthening of the characters through the learning process. The multicultural Jakarta should be built with a strong cultural grounding in order not to become a trigger for the onset of the social conflict. The following is the values of Betawi local wisdom that needs to be integrated into learning.

No	Local Value
1	Religious
2	Honest (*cablak)*
3	Friendly
4	Faithful
5	Egalitarian
6	Togetherness or cooperation
7	Easy to share
8	Care to environment
9	Democrat
10	Social awareness
11	Brave
12	Humourous
13	Innovative
14	Confidence
15	Tough
16	Peace
17	Critical thinking
18	Forgiving people
19	Positive Thinking
20	Dynamic
21	Willing to sacrifice
22	Never give up
23	Adaptable

Source: Suswandari, research report, 2015

1.3. Integrating Betawi Local Values in Learning

It is well established that character building is one of learning goal in Jakarta. Regarding this, school have to create their activities based on character building. There are some ways to integrate Betawi local values in learning, it will describe in the following paragraph.

a. Using Betawi local values as learning content
   In Jakarta, it has been done with Pendidikan Lingkungan Budaya Jakarta (PLBJ) subject. But, it does not enough, the teacher has to be more creative with integrating local values in other subjects, for example, IPS, Bahasa Indonesia, Mathematics, and so on.
b. Integrate local values to learning methods
   In this way, the teacher has to be creative and innovative. They can use contextual teaching-learning method, project method, problem-based-learning method, and IILV (Integrated Inquiry with Local Value. IILV has five steps, which are stimulation, exploration, search value, presentation, and reflection. Each step in the method appears in every learning activity. The figure below will describe more about this method.

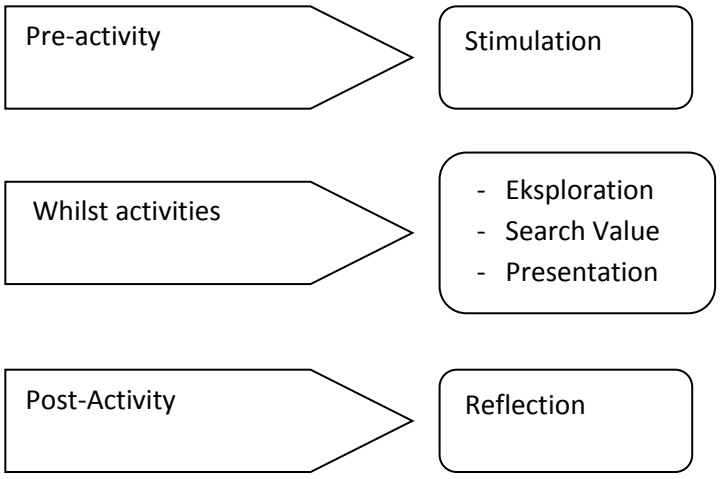

Fig. 1. Five steps in IILV method

4. Conclusion

In last decade, Betawi ethnic continued strengthened and managed to build its own identity that characterises and different with other ethnic in Indonesia. Although the development of Jakarta tends to insist them to lose their identity, their existence can not be eliminated. There are strong values in their local wisdom which is very appropriate to integrate into learning, especially for elementary school students. There are many ways to integrate local values, one of them by using IILV method and integrating Betawi local values in every subject.

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KETERAMPILAN LITERASI MEDIA BAGI PEREMPUAN SEBAGAI UPAYA PERLINDUNGAN ANAK

Dini Wahdiyati & Farida Hariyati
Universitas Muhammadiyah Prof. DR. HAMKA, Jakarta

Abstract
Media literacy tells about how media has its functions in society. Media literacy movements have been designed to streamline the control of the audience as television viewers in the message exchange process. Media literacy movement underlines the efforts to protect the audience from the harmful effect of media messages. Women became the most potential ones since they have their most significant role, as a mother. Through the media literacy movement, the harmful content of media for the children can be addressed in a critical, smart and wise attitudes without having to dismiss or isolate thems from the era of information and globalization of the world.

Keywords: *media literacy, media, women and children protection.*

PENDAHULUAN

Media dan Masyarakat Media

Perkembangan teknologi komunikasi saat ini berpengaruh sangat signifikan pada tiap aspek kehidupan manusia. Perkembangan teknologi bahkan memberi andil pada perubahan kehidupan sosial dan budaya masyarakat. Duduk bersama keluarga, sahabat, atau kolega kini belum tentu saling mengobrol melainkan masing-masing sibuk memandangi dan menyentuh ponsel pintar hingga berjam-jam. Ingin bertemu tidak harus berada dalam satu tempat, masing-masing berada di tempat berbeda namun dapat saling bicara berpandangan. Teknologi komunikasi kini semakin intim. Sadar ataupun tidak segala aspek kehidupan masyarakat era kini telah nyata-nyata dituntun oleh media. Media kemudian menjadi sarana penentu dari sebagian besar masyarakat untuk belajar dan mendalami pengalaman yang dijalaninya. Dalam satu dekade terakhir ini, kita terbiasa hidup dalam budaya media, atau masyarakat media; berbagai peristiwa yang terjadi sehari-hari sebagian besar kita saksikan dan ketahui dari media (Ibrahim & Akhmad, 2014:3).

Media berkembang sangat pesat. Perkembangan media telah mampu mengurita berbagai teknologi untuk digabungkan atau yang dikenal dengan media konvergen. Meskipun demikian media massa khususnya televisi tidak bisa ditampik masih menjadi primadona. Televisi sangat populer, diminati, dan sangat mudah diakses berbagai kalangan masyarakat.

Sifat televisi yang audio visual menjadikannya mudah dinikmati tanpa harus berpikir keras. Dari televisi masyarakat mendapatkan informasi, berita terkini, maupun hiburan. Hasil survey Nielsen (2014), menemukan secara keseluruhan, konsumsi media di kota-kota baik di Jawa maupun luar Jawa menunjukkan bahwa televisi masih menjadi medium utama yang dikonsumsi

masyarakat Indonesia (95%), disusul oleh Internet (33%), Radio (20%), Suratkabar (12%), Tabloid (6%) dan Majalah (5%). Lebih lanjut, menurut data Badan Pusat Statistik melalui Indikator Sosial Budaya yaitu "Prosentase Penduduk Berumur 10 tahun ke atas yang menonton televisi" menunjukkan bahwa dalam rentang tahun 2003, 2006, 2009, dan 2012, masyarakat Indonesia semakin meningkat dalam hal akses ke media televisi, tahun 2003 sebanyak 84,94%; tahun 2006 sebanyak 85,86%, tahun 2009 sebanyak 90,27%, dan tahun 2012 sebanyak 91,68%.[1]

Program-program yang ditayangkan media televisi dapat diterima dalam waktu bersamaan, serentak, dan bebas sehingga menimbulkan pengaruh yang besar dalam membentuk pendapat, sikap, dan perilaku khalayak. Berbagai stasiun televisi di Indonesia berlomba-lomba menawarkan program-program memikat dengan tepat membidik khalayak. Masyarakat secara tidak sadar dengan 'suka rela' terintimidasi oleh televisi.

George Gerbner (dalam Morissan, 2014:518) menyatakan *"televisi adalah sistem penceritaan yang terpusat. Televisi telah menjadi bagian dari kehidupan keseharian kita. Drama, iklan, berita, dan program lainnya menyajikan dunia gambar dan dunia pesan yang sama yang relatif menyatu [koheren] ke dalam setiap rumah. Televisi sejak awal menanamkan kecenderungan dan preferensi yang diperolehnya dari sumber utama lainnya. Pola mengulang-ulang pesan dan gambar produksi massal televisi membentuk arus utama dari lingkungan simbolis"*. Gerbner menyebut efek televisi ini sebagai kultivasi *(cultivation)* yang berarti 'menanam'. Televisi dengan segala pesan dan gambar yang disajikannya merupakan proses atau upaya untuk 'menanamkan' cara pandang yang sama terhadap realitas dunia kepada khalayak. Televisi dipercaya sebagai instrumen atau agen yang mampu menjadikan masyarakat dan budaya bersifat homogen *(homogenizing agent)*.

Masyarakat meniru dari televisi, masyarakat memahami sesuatu melalui televisi bahkan masyarakat juga mencari suatu jawaban atas pertanyaan dari televisi. Televisi bergitu menyatu dalam kehidupan masyarakat era modern. Satu sisi televisi dapat memberi informasi tentang banyak hal kepada masyarakat. Setia menemani seperti sahabat sejati namun sayang pengaruh buruknya juga dapat meracuni, datang tanpa permisi, menyelinap sangat sunyi ke ruang-ruang keluarga masyarakat kita.

Era globalisasi yang serba modern kini, memandang televisi bukan lagi menjadi benda ekslusif yang hanya dimiliki kelompok masyarakat tertentu. Televisi dimiliki hampir tiap keluarga dalam berbagai tingkatan sosial dan ekonomi masyarakat. Kemampuan memiliki dan kemudahan mengakses inilah yang kemudian menjadi dilema dalam kehidupan masyarakat. Televisi hanya mampu dimiliki oleh masyarakat di berbagai lapisannya tetapi pengaruh buruk yang ditimbulkan tidak mampu dibendung pada tiap lapisannya.

Fungsi Televisi sebagai Media Massa

Televisi merupakan salah satu media massa, sehingga terkait dengan fungsi media televisi maka tidak terlepas dari fungsi media massa secara

umum. Menurut Laswell dan Wright (dalam Severin & Tankard, 2005: 386-388) terdapat 4 fungsi media massa, yaitu:

1. Pengawasan *(surveillance)*
   Pengawasan terkait dengan media sebagai pemberi informasi dan penyedia berita mengenai lingkungan sosial, baik terkait bidang pendidikan, sosial, ekonomi, keamanan, cuaca, dan bidang-bidang lainnya. Dalam fungsi ini, media menyampaikan peringatan-peringatan tentang segala hal yang
2. Korelasi *(correlation)*
   Korelasi terkait dengan media berfungsi sebagai penyeleksi dan penginterpretasi informasi tentang lingkungan sosial. Fungsi korelasi bertujuan untuk menjalankan norma sosial dan konsensus-konsensus yang diyakini masyarakat.
3. Penyampaian warisan sosial *(transmission of the social heritage)*
   Merupakan suatu fungsi dimana media menyampaikan informasi, nilai, dan norma dari satu generasi ke generasi berikutnya, atau dari anggota masyarakat kepada kaum pendatang, sehingga mampu meningkatkan homogenitas masyarakat dengan cara memperluas dasar pengalaman umum mereka. Oleh karenanya, ketika televisi ataupun media lain lebih banyak menyampaikan tayangan kekerasan, misteri/horor, musik yang bernuansa erotisme, infotainment yang cenderung menyudutkan kehidupan pribadi seseorang, ataupun sinetron yang kurang mendidik justru menempati segmen terbanyak dalam media kita, maka hal itulah yang akan kita wariskan kepada generasi selanjutnya dalam hal ini utamanya anak-anak sebagai kader penerus bangsa.
4. Hiburan *(entertainment)*
   Sebagian besar media massa menginginkan untuk menghibur khalayaknya. Hiburan sejatinya memang diperlukan oleh masyarakat sebagai bagian dari dinamika aktivitas keseharian, memberi ruang untuk mengisi waktu istirahat, relaksasi dari rutinitas yang menguras energy dan pikiran. Kebutuhan akan hiburan inilah yang kemudian diolah oleh media untuk menawarkan beragam bentuk dan *genre* tayangan hiburan, baik musik, sinetron, *talkshow, reality show*, maupun film yang kemudian membidik waktu tayang yang dianggap sesuai.

Realitas Televisi sebagai Media Massa

Kajian komunikasi massa memahami televisi sebagai salah satu bentuk media massa yang memiliki kemampuan untuk mendominasi komunikasi massa karena sifatnya yang dapat memenuhi kebutuhan dan keinginan khalayak. Televisi kerap dijuluki *'magic box'* artinya mampu menyuguhkan tayangan-tayangan yang menarik perhatian khalayak. Dengan demikian, televisi memiliki peran yang kuat dalam membentuk dan mempengaruhi mental maupun pola pikir khalayak. Televisi menjadi media paling efektif dalam menyebarkan nilai-nilai yang bersifat konsumtif, permisif, dan persuatif.

Menurut Gerbner, televisi merupakan kekuatan dominan dalam membentuk masyarakat modern (dalam Griffin, 2004: 380). Hal penting yang digaris bawahi Gerbner adalah *mean world syndrom*. Gerbner meyakini bahwa kekuatan televisi muncul dari konten simbolik dan drama kehidupan riil *(real-life*

drama) yang ditunjukkan dari jam ke jam, hingga pekan ke pekan. Secara mendasar, televisi merupakan penyampai cerita *(storyteller)* yang terlembaga dalam masyarakat. Cerita-cerita yang diberikan kepada masyarakat merupakan sebuah gambaran koheren tentang apa yang ada, apa yang menjadi penting, apa yang terkait, dan apa yang benar menurut media. Televisi muncul sebagai petunjuk arah.

Selain menjadi petunjuk arah, televisi juga menjadi lahan potensial bisnis media. Banyaknya pengiklan yang memasang iklan menjadi salah satu indikator suatu program di televisi diminati khalayak. Hal lain yang juga menjadi indikator adalah konten televisi itu sendiri. Tren konten menentukan seberapa tinggi *rating* dan *share* yang diperoleh sebuah stasiun televisi dalam sebuah program. Ini menjadi alasan mengapa hal-hal yang tengah tren menjadi magnet keuntungan televisi. Televisi dapat meraup keuntungan berlipat-lipat dari tayangannya. Tren televisi didominasi oleh hal terkait *genre* dan penampil pada program televisi.

Dalam perkembangannya sebagai media massa televisi kini memiliki kecenderungan melakukan hiperrealitas yang mengorbankan masyarakat sebagai khalayaknya. Masih segar dalam ingatan kita betapa suksesnya serial Tukang Bubur Naik Haji (TBNH) di salah satu televisi swasta. Episode TBNH menembus angka ribuan episode dan tayang tiap hari dengan durasi hampir 3-4 jam sekali tayang, bahkan masih tayang hingga sekarang meski durasinya tidak sepanjang beberapa waktu yang lalu. Genre program religi yang tengah tren nyatanya bukanlah gambaran dari meningkatnya kesalehan muslim di masyarakat kita, namun hanya merupakan upaya media untuk mengikuti keinginan pasar demi keuntungan semata.

Selain itu praktik lain yang dilakukan televisi sebagai media massa yang mengorbankan khalayak adalah terkait liputan pernikahan artis tenar Anang Hermansyah dan Ashanti, Raffi Ahmad dan Nagita Slavina, juga liputan Ashanti melahirkan. Program yang diada-ada itu jelas hanya memanfaatkan peminat-peminat berat artis tersebut karena sedang naik daun dan memiliki banyak sekali penggemar. Syahwat kapitalisme media televisi nyata-nyata telah memperkosa hak-hak publik dalam hal ini. Realitas tersebut menggambarkan kecurangan media terhadap hak-hak khalayak sebagai pemilik frekuensi yang digunakan media massa televisi.

Hal lain yang juga muncul dalam peran televisi sebagai media massa adalah keberpihakan media televisi secara politis. Jika kita mundur sejenak mengingat masa pemilihan umum presiden beberapa tahun lalu, agaknya lucu ketika hasil perolehan hitung cepat yang ditayangkan televisi menghasilkan pemenang yang mengikuti kecenderungan sikapnya terhadap calon tertentu. Bukan hanya itu media televisi kala itu juga memiliki pespektif dalam pemberitaan mengikuti kecenderungan keberpihakan terhadap calon tertentu. Agaknya tidak berlebihan jika hal ini dianggap sebagai salah satu dosa media televisi. Pasalnya masayarakat awam pun dapat mengidentifikasi adanya kecenderungan tertentu stasiun televisi terhadap calon tertentu dalam tiap pemberitaannya. Dari ulasan tersebut juga jelas tergambar bahwa kekuasaan dan modal memegang peranan penting dalam menentukan konten media.

Kondisi Televisi Kini:
Rendahnya Kualitas Tayangan dan Tayangan Tak Ramah Anak

Rendahnya kualitas tayangan televisi dapat dengan mudah terdeteksi dari banyaknya aduan yang dilayangkan ke KPI serta hasil survey kualitas program siaran tv. Berdasarkan hasil survey Indeks Kualitas program Siaran TV periode Maret-April 2015 yang dilakukan Komisi Penyiaran Indonesia (KPI), bekerjasama dengan 9 perguruan tinggi di Indonesia, dari 9000-an program siaran televisi selama 2 bulan, diambil sampel program sebanyak 45 program siaran televisi. Program siaran diklasifikasikan terlebih dahulu berdasarkan kategori 9 program siaran, yaitu: berita, sinetron/FTV/film, *variety show*, *talkshow*, religi, budaya/wisata, *infotainment*, komedi, dan anak-anak; dan masing-masing kategori program acara diambil sampel 5 program acara. KPI menetapkan standar kualitas adalah 4,0 (berkualitas), dengan skala 1 hingga 5. Survey periode ini memperlihatkan, nilai indeks kualitas program acara secara keseluruhan adalah 3,25. Angka ini menunjukkan bahwa secara umum kualtias program acara televisi masih di bawah standar kualitas dari KPI.[2]

Sebagaimana dilansir Kompas pada, 10 Februari 2016; mulai Oktober 2015 – 31 Januari 2016, KPI membuka kesempatan kepada masyarakat untuk memberikan masukan dan kritikan terhadap program siaran televisi. Masukan tersebut menjadi salah satu bahan pertimbangan perpanjangan izin penyelenggaraan penyiaran (IPP) 10 stasiun televisi. Hasil jajak pendapat mengungkap sebanyak (88,1%) responden setuju jika masukan dari masyarakat dalam uji publik KPI dijadikan bahan pertimbangan proses perpanjangan izin siaran televisi. Menarik jika dicermati bahwa separuh lebih yakni mencapai (61,6%) responden menyatakan bahwa secara umum tayangan televisi saat ini tidak mendidik. Tayangan sinetron dan drama muatan isinya tidak memberikan nilai edukasi dan tidak logis. Rendahnya kualitas program televisi memunculkan persoalan berupa ketidakselarasan antara harapan dan idealisme masyarakat yang membutuhkan media dengan pemilik media yang menjadi *decision maker* termasuk juga di dalamnya pengelola media televisi dalam menentukan konten media televisi serta target ekonomis dan politis perusahaan media.

Masyarakat Indonesia sayangnya masih cenderung pragmatis dalam menanggapi dan menalar berbagai persoalan terkait literasi, baik literasi informasi, terlebih media televisi. Beragam cara dilakukan untuk mengisi waktu-waktu luang dengan aktivitas yang kurang produktif seperti mengobrol, atau malah memilih menonton televisi sebagai sarana untuk memenuhi berbagai kebutuhan terhadap media tanpa mengkaji isinya.

Jika dicermati secara mendalam, tayangan-tayangan televisi banyak yang tidak logis, dan realistis, irasional, bahkan hiperbolis. Tayangan-tayang televisi seperti sinetron mencacatkan nilai-nilai moral, etika, agama dan kultur kebangsaan. Muatan-muatan hasutan, fitnah, kebohongan, horor, mistis, pornografi, kekerasan, konsumtif dan hedonisme banyak mewarnai tayangan sinetron, film, infotainment, dan acara pentas musik di televisi bahkan ditemui

di berbagai stasiun televisi menayangkan genre serupa sesuai tren yang berlaku. (lihat bahasan sebelumnya tentang Realitas Televisi sebagai Media Massa).

Muatan-muatan tidak mendidik sangat potensial merusak tumbuh kembang anak ke arah yang tidak baik karena salah satu karakter anak yang menonjol adalah sebagai peniru ulung. Paparan komunitas Remote TV pada momen diskusi publik tentang penyiaran di PP Muhammadiyah pada 4 Februari 2016 yang lalu mendapati hasil; Komposisi tayangan anak pada semua stasiun televisi swasta di Indonesia memperoleh angka tertinggi 38,63% (MNC TV) dan terendah 0,83% (SCTV).

Namun rupanya tidak hanya selesai sampai di situ, secara kuantitatif angka 38,63% mungkin cukup representatif tetapi perlu ditilik lebih dalam terkait muatan konten di tiap program anak yang ditayangkan tersebut. Benar saja beberapa konten ditemukan bermuatan perilaku tidak ramah anak. Seharusnya konten tayangan anak harus mencerminkan pengajaran terhadap perilaku ideal dan juga harus sesuai dengan konteks keanakan itu sendiri.

Beberapa program anak penulis temukan mengandung muatan tidak ramah anak berikut antaranya; pertama, terkait bias identitas gender. Ada pemunculan tokoh banci dalam tayangan yang sangat akrab ditonton anak sehari-hari. Bias identitas dapat memunculkan kesalahan anak dalam memahami aspek kodrati manusia sebagai laki-laki atau sebagai perempuan berikut perannya dalam masyarakat, juga pewajaran dalam identitas gender yang tidak normal.

Kedua, munculnya upaya pendewasaan anak secara prematur. Salah satu animasi anak memperlihatkan penggambaran seorang laki-laki dewasa berada di dalam situasi mengkhayalkan perempuan dewasa pujaan hatinya dalam lamunan sedang menyanyi dan menari ala India. Penggambaran gestur wajah yang berbunga-bunga dan tersipu karena sedang jatuh cinta serta berharap perempuan idamannya menjadi kekasihnya adalah tidak cocok dengan konteks kekanakan mengingat perilaku tersebut tidak berada di fase anak-anak.

Ketiga, adanya contoh stimulasi perilaku komunikasi yang buruk dan tidak sesuai konteks kekanakan. Hal yang penulis temukan adalah; upaya memasukkan anak ke dalam konteks dinamika hubungan suami dan istri. Pada tayangan animasi anak terdapat *setting scene* yang sedang bercakap-cakap ketika tengah berbelanja di tukang sayur keliling. Di sana Ibu-Ibu digambarkan sedang bergosip dan sindir menyindir tentang siapa si tukang penghutang saat berbelanja. Ada juga yang mengeluhkan kurangnya jatah uang belanja dari yang diberikan suami-suami mereka. Atau pula sindiran istri kepada suaminya di rumah terkait permasalahan uang belanja bulanan.

Dari yang penulis paparkan hanya baru contoh-contoh yang dengan mudah teramati melainkan belum masuk pada aspek analitis yang lebih dalam. Dengan demikian sangat memungkinkan ditemukan banyak hal serupa dalam tayangan anak yang justru cenderung tidak ramah anak. Hal tersebut menjadi masalah tersendiri mengingat proses pendampiangan terhadap anak menjadi mutlak sangat penting. Sayangnya kemampuan menelaah muatan dalam konten media televisi belum tentu dapat dilakukan dengan baik oleh setiap orangtua terutama perempuan yang notabene adalah sebagai Ibu.

Literasi Media

Menurut pakar komunikasi Paul Messaris (dalam Tamburaka, 2013:7) literasi media yaitu pengetahuan mengenai bagaimana media berfungsi dalam masyarakat. Sedangkan Baran dan Dennis (dalam Tamburaka, 2013:8) memandang literasi media sebagai suatu gerakan melek media, yaitu gerakan yang dirancang untuk meningkatkan kontrol individu terhadap media yang mereka gunakan untuk mengirim dan menerima pesan.

Tentang literasi media (melek media), Alan Rubin menawarkan tiga definisi (dalam Baran & Davis, 2010:420):

(1) National Leadership Conference mengenai melek media – kemampuan untuk mengakses, menganalisis, mengevaluasi, dan mengkomunikasikan pesan;
(2) Ahli media Paul Messaris – pengetahuan mengenai bagaimana media berfungsi dalam masyarakat; dan
(3) Peneliti komunikasi massa Justin Lewis dan Sut Jhally – memahami kemampuan budaya, ekonomi, politik, dan teknologi terhadap pembuatan, produksi, dan penyiaran pesan. Rubin menambahkan bahwa semua definisi yang menekankan pengetahuan, kesadaran, dan rasionalitas tertentu, yaitu pengolahan kognitif dari informasi. Sebagian besar berfokus pada evaluasi kritis dari pesan, sementara yang lain meliputi komunikasi pesan. Melek media adalah mengenai pemahaman sumber dan teknologi dari komunikasi, kode yang digunakan, pesan yang diproduksi, dan pemilihan, penafsiran, serta dampak dari pesan tersebut.

Aspek penting Literasi Media adalah upaya pengajaran terkait media. Namun perlu dibedakan *Media Education* dengan *Literacy Media.* Culver Hoobs dan Jensen (dalam Tamburaka, 2013: 9) menegaskan;

However, media literacy education is distinct from simply using media and technology in classroom, a distinction that is exemplified by the different between "teaching with media" and "teaching about media"

(Bagaimana punpendidikan literasi media adalah terpisah, jelas dari hanya menggunakan media dan teknologi di dalam kelas suatu pemberdayaan yang memberikan contoh dari perbedaan antara mengajar dengan media dan mengajar tentang media)

Sumber yang sama juga menyebut melengkapi argument sebelumnya, Aspen *Media Literacy Leadership Institute* mengemukakan bahwa; *Media literacy is the ability to access, analyze, evaluate, and create media in a variety of forms.*

Makna istilah literasi media sangat potensial terdistorsi dengan istilah *Media Education* yang telah dibahas pada alinea sebelumnya. Namun untuk dapat ditegaskan kembali bahwa literasi media bukanlah pendidikan media. Meski begitu pengetahuan tentang media tetap masih diperlukan. Perbedaannya adalah pendidikan media memandang fungsi media massa yang senantiasa positif, yaitu *a site of pleasure* dalam berbagai bentuk sedangkan literasi media yang memakai pendekatan innouculations yang berupaya melindungi khalayak dari dampak buruk pesan media (Tamburaka, 2013:11).

Literasi media atau yang lebih popular disebut dengan melek media merupakan upaya yang dilakukan untuk membentuk pengguna media supaya bersikap lebih selektif dan kritis terhadap nilai-nilai yang ataupun muatan-muatan yang ditampilkan oleh media, termasuk televisi. Secara jangka panjang, sikap kritis khalayak ini akan mampu mempengaruhi media dalam memberikan pandangan dan nilai-nilai terkait dengan kualitas program, sehingga akan menghasilkan perubahan dalam merepresentasikan realitas sosial melalui tayangan-tayangan televisi. Art Silverbart (dalam Baran, 2012:34-38), mengidentifikasi adanya 7 (tujuh) dan Baran menambahkan 1 (satu) elemen terakhir sehingga menjadi 8 elemen dasar melek media:

1. *Keterampilan berpikir kritis memungkinkan anggota khalayak untuk mengembangkan penilaian yang independen terhadap isi media.* Berpikir kritis terhadap isi media yang kita serap adalah esensi dasar melek media. Berpikir tentang apa yang kita tonton adalah salah satu hal yang menunjukkan kemampuan berpikir kritis ini. Ketika kita tidak mampu menjawab apa yang kita tonton dan untuk apa kita menonton sebuah tayangan, maka kita tidak mampu bertanggung jawab terhadap pilihan kita untuk menonton sesuatu.
2. *Pemahaman terhadap proses komunikasi massa.* Jika kita mengetahui komponen-komponen proses komunikasi massa dan keterkaitan komponen-komponen tersebut kita dapat membentuk suatu ekspektasi bagaimana media akan memberikan pelayanan kepada kita, baik tentang bagaimana industri media beroperasi, kewajiban industri media terhadap khalayak, bagaimana media membatasi dan mengembangkan pesan-pesannya, ataupun umpan balik seperti apa yang paling efektif.
3. *Kesadaran akan dampak media terhadap individu dan masyarakat.* Dalam beberapa aspek, media memberikan kontribusi dalam perubahan dunia dan manusia. Akan tetapi jika kita mengabaikan dampak media dalam hidup kita, kita akan menghadapi resiko terjebak dan terbawa arus perubahan, bukan mengendalikan dan mengarahkan perubahan tersebut.
4. *Strategi untuk menganalisis dan mendiskusikan pesan-pesan media.* Untuk menyerap media massa dengan penuh pemikiran, kita membutuhkan fondasi, yakni semacam *'tool'* yang dapat membantu untuk menciptakan makna dan sekaligus menjadi dasar pemikiran dan refleksi kita. Misalnya kita ingin menciptakan makna tentang pencahayaan, strategi pengambilan gambar, atau karakter pemain. Jika kita tidak memahami fondasi dan *tool* tersebut, maka kita tidak mampu mennginterpretasikan isi media.
5. *Sebuah kesadaran akan isi media sebagai suatu teks yang menyediakan wawasan bagi budaya dan kehidupan kita.* Kita dapat mengetahui suatu budaya dan masyarakatnya, sikap, nilai-nilai, maupun mitos yang muncul jika ada melalui komunikasi. Dalam budaya modern seperti sekarang ini, pesan media terus mendominasi komunikasi tersebut, membentuk pemahaman dan wawasan terhadap budaya.
6. *Kemampuan untuk menikmati, memahami, dan menghargai isi media.* Melek media bukan berarti menjalani kehidupan dengan pragmatisme, tidak menyukai apapun yang ada dalam media, atau justru mencurigai

dampak-dampak yang berbahaya dan munculnya degradasi budaya. Ketika kita belajar sesuatu melalui lembaga pendidikan, maka kita melakukan hal yang sama terhadap teks media. Belajar untuk menikmati, memahami, dan menghargai isi media berarti termasuk kemampuan untuk menggunakan *multiple points of access* – untuk mendekati isi media dari berbagai arah yang beragam dan menghasilkan berbagai tingkatan makna didalamnya. Dengan demikian kita dapat mengendalikan pembentukan makna untuk mengontrol tingkat kesenangan terhadap sebuah tayangan dan sekaligus merupakan bagian dari menghargai diri dan masyarakat.

7. *Pengembangan keterampilan produksi yang efektif dan bertanggung jawab.* Kemampuan literasi secara tradisional mengasumsikan bahwa orang yang dapat membaca berarti dapat menulis. Pendidikan melek media juga membuat asumsi serupa. Terkait dengan literasi atau ke-melek-an terhadap media, maka tidak hanya kemampuan memahami konten yang efektif dan efisien, namun juga *menggunakan* secara efektif dan efisien. Dengan demikian, individu yang melek media harus mengembangkan keterampilan memproduksi yang membuat mereka mampu menciptakan pesan media yang bermanfaat. Elemen ini mungkin terlihat tidak menjadi penting atau tidak mudah dilakukan, ketika orang tidak memilih untuk menjalani pekerjaan dalam dunia produksi media. Namun dengan adanya mekanisme pemahaman dan edukasi literasi media melalui pelatihan, masyarakat dalam berbagai profesinya kini dituntut dapat memiliki keterampilan untuk menyebarkan informasi berbasis media.
8. *Pemahaman akan kewajiban etis dan moral para praktisi media.* Elemen ini merupakan pelengkap dari ketujuh elemen yang disampaikan oleh Silverbart, dimana untuk membuat penilaian informatif tentang kinerja media, kita juga harus memahami tekanan persaingan yang dialami oleh para praktisi media. Kita perlu memahami regulasi dalam operasionalisasi media, dengan kata lain kita harus mengetahui, masing-masing, kewajiban hukum dan etis praktisi media. Misalnya menyiarkan tentang berita kekerasan merupakan hal yang diizinkan dalam pertelevisian, namun ketika dibenturkan kepada aspek etika, maka etis kah tayangan kekerasan tersebut bagi masyarakat? Dalam konteks regulasi penyiaran di Indonesia, sebenarnya telah diatur dalam UU Penyiaran no 32 tahun 2002 pasal 36 bahwa isi siaran wajib mengandung unsur informasi, pendidikan, hiburan, dan manfaat untuk pembentukan intelektualitas, watak, moral, kemajuan, kekuatan bangsa, persatuan dan kesatuan serta mengamalkan nilai-nilai agama dan budaya bangsa. Selain itu bahwa siaran harus dijaga netralitasnya dan tidak mengutamakan golongan tertentu. Selanjutnya isi siaran dilarang : a) bersifat fitnah, menghasut, menyesatkan, dan/atau bohong; b) menonjolkan unsur kekerasan, cabul, perjudian, penyelahgunaan narkotika dan obat terlarang; atau c) mempertentangkan suku, agama, ras, dan antar golongan.

Menurut Stanley J. Baran (2012:38), menyerap isi media adalah suatu hal yang sederhana. Hanya dengan menekan tombol, kita dapat melihat gambar pada televisi atau mendengar radio. Namun, selanjutnya menurut Stanley J. Baran (2012: 38 – 41), penyerapan media yang melek (*literate*) membutuhkan beberapa keterampilan spesifik :

1. Kemampuan dan kemauan melakukan suatu usaha untuk memahami isi media, memberi perhatian, dan menyaring berbagai gangguan. Segala hal yang menghambat tercapainya suatu komunikasi yang berhasil disebut gangguan *(noise)*, dan sebagian besar gangguan dalam proses komunikasi massa merupakan hasil tindakan penyerapan kita. Ketika kita menonton televisi, seringkali kita juga melakukan aktivitas lain, seperti makan, membaca, atau berbincang, sehingga kualitas pembentukan makna yang kita miliki tergantung pada usaha yang diberikan.
2. Pemahaman dan penghargaan pada kekuatan pesan-pesan media. Media massa sudah muncul selama lebih dari satu abad dan hampir semua orang dapat menikmatinya. Banyak isi media yang bersifat dangkal dan membodohi, menjadi sangat mudah untuk mendepak isi media tanpa memerlukan pertimbangan yang serius. Namun, kita juga mengabaikan kekuatan media melalui **efek-orang ketiga** – sikap umum yang menganggap bahwa orang lain terkena dampak media, namun kita tidak. Oleh karena itu, kita cukup melek untuk memahami dampak media massa pada sikap, tingkap laku, dan nilai-nilai orang lain, namun tidak sadar diri atau tidak cukup jujur untuk melihat dampaknya dalam kehidupan kita.
3. Kemampuan untuk membedakan reaksi emosional dan rasional ketika merespons isi media atau bertindak sesuai isi media. Isi media sering dirancang untuk menyentuh dalam tingkatan emosional. Kita menikmati menghanyutkan diri dalam acara televisi yang dikemas dengan baik. Namun karena kita bereaksi secara emosional terhadap pesan-pesan ini, tidak berarti pesan-pesan ini tidak memiliki makna dan implikasi yang serius dalam hidup kita. Pada akhirnya kita dapat menggunakan perasaan sebagai titik awal pembentukan makna.
4. Pengembangan ekspektasi yang lebih tinggi terhadap isu media. Kita semua menggunakan media untuk menghilangkan ataupun menghabiskan waktu. Ketika kita memutuskan untuk menonton televisi, maka kita memilih saluran televise dan program yang memang sesuai dengan standar keinginan kita. Dengan pemilihan saluran dan program ini maka akan muncul ekspektasi dan usaha untuk pembentukan makna dan perhatian terhadap apa yang kita lihat.
5. Pengetahuan terhadap kesepakatan akan aliran (genre) dan kemampuan untuk mengenali ketika genre dan kemampuan digabungkan dengan yang lain. Istilah genre disini mengacu pada kategorisasi program tayangan, dan setiap genre memiliki karakteristik dengan perbedaan tertentu. Kita dapat membedakan program film documenter dengan film hiburan dari nada suara, penggambaran orang-orang, ataupun pemilihan nuansa suasana dan warna yang muncul. Namun, kecenderungan media saat ini bahwa dalam upaya untuk

memaksimalkan jumlah khalayak (terkait keuntungan/rating) atau untuk alasan-alasan kreatif, pembuat isi media menggabungkan beberapa aturan genre yang ada.

6. Kemampuan untuk berpikir kritis tentang isi media, seberapapun tingkat kredibilitas sumbernya. Penting bagi media untuk menjadi kredibel dalam proses demokrasi, sehingga dalam wacana negara demokrasi, media dianggap sebagai pilar keempat demokrasi. Akan tetapi hal ini tidak berarti bahwa kita harus mempercayai semua yang disampaikan media. Perlu memiliki sikap seimbang dalam hal mempercayai dan menerima isi media dengan sikap mempertanyakan ataupun mengkritisinya.
7. Pengetahan tentang bahasa yang dipakai di kalangan berbagai media dan kemampuan untuk memahami pengaruhnya, bagaimanapun kompleksnya bahasa tersebut. Seperti halnya setiap genre media yang memiliki gaya dan aturan yang bervariasi, setiap media juga memiliki bahasa yang sangat spesifik. Bahasa ini diekspresikan dalam nilai-nilai produksi seperti pencahayaan, penyuntingan, efek khusus, musik, sudut pengambilan gambar, lokasi, serta ukuran dan penempatan judul acara. Untuk dapat membaca sebuah teks media, kita harus memahami bahasa yang digunakan. Contoh umum yang sering kita lihat misalnya, ketika ditayangkan gambar yang berputar-putar, maka berarti tokoh sedang bermimpi.

Perempuan dan Keterampilan Literasi Media (Studi Pada Televisi)

Penelitian tentang Literasi Media dilakukan oleh Rachmat Kriyantono (2007), yang memfokuskan penelitiannya pada bagaimana regulasi penyiaran mampu menopang dan mengontrol siaran pertelevisian di Indonesia; dimana dalam hasil penelitiannya disebutkan bahwa sejak memasuki era reformasi, masyarakat Indonesia tinggal dalam industry media. Sebagai konsekuensinya adalah munculnya berbagai stasiun televisi yang menyajikan berbagai pilihan program siaran. Namun demikian, dengan banyaknya stasiun televisi, yang menjadi penting adalah bagaimana regulasi bidang penyiaran mampu berfungsi dengan baik dan memberikan edukasi tentang literasi media, mengingat banyaknya tayangan-tayangan televisi yang tidak mengandung muatan nilai dan moralitas bagi khalayak.

Dalam realita kehidupan masyarakat kita sehari-hari, anak-anak dan ibu rumah tangga menjadi kelompok paling rentan menjadi korban televisi melalui tayangan infotainment, sinetron, dan film animasi/kartun. Dijumpai dalam banyak kasus anak-anak yang lebih banyak menghabiskan waktu untuk menonton televisi daripada melakukan hal-hal lain yang lebih produktif, sementara itu orang tua, terutama ibu justru jarang melakukan pandampingan dan mengawasi anak pada saat menonton televisi. Parahnya lagi banyak orangtu menganggap televisi menjadi senjata ampuh agar anak 'anteng', tidak bermain keluar rumah karena ibunya harus menyelesaikan pekerjaan rumah. Sayangnya anak-anak memiliki kecenderungan untuk meniru apapun yang mereka lihat dari lingkungannya tanpa memikirkan atau mempertimbangkan baik-buruk, manfaat atau kerugian yang ditimbulkan dari sebuah tayangan.

Anak-anak belum memiliki daya pikir yang mapan dan kritis sehingga akan sangat mudah terpengaruh.

Intensitas paparan tayangan televisi terhadap anak-anak tentunya akan menjadikan anak menjadi jauh dari nilai-nilai kehidupan yang penting dalam kehidupannya, seperti bagaimana mereka belajar berinteraksi dengan teman-teman sebaya, membangun kerjasama, menghargai pendapat orang lain, dan sikap kepedulian terhadap sesama. Hal ini tentunya mutlak membutuhkan peran dan keterlibatan orang tua, khususnya ibu sebagai orang yang dekat dengan anak-anak.

Sebagian ibu mungkin memiliki waktu luang lebih banyak untuk berkomunikasi secara langsung dengan anak-anak. Di sinilah peran sinergi antara orang tua, guru, dan tokoh masyarakat secara keseluruhan menjadi penting untuk dapat mengajak berpikir secara kritis maupun berdiskusi tentang sebuah muatan tertentu dalam konten tayangan televisi. Selanjutnya, informasi yang diterima anak melalui televisi tidak lantas ditelan mentah-mentah oleh anak karena telah dianalisis, diolah kembali, atau mungkin diperbandingkan dengan tayangan lain sehingga pada gilirannya tayangan tersebut benar-benar menjadi sumber pengetahuan yang berguna bagi anak.

Dengan gerakan literasi media diharapkan dapat memberikan kesadaran kritis bagi khalayak ketika berhadapan dengan media yakni terkait cara menyikapi berbagai informasi secara benar. Selain itu secara kritis dan lebih sadar akan pengaruh media dalam kehidupan sehari-hari. Berbagai organisasi dan lembaga perempuan dan anak, seperti Yayasan Peduli Media, Aisyiyah, Nasyiatul Aisyiyah, maupun KPAI fokus terhadap persoalan literasi media, hal ini merupakan bukti konkret bahwa masyarakat kini mulai mengkhawatirkan tentang dampak negatif media khususnya bagi anak sebagai upaya perlindungan anak.

Berondongan media dan arus globalisasi mungkin telah memasuki fase yang sulit untuk dicegah masuk ke dalam ruang publik maupun ruang privat masyarakat kita namun upaya mendalami literasi media sangat substantif bagi para orangtua khususnya perempuan sebagai orang yang berpengaruh paling besar dalam menyiapkan kualitas generasi. Perempuan sebagai ibu diharapkan dapat menerapkan *self regulation* di rumah masing-masing demi melindungi anak-anak dan keluarga dari konten berbahaya media khususnya dari televisi.

Gerakan literasi media melalui pengefektivan peran perempuan sebagai ibu melek media diproyeksi dapat membendung kekhawatiran para orangtua terhadap konten berbahaya atau konten yang mungkin terdistorsi dari pemahaman anak. Dengan demikian dampak buruk dari konten yang berpotensi berbahaya pada anak dapat teratasi tanpa mengasingkan diri dari era keterbukaan informasi dan tetap ikut siap dan sigap menyikapi arus globalisasi.

SIMPULAN

Literasi media tidak sekadar dimaknai sebagai kemampuan seseorang menggunakan dan mengakses berbagai media. Keterampilan literasi media televisi diwujudkan dengan bentuk sikap kritis dalam memahami, menganalisis, dan mengevaluasi tayangan media televisi. Perempuan adalah pihak yang paling potensial menjadi pembuka jalan bagi pemahaman konten-konten media

yang tidak layak tonton. Tidak semua tayangan memiliki nilai-nilai yang dibutuhkan oleh masyarakat, namun juga ada tayangan-tayangan media televisi yang memberikan edukasi bagi masyarakat. Sikap bijak dan cerdas dalam bermedia menjadi titik awal yang mampu memberikan dorongan kuat bagi terciptanya kualitias tayangan yang lebih menghargai nilai-nilai kemanusiaan daripada sekedar kepentingan kelompok kapitalisme para pemilik media. Lebih jauh, diharap bahwa masyarakat di Indonesia khususnya perempuan yang notabene sebagai Ibu akan lebih cerdas dalam menyikapi tayangan televisi sehingga mampu menyikapi tayangan-tayangan yang memiliki potensi merusak karakter anak-anak bangsa.

Di beberapa negara maju, yang notabene menjadi tempat yang sangat leluasa dan permisif dalam perkembangan program – program berbagai media massa, justru telah melangkah maju dan merespon akan dampak negatif media dengan memasukkan literasi media menjadi bagian dari kurikulum sekolah. Bahkan PBB melalui badan UNESCO telah menyusun dan menerbitkan kurikulum *Media and information Literacy (MIL)* yang seharusnya diimplementasikan dalam bidang pendidikan di negara-negara di seluruh dunia. Persoalan pendidikan di negara Indonesia belum terlihat menyentuh masalah literasi media, padahal berbagai kejadian tindak kejahatan yang dilakukan oleh anak banyak dipengaruhi oleh media. Maka paling tidak inilah alasan mengapa gerakan literasi media harus segera dimulai di tiap rumah bersama para orangtua.

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MANAJEMEN LITERASI KEUANGAN KELUARGA

BERBASIS GENDER

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Abstract
This article is written to understand the Gender Based Family Financial Literacy Management. The recurring problem in the family finance is overspending and minimum income; therefore there is a need for a financial planning in the family. Most family did make some family financial planning. However this kind of planning is not sufficient, because there are always unpredictable expenses in every month. Therefore, to overcome those problems, to plan the family expenses are not enough, there must also be some familial budget planning. One of the skills a mother has to have is a financial skill to properly manage family finance. By applying the proper financial management, the family can reap maximum benefit from their assets. The mother had to possess the financial management know – how in managing family finances. As a conclusion, familial financial management education has a positive correlation with financial literacy by making and recording family monthly expenses so as to be able to better plan their family financial budget. A mother has to have a home-grown financial literacy.

Key Words : Financial Literacy, Know-how, Finance

PENDAHULUAN

Manajemen Literasi Keuangan Keluarga Berbasis Gender

Perencanaan keuangan dalam keluarga selalu merupakan sesuatu yang penting. Untuk mengatasi hutang atau tunggakan, maka banyak keluarga yang menyusun penerimaan dan pengeluaran keuangan setiap bulannya. Namun penyusunan ini masih belum cukup, karena di samping pengeluaran-pengeluaran bulanan di dalam setiap keluarga ada saja pengeluaran-pengeluran lain yang tidak dibayarkan setiap bulan. Oleh karna itu untuk dapat mengatasi kesulitan yang mungkin akan timbul tidak cukup hanya menyusun penerimaan dan pengeluaran bulanan saja tetapi perlu juga menyusun anggaran belanja untuk jangka waktu yang lebih lama. Para ibu perlu memiliki pengetahuan, sikap dan mampu mengimplementasikan praktik keuangan pribadi yang sehat. Pendidikan di lingkungan keluarga yang diberikan berperan dalam membentuk individu yang memiliki kecerdasan finansial. Kebiasaan pengeluaran yang sesuai dengan skala prioritas juga sangat menentukan kecerdasan finansial seseorang.

Definisi Mary Parker Follet ini berarti bahwa seorang manajer bertugas mengatur dan mengarahkan orang lain untuk mencapai tujuan organisasi. Ricky W. Griffin mendefinisikan manajemen sebagai sebuah proses perencanaan, pengorganisasian, pengkoordinasian, dan pengontrolan sumber daya untuk mencapai sasaran secara efektif dan efesien. Menurut Kiai Dahlan Wanita

merupakan asset umat dan bangsa. Tidak mungkin membangun peradaban umat manusia apabila para wanita hanya dibiarkan berdiam diri di dapur dan rumah saja

Gender adalah pembagian peran kedudukan, dan tugas antara laki-laki dan perempuan ditetapkan oleh masyarakat berdasarkan sifat perempuan dan laki-laki yang dianggap pantas sesuai norma-norma, adat istiadat, kepercayaan, atau kebiasaan masyarakat. Sedangkan Literasi Keuangan bervariasi, seperti beberapa diantaranya dari Chen dan Volpe yang mengartikan literasi keuangan sebagai kemampuan mengelola keuangan. Lainnya yaitu Katy, Hudson, dan Bush yang mengartikan literasi keuangan sebagai kemampuan untuk memahami kondisi keuangan serta konsep-konsep keuangan, dan untuk merubah pengetahuan tersebut secara tepat ke dalam perilaku. Tidak jauh berbeda, *The Presidents Advisory Council on Financial Literac*y mendefinisikan literasi keuangan sebagai kemampuan untuk menggunakan pengetahuan serta keahlian untuk mengelola sumber daya keuangan untuk mencapai kesejahteraan.Namun dalam tulisan ini akan menggunakan arti literasi keuangan menurut Chen dan Volpe, karena lebih longgar, sistematis dan memiliki cakupan yang lebih besar. Maksud dari cakupan yang lebih luas karena selain tersistematis, juga meliputi bidang-bidang yang luas yaitu pengeluran dan kredit, asuransi, serta tabungan dan investasi. Dalam pengeluaran keluarga perlu ada rencana pembelanjaan atau budget yang tepat dan bagaimana disiplin untuk melakukan yang sesuai dengan budget tersebut.

Literasi keuangan adalah kemampuan dalam membaca, memahami dan mengatur hal-hal yang berhubungan dengan masalah finansial atau keuangan. Kemampuan mengelola keuangan dalam keluarga Indonesia, menurut hasil survey sebesar 51,1% diatur oleh istri. Sementara survey lainnya menyebut angka berbeda, sekitar 89% di kelola oleh istri. Sedang data lain menyebut jumlah perempuan Indonesia yang memiliki rencana keuangan dan pensiun yang matang hanya 26%. Yang mempunyai kemampuan melek literasi keuangan dari data yang diambil di 20 propinsi menyebutkan angka yang lebih kecil sekitar 2.18%.

Angka-angka diatas memberi gambaran rendahnya tingkat literasi keuangan di Indonesia. Untuk negara lain di dunia ini berdasar *Financial Literacy and Education Summit* yang diadakan di Chicago pada tahun 2012 menyebut Brazil, Meksiko, Australia, USA dan Kanada yang menempati peringkat atas untuk survey penduduknya yang melek keuangan.

Penilain yang digunakan atau kategori melek finansial adalah :

1. Kemampuan mengatur anggaran rumah tangga, urutan peringkatnya dipegang Brazil, Jepang dan Australia.
2. Kemampuan mempersiapkan dana darurat (dana cadangan untuk hal-hal yang tidak diinginkan) : Hong Kong dan Taiwan. Lebih 70% dari sample survey menjawab punya dana darurat yang berkisar jumlah tiga bulan gaji.
3. Pendidikan keuangan untuk anak, dipegang Meksiko dan Brazil. Faktanya orang tua membicarakan masalah keuangan dengan anaknya setidaknya perlu 41,7 hari dalam setahun.

Tantangan yang dihadapi dalam terealisasinya kondisi perempuan yang melek finansial adalah rendahnya pendidikan (edukasi) dan tingkat sosialisasi. Banyak dari perempuan yang tidak paham atau bahkan tidak berpikir mengapa harus melek finansial. Ilmu melek finansial memang tidak diajarkan dalam sistem pendidikan di Indonesia. Semua diserahkan pada individu pribadi masing-masing perempuan dalam hal pengelolaan keuangan keluarga. Perempuan yang terbiasa hidup boros sejak kecil, menganggap uang yang diperoleh harus habis dipakai untuk

memenuhi kebutuhan dan keperluan hidupnya, tanpa ada sisa untuk dipakai sebagai cadangan.

Berikut adalah beberapa alasan yang menyebabkan perempuan mengalami buta finansial, menurut Lois P. Frankel dalam bukunya : ***Nice Girls Don't Get Rich***, beberapa kesalahan perempuan dalam mengelola uang :

- Merasa tidak memiliki waktu untuk belajar investasi/memusatkan perhatian pada masalah-masalah finansial mereka.
- Perempuan tidak tertarik pada masalah-masalah finansial.
- Mereka belajar dari ibu mereka bahwa “tidak banyak bicara” tentang uang akan membuat mereka kelihatan lebih menarik bagi laki-laki.

Menurut Safir Senduk, seorang ahli perencanaan keuangan, seorang perempuan harus mempunyai 3 komponen dalam mengatur keuangan keluarga :

1.Punya Sistem

Sistem keuangan harus dirancang sedemikian rupa, diantaranya uang yang masuk (pemasukan) harus digunakan untuk membayar pengeluaran-pengeluaran rutin, seperti biaya sekolah, belanja baik harian atau bulanan, arisan, listrik, air dan lain-lain. Yang perlu dicermati, bahwa pengeluaran tidak boleh lebih dari pemasukan Untuk pengeluaran yang sifatnya tidak rutin, seperti sakit, beli kado, ada saudara datang, harus diambilkan dari uang tabungan. Kalau tidak punya tabungan, upaya cerdasnya adalah dengan menyisihkan uang belanja yang ditabung meski jumlahnya sedikit.

2.Pilih investasi yang tepat**.**

Ada tiga bentuk investasi yang bisa dipilih :

- Investasi Produk Keuangan : deposito, obligasi, saham, reksadana/valas
- Investasi asset berwujud emas, tanah, property dan barang koleksi.
- Berbisnis atau buka usaha.

3.Atur Pengeluaran.

Pengeluaran harus diatur berdasar skala prioritas,mana kebutuhan yang harus didahulukan dan mana keinginan yang bisa ditunda dalam upaya pemenuhannya. Yang terpenting perilaku pada diri sendiri untuk menjauhi sikap boros, dan menganggap uang selalu ada untuk kita juga bagaimana orang perlu membuat rencana belanja yang normal sehingga tidak tergelincir dalam pola belanja yang melebihi target dan kemampuan belanja. Seperti bagaimana membeli sesuatu yang sebenarnya diperlukan atau dibutuhkan dan bukan yang diinginkan. Penulis telah melakukan hal-hal yang dapat di buat acuan oleh pembaca tentang anggaran belanja keluarga terdiri dari :

1. Mencatat pendapatan keluarga agar kita dapat menyusun anggaran belanja dengan tepat, maka harus kita ketahui dulu pendapatan yang sesungguhnya dari keluarga selain itu kita siapkan sebuah daftar khusus untuk mencatat pendapatan keseluruhan pendapatan keluarga. Membuat daftar pendapatan keluarga keseluruhan setelah di kurangi pajak dan zakat mal dari pendapatan suami dan istri sama dengan jumlah bersih keseluruhan.

2. Membuat daftar pengeluaran setiap bulan untuk mencatat semua pengeluaran setiap bulan, misalnya untuk sewa, bahan makanan transport dan sebagainya. Daftar pengeluaran ini terdapat dalam setiap penyusunan anggaran belanja. Uang untuk membayar setiap bula kita ambil dari Amplop-amplop pos pengeluaran yang sudah kita sediakan, termasuk pengeluaran untuk pos-pos

yang harus kita bayar.Di sini biasanya kita buat sasaran pengeluaran untuk jangka pendek per bulan atau jangka panjang per tahun, dari mulai misalnya kebutuhan

2.1. Rumah : angsuran rumah, pajak pendapatan, asuransi, perbaikan rumah
2.2. Transportasi : pembelian mobil angsuran, sepeda motor, bensin, perbaikan dan ganti oli, asuransi mobil, pajak mobil,parkir dan tol,PLN,Loundry.
2.3. Makanan : Beras dan kebutuhan harian untuk makan di rumah, untuk rencana makan di luar(Andhok)
2.4. Kesehatan : pemeriksaan rutin kesehatan di prodia, persediaan kalau sakit ringan di bulan ini , asuransi kesehatan,salon dan SPA
2.5. Hiburan : Rekreasi keluarga , Pengajian 2 , Film,
2.6. Hadiah 2 : ke saudara , tukang kebun, pembantu rumah tangga
2.7. Lebaran dan tahun baru : perjalanan ke kampong dengan mobil atau pesawat, hotel ketika perjalanan menuju mudik, jajan, oleh2 ke orang tua dll.
2.8. Pakaian : suami, istri dan anak-anak
2.9. Pendidikan : anak-anak dari level TK,SD,SMP,SMA,Universitas, kursus bahasa inggris di Wall Street

3.Membuat Kartu-kartu Pos Pengeluaran

Kartu-kartu Pos Pengeluaran ini perlu dibuat untuk semua pos pengeluaran, baik untuk yang rutin maupun yang tidak rutin. Keduanya penting tetapi sering kita lupa untuk membuat catatan dari pengeluaran-pengeluaran yang tidak kita bayarkan setiap bulannya. Kartu-kartu ini akan membantu kita dalam memperhitungkan pengeluaran yang tidak kita bayarkan setiap bulan dan disamping itu berguna juga untuk memeriksa kembali setiap bulan pengeluaran untuk hal-hal yang dibayarkan dengan uang yang disisihkan itu. Misalnya pengeluaran yang tidak kita bayarkan di setiap bulannya wajib di sisihkan di setiap bulannya kemudian kita tabung di bank, kita harus menyimpan secara sistenmatis dan teratur dan menentukan berapa jumlah yang akan di simpan setiap bulannya ini merupakan pembiasaan yang baik untuk menyususn anggaran yang tepat.

4.Mengisi amplop-amplop pos pengeluaran

Amplop-amplop ini perlu untuk memastikan bahwa anggaran belanja kita ini memang terlaksana. Sediakanlah kira-kira dua puluh amplop kecil yang cukup kuat, yang akan kita namakan “Amplop Pos Pengeluaran”. Amplop ini harus diberi nama dan nomor pos-pos sesuai dengan yang tertera dalam daftar pengeluaran bulanan.

Dalam mengelola keuangan setiap keluarga harus disiplin dalam menabung seorang ibu harus pandai dalam mengelola keuangan. sebesar apapun penghasilan, jika niat untuk menabung lemah, maka penghasilan tidak akan pernah tersisa di akhir bulan. Programkan tabungan sebagai tagihan di awal bulan agar kita disiplin menyisihkan pendapatan. Tabungan merupakan hal yang penting untuk dianggarkan setiap bulan untuk keperluan tidak terduga dan persiapan biaya sekolah anak di masa depan. Jika jumlahnya cukup, kita pun dapat berinvestasi dengan dana tabungan tersebut, Perempuan yang tidak mengadakan perencanaan keuangan akan selalu kekuranga di setiap bulannya.

5. Perempuan melek (sadar) financial memang merupakan sebuah tuntutan kewajiban yang harus dimiliki oleh setiap perempuan di Indonesia budaya secara umum menempatkan perempuan sebagai pengelola keuangan keluarga. Semakin pandai perempuan mengelola keuangan keluarga, maka semakin sejahtera keluarganya. Begitu juga sebaliknya situasi dan kondisi kebutuhan keluarga dan perekonomian yang berkembang saat ini menuntut perempuan untuk trampil dan cekatan dalam mengeloa keuangan keluarga demi kesejahteraan keluarga, merujuk pada hasil penelitian dapat disarankan: (1) membiasakan anak menabung; (2) memberi pemahaman yang baik kepada anak berkaitan dengan iklan yang semakin gencar di berbagai media;(3) anak dilatih untuk membuat tujuan jangka pendek, menengah dan jangka panjang; (4) mengubah secara perlahan pola pemberian uang saku harian menjadi mingguan atau bulanan; (5) memberi pekerjaan tambahan anak untuk bisa mendapatkan uang tambahan; (6) melibatkan anak dalam aktivitas meningkatkan keuangan keluarga; (7) mengajak anak untuk selalu bersyukur atas apa yang dimilikinya; (8) selalu membuat daftar belanja berdasarkan skala prioritas; (9) membiasakan diri menabung berapapun jumlahnya dengan tujuan kebebasan finansial di masa yang akan datang; (10) selalu bersikap jujur dengan kondisi keuangan sehingga tidak terperangkap gengsi dan konsumtif serta membawa sejumlah uang yang senilai dengan daftar belanja .
Beberapa penelitian sebelumnya bahwa pendidikan pengelolaan keuangan keluarga dan kebiasaan pengeluaran memiliki hubungan positif dengan literasi finansial.

SIMPULAN

Pendidikan manajemen keuangan keluarga memiliki hubungan yang positif signifikan dengan literasi finansial dengan membuat mencatat pendapatan keluarga agar dapat menyusun pengeluaran dengan tepat,membuat daftar pengeluaran setiap bulan,membuat kartu-kartu pos pengeluaran serta mengisi amplop-amplop pos pengeluaran,juga wajib mempunyai kecerdasan finansial yang di budayakan di keluarga.

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NILAI PENDIDIKAN KARAKTER PADA LIRIK LAGU ANAK-ANAK TEMPO DULU (Tinjauan Budaya)

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Abstrak

Sejak lama Indonesia menjadi salah satu referensi sebagai negara yang masyarakatnya menyajikan keramahan, ketulusan, kejujuran, religius, dan kesantunan kepada para tamu dan wisatawan manca negara. Namun, referensi ini kini sedikit demi sedikit sudah mulai luntur dan menipis. Berbagai kasus negatif yang menimpa dan dilakukan oleh anak-anak bangsa ini telah melunturkan pandangan masyarakat dunia tersebut.

Dalam upaya mengembalikan pandangan tersebut, pendidikan karakter harus ditanamkan kembali kepada anak-anak dan para peserta didik. Salah satunya dengan mengkaji berbagai lagu anak-anak tempo dulu. Lagu anak-anak tidak hanya berperan untuk memberikan hiburan dan keindahan kepada anak-anak semata, namun banyak sekali nilai karakter yang dapat ditanamkan kepada anak-anak dan peserta didik pada umumnya.

Tujuan penelitian ini adalah untuk menemukan dan mengetahui nilai budaya dan nilai pendidikan karakter yang terdapat dalam lirik lagu anak-anak tempo dulu serta mengembangkannya dalam proses pembelajaran di sekolah yang diintegrasikan dengan pendidikan karakter. Untuk mencapai tujuan tersebut di atas, maka peneliti menggunakan metode deskriptif kualitatif dengan teknik analisis isi, yaitu peneliti berusaha mendeskripsikan makna yang terkandung di dalam lirik lagu tersebut. Berdasarkan ke empat lirik lagu yang dianalisis, ditemukan beberapa nilai pendidikan karakter berupa *nilai religius, nilai tanggung jawab dan kepedulian* (baik lingkungan maupun sosial), dan *nilai kejujuran*

Kata kunci: Nilai Pendidikan Karakter, Lirik Lagu, Budaya.

I. Pendahuluan

Keanekaragaman etnis dan kebiasaan masyarakat Indonesia menunjukkan suatu aneka paduan warna yang besar dalam hal budaya dan karakter bangsa. Hal tersebut menjadikan mayoritas masyarakat Indonesia sangat bangga terhadap eksistensi Bhineka Tunggal Ika yang melambangkan keanekaragaman budaya dan karakter bangsa Indonesia itu sendiri. Salah satu bentuk kebudayaan atau budaya yang berlangsung terus-menerus secara turun-temurun adalah kebiasaan bergotong-royong. Budaya gotong royong merupakan suatu konsep kehidupan yang erat sangkut pautnya dengan karakter masyarakat Indonesia sebagai masyarakat agraris, oleh karena itu budaya gotong royong bernilai sangat tinggi dalam kehidupan sehari-hari yang mencerminkan karakter bangsa .

Di dalam budaya gotong royong paling tidak mengandung 3 konsep, yaitu: *Pertama,* sebagai makhluk sosial manusia tidak bisa hidup sendiri di dunia ini, tetapi akan selalu dikelilingi oleh komunitasnya, masyarakatnya, dan alam semesta di sekitarnya. *Kedua*, dalam segala aspek kehidupan manusia pada hakekatnya akan sangat tergantung kepada lingkungan sesamanya. *Ketiga*, dalam kehidupan sehari-hari manusia akan berusaha untuk memelihara hubungan baik dengan sesamanya, terdorong oleh jiwa sama rata-sama rasa. Seluruh konsep

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tersebut memberikan sifat ketergantungan secara positif kepada sesama, dimana dalam hal tersebut akan dapat menciptakan suatu perasaan aman dalam nurani yang sangat dalam. Budaya gotong royong merupakan kunci nilai-nilai kontemporer masyarakat Indonesia, yang menggambarkan tatanan kehidupan bermasyarakat di dalamnya dan semua kebijakan yang diambil dalam kehidupan bermasyarakat harus berdasarkan konsep budaya gotong royong (Bowen, 1986:545)

Segala aspek yang terdapat di dalam budaya gotong royong tersebut sejatinya memiliki nilai pendidikan karakter yang kuat. Di antaranya berkaitan dengan kerja keras, semangat kebangsaan, cinta tanah air, komunikasi, peduli sosial, tanggung jawab, dan peduli lingkungan.

Namun, pada saat ini budaya gotong royong telah sulit dilakukan, terlebih di daerah perkotaan yang mempunyai kecenderungan lebih individualistis, sehingga lebih sering menolak nilai-nilai kemajemukan yang terkandung di dalam budaya gotong royong tersebut. Sulitnya penerapan budaya atau kebiasaan gotong royong saat ini, bisa dijadikan parameter bahwa ada semacam degradasi karakter pada masyarakat Indonesia saat ini.

Dalam upaya mengembalikan budaya dan karakter tersebut, maka penanaman nilai pendidikan karakter harus dapat dipahami dengan baik sehingga dapat diterapkan dengan tepat dan baik pula. Penerapan pendidikan karakter harus dilakukan sejak anak usia dini, sebab fase ini merupakan fase yang sering disebut sebagai usia emas (*golden age*). Pada masa ini, anak mengalami perkembangan dan pertumbuhan kualitas otak dengan cepat. Dengan memanfaatkan fase ini, maka anak akan merekam budaya dan pekerti apa yang layak disimpan dan dilakukan atau dibuang dan dijauhkan dari kehidupannya.

Di antara perlakuan yang penting dilakukan adalah dengan menanamkan pendidikan karakter kepada anak-anak yang salah satunya bisa melalui kajian lagu anak-anak tempo dulu. Lagu anak-anak memiliki ciri khas yaitu kalimat-kalimat yang pendek atau singkat serta memiliki nada yang menarik. Kalimat yang singkat memudahkan anak menghafal lagu, sementara nada yang menarik membuat anak termotivasi untuk menghafalnya. Keunggulan tersebutlah yang memungkinkan pengembangan karakter anak melalui lagu. Berdasarkan hal tersebutlah penelitian ini membahas bagaimana lagu memiliki berbagai nilai pendidikan karakter yang baik untuk diberikan kepada anak usia dini.

II. Kajian Teori

Lirik Lagu

Lirik lagu pada dasarnya merupakan susunan kata-kata yang berirama sehingga memungkinkan untuk dinyanyikan dengan menggunakan berbagai macam instrumen musik. Hal inilah yang disampaikan oleh Jamalus dalam Ifadah (2012: 365) yang menyatakan bahwa lagu adalah sekumpulan kata-kata, puisi pendek yang dinyanyikan yang biasanya diiringi musik. Berdasarkan pendapat ini, maka istilah lagu identik dengan lirik. Sebagaimana dinyatakan oleh Sudjiman (1991:47), bahwa lirik lagu merupakan sajak yang berupa susunan kata sebuah nyanyian yang merupakan curahan perasaan hati pengarangnya. Kata-kata dalam lirik lagu disusun oleh pengarangnya dengan mempertimbangkan unsur keindahan baik nuansa makna kata, diksi yang sesuai dengan nada, dan unsur-unsur kreatif lainnya. Penjelasan lain dikemukakan oleh Abrams (1999:147), yang menyebutkan bahwa lirik dalam bahasa Yunani merupakan lagu yang disampaikan dengan iringan kecapi, yang dalam perkembangannya kini mempertahankan bentuk puitis untuk mengatur musik.

Namun, kedua istilah tersebut oleh sebagian ahli sering ditafsirkan berbeda, istilah lagu lebih mengarah kepada penggunaan ragam suara yang dinyanyikan, bukan kata-kata yang dinyanyikan. Oleh karena itu, Saifudin (2012:90), menyebut lagu sebagai salah satu

hasil wujud manusia dalam mengungkapkan bahasa melalui liriknya. Dengan penegasan tersebut, maka lirik lebih pada bahasanya, sementara lagu lebih pada ragam suara yang berirama.

Berdasarkan hal tersebut, dapat dibedakan kedua istilah tersebut, bahwa lagu pada dasarnya adalah sebuah irama, sementara lirik adalah bahasa yang kemudian oleh indra mulut nadanya dinaik-turunkan. Namun demikian, istilah lagu dalam penelitian ini adalah untuk menyebut keseluruhan unsur yang membangun sebuah lagu, karena baik lirik dan irama tak dapat dipisah-pisahkan. Jika irama dipisahkan dari liriknya, maka ia hanya akan menjadi gumaman, sementara jika lirik dipisahkan dari irama, ia hanya akan menjadi sebuah teks puisi sebagaimana disebut Semi (1993:106), bahwa lirik adalah puisi.

Dalam upaya penanaman nilai pendidikan karakter kepada anak, penggunaan istilah lagu adalah pilihan tunggal, karena fase anak dalam mempelajari berbagai nyanyian di taman kanak-kanak (TK) maupun pendidikan anak usia dini (PAUD) adalah fase bermain sambil belajar atau belajar melalui permainan, bukan belajar sambil bermain.

Meskipun bermain, bukan berarti tidak memberikan manfaat. Ada banyak manfaat yang dapat diperoleh anak dengan bermain, di antaranya disampaikan oleh Vygotsky dalam Mutiah (2010:146), menyatakan bahwa bermain akan mempengaruhi perkembangan anak, yakni (1) melalui bermain atau lebih tepatnya permainan, seorang anak akan menciptakan kemampuan yang aktual yang kemudian disebut dengan *zone of proximal development* (ZPD). Dengan ZPD, kemampuan yang semula hanya berupa potensi akan terealisasikan dalam perilakunya, (2) bermain memfasilitasi separasi (pemisahan) pikiran dari objek dan aksi. Pemisahan tersebut merupakan persiapan untuk berpikir abstrak, (3) bermain akan mengembangkan penguasaan diri karena anak akan bertindak sesuai skenario bukan sembarangan.

Dengan berbagai manfaat tersebut, tentu saja lagu merujuk pada lirik yang tidak lain adalah puisi yang pada akhirnya dapat memberikan manfaat yang berbeda bagi setiap anak. Sebagaimana disampaikan oleh Horace dalam Wellek dan Warren (2001:25), dalam tradisi kesastraan, sebuah karya sastra paling tidak memuat dua istilah berikut ini, yakni *dulce* dan *utile*. Istilah tersebut memberi makna bahwa karya sastra tidak hanya memberikan hiburan atau *dulce,* namun juga nilai atau *utile.* Dengan lagu tentu saja anak-anak dapat terhibur dan pada akhirnya akan muncul perasaan senang, lebih jauh lagi dalam tinjauan ini mereka akan mendapatkan nilai yang terkandung di dalam lagu tersebut. Dengan demikian, potensi anak akan tergali apabila kita sebagai orang dewasa dapat memotivasi dan mengarahkan lagu atau lirik lagu yang mana yang sesuai dengan usia mereka.

Pendidikan Karakter

Pendidikan karakter menurut Samani dan Hariyanto (2011:45) adalah proses pemberian tuntunan kepada peserta didik untuk menjadi manusia seutuhnya yang berkarakter dalam dimensi hati, pikiran, raga, serta rasa dan karsa. Pendidikan karakter dapat pula dimaknai sebagai pendidikan nilai, pendidikan budi pekerti, pendidikan moral, pendidikan watak, yang bertujuan mengembangkan kemampuan peserta didik untuk memberikan keputusan baik-buruk, memelihara apa yang baik, dan mewujudkan kebaikan itu dalam kehidupan sehari-hari dengan sepenuh hati.

Dalam definisi tersebut, dapat diartikan bahwa pendidikan selalu diharapkan sebagai sebuah formula untuk membentuk manusia yang tidak hanya tinggi tingkat kognitifnya, namun juga mampu memiliki sikap atau perilaku yang baik. Asumsi tersebut memang menjadi pijakan dasar dalam mengembangkan berbagai kurikulum yang ada di dunia, termasuk di Indonesia.

Representasi negara yang memiliki keramah-tamahan, sopan-santun, empati, simpati, dan lain sebagainya telah menjadi anggapan dasar yang melekat di benak banyak orang yang hidup di era tahun 80-an. Konteks ini kemudian mengalami degradasi yang cukup signifikan. Kemunduran ini bukan semata-mata karena pendidikan yang gagal membaca peta perkembangan zaman, namun ekosistem tempat tumbuh kembangnya bibit negara ini telah banyak tercemar. Maka formula untuk mengobatinya, bukan lagi dengan formula biasa. Perlu upaya secara tegas mengembangkan bagaimana sikap-sikap yang adiluhung itu mampu diinduksi ke dalam diri siswa.

Formula tersebut paling tidak tercermin dalam konsep pendidikan karakter yang disampaikan Kemendiknas (2010:237). Pendidikan karakter terdiri dari delapan belas aspek. Aspek-aspek tersebut terdiri dari: (1) religius, (2) jujur, (3) toleransi, (4) disiplin, (5) kerja keras, (6) kreatif, (7) mandiri, (8) demokratis, (9) rasa ingin tahu, (10) semangat kebangsaan, (11) cinta tanah air, (12) menghargai prestasi, (13) bersahabat/komunikatif, (14) cinta damai, (15) gemar membaca, (16) peduli lingkungan, (17) peduli sosial, (18) tangung jawab.

Interpretasi terhadap delapan belas nilai pendidikan karakter tersebut memang berbeda-beda. Cara yang ditempuh dalam setiap pelajaran pun akan berbeda. namun dalam upaya untuk menerapkan pendidikan karakter ada empat aspek yang perlu diperhatikan sebagaimana disampaikan oleh Foerster dalam Farida (2012:447), yaitu (1) pendidikan karakter menekankan setiap tindakan harus selalu berpedoman kepada nilai normatif yang berarti bahwa siswa menghormati dan memedomani norma-norma tersebut dalam kehidupannya, (2) membangun rasa percaya diri dan keberanian pada siswa sehingga siswa menjadi pribadi yang teguh pendirian, tidak mudah terombang-ambing, dan tidak takut risiko dalam menghadapi situasi baru, (3) adanya otonomi yang membuat siswa menghayati dan mengamalkan aturan dari luar yang sudah disaring sampai menjadi nilai-nilai kehidupan bagi pribadinya, (4) keteguhan dan kesetiaan. Keteguhan adalah daya tahan siswa dalam mewujudkan kebaikan dan apa yang dipandang baik. Di sini kesetiaan merupakan dasar penghormatan atas komitmen yang dipilih.

III. Metode Penelitian

Dalam penelitian ini, peneliti menggunakan metode deskriptif analisis dengan bentuk kumpulan data secara faktual yang terdapat dalam lagu anak-anak tempo dulu dengan mengambil objek penelitiannya yaitu nilai pendidikan karakter.

Penelitian ini berfokus pada tiga nilai pendidikan karakter yang berupa *nilai religius, nilai tanggung jawab dan kepedulian* (baik lingkungan maupun sosial), dan *nilai kejujuran* yang terdapat pada lagu anak-anak tempo dulu yakni *Pelangi, Balonku, Bangun Tidur,* dan *Topi Saya Bundar.*

Instrumen dalam penelitian ini ialah peneliti dan tabel kerja analisis nilai pendidikan karakter ditinjau dari segi budaya dalam lirik lagu anak-anak yang berjudul *Pelangi, Balonku, Bangun Tidur,* dan *Topi Saya Bundar.*

IV. Pembahasan

Sesuai dengan apa yang sudah dijelaskan sebelumnya, pembahasan penelitian ini hanya mencakup tiga nilai pendidikan karakter dari delapanbelas nilai yang dikemukakan oleh kemendiknas seperti dalam kutipan terdahulu; yaitu *nilai religius, nilai tanggung jawab dan kepedulian* (baik lingkungan maupun sosial), dan *nilai kejujuran* yang terdapat pada empat buah lirik lagu anak-anak tempo dulu. Untuk selanjutnya bentuk analisis penelitian ini dipaparkan sebagai berikut:

Nilai Religius

Pandangan mengenai religius sebenarnya lebih pada penghayatan terhadap keberadaan dan hubungan antara manusia dengan Tuhan. Artinya, apapun yang ada di muka bumi ini semuanya harus disadari oleh manusia, khususnya anak-anak sebagai ciptaan Tuhan. Dalam pandangan Atmosuwito (2010:123), religius dianggap sebagai segala perasaan batin yang ada hubungannya dengan Tuhan. Perasaan dosa, perasaan takut, dan kebesaran Tuhan.

Lirik lagu anak-anak yang menyiratkan nilai religius ini salah satunya adalah lagu *Pelangi* ciptaan AT Mahmud. Dalam lagu ini digambarkan bagaimana bentuk penampakan *pelangi* yang terlihat begitu indah dengan paduan warna-warni di langit itu merupakan ciptaan Tuhan. Kesadaran akan keberadaan Tuhan dalam lagu ini tentu ditunjukkan bagaimana pelangi dapat terbentuk seakan melayang seperti awan tanpa ada benang yang mengikatnnya sehinga tampak menggantung. Tentu hal yang sangat luar biasa itu menanamkan pemahaman kepada anak-anak bahwa hal itu tidak akan dapat diciptakan oleh selain Tuhan. Nilai pendidikan karakter religius yang terkandung di dalam lirik lagu tersebut akan membawa anak-anak untuk berpikir kritis religius bahwa Tuhan itu ada dengan digambarkan oleh salah satu ciptaannya yang begitu indah dan menakjubkan. Tidak akan ada makhluk di dunia ini yang mampu menciptakan lukisan alam seperti itu.

Lirik lagu *pelangi* terdiri dari dua bait, bait pertama menggambarkan kegembiraan dan perasaan senang ketika melihat pelangi yang berwarna-warni merupakaan paduan yang eksotik. Paduan warna tersebut digambarkan dengan *merah, kuning, hijau* dengan latar belakang *langit yang biru*. Pada bagian lain dibait kedua, digambarkan dengan pertanyaan kritis religius anak dipertegas dengan kata-kata *pelukismu agung, siapa gerangan* yang kemudian mereka sadari bahwa tidak akan ada makhluk lain selain Tuhan yang bisa menciptakan semua yang terlihat itu.

Untuk lebih jelasnya, perhatikan lirik lagu *pelangi* berikut ini,

Pelangi
AT Mahmud

Pelangi pelangi
Alangkah indahmu,
Merah kuning hijau
di langit yang biru,

Pelukismu agung
Siapa gerangan,
Pelangi pelangi
Ciptaan Tuhan

Nilai Tanggung Jawab dan Kepedulian

Menurut Fadilah dan Lilif (2013:64), tanggung jawab dan kepedulian (lingkungan dan sosial), yaitu sikap dan perilaku seseorang untuk melaksanakan tugas dan kewajibannya yang seharusya dilakukan terhadap diri sendiri, masyarakat, lingkungan (alam, sosial, dan budaya), negara, dan Allah Yang Maha Esa. Dalam konteks ini lagu *Balonku* dapat diinterpretasikan pada bagaimana cara melaksanakan tugas dan tanggungjawab serta kepedulian dalam menjaga mainannya.

Perhatikan lirik lagu *balonku* berikut ini,

Balonku
Anonim

Balonku ada lima
Rupa-rupa warnanya
Hijau, kuning, kelabu
Merah muda dan biru
Meletus balon hijau dor!
Hatiku sangat kacau
Balonku tinggal empat
Kupegang erat-erat

Lagu ini menunjukkan bagaimana perilaku aku lirik dalam menjaga balon-balonnya. Di baris pertama bentuk tanggung jawabnya dapat dilihat dengan mengidentifikasi jumlahnya (*balonku ada lima*), setelah itu baru warnanya (*hijau, kuning, kelabu, merah muda*, dan *biru*) di baris 2-4. Namun di baris kelima, balon berwarna hijau kemudian meletus (*meletus balon hijau dor!*). Dalam menghadapi masalah tersebut, ada dua respons yang dilakukan, yakni terdapat pada baris 6-8 berupa menyesali kejadian tersebut (*hatiku sangat kacau*) dan kemudian berusaha menjaga lebih gigih lagi (*balonku tinggal empat, kupegang erat-erat*).

Lagu ini juga menggambarkan suatu tahapan mendasar mengenai bagaimana sebuah tanggung jawab diemban oleh seseorang, mulai tahap identifikasi hingga menyiapkan langkah solusi atas permasalahan yang muncul. Dengan demikian, lagu ini memberikan nilai positif tentang bagaimana cara bertanggung jawab.

Dalam konteks berbeda, lagu anak-anak berjudul *bangun tidur* juga menumbuhkan rasa tanggung jawab, perhatikan lirik lagu berikut ini

Bangun Tidur
Pak Kasur

Bangun tidur kuterus mandi
Tidak lupa menggosok gigi
Habis Mandi kutolong ibu
Membersihkan tempat tidurku

Lagu ini sangat singkat, hanya terdiri dari empat baris, namun baik rima maupun iramanya terdengar sangat menarik dan ceria. Wajar jika lagu ini sangat populer di kalangan anak-anak sampai saat ini. Lagu ini sebetulnya menceritakan peristiwa aku lirik yang baru bangun tidur dan mengerjakan tugasnya (*bangun tidur kuterus mandi*), mulai membersihkan diri sendiri (*tidak lupa menggosok gigi*), sampai kemudian berusahaa menolong dan membatu ibunya membersihkan kamarnya (*habis mandi kutolong ibu, membersihkan tempat tidurku*). Namun, tak jarang lagu ini menjadi semacam sindiran yang sering didengungkan para orang tua kepada anaknya agar anaknya melakukan kegiatan serupa setelah bangun tidur. Hal ini membuktikan bahwa lagu ini tidak hanya cukup dinyanyikan saja, namun sebenarnya banyak hal lain yang dapat memberikan nilai tanggung jawab kepada anak agar melakukan tugasnya tersebut dengan baik secara rutin.

Kedua lagu tersebut sebenarnya sejalan dengan pendapat Lie dan Prasasti (2004:3) yang menurutnya sikap tanggung jawab anak pada dasarnya dapat dimulai sejak dini dimulai dari hal yang paling sederhana. Mulai dari menjaga barang miliknya sendiri, merapikan kamar tidur, dan merapikan alat-alat permainan yang telah digunakan. Hal ini akan

menjadikan anak terbiasa melakukan hal positif dimuali sejak bangun tidur sampat beranjak tidur lagi.

Hal-hal sederhana tersebut tidak mungkin terwujud jika kita tidak memberikan pembelajaran yang baik. Dalam hal ini dapat dilakukan salah satunya dengan mendengarkan lagu-lagu tersebut. Selain itu, saran dari Azerrad (2005:186) dapat pula diperhatikan. Menurutnya untuk menumbuhkan sikap tanggung jawab pada anak dapat dilakukan dengan cara memberikan tugas dan memberikan kepercayaan pada anak bahwa anak bisa melakukannya.

Nilai Kejujuran

Krisis yang saat ini dialami oleh bangsa ini adalah kejujuran. Mental korupsi yang merajalela sebetulnya dari proses sederhana yakni tidak mau berbuat jujur. Jujur tidak semata-mata lawan kata dusta atau dalam kata lain hanya dalam tataran ujaran, namun jujur juga dapat dimaknai sebagai perbuatan yang baik yang tak menyalahi aturan atau dalam kata lain perilaku. Hal inilah yang disampaikan oleh Emosda (2011:154) Jujur (kejujuran) akan tercermin dalam perilaku yang diikuti dengan hati yang lurus, berbicara sesuai dengan kenyataan, berbuat sesuai bukti dan kebenaran.

Berkaitan dengan hal tersebut, untuk melatih kejujuran menurut Sudewo (2011:84) sangatlah mudah yakni melalui konsep kepemilikan. Hal ini sejalan dengan lirik lagu *Topi Saya Bundar* berikut ini

Topi Saya Bundar
Anonim

Topi saya bundar.
Bundar topi saya.
Kalau tidak bundar,
Bukan topi saya.

Lagu ini terdiri dari empat baris, yang sebenarnya hanya terdiri dari enam kata yang ditukar-tukar, namun penukaran ini sebenarnya menjadi titik yang menarik bagi lagu ini. Lepas dari hal tersebut, aku lirik dalam lagu ini berusaha menyampaikan nilai kejujuran tentang bagaimana sesuatu yang merupakan miliknya dan sesuatu yang bukan miliknya (*topi saya bundar*). Artinya, dalam konteks yang luas, segala sesuatu yang bukan milik kita, harus kita akui bukan milik kita meskipun tak seorang pun yang tahu (*kalau tidak bundar, bukan topi saya*). Dengan demikian, nilai kejujuran pada anak dalam lagu *topi saya bundar* sebetulnya telah hadir .

V. Penutup

Berdasarkan hasil temuan penelitian ini, dapat disimpulkan bahwa di dalam lagu anak-anak sebenarnya terdapat banyak nilai yang dapat dijadikan sebagai media untuk menumbuh-kembangkan pendidikan karakter anak-anak serta peserta didik. Di antara nilai tersebut, yang ditemukan dalam penelitian ini adalah nilai religius, nilai tanggung jawab dan kepedulian, serta nilai kejujuran. Ketiga nilai tersebut ditemukan di empat lagu yang menjadi subjek penelitian ini, yaitu, lagu *Pelangi*, *Balonku*, *Bangun Tidur*, dan *Topi Saya Bundar*. Keterbatasan penelitian ini adalah data yang dianalisis dalam penelitian ini masih sangat sedikit jauh dari yang seharusnya, namun demikian diharapkan kepada peneliti lain untuk menindaklanjuti apa yang sudah ada ini.

Penelitian ini merupakan penelitian pendahuluan yang memungkinkan untuk diperluas lagi baik dari segi jumlah data maupun cara analisis yang lebih kompleks untuk digali lebih dalam lagi baik dengan cara memperkaya penggalian terhadap nilai-nilai pendidikan karakter ataupun nilai lainnya secara lebih komprehansif. Selain itu, pengembangan penelitian juga dapat dilakukan dengan berupaya menggali bagaimana cara menerapkan lagu-lagu tersebut dalam perkembangan anak dan penerapannya dalam pembelajaran di sekolah serta bagaimana efektivitasnya dalam membangun dan mengembangkan budaya dan karakter anak dan peserta didik.

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Kompetensi Komunkasi Antarbudaya Mahasiswa Patani Thailand Di Universitas Islam Negeri Sunan Gunung Djati Bandung

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ABSTRACT

Penelitian ini akan difokuskan pada pertanyaan utama: Bagaimana kompetensi komunkasi antarbudaya mahasiswa Patani Thailand di UIN SGD Bandung? Untuk mengungkap sejumlah fokus di atas, penelitian ini menggunakan pendekatan kualitatif. Data dikumpulkan melalui wawancara mendalam yang didukung oleh observasi non-partisipan serta analisis dokumen. Sedangkan teori sebagai *guide* pada penelitian ini menggunakan teori komunikasi antarbudaya dari Gudykunst. Analisis data yang digunakan model Miles dan Huberman yang bertumpu pada reduksi data, penyajian data, penarikan serta pengujian kesimpulan.

Hasil penelitian menyimpulkan bahwa: *Pertama*, mahasiswa Patani yang studi di UIN SGD Bandung tidak memiliki cukup kognisi tentang budaya di UIN SGD Bandung maupun Kota Bandung secara keseluruhan. *Kedua*, mahasiswa Patani memandang dirinya pada saat di UIN SGD Bandung sebagai individu-individu yang tertutup, kurang dapat bersosialisasi, dan tidak memiliki pemahman yang mendalam tentang ragam mata kuliah yang disajikan di UIN SGD Bandung.*Ketiga*, untuk memahami budaya Indonsia dan khususnya Bandung, mahasiswa Patani tidak saja menggunakan proses interaksi dengan lngkungan sekitar, tetap mereka pun menggunakan mrdia massa, khususnya televisi. Banyak acara televisi yang dapat menolong mereka untuk memahami budaya Indonsia dan Kota Bandung.*Keempat*, sikap mahasiswa Patani terhadap mahasiswa UIN SGD Bandung umumnya tertutup (introvert). Hal ini disebabkan oleh ketidakmampuan mereka untuk bergaul secara terbuka yang disebabkan oleh kurangnya pemehaman mereka terhadap budaya mahasiswa UIN Bandung.*Kelima*, perilaku komunikasi mahasiswa Patani dengan mahasiswa UIN SGD Bandung lebih banyak ditentukan oleh bahasa lisann (verbal). Sebagian besar mahasiswa Patani tidak memahami perilaku nonverbal mahasiwa UIN SGD Bandung yang disebabkan oleh perbedaan budaya.*Keenam*, mahasiswa Patani tidak terlalu intensif dalam melakaukan hubungan interpersonal dengan mahasiswa UIN SGD Bandung. Hubungan interpersonal lebih banyak dilakukan di kelas dalam kesempatan perkuliahan.

Kata Kunci: *Patani, adaptasi, kognisi, perilaku, komunkasi antarbudaya.*

Pendahuluan

A. Latar belakang Penelitian

Era gelombang ketiga telah menempatkan teknologi informasi, komunikasi dan transportasi menempati peran penting dalam kehidupan manusia. Hal itu itu pada gilirannya mampu memobilisasi manusia untuk bermigrasi dari suatu negara ke negara lain untuk berbagai

kepentingan, termasuk di dalamnya menimba ilmu pengetahuan di negeri lain.

Realitas itu terjadi pula pada sebagian anak-anak Patani Thailand yang dalam kurun waktu dua dasawarsa ini bermigrasi ke berbagai negara, termasuk ke Indonesia, khususnya Kota Bandung dalam rangka menuntut ilmu di UIN SGD. Persoalan yang kemudian muncul bagi anak-anak Patani adalah sejauh mana kemampuan mereka dalam melakukan komunikasi antarbudaya dan beradaptasi baik di lingkungan tempat tinggal yang baru, maupun di lingkungan universitas, terutama pada persoalan bahasa. Kesulitan berbahasa Indonesia ini seringkali menimbulkan kecemasan ketika berkomunikasi di kelas maupun saat-saat informal dengan orang-orang Indonesia.

Melalui komunikasi, manusia tidak hanya mampu menyampaikan pikiran dan gagasan kepada orang lain, melainkan mampu mengembngkan jati dirinya hingga pada level tertinggi. Melalui komunikasi pula manusia mampu mengembangkan hubungan baik dengan lingkungan sekitarnya bahkan sampai melinatasi batas negara. Intinya, komunikasi merupakan bagian penting bahkan amat penting bagi manusia sepanjang hidupnya.

Kontak antarbudaya dalam bidang pendidikan terjadi juga pada mahasiswa yang berasal dari Patani Thailand yang menuntut ilmu di Indonesia. Bagi para mahasiswa tersebut belajar di luar negeri bukan sekedar menambah wawasan dan pengetahuan tetapi juga membantu mengembangkan cakrawala, dan meningkatkan pemahaman terhadap budaya sendiri dan budaya orang lain. Masyarakat Patani merupakan kelompok etnis Melayu-Muslim di Thailand Selatan yang sejak beberapa waktu yang lalu hingga saat ini banyak menempuh pendidikan di luar negaranya, sebagaimana saat ini terjadi di UIN Sunan Gunung Djati Bandung.

Mahasiswa Patani tersebut tetap merupakan orang asing (*stranger*) bagi orang Indonesia, yang jauh secara psikologis, meskipun mereka dekat secara fisik, bahkan mungkin teman satu kelas. Kesalah pahaman dan konflik antarbudaya bisa terjadi dalam kehidupan mereka. Mereka dihadapkan kepada sejumlah persoalan dari mulai pemahaman terhadap budaya Indonesia, khususnya budaya orang Bandung, cara berkomunikasi, berperilaku dan bertindak sehingga mereka mampu beradaptasi dan menyelesaikan studinya di UIN Sunan Gunung Djati Bandung.

Keberhasilan mereka studi di UIN Sunan Gunung Djati Bandung banyak ditentukan oleh sejauhmana mereka mampu beradaptasi, belajar budaya baru, hingga pada keterbukaan mereka dalam menerima budaya baru..

B. Identifikasi masalah

Merujuk kepda latar belakang penelitian yang telah dikemukakan di muka, maka peneliti merumuskan permasalahan penelitian ini sebagai berikut: Bagaimana kompetensi komunkasi antarbudaya mahasiswa Patani Thailand di Universitas Islam Negeri Sunan Gunung Djati Bandung?

C. Batasan Masalah

Hanya Membahas dalam upaya memberikan telaahan teoretik yang berkaitan dengan komunikasi antarbudaya.

D. Rumusan Masalah

1. Bagaimana kognisi mahasiswa Patani tentang budaya Indonesia?
2. Bagaimana mahasiswa Patani memandang dirinya ketika berada di Indonesia dan bagaimana mahasiswa Patani memanfaatkan media massa sebagai sarana internalisasi nilai-nilai budaya Indonesia?
3. Bagaimana sikap mahasiswa Patani terhadap mahasiswa Indonesia di UIN Sunan Gunung Djati Bandung serta bagaimana perilaku mahasiswa Patani ketika berkomunikasi dengan mahasiswa Indonesia di UIN Sunan Gunung Djati Bandung?
4. Bagaimana perilaku mahasiswa Patani dalam menjalin hubungan interpersonal dengan mahasiswa Indonesia di UIN Sunan Gunung Djati Bandung?

E. Tujuan Penulisan

Untuk mengetahui pengetahuan mahasiswa Patani tentang budaya Indonesia. Untuk mengetahui pandangan mahasiswa Patani tentang dirinya ketika berada di Indonesia. Untuk mengetahui cara mahasiswa Patani memanfaatkan media massa sebagai sarana internalisasi nilai-nilai budaya Indonesia. Untuk mengetahui sikap mahasiswa Patani terhadap mahasiswa Indonesia di IAIN Sunan Gunung Djati Bandung. Untuk mengetahui perilaku mahasiswa Patani ketika berkomunikasi dengan mahasiswa Indonesia di IAIN Sunan Gunung Djati Bandung. Untuk mengetahui perilaku mahasiswa Patani dalam menjalin hubungan interpersonal dengan mahasiswa

Indonesia di IAIN Sunan Gunung Djati Bandung.

F. Teori dan Kerangka

Tinjauan pustaka ini memaut hasil penelitian dan kajian teoretik yang dianggap relevan serta sejalan dalam menjelaskan fenomena dan fokus penelitian. Keberadaan teori dalam penelitian kualitatif berfungsi sebagai "*guide*" untuk menjelaskan wilayah serta arah penelitian yang akan dilakukan. Hal demikian dapat dipahami, sebab penelitian kualitatif merupakan penelitian yang fleksibel, tumbuh dan berkembang sepanjang penelitian itu berlangsung.

Salah satu hasil penelitian yang dapat dikemukakan di sini adalah penelitian Budiyansyah (2002), yang mengungkap bahwa keluarga angkat bagi siswa asing dapat membantu mengatasi kesepian dan rasa asing yang dirasakan oleh setiap siswa asing yang berada jauh dari lingkungannya, teman dan keluarga angkat juga dianggap sebagai sebuah cara yang sangat baik untuk mengenalkan kebiasaan dan kebudayaan setempat. Penelitian Budiansyah yang bercorak kualitatif ini mencoba memberikan informasi penting tentang kontribusi keluarga angkat bagi mahasiswa asing di dalam melakukan adaptasi di tempat baru. Keluarga angkat dapat menjadi jembatan guna menghubungkan mahasiswa asing dengan lingkungan baru pada aspek-aspek budaya, cara berkomunikasi dan lain-lain. Morris (dalam Gudykunst dan Kim 1992:221) mencatat bahwa siswa asing yang menjalin tingkat hubungan sosial yang tinggi dengan pribumi mempunyai tingkat kepuasan yang tinggi dalam berbagai aspek pengalamannya di tempat pribumi.

Hubungan antara budaya dan komunikasi penting dipahami untuk memahami komunikasi antarbudaya. Komunikasi dan budaya tidak bisa dipisahkan satu sama lain, karena masing-masing saling memengaruhi. Budaya membentuk komunikasi, dan komunikasi membentuk budaya.

Peneliti melihat peristiwa komunikasi antar budaya antara mahasiswa Patani dan pribumi di Indonesia dengan perspektif fenomenologis, yakni mengagap kesadaran manusia dan makna subjektifitasnya sebagai fokus untuk memahami tindakan sosial. Menurut Schutz (dalam Mulyana, 2001:62) serta Guba (dalam Hidayat, 2003) pemahaman atas tindakan,ucapan dan interaksi merupakan prasyarat bagi eksistensi sosial siapapun. Orang-orang

merujuk kepada objek dan tindakan dengan mengasumsikan bahwa mereka berbagi perspektif dengan orang lain.

Dalam setiap situasi fenomenologis, yakni korteks ruang, waktu, dan historis yang secara unik menempatkan individu, kita memiliki dan menerapkan persediaan pengetahuan (*stock of knowledge*) yang terdiri dari semua fakta, kepercayaan, prasangka, dan aturan yang kita pelajari dari pengalaman pribadi dan pengetahuan.

G. Pembahasan

Komunikasi antarbudaya adalah fenomena yang tak terhindarkan bagi umat manusia saat ini. Menurut Anugrah dan Winny Kresnowiati (2008:6-8), ada beberapa pemicu yang melahirkan komunikasi antarbudaya, di antaranya kepentingan domestic (dalam negeri yang plural), kepentingan ekonomi, kepentingan politik internasional, hingga pada aspek interaksi sosial pendidikan anatarnegara.

Pada aspek pendidikan sudah menjadi fenomena yang lumrah bahwa ada banyak anak-anak Indonesia yang belajar di luar negeri, begitu pun tidak sedikit anak-anak dari mancanegara yang belajar di Indonesia. Pada konteks seperti itu, maka kemampuan (kompetensi) antarbudaya mutlak dibutuhkan, paling tidak mampu berbahasa ditempat tujuan hingga pada persoalan budaya setempat. Banyak kisah di media sosial orang-orang yang cepat kembali ke tanah airnya disebabkan oleh kegagalan mereka dalam beradaptasi ditempat baru.

Menurut Anugrah dan Winny Kresnowiati (2008:6), setiap orang yang bermigrasi ke tempat lain harus melengkapi dirinya secara kognitif, afektif dan konatif dengan menyadari hal-hal berikut:

1. Menyadari bias budaya.
2. Lebih peka secara budaya.
3. Memperoleh kapasitas untuk benar-benar terlibat dengan anggota dari budaya lain untuk menciptakan hubungan yang langgeng dan memuaskan dengan orang tersebut.
4. Merangsang pemahaman yang lebih besar atas budaya sendiri.
5. Memperluas dan memperdalam pengalaman seseorang.
6. Mempelajari keterampilan komunikasi yang membuat seseorang mampu menerima gaya dan isi komunikasinya sendiri.

7. Membantu memahami budaya sebagai hal yang menghasilkan dan memelihara semesta wacana dan makna bagi para anggotanya.
8. Membantu memahami kontak antarbudaya sebagai suatu cara untuk memperoleh pandangan ke dalam budaya sendiri: asumsi-asumsi, nilai-nilai, kebebasan-kebebasan dan keterbatasan-keterbatasannya.
9. Membantu memahami model-model, konsep-konsep dan aplikasi-aplikasi bidang komunikasi antarbudaya.
10. Membantu menyadari bahwa sistem-sistem nilai yang berbeda dapat dipelajari secara sistematis, dibandingkan, dan dipahami

Hasil penelitian juga mengungkapkan bahwa mahasiswa Patani memandang dirinya "imperior" bila dibandingkan dengan mahasiswa UIN yang berasal dari Indonesia sendiri. Sebagai kelanjutan dari sikap imperior ini, maka mereka cenderung tertutup terhadap mahasiswa pribumi. Mereka lebih banyak menunggu dari pada proaktif untuk melakukan interaksi dengan mahasiswa UIN yang lain. Mereka cenderung berhati-nati dalam berkomunikasi, dan hal ini menyebabkan rendahnya daya serap budaya di tempat yang baru.

Ada perasaan cemas bahkan takut bila mereka ingin memulai pembicaraan yang disebabkan oleh ketidaktahuan mereka akan budaya Indonesia (UIN Bandung). Sikap menunggu mungkin dirasa lebih baik (bijaksana) dari pada mencoba untuk membuka pembicaraan atau komunikasi pada wilayah yang tidak pasti. Sikap seperti itu bisa jadi positif dalam arti mengurangi konflik yang disebabkan oleh perbedaan budaya, tetapi di sisi lain dapat berakibat negatif, yaitu lambannya penyerapan budaya setempat oleh pendatang.

Media massa pada suatu negara merupakan cermin dari budaya bangsa tersebut. Oleh karena itu, untuk memahami budaya suatu bangsa dapat melalui media massa, terutama televisi. Televisi di Indonesia misalnya, di samping menyajikan acara yang sifatnya nasional juga benyak menampilkan budaya-budaya daerah, seperti kebudayaan, makanan, pakaian, bahasa, dan adat-istiadat yang lainnya.

Dalam upaya memhami baudaya Indonesia dan Bandung khususnya, mahasiswa Patani banyak menyerap

informasi dari televise dan surat kabar. Mahasiswa Patani memandang mahasiswa UIN Bandung cukup kritis, berwawasan dan berpengetahuan luas. Hal ini menurut mereka ditunjukkan di kelas maupun di luar kelas. Kemampuan beradaptasi merupakan kemampuan yang penting untuk dapat terus bertahan di tempat atau dinegeri orang lain. Dalam konteks antarbudaya, kemampuan beradaptasi itu dapat dijelaskan melalui model "U".. Model ini dinamakan *pseudo medical*.

Kedua, cara menghadapi gegar budaya dapat mengikuti model *culture learning* sebagaimana yang digagas oleh Furnham dan Bochner. Inti model ini adalah individu hanya memerlukan untuk belajar dan beradaptasi terhadap sifat-sifat pokok dari masyarakat baru sehingga adanya perubahan. Namun demikian, menurut Furnham dan Bochner, bahwa untuk menyesuaikan terhadap kultur baru, individu tidak perlu menjadikan kultur baru itu sebagai bagian dari dirinya sehingga seolah-olah ia mengembangkan dua kultur. Tetapi ketika ia telah kembali ke tempat asalnya, ia dapat membuang hal-hal yang telah dipelajarinya.

Sejauh ini mereka pada umumnya mampu beradaptasi yang dibuktikan dengan tidakadanya mahasiswa Patani yang pulang ke negeri asalnya sebelum membawa ijazah dari UIN Bandung. Mereka umumnya berusaha sekuat tenaga untuk bersosialisai, berinteraksi dalam upaya memahami budaya setempat sehingga meras nyaman tinggal di Bandung. Di samping memng mereka memiliki tekad yang kuat untuk menyelesaikan sarjana di UIN Bandung.

H. Kesimpulan

Pertama, mahasiswa Patani yang studi di UIN SGD Bandung tidak memiliki cukup kognisi tentang budaya di UIN SGD Bandung maupun Kota Bandung secara keseluruhan.

Kedua, mahasiswa Patani memandang dirinya pada saat di UIN SGD Bandung sebagai individu-individu yang tertutup, kurang dapat bersosialisasi, dan tidak memiliki pemahaman yang mendalam tentang ragam mata kuliah yang disajikan di UIN SGD Bandung.

Ketiga, untuk memahami budaya Indonsia dan khususnya Bandung, mahasiswa Patani tidak saja menggunakan proses interaksi dengan lingkungan sekitar, tetap mereka

pun menggunakan mrdia massa, khususnya televisi. Banyak acara televisi yang dapat menolong mereka untuk memahami budaya Indonsia dan Kota Bandung.

Keempat, sikap mahasiswa Patani terhadap mahasiswa UIN SGD Bandung umumnya tertutup (introvert). Hal ini disebabkan oleh ketidakmampuan mereka untuk bergaul secara terbuka yang disebabkan oleh kurangnya pemehaman mereka terhadap budaya mahasiswa UIN Bandung.

Kelima, perilaku komunikasi mahasiswa Patani dengan mahasiswa UIN SGD Bandung lebih banyak ditentukan oleh bahasa lisann (verbal). Sebagian besar mahasiswa Patani tidak memahami perilaku nonverbal mahasiwa UIN SGD Bandung yang disebabkan oleh perbedaan budaya.

Keenam, mahasiswa Patani tidak terlalu intensif dalam melakukan hubungan interpersonal dengan mahasiswa UIN SGD Bandung. Mereka lebih banyak berinteraksi sesama mahasiswa Patani. Meskipun demikian, ada di antara mereka yang sesekali ikut bergabung dan berdiskusi untuk menambah wawasan dan pengetahuan, terutama materi kuliah. Hubungan interpersonal lebih banyak dilakukan di kelas dalam kesempatan perkuliahan.

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THE COMBINATION OF NONI FRUIT EXTRACT (*Morinda citrifolia* L.) AND GARLIC EXTRACT (*Allium sativum* L.) FOR THE TREATMENT OF HYPERTENSION DISEASES WITH HYPERLIPIDEMIA

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Abstract

Noni fruit and garlic extracts has been known as antihyperlipidemia. The objective of this research was to know the activity of antihyperlipidemia from combination of noni fruit and garlic extract for total cholesterol, LDL, and tryglicerides level on male sparague dawley hypertensive rats. Thirty two rats weighing 180-230 were divided into eight groups, where each group consist of four rats. Which were normal control, positive control (atorvastatin 4.12 mg/kgBW), negative control, garlic extract with dose of 20 mg/kgBW (I), noni fruit extract with dose of 1000 mg/kgBW (II), garlic and noni fruit combination extracts with doses of 10 mg/kgBB + 500 mg /kgBB (III), 20 mg/kgBW + 500 g/kgBW (IV), 10 mg/kgBW + 1000 mg/kgBW (V). The rats were given by atherogenic diet daily for 30 days. In the 15th day until 30th day rats were induced by 4% NaCl. The levels of total cholesterol, LDL, and triglyceride were measured in the 31th day and 45th day. The result were analyzed statically using ANOVA (p<0,05). Data percentage shows the dose group IV is able to decrease total cholesterol level, LDL, triglycerides by 47.76%, 41.87%, and 41.21% which is equal to the positive control that decrease total cholesterol level, LDL, triglyceride by 49.81%, 51.74% and 54.93%.

Introduction

Hyperlipidemia is the anomaly of lipid metabolism which marked with the increasing one or more of cholesterol, ester cholesterol, phospholipid and triglyceride. Lipid metabolism aberration can be showed by the higher level of cholesterol level, LDL (Low density lipoprotein), cholesterol, triglycerides, and the lower of HDL (High density lipoprotein) level in blood. Noni Fruit (*Morinda citrifolia* L.) and garlic (*Allium sativum* L.) have been shown to possess beneficial effects for prevention of cardiovascular diseases such as hyperlipidemia. The purpose of this research is to know the activity of antihyperlipidemia from combination of noni fruit and garlic extracts for total cholesterol, LDL, and tryglicerides level on Sparague dawley rats, which been given by atherogenic diet and induced with sodium chloride 4% to produce hypertension condition.

Methods

Noni fruit and garlic each separately extracted by maceration method using ethanol 70%. Preparation of animals. This research were using 32 rats, weighing ± 150-230 and divided into 8 groups, where each group consist of 4 rats. The rats were induced with atherogenic diet, daily for 30 days consecutively. In the 15th day until 30th day rats were induced by 4% NaCl. The single extract of noni fruit and garlic, both combination of the extracts and drug was given from 31th day until 44th day. The levels of total cholesterol, LDL, triglyceride and hypertension were measured in the 31th day and 45th day using spectrophotometer clinical and kent scientific CODA system.

Tabel 1. Group of animals experiment

Groups (n=4)	Treatment
Normal control	Normal condition (No treatment)
Positive control	atorvastatin dose 4.12 mg/kgBW
Negative control	induced with atherogenic diet only and 4% NaCl
Dose group I	garlic extract dose 20 mg/kgBW
Dose group II	noni fruit extract dose 1000 mg/kgBB
Dose group III	garlic and noni fruit combination extracts dose 10 mg/kgBW + 500 mg /kgBW
Dose group IV	garlic and noni fruit combination extracts dose 20 mg/kgBW + 500 g/kgBB
Dose group V	garlic and noni fruit combination extracts dose 20 mg/kgBW + 500 g/kgBB

Results

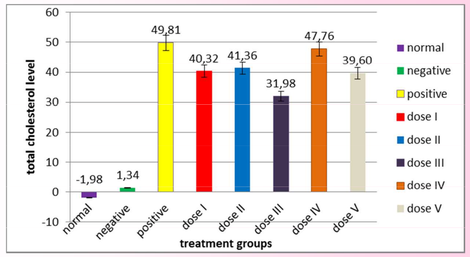

Figure 1. Graph for decreasing percentage of average total cholesterol level

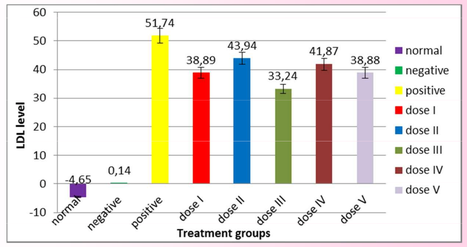

Figure 2. Graph for decreasing percentage of average LDL level

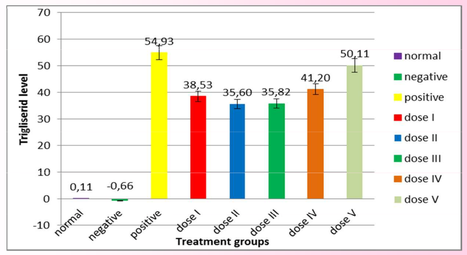

Figure 3. Graph for decreasing percentage of average triglycerides level

Conclusion

Noni fruit and garlic combination extracts have antihyperlidemia activity to the total cholesterol, LDL and triglycerides, where the data percentage shows the dose IV is able to decrease total cholesterol, LDL and triglycerides level by 47.76%, 41.87%, and 41.21% which is equal to the positive control that decrease total cholesterol level, LDL, triglyceride by 49.81%, 51.74% and 54.93%.

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THE COMBINATION OF NONI FRUIT EXTRACT (*Morinda citrifolia* L.) AND GARLIC EXTRACT (*Allium sativum* L.) FOR THE TREATMENT OF HYPERTENSION DISEASES WITH HYPERLIPIDEMIA

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Abstract

Noni fruit and garlic extracts has been known as antihyperlipidemia. The objective of this research was to know the activity of antihyperlipidemia from combination of noni fruit and garlic extract for total cholesterol, LDL, and tryglicerides level on male sparague dawley hypertensive rats. Thirty two rats weighing 180-230 were divided into eight groups, where each group consist of four rats. Which were normal control, positive control (atorvastatin 4.12 mg/kgBW), negative control, garlic extract with dose of 20 mg/kgBW (I), noni fruit extract with dose of 1000 mg/kgBW (II), garlic and noni fruit combination extracts with doses of 10 mg/kgBB + 500 mg /kgBB (III), 20 mg/kgBW + 500 g/kgBW (IV), 10 mg/kgBW + 1000 mg/kgBW (V). The rats were given by atherogenic diet daily for 30 days. In the 15th day until 30th day rats were induced by 4% NaCl. The levels of total cholesterol, LDL, and triglyceride were measured in the 31th day and 45th day. The result were analyzed statically using ANOVA (p<0,05). Data percentage shows the dose group IV is able to decrease total cholesterol level, LDL, triglycerides by 47.76%, 41.87%, and 41.21% which is equal to the positive control that decrease total cholesterol level, LDL, triglyceride by 49.81%, 51.74% and 54.93%.

Introduction

Hyperlipidemia is the anomaly of lipid metabolism which marked with the increasing one or more of cholesterol, ester cholesterol, phospholipid and triglyceride. Lipid metabolism aberration can be showed by the higher level of cholesterol level, LDL (Low density lipoprotein), cholesterol, triglycerides, and the lower of HDL (High density lipoprotein) level in blood. Noni Fruit (*Morinda citrifolia* L.) and garlic (*Allium sativum* L.) have been shown to possess beneficial effects for prevention of cardiovascular diseases such as hyperlipidemia. The purpose of this research is to know the activity of antihyperlipidemia from combination of noni fruit and garlic extracts for total cholesterol, LDL, and tryglicerides level on Sparague dawley rats, which been given by atherogenic diet and induced with sodium chloride 4% to produce hypertension condition.

Methods

Noni fruit and garlic each separately extracted by maceration method using ethanol 70%. Preparation of animals. This research were using 32 rats, weighing ± 150-230 and divided into 8 groups, where each group consist of 4 rats. The rats were induced with atherogenic diet, daily for 30 days consecutively. In the 15th day until 30th day rats were induced by 4% NaCl. The single extract of noni fruit and garlic, both combination of the extracts and drug was given from 31th day until 44th day. The levels of total cholesterol, LDL, triglyceride and hypertension were measured in the 31th day and 45th day using spectrophotometer clinical and kent scientific CODA system.

Tabel 1. Group of animals experiment

Groups (n=4)	Treatment
Normal control	Normal condition (No treatment)
Positive control	atorvastatin dose 4.12 mg/kgBW
Negative control	induced with atherogenic diet only and 4% NaCl
Dose group I	garlic extract dose 20 mg/kgBW
Dose group II	noni fruit extract dose 1000 mg/kgBB
Dose group III	garlic and noni fruit combination extracts dose 10 mg/kgBW + 500 mg /kgBW
Dose group IV	garlic and noni fruit combination extracts dose 20 mg/kgBW + 500 g/kgBB
Dose group V	garlic and noni fruit combination extracts dose 20 mg/kgBW + 500 g/kgBB

Results

Figure 1. Graph for decreasing percentage of average total cholesterol level

Figure 2. Graph for decreasing percentage of average LDL level

Figure 3. Graph for decreasing percentage of average triglycerides level

Conclusion

Noni fruit and garlic combination extracts have antihyperlidemia activity to the total cholesterol, LDL and triglycerides, where the data percentage shows the dose IV is able to decrease total cholesterol, LDL and triglycerides level by 47.76%, 41.87%, and 41.21% which is equal to the positive control that decrease total cholesterol level, LDL, triglyceride by 49.81%, 51.74% and 54.93%.

Acknowledgements

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THE EFFECT OF FORMATIVE TEST TYPES AND ATTITUDES TOWARD MATHEMATICS ON LEARNING OUTCOMES

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Abstract—This study aimed to analyze the effect of formative test types and attitude towards Mathematics on learning outcomes. The hypotheses are: (1) The outcome of students' Mathematics learning measured by multiple-choice test items is higher than that on essay test items. (2) There is an interaction effect between the formative test types and attitudes towards mathematics on learning outcomes. (3) The learning outcome of students who have a positive attitude on multiple choice test items is higher compared to those receiving essay test items. (4) The learning outcome of students who have a negative attitude on multiple choice test items is lower compared to those receiving essay test items.

Quasi-experimental method was used in this study. Data were analyzed using descriptive and inferential statistics. The sample in this study was 180 Grade 10 students in a government secondary school named SMAN 65, selected by cluster random sampling method. The results showed that: (1) The mathematics learning outcome measured by a multiple choice test was generally higher than that of an essay test, (2) There was an interaction effect between the formative tests and attitude towards Mathematics and the learning outcome in Mathematics, (3) The outcome of Mathematics learning of students who had a positive attitude towards Mathematics was higher compared to those receiving essay test questions. (4) The outcome of Mathematics learning of students who had a negative attitude towards Mathematics was lower compared to those receiving essay test questions. The implications of the study is discussed.

Keywords: *formative test, multiple choice test, essay test, experimental methods, Math learning outcome*

I. INTRODUCTION

Learning and teaching is a process of interaction between teachers and students. Successful learning activities is not only determined by the ability of teachers in applying teaching methods, techniques, media and tools used, but also by the evaluation of teaching and learning processes. By conducting appropriate evaluation methods, the teacher will be able to monitor the development of learning outcomes. A learning process can be said to be successful if the delivery of the subject matter of the teacher can be understood and mastered by students. The students' level of mastery of the learning materials can be seen from the results of formative tests conducted. If results of formative tests low, it means learning that takes place can be said to be less successful, and vice versa.

Multiple choice test has some advantages. First, the stem is short and students do not need to write the answer. Second, many items representing the topics learned could be included in test. Third, as an objective test, multiple choice test is considered more reliable than essay test that is subjective in nature. Fourth, multiple choice test can also be administered to a large number of students and the scoring can be done easily and quickly.

Subjective tests, often known essay, is one form of test questions in which scoring is influenced by opinions/ ratings. Essay test requires students to formulate their own answers. So students cannot choose an answer, they must answer in their own words. Essay scoring must also be done by an expert in the field of study. Essay test is used to fully develop the students' ability to respond to the questions given. In addition to memory and application of a concept, analysis and interpretation is necessary to answer the essay test. With essay test, teachers can determine whether a student has mastered a concept and the extent to which he has performed

an analytical ability. It is apparent from the students' answers written in the answer sheet. Each step in answering the question can be used as an indicator of the extent of student mastery.

According to Stenberg and Grigorenko (2009), multiple-choice test and essay items require three kinds of thinking ability, namely analytical, creative and practical in three domains of problems: verbal, math, and figural. Therefore, the low student learning outcomes, as the evidence of competence, can be attributed to the teacher's inability to create joyful, yet effective, learning activities.

There are some aspects to consider as the foundation of this research, including the difficulty and fear of students' learning of mathematics. Attitudes of students towards learning of mathematics may also affected the achievement of learning outcomes. Russefendi (1989) states that Mathematics courses are generally disliked and even hated by students. The negative attitude of such students leads to the low mastery of basic competencies in mathematics and in turn have an impact on the achievement of learning outcomes. A positive attitude should continuously be developed through life skills, where practice activities will reinforce emotional intelligence, identity, sense of belonging and independence. The attitude of the students tends to be a key success factor for the success in learning Mathematics. Thus, the need for research to investigate the relationship between the administration of formative test questions and students 'attitudes toward learning mathematics, so that in the long run it might be expected to be able to improve students' mathematics learning outcomes.

A. Research Questions

1. Is there a difference between the Mathematics learning outcome of students who work on multiple choice questions and that on essay questions?
2. Is there an interaction effect between formative tests and attitude towards Mathematics?
3. Is the outcome of Mathematics learning of students who had a positive attitude towards Mathematics higher than those working on essay test questions?
4. Is the outcome of Mathematics learning of students who had a negative attitude towards Mathematics lower than those working on essay test questions?

II. RESEARCH METHODOLOGY

First, confirm that you have the correct template for your paper size. This template has been tailored for output on the A4 paper size, having 4-3-4-3 margin. The paper is written in English not exceeding 12 pages.

A. Methods

The method used in this study was an experimental research. According to Sudjana (1985), the goal of the experimental research is to compare and investigate whether there is a causal relationship as well as the extent of the causal relationship by providing treatment in the group being investigated. However, this study used a quasi-experiment research, which is not pure experiment (Sukmadinata, 2005). This is due to the impossibility of variables that can be controlled and affect the results of the study. Experimental study in this research was conducted by administering multiple choice test to the experimental group and essay test to the control group.

B. Research Design

This study used Treatment by Levels Design. According to Hadi (2004) such a method is used due to the stratification and levels in in study subjects. As non-experimental variables or non-treatment variables, the stratification must be controlled by equalizing them. The study design is described as follows:

Table 1. Experimental Research Design

Attitude (B)	Mathematics Formative Assessment		
	Multipe Choice Test	Essay Test	$\sum b$
Positive	A_1B_1	A_2B_1	B_1
Negative	A_1B_2	A_2B_2	B_2
$\sum a$	A_1	A_2	AB

.

Notes:

A_1 : Students' average score on multiple choice test
A_2 : Students' average score on essay test
B_1 : Students' average score on positive attitude toward Mathematics
B_2 : Students' average score on negative attitude towards Mathematics
A_1B_1 : Average score of students having positive attitude on multiple choice test
A_2B_1 : Average score of students having posittive attitude on essay test
A_1B_2 : Average score of students having negative attitude on multiple choice test
A_2B_2 : Average score of students having negative attitude on essay test

1. Population

The population is divided into two categories: target population and accessible population. The target population is the population that reasonably has similar characteristics with accessible population. Meanwhile, accessible population or population that is measurable in reality and used as the basis from which the sample is drawn. The target population in this study was all 569 students at SMAN 65 enrolled in the academic year 2010-2011, whereas the experimentally accessible was all students in Grade X SMAN 65 totaling 180 students.

2. Sample

In order to obtain a representative sample, this study used the cluster random sampling technique, that is, the selection or determination of the sample by groups. The following is the spread of the sample in this study.

Table 2. Subject in Treatment Group

Attitude	Mathematics Formative Assessment		
	Multipe Choice Test	Essay Test	$\sum n$
Positive	13	13	26
Negative	13	13	26
$\sum n$	26	26	52

Table 2 above shows that the students who were given multiple choice test and those who were given essay test being the treatment groups. Each group consists of 26 students; each group is evenly divided into two subgroups, namely those with positive attitude and negative attitude.

3. Data Analysis Technique

There were three steps conducted in analyzing the data of the study, namely (1) describing the data of the research variable, (2) examining the requirements for analysis, and (3) testing the hypothesis.

The first step was conducted using Two-way ANOVA followed by the Tuckey's t-test to assess whether the means of the two groups are statistically different from each other. The second step involved tests of normality and homogeneity assumptions. This step is necessary in comparing two groups using Two-way ANOVA (Tabachnick & Fidell, 2001). The test of such assumptions can use the Kolmogorov-Smirnov test

III. RESEARCH RESULT

The research result is shown in Table 3 below.

Table 3. Summary of Research Result

Formative Test Types / Attitude	Formative Test (A)		Total
	Multiple Choice Test (A_1)	Essay (A_2)	
Positive (B_1)	n = 13 $\bar{x}$ = 88,69 s = 5,089	n = 13 $\bar{x}$ = 75,92 s = 5,299	n = 26 $\bar{x}$ = 82,31 s = 8,264
Negative (B_2)	n = 13 $\bar{x}$ = 65,31 s = 5,360	n = 13 $\bar{x}$ = 71,38 s = 7,171	n = 26 $\bar{x}$ = 68,35 s = 6,934
Total	n = 26 $\bar{x}$ = 77,00 s = 12,977	n = 26 $\bar{x}$ = 73,65 s = 6,520	n = 52 $\bar{x}$ = 75,33 s = 10,331

A. Hypotheses Testing

1. Learning outcome of students who received multiple choice test and that of students who received essay test

   The students' average score on multiple choice test was 77.00, while the other on essay test was 73.65. The scores show the difference in Mathematics learning outcomes of both groups, where the score of students working on multiple test was higher than that of students working on essay test. Based on an F-test, the difference was significant.

2. The interaction effect between formative test types and attitudes toward Mathematics

   The results show that there was a significant interaction effect betweexn the formative test types and the attitude toward Mathematics as depicted in Figure 1 below.

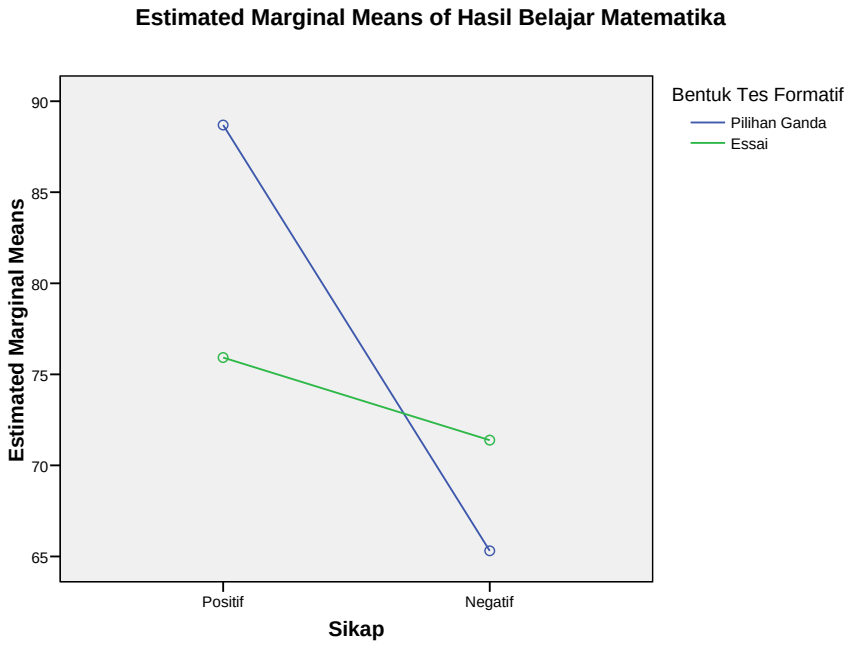

Figure 1. The Interaction of the formative test types and the attitude toward Mathematics

3. The outcome of Math learning of students who have positive attitude and given multiple choice test is higher than that of students given essay test
4. The outcome of Math learning of students who have negative attitude and given multiple choice test is lower than that of students given essay test

IV. DISCUSSION

A. Learning outcome of students who did Math multiple choice items was higher than those who did essay items

The data analysis suggests that the hypothesis is supported in that the mathematics learning outcomes of students who received multiple-choice test questions are higher compared with those receiving essay items. These results are in line with the statement by Silverius (1991) that essay tests require the student's ability to express, organize, and integrate the ideas using people's own words. Essay tests require students to think comprehensively. Students who lack mastery of the subject matter will have difficulties and likely to earn low learning outcomes. The results of this study are also consistent with the statement made byTola (2007) that multiple-choice test questions require answers that can be selected from several possible answers. The availability of answers is helpful for students to find the right answer. This will make students have a greater chance to answer correctly than those who are given essay tests.

B. Effect of interaction between formative test forms and Attitudes toward Math learning outcomes

The analysis showed that there is a significant interaction effect between forms of formative test questions and attitude towards mathematics student learning outcomes. These results are in line with Tessmer 's statement (1993) that formative tests are constructed to measure the extent to which a particular passage on one subject or sub-subject is already occupied by students. Formative test forms and attitudes of both variables equally affect the results of students' mathematics learning. The results of this study are also consistent with the statement by Morgan (in Sternberg, 2009) that attitude as their tendency to react either positively or negatively to a person, object or situation where Math is as an object of the attitude of the students. If mathematics is considered negative, regarded as a difficult subject and does not have the value of the benefit, it will make students less loved and tended to avoid. This can have an impact on students' mathematics learning achievement. In contrast, a positive attitude will make students perceive positively also on Mathematics. They will miss if they are not present in the classroom and lead the students to be responsible for learning. This positive attitude resulted in increased student learning outcomes in Mathematics. Thus, it is evident that there is an interaction effect between the formative test forms and the attitude towards Mathematics student learning outcomes.

C. Learning outcome of students who have a positive attitude and did multiple choice tests is higher than that who did essay test

The analysis showed that the hypothesis is verified that Mathematics learning outcomes of students who have a positive attitude and did multiple choice test items is higher than that received essay items. These results are in line with Surapranata (2004) that multiple choice tests have the advantages in measuring various aspects of cognitive levels, ranging from memory to the evaluation. In contrast, the narrative form has the disadvantage that it is impossible to test all the subject matters. The positive attitude encourages students in an attempt to achive the mastery, knowledge, understanding, skills and abilities in learning Mathematics. Students will miss if he does not attend the lessons because they will lose the opportunities of mastering the competencies that should be obtained from the lesson. A positive attitude makes students responsible for learning by doing any assignment from teachers. Giving multiple-choice test questions regularly will make students skillful in working on the problems that can measure the mastery of all cognitive aspects of the subject matter, ranging from the level of memory or knowledge to the evaluation. In other words, It impoves the students' overall cognitive domains.

Essay items will improve the students' analytic ability but they will have some difficulty in dealing with tests that measure broad range of learning materials. This will make learning outcomes lower. This evidence suggests that the students who have a positive attitude

Mathematics learning outcomes receiving multiple choice test items reach higher learning outcomes compared with that receiving essay test items.

D. Mathematics learning outcome of students who have a negative attitude towards multiple choice tests is lower than that of essay tests.

The analysis showed that the hypothesis is verified in which Mathematics learning outcome of students who have a negative attitude towards multiple choice tests is lower than that ofessay tests. This result is consistent with Tola (2007) that students who have a negative attitude may have been misled by distractors since they do not have mastery and ability comprehensively. Therefore, when given a multiple-choice test questions they tend to guess because they do not have enough preparation. Guessing factors and reluctance to learn cause them reach lower learning results.

Thus, it is evident that the students who have a negative attitude towards multiple choice test items is lower than that of essay test items. Students tend to rely on guessing without having a good mastery of the materials. In contrast, students who were given essay test items tend to get highly motivated in learning and mastering the subject matter. This is because they are aware of their capabilities and limitations so that when they are facing formative tests they prepare the study and do not rely on guessing.

V. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

1. Mathematics learning outcome of students who were given multiple choice test items is generally higher than that of essay test items;.
2. There is a significant interaction effect between multiple choice test items and essay test items with an attitude towards mathematics learning outcomes. Thus, applying test items appropriate to the learning attitude of the students will be able to improve learning achievement;
3. For students who have a positive attitude, Mathematics learning outcome on multiple choice test items is higher than that of essay test items;
4. For students who have a negative attitude, Mathematics learning outcome on multiple choice test items is lower than that of essay test items.

B. Suggestions

1. Teachers need a lot of practice making formative tests in the form of multiple choice of good quality. This is because multiple choice test can be used to cover a broad range of subject matter;.
2. Teachers should encourage students to develop positive attitudes towards Mathematics in particular, and other subject matters in general.

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3rd International Conference on Early Childhood Education (ICECE-16)

The Effectiveness of the Implementation of Character Education (An Evaluation Research in State Kindergarden, South Jakarta)

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Abstract

This study aimed to evaluate the effectiveness of the implementation of character education in state kindergarden, South Jakarta. This study uses a model developed by the CIPP Stufflebeam to evaluate the component context, input, process and product. Data collected through observation, interviews, document studies and questionnaires. Data were analysed, interpreted descriptively and then comparing the results with the success criteria specified. Findings reported in the context of components State Kindergarden is in conformity with the criteria of success. There is a document that shows the formal foundation and the work program of character education. The curriculum and the work program has been meeting people's expectations of the value a character who wants to be inculcated in children. On the input component of all learners have been grouped according to age standards but uneven distribution of students, especially for preschool, school capacity is also not optimal. Most teachers are highly qualified and have the necessary skills. Based curriculum development has been based on character education, which is based Permendiknas No. 58 of 2009 on Standards ECD evaluation results on infrastructure is in conformity with the criteria of success. The involvement of parents and school committees are very high in supporting the implementation of character education. Lesson plans already use the approach of pouring daily activity program character but is still made after the learning process is completed. In the process components, the ability of teachers and the involvement of students in the learning process is already well but still need better time management. In the process of assessment, there are no descriptive account format on the outcome of character education of children. This is not in accordance with defined criteria. In the product components are already there are changes in children's behavior towards the better but on daily and weekly reports learners are not descriptive explanation that does not meet the criteria for success.

Keywords: character education, CIPP model, evaluation program

1 INTRODUCTION

Character education is a process of cultivation of character values to learners, which includes awareness, understanding, awareness and commitment (Mulyasa, 2012: 69; Elkind & Sweet, 2013) which involves cognitive, social, emotional and physical (Lickona, 1992: 51) that foster a sense of desire to do good (desiring the good) and became a behavior / action do well (Megawangi, 2007: 82-83). Morison believes that early childhood is the age of the establishment, which children need to be taught about positive behavior and responsible for their own behavior (Morrison, 2012: 334). Moral behavior is received by a person for a long and slow process, but the moral foundations can already receive from infancy through moral codes that will guide the behavior and character of the child (Hurlock, 1980: 91). By providing character education at an early age through habituation, expected that children will have a good intelligence and personality, which will support their future Kindergarten as early childhood education institutions have an important role in character education of children. In this institution, there is a responsibility to help children control their own behavior, responsible, self-confidence, independence, and tolerance. Character education is done through habituation and exemplary educators in schools. Habituation and exemplary not only in one unit of teaching alone but in units of teaching holistically (the whole school reform), both teaching

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and learning activities in the classroom, daily activities in school culture (school culture), everyday life in the home and in the community (Budimansyah 2012: 20-21) All of these things should ideally be carried out in a holistic and integrated.

The phenomenon that is happening now is schools prefer academic education rather than of character education. Achievement is measured by the child's intellectual level and ranking. Education is considered less successful in delivering the generation of people into individuals with dignity. Many have successfully completed a variety of subjects with the right questions but does not have good mental personality, strong and independent. It becomes its own concerns for many people.

The root cause of this aberrant behavior in early childhood (Morrison, 2012: 334) early childhood education rated yet to implement character education in a comprehensive and thorough. Education in schools are sometimes not aware, that attitude to the child, sometimes even going to drop, for example, by hitting, put pressure on the child, which ultimately makes a child to be negative, low self-esteem, timid and did not dare to take risks, who eventually these characters will be taken until the adult child. When mature, the characters sort of thing would be a barrier to achieving and realizing the wishes of children.

Not so the case TK Negeri Latihan II, which is located on Jl. Halimun No. 2, South Jakarta. By observation, kindergarten located in densely populated areas, children demonstrate good behavior attitude. Children dispose of waste in place and maintain the cleanliness of the school even though their schools are enclosed gardens and houses empty. Children cared for games that use well and put them neatly in place. This is consistent with the indicators implementation in early childhood character that is the character of the discipline. Kids were able to order greeting and kissing the hand of all the teachers after the lesson ends. This raises the interest to learn more about how schools make their students as an orderly, polite and good character.

There are various opinions regarding the definition of the evaluation. Tyler stated that evaluation is the process of systematic assessments to identify standard criteria to the extent to which educational goals can be achieved where the results are used for decision-making (Tayipnapis, 2008: 3; Scriven in Davidson, 2005: 1; Stufflebeam and Shinkfiled, 2007: 16; Wirawan 2007: 7). From these opinions, can be concluded that the evaluation of a study conducted systematically, in which there are processes describe, collect, analyze and present information for decision-making.

The evaluation was conducted to assess the extent to which the effectiveness of the implementation of character education in kindergarten State Exercise II South Jakarta. In this study, evaluation model used is CIPP (Context, Input, Process, and Product) developed by Stufflebeam and Shinkfiled. Evaluation context (context) includes policy analysis and elaboration of programs headmasters on the implementation of character education programs and community needs related to the character to be formed. Evaluation inputs (input) to identify the characteristics of the child, teacher qualifications, character education curriculum, facilities and learning resources character education, finance management and lesson planning character education. Evaluation process (process) refers to the process of learning and assessment on character education. Evaluation of the product (product) assessing the goals and results of changes in children's behavior and the achievement of results reporting documentation.

2 METHODS

This study used a qualitative and naturalistic approach. Data collecting through participant observation; parents, teachers and principal interview, document studies; and parents, teachers and principal questionnaires. This study also use CIPP model from Stufflebeam as a model design.

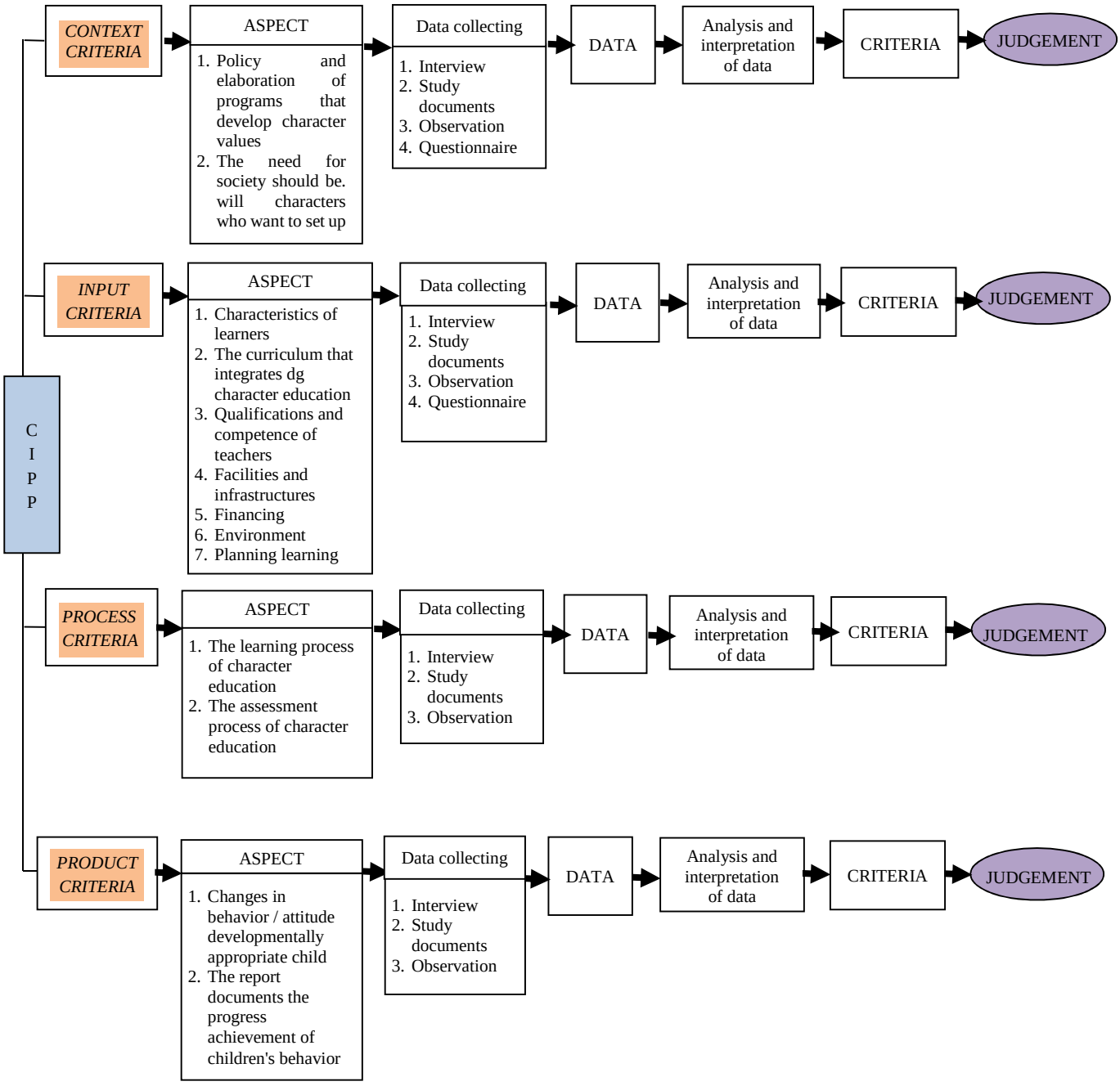

Figure 1. Design of Evaluation Study of Efectiveness of Character Education in State Kindergarden, South Jakarta

The research instrument is the researcher himself assisted with the interview guidelines, a checklist of documents, observation sheets, and questionnaires that have been validated both cons tract and the content by 5 experts and expert evaluation of early childhood program

3 RESULT

State Kindergarden in South Jakarta was established by the Department of Education and Culture of the Republic of Indonesia in 1975 on the grounds as a place of observation, research and field practice for students of the Jakarta State University Department of Psychology. Overall character education is

already well integrated into the curriculum of State Kindergarden in South Jakarta. This is reflected in the vision and mission of the school to realize early childhood personality and noble, confident and independent. The programs there has also been developing a character, such as by behavioral development program, development potential, the development of character education syllabus approach and make the character values as indicators in the implementation of the Plan Daily Activities. To support the implementation of character education, the principal also has set an agenda of activities in a year.

There are no selection tests in the acceptance of new learners, assessment is only beginning to see the initial capabilities possessed prospective students and possible candidates with special needs. Grouping study groups are in accordance with the standards established by the Ministerial Regulation No. 58 Year 2009 on Standards ECD. State Kindergarden has four study groups consisting of one group Preschool ages 2-4 years, the Group A study group aged 4-5 years and two group B age group of 5-6 years.

Most of the teachers in kindergarten country is a graduate degree early childhood, the other is a non-early childhood education graduates and high school graduates. Comparison between the number of teachers and enrollment for preschool is 1: 5, Group A 1: 10 and group B 1: 14-15 children.

Based on the evaluation, facilities and infrastructure in schools is sufficient to implement the learning process of character education. Most of the parents stated condition of the building, means the game is in the school yard, a good swing, slides, climbing arena, media, educational games the tools in good condition and well maintained and can be used for learning activities.

Allocation of funds for education in kindergarten country comes from two sources, namely from the National Education Department of DKI Jakarta Province and dues learners with the largest amount of funds derived from the contributions of learners. Allocation of funds coming from the government allocated for the shopping needs of office materials such as papers, pencils etc., a common printed material, cost of photocopy and used for meetings. Allocations are almost the same also applied to the funding that comes from the contributions of learners.

The results of the survey and observation found support from parents has been good. The support in the form of: 1) the high level of attendance to a meeting of parents in the socialization program / agenda of school activities; 2) the provision of facilities and infrastructure necessary for the child's character education as buying costume contest dances, etc. 3) Carry out the conditioning that has been modeled by teachers and schools to do well for the home, such as with custom greetings, kiss the hands of parents, washing hands before eating and another habituation. Other community support in the form of sponsorship funding companies that are in the school to fund and support the final parting of State Kindergarden of South Jakarta.

Learning plan itself was well planned, where the curriculum, academic calendar, the Annual Programmed, Semester Program, Weeks/Daily Activity Programs are planned on an ongoing basis and interrelated. Character values has become an indicator of success in learning is implemented daily.

In the process of learning, teachers have applied learning method in accordance with the principles of development and abilities of young children. Integrating values in character education is included in Daily Activity Programs and became one of the indicators of achievement of children. The motivation of teachers in teaching is also high. Teachers are responsible for shaping the character of children in accordance with the values of character education. Approach to the child done personally so that children's understanding of the values of character that's better. Teachers always give an example imitation of habits, attitudes, behavior and speech that the implementation of the code that is more easily understood by learners. Character education assessment process carried out by several methods such as direct observation, question, and answer, anecdotal records, performance and compliment them on their child's success.

The results of this character education are the behavioural change among students so that a child is noble, independent, responsible by virtue of devotion to God Almighty. Besides the potentials that exist in children can be tapped and developed well during the learning takes place. These behavioural changes are already being felt directly by teachers and parents. Results are also reported the development of character education in the form of ratings daily, weekly and semi-annually.

4 DISCUSSION

In the context of the components of success criteria have been met and in terms of the formal foundation, and policy and program of work related to the school principal character education. There

are only a few things to be improved in the low interest of teachers to read and understand the laws / regulations that underlie the policies and program of work Principal. Because by understanding the normative foundation will make the implementation of a program that teachers teaching more meaningful.

The needs of people who put character education have been accommodated by the school. Seen from the translation of the vision and mission of the school to form a child morality and develop the full potential of early childhood with by devotion to God Almighty. Vision mission these but then realized in the form of the agenda and the annual work program.

In the input and process components are interwoven between the two. In the aspect of learners, of total capacity amounting to ± 90 school children in the school year 2013/2014, there were only 82 students are registered and accepted as new learners that were spread on each of the study groups have not been evenly distributed. Most of the group B is only a small fraction Group A and Group Play. This is because the number of applicants aged 5-6 years more than other age groups.

Almost all teachers have been trained but the quantity of training character education is still lacking, the need for periodic character education training, measurable, effective and fittion the ability and creativity of teachers in the teaching of character education can be optimized. There has been no initial of teachers volunteered to participate in training / seminar for the development of abilities and skills of teachers. The motivation of teachers in providing excellent teaching character education with persistent effort of teachers in instilling the values of the characters to the learners and extraordinary patience in educating children.

The materials related to character education has been comprehensively integrated into the curriculum, as well as very developmentally appropriate early childhood. The values of the characters into grains indicator of success in the learning process of children that the Plan Daily Activities (RKH) in the form of the value of discipline, honesty, responsibility, religious and love of the homeland. Allocation of time in character education be implemented along the learning activities. Media / learning resources are already integrated with other thematic learning. Both in quality and quantity of all sources and media that could be used for the implementation of character education. There is no separation between the educational facilities of character with other educational facilities because it is integrated with each other.

Financing character education itself is still in the post routine financing paid by the school. There are no special expense items for the implementation of character education. For character education training costs are still the cost allocation of Jakarta Education Agency. For RKH some teachers still put them after learning activities carried out not before learning activities. Based on the interview and this is because of time management problems.

In the process the components are still there is interference in the implementation of learning activities in the form of time management arrangements that are less good. Race preparation training schedule often uses study time effectively and make the concentration of other learners who are not participants in the race to be disturbed. Class condition with connecting doors between classes B1 and B2 are open to making learners from each class to visit each classroom next to him and disrupt the classroom teaching and learning the process. There are also one or two children who have special characters that need the extra handling, where sometimes if the child is having a bad mood, often interfere with other learners and disrupt the learning process.

In terms of the assessment process, there are still shortcomings in terms of the achievement description of the child's behavior in the form of a narrative on daily assessment format and the format of the weekly ratings. The report also less individualistic, so less observed per child development. In product and process components interconnected where daily and weekly reports only a symbol of a star without any narration. In addition to weekly assessment report, the results of educational attainment characters are not visible because the results of its own assessment incorporated in the development of moral values and social-emotional.

5 CONCLUSIONS

Based on the results of research and discussion, can be summed up as follows:
Evaluation context (context). a) The existence of a formal foundation of the policy implementation of character education in the form of Law Number 20 Year 2003 on National Education System, Government Regulation No. 19 Year 2005 on National Education Standards and Technical

Guidelines for the Implementation of Education Kindergarten. Vision and mission of the school are appropriate that shape a child morality. Already, there are policies and programs of character education that are their self-development programs and development programs in the kindergarten behavior of state kindergarden. b) The need for community, curriculum, and school programs already accommodate the desire of people to shape the character.

On the evaluation of the input (input). a) Learners. There is no selection tests Admission only in the form of observation / assessment beginning. Learners have been grouped according to the age group where pre-school aged 2-4 years (group 1), Class A the age of 4-5 years (group 1) and class B aged 5-6 years (group 2). Total revenue FY 2013/2014 was 82 children of the total capacity of ± 90 school children. It does not fit the criteria for the distribution of students is uneven and needs additional promotional efforts so that the number of classrooms for more optimal Study Groups and the maximum capacity of the school to be fulfilled. b) Most teachers already meet the academic qualification and never follow training on character education, character education but need training that are scheduled and ongoing. c) The curriculum is in accordance with the criteria of success where kindergarten curriculum of State Kindergarden has developed behavior and potential as one of the work programs of the Principal. Time allocation character education took place during the learning process and resource/learning media integrated with other learning. d) The availability of facilities and infrastructure that support the implementation of character education integrated with other learning. The school has a media and learning resources that support character education. e) Funding for character education still fused to the financing of operational activities of everyday life, yet there is a special expense item to it that needs to be budgeted for expenditure for the implementation of character education, both for the purchase of media/learning resources, training for teachers and others. Required the allocation of funds and expenditure on the implementation of character education because it is a work program that involves a lot of things. f) Environment. Parental involvement in children's education is very high support in addition to the school committee also actively communicate and participate in children's activities such as competitions and other activities. g) There is a learning tool like the semester program, syllabus, Weeks/Daily Activity Program that develop character education. Syllabus, daily Activity Program has taken into account the development of the characters and already using the indicator value in Daily Activity Programs such character of patriotism, responsibility, honesty, and discipline. But need good time management in terms of casting the syllabus in the form Daily Activity Programs because in practice there are still teachers who make Daily Activity Programs after the learning is completed but it is also necessary supervision of the Principal to ensure that daily Activity Program has been made in accordance with the procedure.

For the evaluation process (process): a) The process of learning. Learning material character education tailored to the theme, teachers master the teaching materials and approaches / methods vary according to the needs of learners and the learning objectives, media/learning resources character education tailored to the theme but still constrained by lack of good time management, disruption of children who lack discipline in the classroom and a classroom setting. Need good time management arrangements, extra handling in particular children and closing the connecting door so that participants can be orderly in their respective classes. b) Assessment Process. Teachers conduct assessment throughout the learning process by using a variety of valuation techniques. Still, there is a mismatch in the format of the daily and weekly ratings are symbolic and not individually, only reports per semester which describe the development of character education of children individually and narrative. Expected future daily and weekly reports can be prepared in a narrative that achievement and developmental changes in children's behavior can be better monitored.

In the evaluation of the product (Product) which is the result of learning. In interviews with the parents / guardians of student there is a change of behavior on the learner. Only the report for daily and weekly reports only symbolic with no more meaning in narrative form. Only child per semester progress report that narrate the achievement of individual children's behavior so we recommend that schools should improve existing assessment format in order to be able to describe the development of character education at each learner are descriptive and individualistic.

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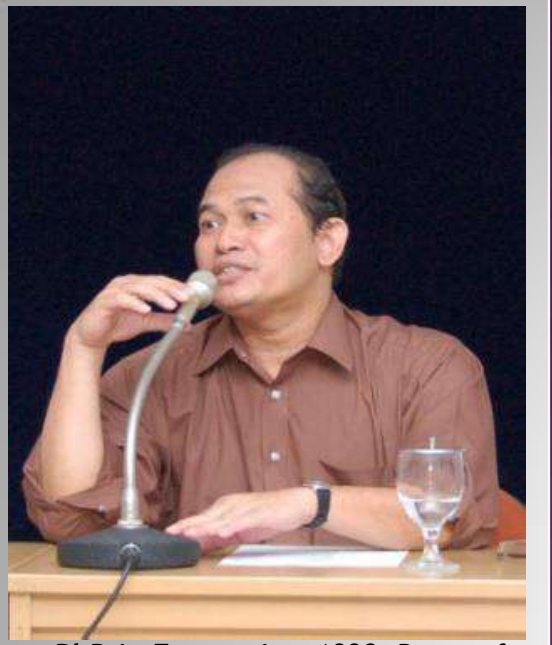

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بسم الله الرحمن الرحيم

DIRECT AND INDIRECT IMPACTS OF TECHNOLOGICAL CHANGE ON POVERTY ALLEVIATION IN INDONESIA

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BACKGROUND INTRODUCTION

- Despite of its abundance with natural resources, Indonesia is listed in middle income countries, with 11-17% of poor people (2004-2013 data).
- Technological progress is expected to overcome poverty problems through increasing economic growth.
- In some cases technological application limiting employment opportunities creates unemployment, especially in the economy with excessive labour forces, like Indonesia.
- The objective of the research is to analyse the impact of technological progress on poverty reduction, via economic growth and unemployment as moderating variables.

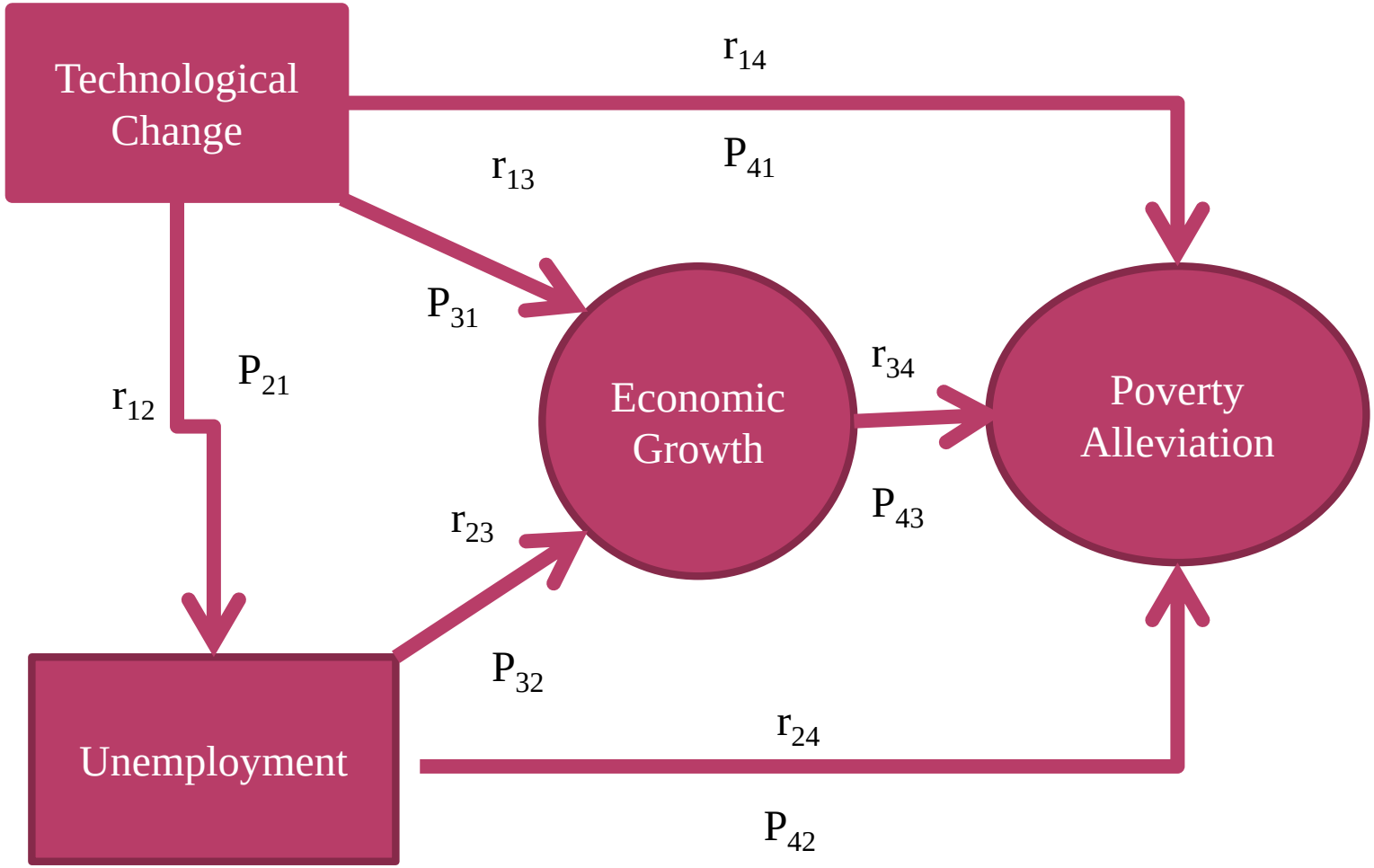


Figure 1. Research Paradigm

THEORETICAL DESCRIPTIONS

Poverty :

- ...general scarcity, dearth, or the state of one who lacks a certain amount of material possessions or money (*Merriam-Webster).*
- … inability of having choices and opportunities; not having enough to feed and clothe a family, not having a school or clinic to go to, not having the land on which to grow one's food or a job to earn one's living, not having access to credit (United Nations).
- … poverty is pronounced deprivation in well-being, and comprises many dimension; low incomes and the inability to acquire the basic goods and services necessary for survival with dignity (World Bank, 2011).

Economic growth :

- … the increase in the inflation-adjusted market value of the goods and services produced by an economy over time, measured the percent rate of increase in real GDP, usually in per capita terms (IMF, 2012).
- … been used as a single development indicator for a long period of time.

THEORETICAL DESCRIPTIONS

Unemployment rate :

- .. occurs when people who are without work are actively seeking paid work (ILO, 1982).
- .. a measure of the prevalence of unemployment = a percentage by dividing the number of unemployed individuals by all individuals currently in the labour force (The Saylor Foundation, 2012).

Technological change :

- .. the overall process of invention, innovation, and diffusion of technology or processes.
- .. the invention of technologies and their commercialization via research & development, the continual improvement of technologies, and the diffusion of technologies throughout industry or society.
- In short, technological change is based on both better and more technology.
- .. Measured by total factor productivity (TFP) using decomposition method of economic growth ; growth accounting method.

RESEARCH HYPOTHESIS : DIRECT AND INDIRECT IMPACT

Direct Impact :

- **Path-1 (P_{41}) : Hypothesis-1 :** Technological change had significant direct impact on Poverty alleviation

Indirect Impacts :

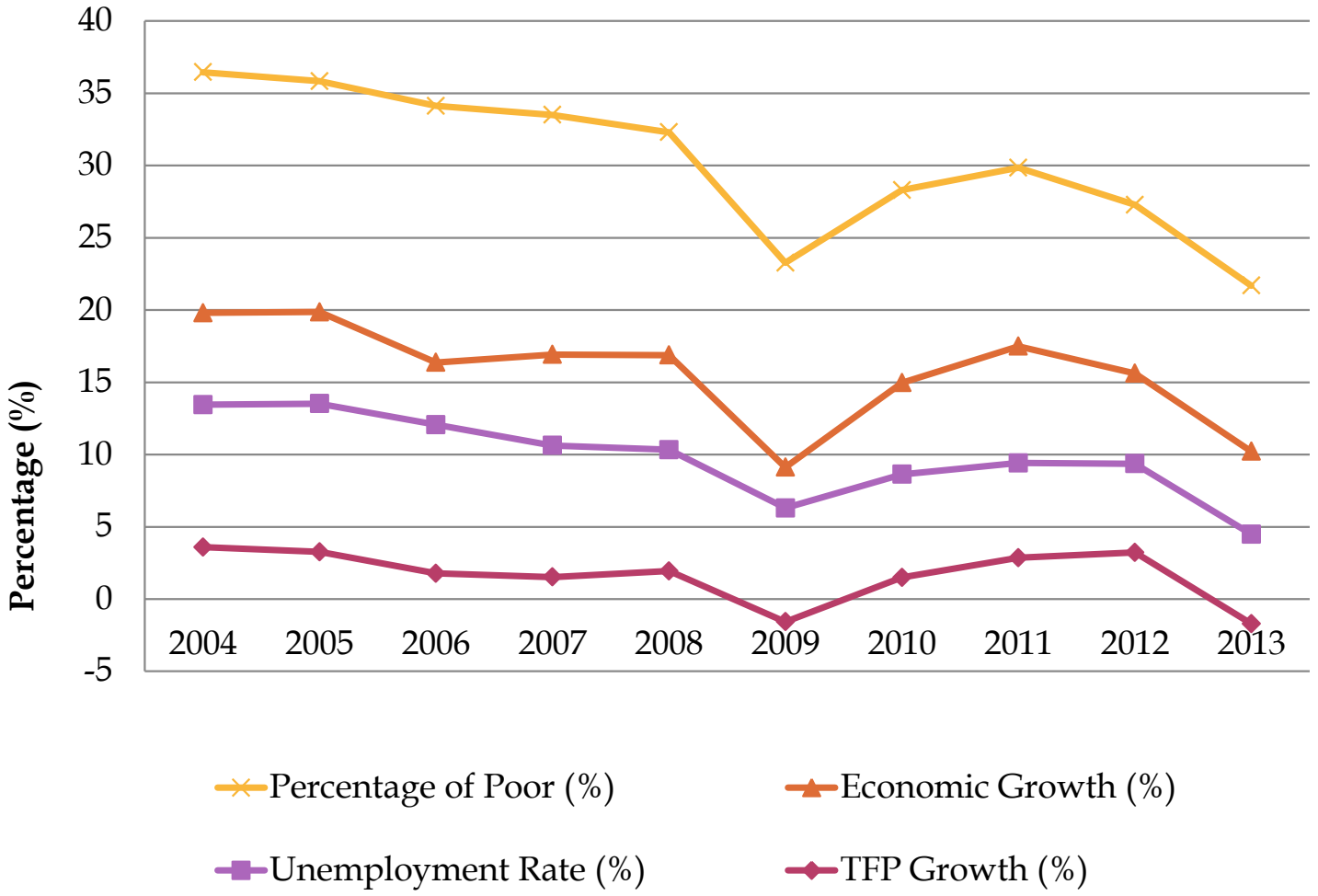
- **Path-2 : (P_{43} x P_{31}) : Hypothesis-2 :** Technological change had significant indirect impact on Poverty alleviation, through Economic growth.
- **Path-3 : (P_{43} x P_{32} x P_{21}) : Hypothesis-3 :** Technological change had significant indirect impact on Poverty alleviation, through Economic growth and Unemployment.
- **Path-4 : (P_{42} x P_{21}) : Hypothesis-4** : Technological change had significant indirect impact on Poverty alleviation, through Unemployment.

PATH EQUATIONS

1). $r_{12} = p_{21}$ Direct efect (DE)	4). $r_{14} = p_{41} + p_{42}\, r_{12} + p_{43}\, r_{13}$ DE + IE
2). $r_{13} = p_{31} + p_{32}\, r_{12}$ DE + Indirect efect (IE)	5). $r_{24} = p_{41}\, r_{12} + p_{42} + p_{43}\, r_{23}$ DE + IE + S
3). $r_{23} = p_{31}\, r_{12} + p_{32}$ Spuriuos (S) + DE	6). $r_{34} = p_{41}\, r_{13} + p_{42}\, r_{23} + p_{43}$ DE + S

Source :
http://faculty.cas.usf.edu/mbrannick/regression/Pathan.html

TFP GROWTH, UNEMPLOYMENT RATE, ECONOMIC GROWTH AND PERCENTAGE OF THE POOR IN INDONESIA 2004-2013



PATH & CORELLATION COEFFICIENTS

Corellation Coefficients		Path Coefficients	
r_{12} =	0.34	P_{21} =	0.34
r_{13} =	0.63	P_{31} =	0.80
r_{23} =	-0.22	P_{32} =	-0.50
r_{34} =	-0.23	P_{43} =	-0.33
r_{24} =	0.96	P_{42} =	0.81
r_{14}=	0.30	P_{41} =	0.02

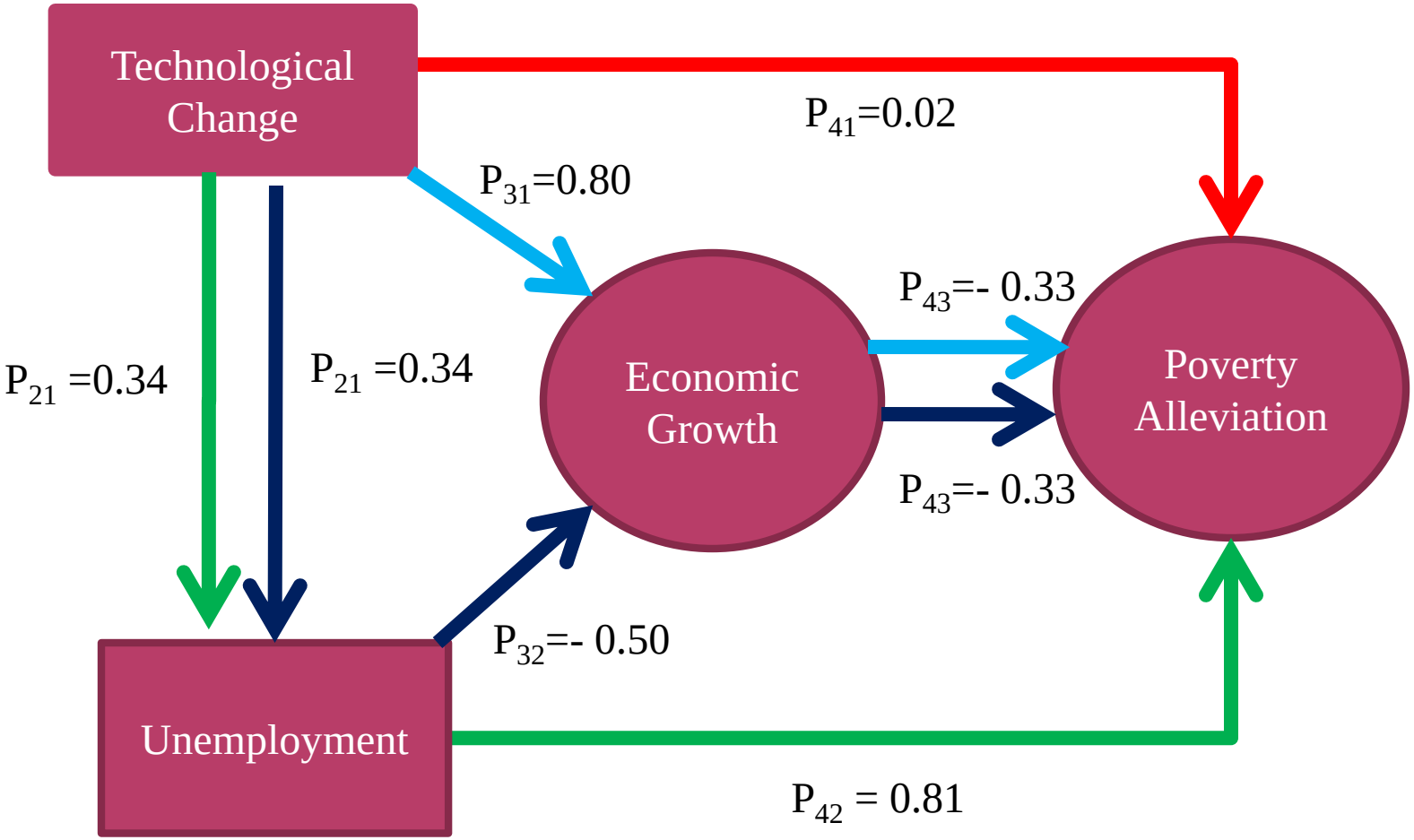


Figure 2. Path Coefficients

TESTING THE HYPOTHESIS

- **On Path-1**, technological change had positive direct impact on poverty alleviation, path coef, P_{41} = 0.02. It was not a significant impact.
- **On Path-2**, technological change had negative indirect impact on poverty alleviation, path coef, (P_{13}xP_{34}) = -0.264. It is a significant impact. The higher the growth of TFP, the smaller the percentage of poor people. Technological change had a positive impact on economic growth, but economic growth had a negative impact on poverty alleviation. It was suspected that other variable made this correlation negative was income disparities. Economic growth increased income disparities, and income disparities decrease percentage of poor people.

TESTING THE HYPOTHESIS

- **On Path-3**, technological change had positive indirect impact on poverty elleviation, path coef ($P_{21}xP_{23}$ x P_{34})= 0.056. It is a significant impact. The higher the rate TFP growth, the higher the percentage of poor people. Technological change had a positive impact on unemployment, but unemployment had negative impact on economic growth, and economic growth had a negative impact on poverty alleviation.
- **On Path-4**, technological change had positive indirect impact on poverty elleviation, path coef ($P_{21}xP_{42}$)=0.275. It is a significant impact. The higher the rate TFP growth, the higher the percentage of poor people. Technological change had a positive impact on unemployment, and unemployment had positive impact on poverty alleviation.

CONCLUSIONS

- **Direct impact** of technological change on poverty alleviation **was positive**, but it **was not** statistically **significant**, Path-1 (P_{41})
- **Indirect impact** of technological change on poverty alleviation varied depend on the path.
  - **On Path-2 (P_{31}-P_{43}),** the impact was negative and significant.
  - **On Path-3 (P_{21}-P_{32}-P_{43}),** the impact was positive and significant.
  - **On Path-4 (P_{21}-P_{42}),** the impact was also positive and significant.

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PREFACE

Welcome to the Workshop Proceedings of the 24th International Conference on Computers in Education, held from November 28th through December 2nd, 2016 in Mumbai, India.

Established in 1989, ICCE is now an annual international conference organized by the Asia-Pacific Society for Computers in Education (APSCE), and it has become a major event for scholars and researchers in the Asia-Pacific region to share ideas and to discuss their works in the use of technologies in education.

This year, we accepted seven workshop proposals with the goal of exploring focused issues across various themes. Each proposal in these proceedings was peer-reviewed by international reviewers in their respective areas to ensure the highest quality work. We believe that the workshops provide a valuable venue for researchers to share their work and have the opportunity to collaborate with likeminded individuals. The workshop papers spanning various topics will certainly stimulate more interesting research in respective areas in Asia-Pacific countries. We hope that readers will find the ideas and lessons presented in the proceedings relevant to their research.

Finally, we would like to thank the Executive Committee of the Asia-Pacific Society for Computers in Education and the ICCE 2016 Program Co-Chairs for entrusting us with the important task of chairing the workshop program, and giving us an opportunity to work with many outstanding researchers. We would also like to thank the Local Organizing Committee for helping with the logistic of the workshop program.

On behalf of editors

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Workshop 1: Innovative Teaching and Training in the Design of Digital Games

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Sheng-Kai YIN, *Cheng Shiu University, Taiwan*
Hsi Hsun YANG, *National Yunlin of Science and Technology, Taiwan*
Maiga CHANG, *Athabasca University, Canada*

Workshop 2: The Fifth International Workshop on ICT Trends in Emerging Economies

Mas Nida MD KHAMBARI, *University Putra, Malaysia*
Niwat Srisawasdi, KHONKEAN, *University, Thailand*

Workshop 3: The 3rd ICCE workshop on Learning Analytics (LA): Improving learning and its contexts – developing a learning analytics agenda for our community

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Jin Gon SHON, *Korea National Open University, South Korea*
Yasuhisa TAMARA, *Sophia University, Japan*

Workshop 4: The 3rd Workshop on Emerging Pedagogies for Computer-based Learning

Niwat SRISAWASDI, *Khon Kaen University, Thailand*
Patcharin PANJABUREE, *Mahidol University, Thailand*

Workshop 5: The 1st International Workshop on Recommendation systems supported Teaching and Learning Environments

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Parkavi. A, RAMAIAH, *Institute of Technology, Bangalore*

Workshop 6: The 3rd Workshop on Technology Enhanced Learning of Thinking Skills

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Sridhar IYER, *Indian Institute of Technology Bombay*
Aditi KOTHIYAL, *Indian Institute of Technology Bombay*

Workshop 8: Analysis and Design of Problems/Questions: The 9th Workshop on Technology Enhanced Learning by Posing / Solving Problems / Questions

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The Implementation of Blended Learning Instruction by Utilizing WeChat Application

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Abstract: This paper discusses about the implementation of blended learning through the use of WeChat application as a primary communication tool. In this study, ADDIE model which consist of 1) Analysis, 2) Design, 3) Develop, 4) Implement, and 5) Evaluate are the 5 stages followed by the researchers to create blended learning model approach. The results of the study were analyzed using quantitative methods in the form of a quasi-experimental design. The researchers used Non-equivalent Control Group Design which included control group classroom and experimental group classroom. The findings of this study shows that 1) there is no significant difference between control group and experimental group on average of learning outcomes for the blended learning implementation ($32 \approx 31.75$), 2) a learning outcome in both classes were observed, and 3) average learning outcomes for the classroom that implement blended learning is higher than the classroom that does not implement blended learning ($85.5 > 63.25$). Besides that, the findings show that the majority of students managed to get the highest value in the blended learning classroom environment. Thus, this situation shows that the distribution of knowledge can be equally distributed to the students with the use of WeChat application.

Keywords: Blended Learning, WeChat, ADDIE.

1. Introduction

Learning methods are always evolving with the development of information technology. Learning in this information and digital age has a tendency towards active learning style, sequential learning style, sensing learning style, and visual learning style (Felder & Soloman, 1993). Active learning style encourage students to be able to conveniently access and search for learning resources independently. Sequential learning styles will facilitate the absorption of the material provided in a coherent, logical sequence, and clearly related to one another. Sensing learning style tends to give clear application and expecting relevance to the every day world. Visual learning style will help students with the use of visual learning tools such as charts, schematic and flow diagram.

Due to the rapid human mobility and the development of new technologies, blended learning has become a new trend in our educational system as an innovation in addressing the learning challenges of the times. Blended learning is a term of combining conventional learning models with the internet-based learning model that is commonly known as e-learning (Uno, 2011).Blended learning requires interactive communication system so that there is enough space for discussion outside the classroom. Communication is also necessary to provide sufficient instructions to the students to do the tasks and give guidance of searching learning resources independently. Besides that, interactive communication system also ideal for providing a delivery service of audio, photos, video and documents. For flexibility to access, we also need to have mobile communication system as a new medium to face with the challenges emerged as the result of rapid human mobility (Lin & Lu, 2011; Karpinski, Kirschner, Ozer, Mellott, & Ochwo, 2013; Goa & Zhang, 2013).

WeChat application is considered as one of mobile-based communication tools that has been used as an alternatives for instructional delivery medium. (Yuan, Chen, & Zhang, 2012; Li, 2013; Bai and Hao, 2013). This application is available for all smartphone platforms including iPhone, Android, Windows Phone and Symbian. WeChat provides opportunities to conduct group discussions (chat) among its users and support the delivery of voice, images, video and text messaging. Theapplication can be downloaded for free and can also be integrated with student' campus life (Chun Mao, 2014).

This research was conducted to investigate on 1) How the implementation of blended learning classroom could be done through the use of WeChat application and 2) What are the learning outcomes from the application of blended learning instruction by using WeChat. For that, the evaluation of the blended learning classroom through the use of WeChat application included these questions: 1) Is there a significant difference in learning outcomes for the classroom that implement blended learning environment?; 2) Is there a significant difference in learning outcomes for the classroom thatdoes not implement blended learning environment? ; and 3) Is there a significant difference in learning outcomes between blended learning classroom environment and non- blended learning classroom environment?

2. The Design of Blended Learning

The blended learning instruction was designed by using the ADDIE model. It is one of the instructional design model that shows the stages of design which is intuitive and easy to learn. ADDIE model can serve as guidelines in building a more effective, dynamic and supportive learning environment. This model has five stages of development, namely 1) Analysis, 2) Design, 3) Develop, 4) Implement, and 5) Evaluate (Sukenda, Falahah, Fabian, & Lathanio, 2013).

2.1 Stage 1: Analysis

Analysis is the first stage that consists of performance analysis and the of student's learning needs analysis. Performance analysis aimed to identify problems in the learning process. From previous researches that have been done, the main problem found is there a lot of students having problem to focus in their lectures.

Student's learning needs analysis aim to identify the solutions that can be used to overcome learning problems found in the performance analysis. Some solutions include the use of communication media to provide an overview of material before the students attending the lectures. This is because some syllabus that have been shared by the instructors may not enough. Media communication used to become a suitable medium for learners because they are easy to use. In this study, media selected is a WeChat application and Weebly blog to share the learning materials so that students can get access to it whenever and wherever they are.

2.2 Stage 2: Design of Learning

Design of learning aims to design a conducive learning experience that is suitable for students for the learning purposes. The learning experience includes descriptions of learning media, learning materials, and kind of evaluations used to evaluate the students. Indicators of successfull learning process can be measured through the achievement of learning objectives created and agreed between the course instructor and the students at the beginning of the term.

The researcher has developed a conceptual model that has been used in study. The process of learning design begins when the course instructor started to plan and organize the course content according to the student's needs. The instructor later upload the learning materials earlier so that students can get access to it in advance. Learners can access the learning materials uploaded online via computers orsmart phones. Figure 1 illustrates the flagship of blended learning model used in this study.

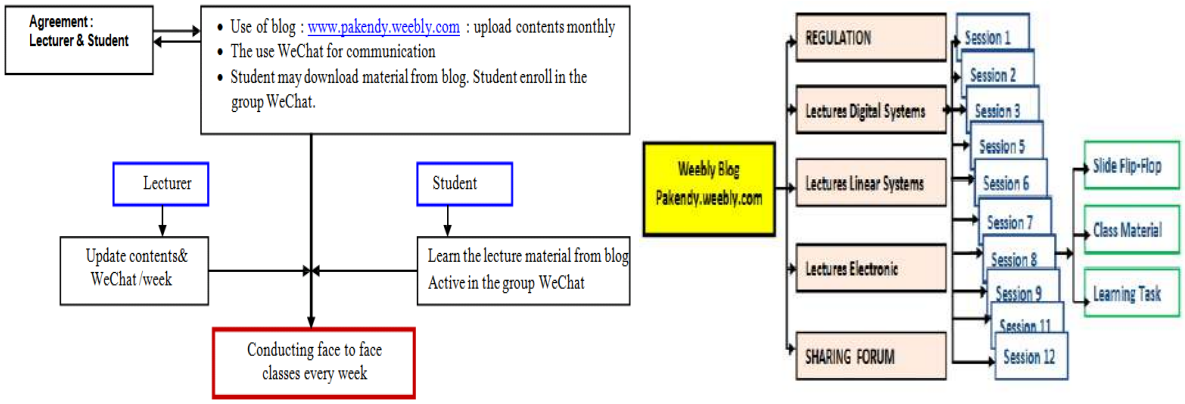

Figure 1. The Design of Learning and the Story Board for Blended Learning Instruction

2.3 Stage 3: Develop

The instructors has developed their own Weebly blog to save all learning materials for the students. During the first meeting between the instructor and the students, general overview on how to access learning materials is conducted to facilitate the learning process. The learning materials are made up from several folders that have subfolders in it. Besides that, the regulations part is also written and should be read by all students. The learning materials of each meeting are presented in the specific folders so that students can have an easy access to the desired materials. For the purpose of guidance and consulting, the instructor has created WeChat group classes so that they can conduct group discussion of each topic whenever necessary.

2.4 Stage 4: Implementation

The next stage is the direct application of blended learning to the learners. The implementation of blended learning classroom has been running for twelve meetings between the course instructor and the students. Generally, the meetings have been successfully implemented in accordance with the agreed plan at the beginning of the term. The WeChat group created is always active and up-to-date with the discussion and consultation. The logs of each WeChat group during each meeting are saved in the instructors' email as well as in the Blog. After each face-to-face meeting was held, the WeChat group will usually become active.

2.5 Stage 5: Evaluation

In the last stage of the ADDIE model, an initial evaluation of the blended learning classroom was obtained through the feedback received from the students. Some students reported that they are having problem to access the learning materials uploaded in the Weebly blog especially from outside the campus area. This situation against the aims of blended learning classroom which can provide easy access to learning materials so that learners can learn anywhere and at anytime without the need to wait for lecturers come into the classroom.

Realizing the problem faced by the students, the instructor has taken an initiative to overcome this problem with the use of classroom-based WeChat group as an interactive communication tools among them. The use of this group is not only limited for the discussion of lectures, but also can be used for distribute learning content in the conventional classroom setting.

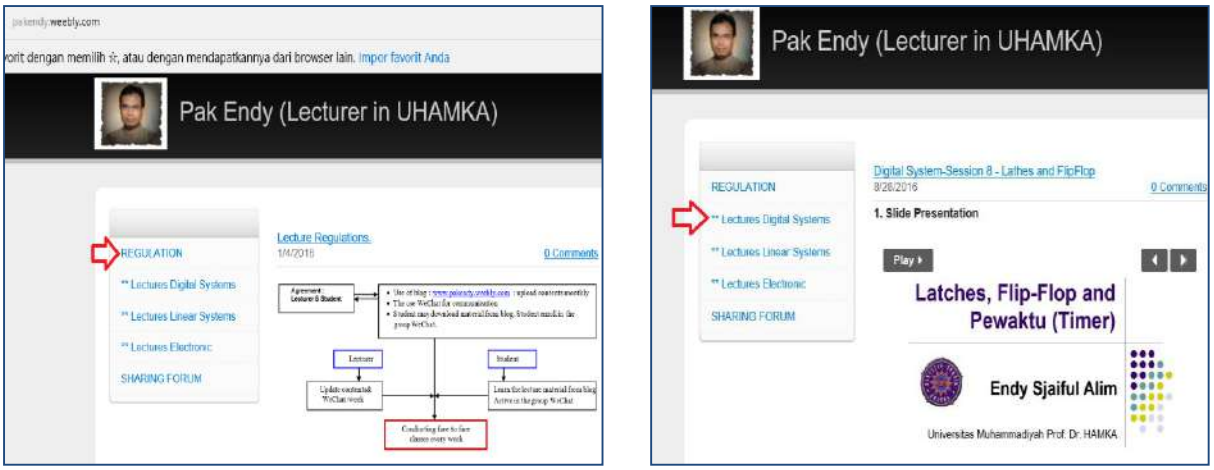

Figure 2. The Interface of the instructor's Weebly blog

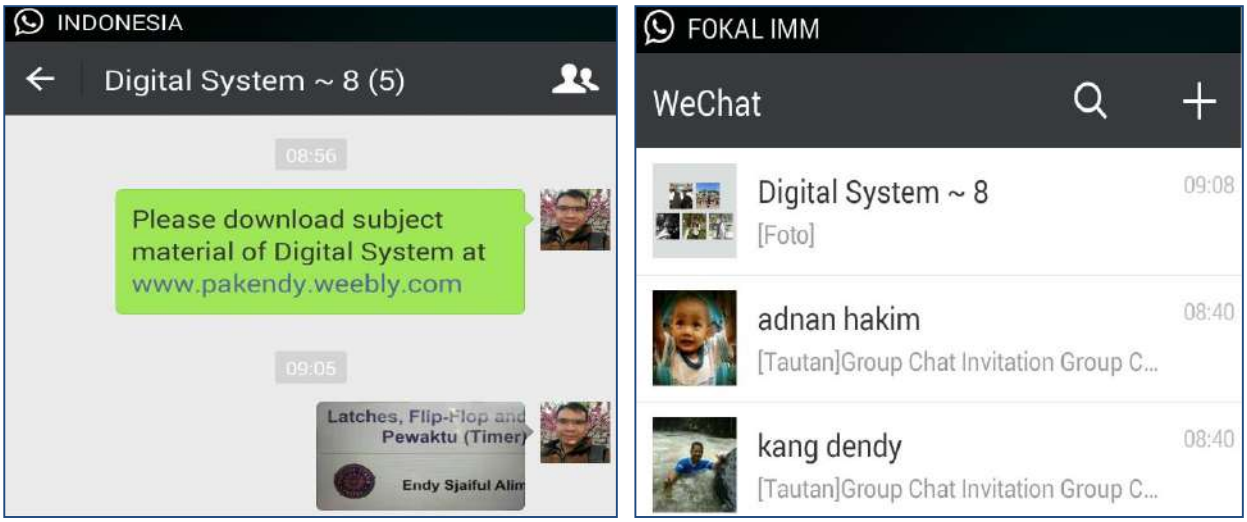

Figure 3. The Interface of the WeChat group invitation and uploaded materials on WeChat

3. Research Method

This study was conducted among the students of the Informatics Engineering programme. The research sample for this study was taken from two classes. There were 20 students each for the experimental group classroom and control group classroom. A quantitative method in the form of a Non-equivalent Control Group quasi-experimental design was employed.

The first group, which is the experiment group, consisted of 20 students who received the blended learning instruction. Pre-test was carried out before the implementation of blended learning instruction to determine the existing knowledge on related topics owned by the students. After that, the researcher has carried out post-test on the same topics to determine whether there is any significance different after the students have received the treatment, which was the blended learning instruction.

While for control group classroom, the students did not get any treatment of blended learning instruction. The same approach applied to experimental group classroom has been taken to this control group whereby the researchers has conducted pre-test before conventional learning begins to determine the existing knowledge on related topics owneds by the students. Post-test was also conducted to determine whether there is any significance different after the students received the treatment of conventional learning environment.

In this study, the data analyzed consisted of primary data and supporting data. Primary data were gathered from the student's test data while supporting data collected from the interviews conducted with the faculty and students in response to the implementation of blended learning instruction. The data analysis technique used by the researcher is non-parametric statistical test developed by Mann Whitney and Wicoxon.

4. Results

4.1 Control Group Classroom

Pre-test results in control group classroom demonstrates that students has an average value of 32 with a standard deviation of 3.77. The lowest scoreof pre-test results obtainedis 25 from two students while the highest value for pre-test achieved is 40 from one student . Pre-test scores attained by most students in the control group is 30 which come from nine students.

Post-test results in the control group classroom demonstrate the result of students after getting the treatment of conventional learning. Post-test in the control group has an average value of 63.25 with a standard deviation of 7.83. The lowest score obtained for post-test result is 50 from two students and highest score for post-test is 80 achieved by one student. Post-test scores attained by most students in the control group is 70 which come from six students.

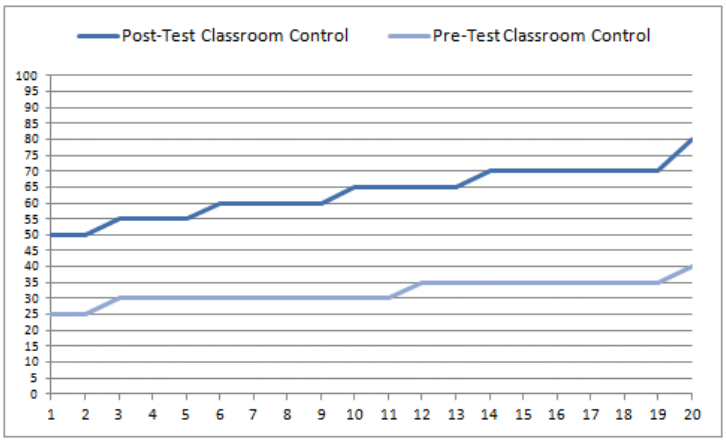

Figure 4. Comparison between Pre-Test and Post-Test in the Control Group Classroom

4.2 Experimental Group Classroom

Pre-test results in the experimental group classroom shows that existing knowledge possessed by the students have an average value of 31.75 with a standard deviation of 4.67. The lowest score obtained for pre-test is 20 from one student while the highest score for pre-test in this experimental group is 35 from 12 students. Pre-test scores achieved by most students in the experimental group is 35 which come from twelve students.

Post-test results in the experimental group classroom demonstrate whether there is any significant different in term of student's achievement after received the treatment of blended learning environment. The average value for post-test in an experimental group classroom can be considered high which is at value of 85.5 with a standard deviation of 7.59. The lowest score for post-test is 70

come from three students in this experimental group while the highest score for post-test is 90 that came form fourteen students.

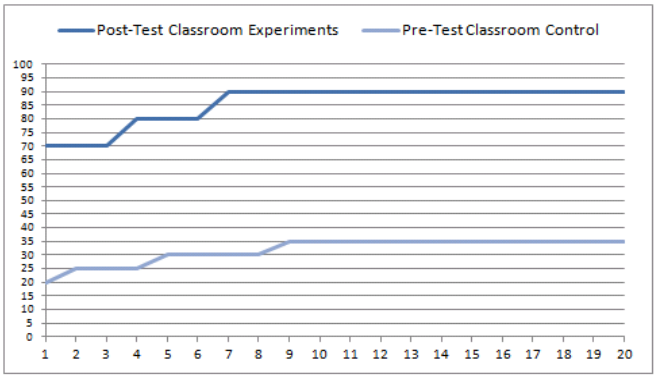

Figure 5. Comparison between Pre-Test and Post-Test in the Experimental Group Classroom Experiment

4.3 Discussion

The average score for pre-test in the control group classroom and experimental group classroom is almost the same. The lowest score for pre-test in the control group is higher than the lowest score in the experimental group (25 > 20). Similarly, the highest value for pre-test in the control group classroom is higher than the highest score in the experimental class (40 > 35). This indicates that even the average value for both group is similar, but the control group classroom has a great potential advantage compared to the experimental group classroom.

Table 1: Comparison of the results between pre-test and post-test for both groups

VARIABLE CLASSROOM	PRE TEST			POST TEST		
	Mean	Low Score	High Score	Mean	Low Score	High Score
Control	32	25	40	63.25	50	80
Experiment	31.75	20	35	85.5	70	90

The lowest score for post-test in the experimental group classroom is higher than the control group classroom (70 > 50). Similarly, the highest score for posttest in the experimental group classroom is higher than the control group classroom (90 > 80). From the data analysis conducted, the researcher found that there are significance different in learning outcomes in the experimental group classroom compared with control group classroom. This is the evidences that the implementation of blended learning in the classroom could help students to accomplish the desired learning outcomes much better compared with the conventional classroom.

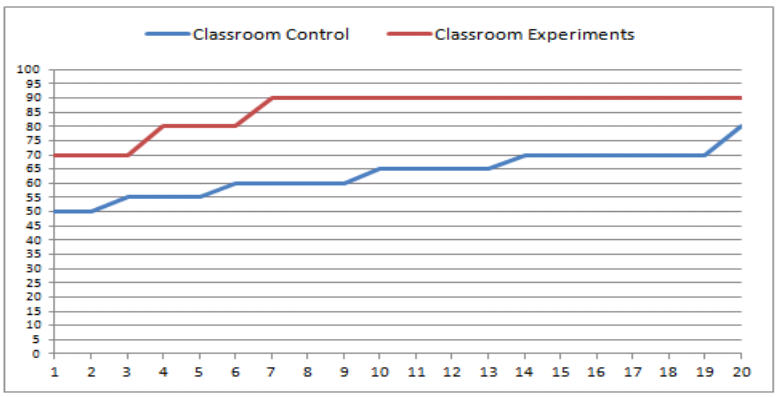

Figure 6. Comparison of Post-Test Scores between the Experimental Classroom and the Control Classroom

From the data analysis, the four hypothesis testing has proven that: 1) There are no significant differences in term of pre-test result between control group and experimental group, 2) There are significant difference (increase) in the conventional classroom learning outcomes (control group) but the difference are relatively small, 3) There are significant difference (increase) in term of learning outcomes in the experimental group classroom, and 4) There are significant difference in learning outcome achieved between blended learning classroom (experimental group) and conventional classroom (control group).

The results of detailed observations also shown that there is no decline in value between pre-test and post-test in the classroom that implement blended learning. It can be concluded that all students in the classroom have improved their knowledge when blended learning take place in their environment. Besides that, the researcher also suggest that the success rate ofstudent's achievement are distributed evenly because there are 14 students in the classroom who are able to achieve the high score.

5. Conclusion

The conclusion that can be drawn from this research is the implementation of blended learning through the use of WeChat application had successfully improve the student's learning outcomes. Moreover, the result also shows that the distribution of information and knowledge can be distributed evenly among the students in the classroom. The use of instructional media is highly dependent on learning resources. Because of that, more research on the development of teaching methods needs to be done since most students can easily influence by the use of technologies in their learning process. The researcher has selected WeChat application in this study because it has many advantages including have high speed and can easily distribute the information. Besides that, WeChat application also provides flexible learning environment where students can have the freedom to study at their own time. Instructors of blended learning classroom must carefully select all the learning materials provided to students so that the educational value remains dominant in the formal education setting.

Acknowledgements

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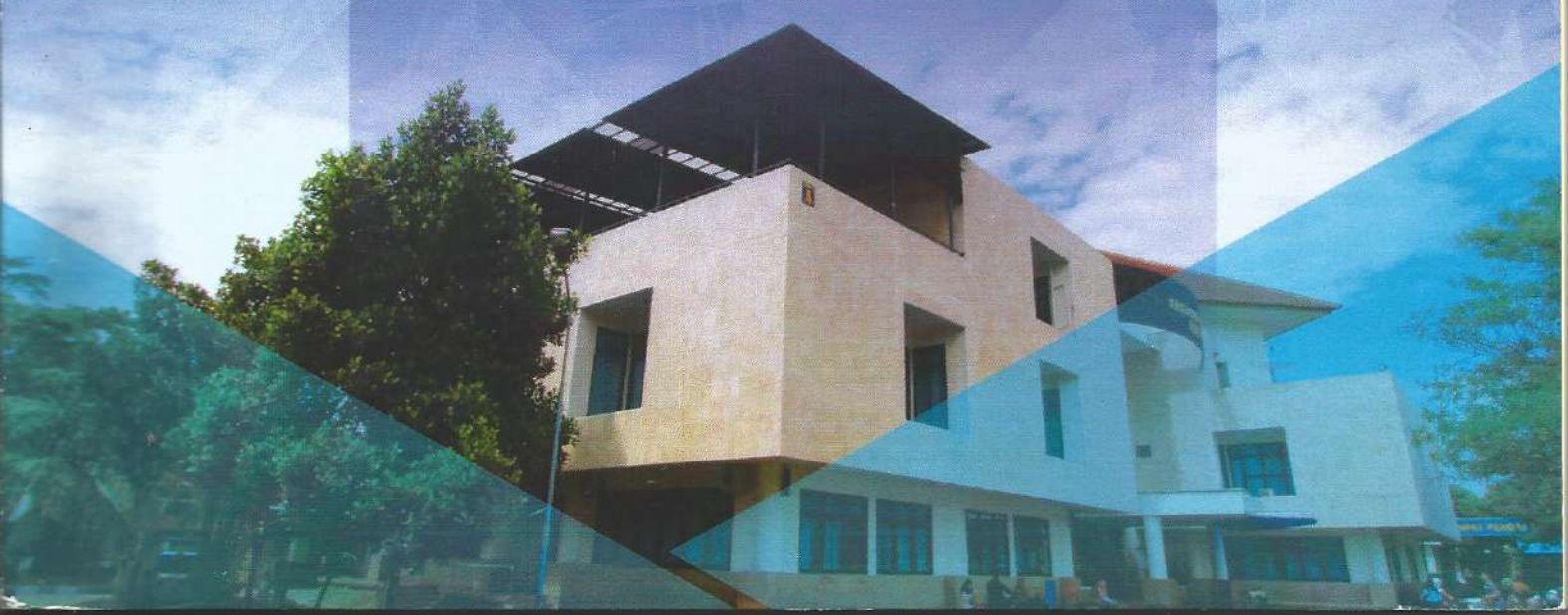

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The Influence of Sea Depth to pH, Salinity, and Conductivity Seawater in Ujung Kulon

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Abstract

The clean water is a basic need of every human being. This study is part of research that uses sea water as a source of clean and drinking water. The sea water at any depth have different conditions, although it looks the same in general. The purpose of this research to determine the influence of the sea depths to salinity, pH, and conductivity of seawater. In this research, samples of sea water taken at a distance of 11 km from the beach west end with variations in sea depth ranging 0 meters, 20 meters, 40 meters, 60 meters, 80 meters and 100 meters below sea level. The sea water is taken at a distance of 3000 meters from the beach ujungkulon to get clean water. The results of this research indicate that the depth of the sea has an influence on salinity, pH, and conductivity of seawater. Salinity increased by 4.52% in line with the increasing depth of the ocean, the pH has decreased an average of 1.46% and the conductivity increased by an average 0.03% in line with the addition of depth. Salinity, pH, and conductivity are indicators that can describe the condition of sea water at any depth of the sea.

Keywords: salinity, conductivity, pH, depth, sea, water

1. Background/Objectives and Goals

Fresh water and clean water is a necessity that can not be compromised for mankind. Population growth is causing an increase in water use for various needs, will contribute to the scarcity of water. National Geografic Indonesia ("Asia Risk Natural Severe Water Scarcity", 2016) mentions that the region faced a risk of water shortages during the next 35 years. In the news ITB (ITB News, 2011) stated that Indonesia expected to experience water scarcity by 2025. Therefore, the use of sea water as a source of water need to be prepared. Characteristics of sea water suitable for use as a primary source of clean water and drinking water is important to note. This study is part of research that uses sea water as a source of clean water and drinking water.

Sample taken at Ujung Kulon National Park area which is located on the western tip of Java island. Pollution in the region is relatively less than other areas. Therefore, the examination of salinity, pH, and conductivity at the start of the sea in Ujung Kulon.

2. Methods

Sea water samples were taken using a hose that has a valve. Sampling was carried out in the Kecamatan Sumur, Pandeglang, Banten, at a distance of 11 km from the beach of Ujung Kulon. Seawater samples were taken at a depth of 0 meters, 20 meters, 40 meters, 60 meters, 80 meters and 100 meters. The parameters were observed at any depth is pH, salinity, and conductivity. The degree of acidity (pH) of seawater was measured by using a pH meter, while the measurement is done with a salinity meter salinity and conductivity using a conductivity tester.

3. Results

Measurement result of pH, salinity, and conductivity at every depth are presented in the table 1.

Tabel 1 Measurement result of pH, salinity and conduktivityHasil Pengukuran pH, Salinitas, dan Konduktivitas at the depth of 0 m, 20 m, 40 m, 60 m, dan 100 m.

Pengukuran	Kedalaman Air Laut (m)					
	0	20	40	60	80	100
Salinitas (ppt)	16.2	21.6	23.3	24.8	25.6	25.7
pH	8.5	8.6	8.3	8.5	8.2	8.1
Konduktivitas (W/m.C)	1964.0	1962.3	1963.7	1963.7	1964.3	1964.7

pH

The pH value of the measurement results on the study showing that the pH number decreased along with increasing depth, presented in Figure 1.

The pH value is one of the factors that affect water productivity (Pescod, 1973). The pH value of the water has a considerable effect on the aquatic organisms that are often clues to declare the merits of a body of water (Odum, 1971). The results of the pH value in the study ranged from 8.1 to 8.6. Where the pH value of this research has decreased with increasing depth. This is due to the reduced levels of O2 and CO2 levels increase with increasing depth. The result in line with research conducted by Marojahan Simanjuntak (2009) which states that the levels of dissolved oxygen in waters has decreased along with increasing depth until it reaches a minimum dissolved oxygen. As presented by Cholik et al (2005), fluctuations of pH values rise and fall of a body of water depends on the levels of O2 and CO2 in these waters. The higher the value of CO2, the lower the pH value, and vice versa. These fluctuations will be reduced if the water contains salt CaCO3.

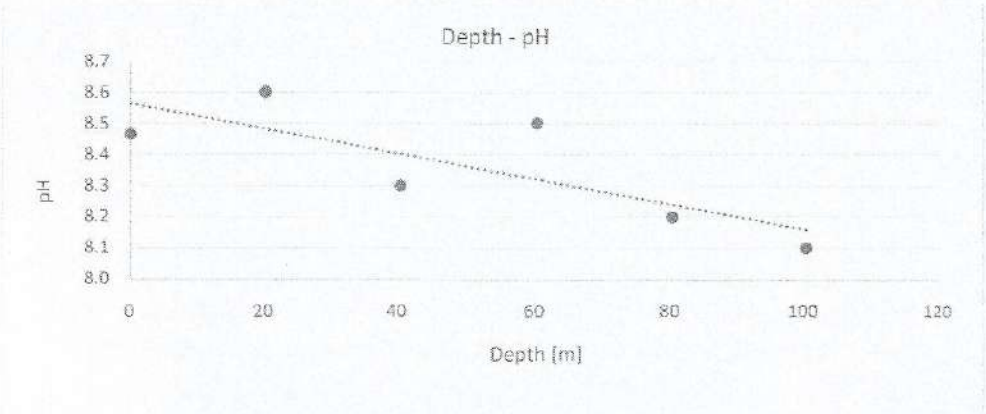

Figure 1 Measurement result of pH at the depth of 0m. 20m. 40m, 60m, 80m and 100m.

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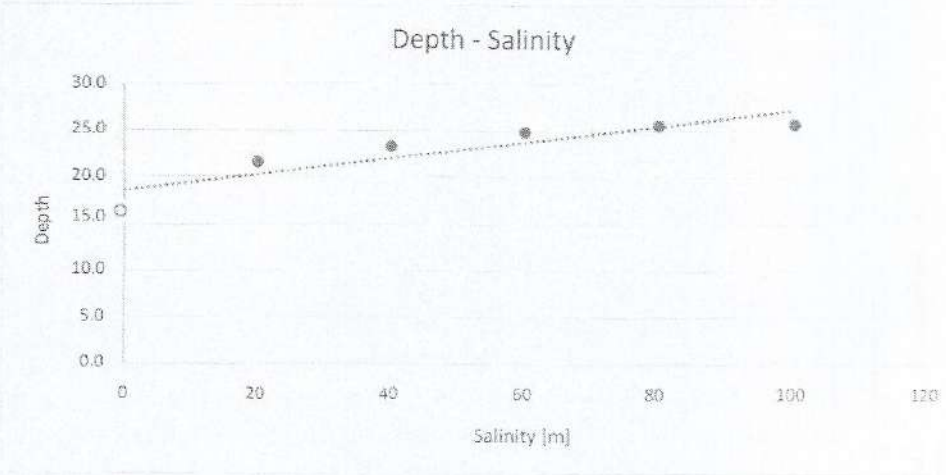

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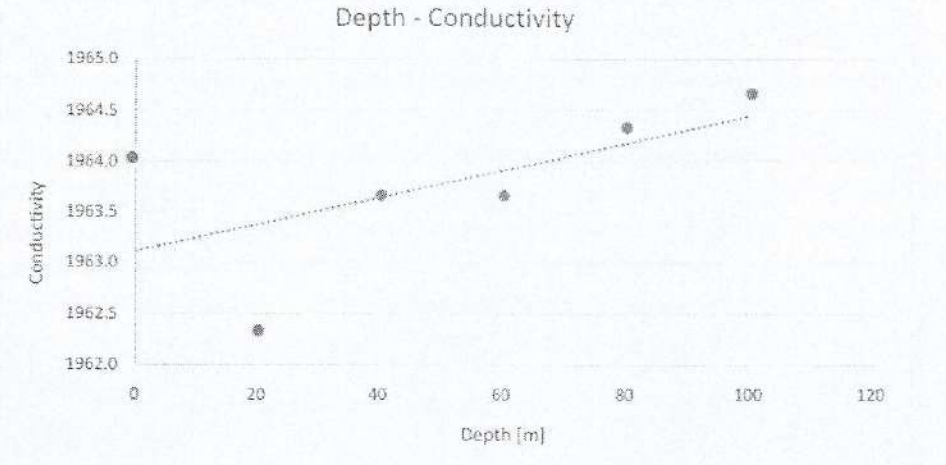

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The Influence of Sea Depth to pH, Salinity, and Conductivity Seawater in Ujung Kulon

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Abstract
The clean water is a basic need of every human being. This study is part of research that uses sea water as a source of clean and drinking water. The sea water at any depth have different conditions, although it looks the same in general. The purpose of this research to determine the influence of the sea depths to salinity, pH, and conductivity of seawater. In this research, samples of sea water taken at a distance of 11 km from the beach west end with variations in sea depth ranging 0 meters, 20 meters, 40 meters, 60 meters, 80 meters and 100 meters below sea level. The sea water is taken at a distance of 3000 meters from the beach ujungkulon to get clean water. The results of this research indicate that the depth of the sea has an influence on salinity, pH, and conductivity of seawater. Salinity increased by 4.52% in line with the increasing depth of the ocean, the pH has decreased an average of 1.46% and the conductivity increased by an average 0.03% in line with the addition of depth. Salinity, pH, and conductivity are indicators that can describe the condition of sea water at any depth of the sea.
Keywords: salinity, conductivity, pH, depth, sea, water

1. Background/Objectives and Goals

Fresh water and clean water is a necessity that can not be compromised for mankind. Population growth is causing an increase in water use for various needs, will contribute to the scarcity of water. National Geografic Indonesia ("Asia Risk Natural Severe Water Scarcity", 2016) mentions that the region faced a risk of water shortages during the next 35 years. In the news ITB (ITB News, 2011) stated that Indonesia expected to experience water scarcity by 2025. Therefore, the use of sea water as a source of water need to be prepared. Characteristics of sea water suitable for use as a primary source of clean water and drinking water is important to note. This study is part of research that uses sea water as a source of clean water and drinking water.

Sample taken at Ujung Kulon National Park area which is located on the western tip of Java island. Pollution in the region is relatively less than other areas. Therefore, the examination of salinity, pH, and conductivity at the start of the sea in Ujung Kulon.

2. Methods

Sea water samples were taken using a hose that has a valve. Sampling was carried out in the Kecamatan Sumur, Pandeglang, Banten, at a distance of 11 km from the beach of Ujung Kulon. Seawater samples were taken at a depth of 0 meters, 20 meters, 40 meters, 60 meters, 80 meters and 100 meters. The parameters were observed at any depth is pH, salinity, and conductivity. The degree of acidity (pH) of seawater was measured by using a pH meter, while the measurement is done with a salinity meter salinity and conductivity using a conductivity tester.

3. Results

Measurement result of pH, salinity, and conductivity at every depth are presented in the table 1.

Tabel 1 Measurement result of pH, salinity and conduktivityHasil Pengukuran pH, Salinitas, dan Konduktivitas at the depth of 0 m, 20 m, 40 m, 60 m, dan 100 m.

Pengukuran	Kedalaman Air Laut (m)					
	0	20	40	60	80	100
Salinitas (ppt)	16.2	21.6	23.3	24.8	25.6	25.7
pH	8.5	8.6	8.3	8.5	8.2	8.1
Konduktivitas (W/m.C)	1964.0	1962.3	1963.7	1963.7	1964.3	1964.7

pH

The pH value of the measurement results on the study showing that the pH number decreased along with increasing depth, presented in Figure 1.

The pH value is one of the factors that affect water productivity (Pescod, 1973). The pH value of the water has a considerable effect on the aquatic organisms that are often clues to declare the merits of a body of water (Odum, 1971). The results of the pH value in the study ranged from 8.1 to 8.6. Where the pH value of this research has decreased with increasing depth. This is due to the reduced levels of O2 and CO2 levels increase with increasing depth. The result in line with research conducted by Marojahan Simanjuntak (2009) which states that the levels of dissolved oxygen in waters has decreased along with increasing depth until it reaches a minimum dissolved oxygen. As presented by Cholik et al (2005), fluctuations of pH values rise and fall of a body of water depends on the levels of O2 and CO2 in these waters. The higher the value of CO2, the lower the pH value, and vice versa. These fluctuations will be reduced if the water contains salt CaCO3.

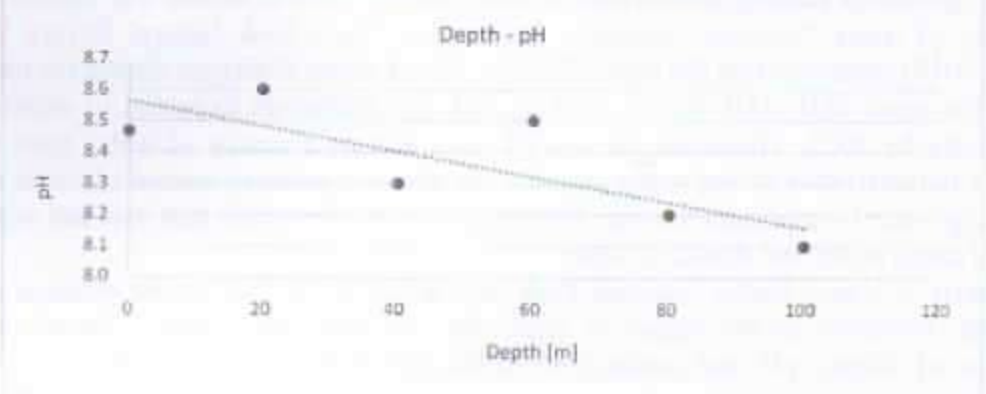

Figure 1 Measurement result of pH at the depth of 0m. 20m. 40m, 60m, 80m and 100m.

Salinity

Salinity is the salt content of all ingredients are dissolved in 1,000 grams of seawater, assuming thatall the carbonate has been converted to oxide, all of bromine and lod replaced with an equivalent chlorine and all organic matter to oxidation perfect. (Sverdrup et al, 1942). Value salinity in this study increased by 4.52% along with the increasing depth of the sea as presented in Figure 2.

Figure 2. Measurement result of salinity at the depth of 0 m. 20 m. 40 m, 60 m, 80 m and 100 m.

According Nontji (2007) distribution of salinity is influenced by many factors such as patterns of water circulation, evaporation, precipitation, and streams are nearby. The measurement results show that the salinity increases with depth of the sea. Since the distance of the sampling of 11,000 meters from the beach, the water flow is not consider as a factors affect the value of salinity. The increase in the value of salinity with increasing depth is caused by evaporation, precipitation and circulation around the water. These results are consistent with the results of research conducted by Hadikusumah (2008) which says that increasing salinity by increasing the depth of which was confirmed also from the research Marojahan Simanjuntak (2009) that the average value of the salinity increases with increasing depth. This is due to the tropical salinity at the surface is lower than in the depths as a result of high rain fall.

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Conductivity (conductivity of electricity) is a numerical representation of the ability of the water to connect electricity. Therefore, the more salts (minerals) dissolved, higher the conductivity value. Seawater conductivity values increase with increasing depth shown in Figure 3.

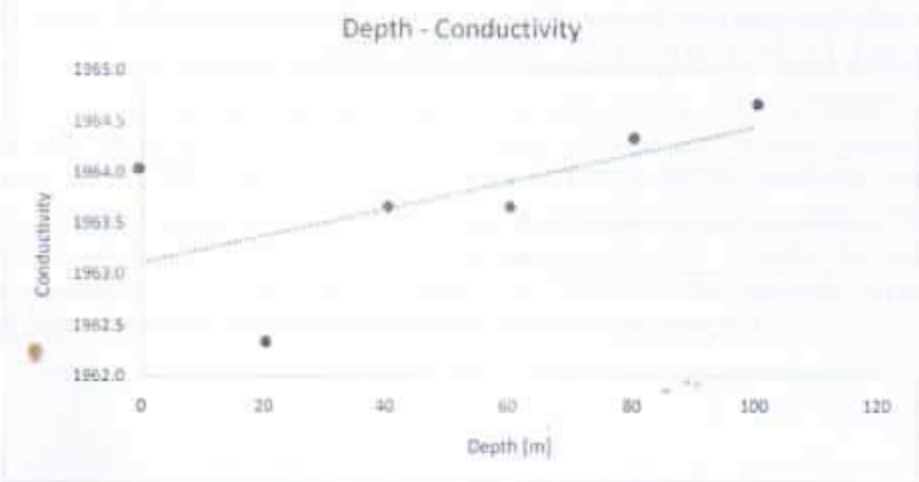

Figure 3 Measurement result of conductivity at the depth of 0 m. 20 m. 40 m, 60 m, 80 m and 100 m

Aditya irawan (2006) states that the marine waters have conductivity values are very high because of the number of dissolved salts in it. Figure 3 shows that the conductivity of seawater on the ujung kulon increased with increasing depth. That is, with increasing sea depth it will be more salt dissolved so that the conductivity of seawater increase. These results are consistent with previous results which stated that the salinity increases with increase of the depth. With the increase of salinity in sea water, the conductivity will also increase.

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THE USAGE OF MATHEMATICS PROPS IN EARLY CHILDHOOD EDUCATION

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ABSTRACT

One purpose of the learning or the learning process is to obtain good learning results, and good learning outcomes will not be achieved if the old perspective on education still exist, that is just looking at the student as an empty cup that can be filled at will without regard to the educational and reference materials without regard to the education system being used. the introduction of mathematics indeed should be taught since children are in primary school age. But, because now there are many institutions - early childhood institutions expect their students to master the math and the like related to mathematics. Or at least understand one plus one is the result of two (simple matter), there is no harm in introducing mathematics to children aged pre-school and kindergarten. However, should the concept of recognition at the age of concrete yet. For example, for toddlers enough to learn comparing the size of such "large", "small", "bigger", "smaller" (pre-operational). While at kindergarten age is already allowed in the introduction to numbers, such as 1, 2, 3 to 10 (concrete).

To that end, it is recommended to use props when delivering math concepts to children at early childhood level because it is very necessary for cognitive development. Apart from that, the use of props at this stage is indispensable as an alternative positive play is playing while learning.

Keywords: *Viewer tool, Mathematics, Education*

INTRODUCTION

Education is an important sector in the development of each country. The success/ failure of the education which is conducted will determine the reciprocation of the country, therefore the quality of life in society must be improved. One way to improve the quality of society is by improving the quality of education. The efforts can be done by enhancing the ability of teachers in teaching the students or otherwise improve the implementation of teaching and learning activities, especially in schools.

The improvement of the quality of education is not only seen from the results of student learning at the end of the semester, but is also seen and observed during the learning process in the classroom. Through the observation of a teacher on the students in the classroom, can be seen the students who are motivated to learn, who receive a good education and who are uncomfortable with the learning process. Thus, it can be said that a teacher or educator is not

only serving a teaching material to the students, but paying attention to the purpose of learning activity.

With the enactment of UU No. 20 Th 2003, the education system in Indonesia consists of early childhood education, elementary education, secondary education, and higher education which are all systemic unity. Early Childhood Education (ECE) is conducted before the basic education level. ECE can be organized through formal, non-formal and informal education. ECE in formal education is formed as Kindergarten (TK), Raudatul Athfal (RA), or other equivalent form. ECE in non-formal education is formed as Playgroup (KB), Taman Penitipan Anak (TPA), or other equivalent form. ECE in informal education is formed as family education or training which is organized by the environment. One purpose of the learning process is to obtain good learning results, and good learning outcomes will not be achieved if the old perspective on education is still exist, that is just deem the student as an empty cup that can be filled at will without regard to the educational reference materials and without regard to the education system being used. Thus comes the various ways of teaching that we often call as a method, approach, etc. So nowadays, the way of teaching of every teacher is different, both in the methods or the techniques and approaches used, although there are many teachers who are still using classical methods such as lectures or expository. Similarly to the educators, the students also have different ways of learning such as learning while playing, learning with the exercises and assignments given continuously and also learning using tools or media considered to facilitate the learning process so that it can be worth effective.

The tools or media used may be props or can be electronic media such as PowerPoint, Compact Disc etc, combined with the use of projectors as the development of science and technology which encourages innovation efforts in the utilization of technology in the learning process. The role of teachers required to be able to use the tools provided by the school, and there is a possibility of the device in accordance with the developments and demands of the times such as instructional media. Although there are many factors that can obstruct the learning process when using the media.

Instructional media such as props and PowerPoint can be used on several subjects at school, one of them is Math that is a lesson that students find intimidating because in the learning process students are required to fully concentrate and seriously. As we know that students don’t like

learning in a serious way. In general, elementary to middle school students still like playing game.

LITERATURE FRAMEWORK

Childhood Education Character

According to UU No.20 Th 2003 on Sistem Pendidikan Nasional in Chapter I Article 1 Paragraph 14 reads Early Childhood Education is a development effort aimed at children from birth to the age of six years (0-6 years) which is done through the provision of educational stimulus to assist the growth and development of children physically and mentally in order to have the readiness to enter the further education. Learning in early childhood have the following characteristics: (1) Children learn best when their physical needs are fulfilled, feel safe and at ease psychologically; (2) the child's learning cycle always repeats starting from building awareness, exploration, discovery to obtain further the child can use it; (3) Children learn through social interaction with adults and peers; (4) the child's interest and curiosity motivates learning; (5) The development and learning of children should pay attention to individual differences; (6) Children learn by way of simple to complex, concrete to abstract, from movement to verbal and of all recognition to social.

Based on the illustration above, the play is an activity that is right for young children to explore and learn. As we have seen that the motto of the development activities in early childhood is "playing while learning and learning while playing". Playing is children's work and the kids always want to play. In the playing the children develop something different and distinguish the best approach. In the playing the children use language to launch activities, browse and filter their language when they talk and listen to other children.

Piaget also said that to improve the mental development of children to a higher stage can be done by ensuring the children experience, especially the concrete experience, because the basic mental development is through active experiences by using objects in the vicinity. Early childhood education is critical to achieve success in learning at further education level. Bloom even stated that learning to learn that formed during early childhood will grow into a habit in the next educational level.

Learning Media

The word “media” comes from the Latin which is the plural form of the word medium, which means something that is located in the middle (between the two sides or poles) or a tool. It can be said that the benefits of the media is as an intermediary or an introduction to a case, both intermediary of science etc so that learning media becomes a part of the learning process and becomes an area controlled by each teacher.

Gerlach and Ely states A medium, conceived is any person, material condition or event that establish the which enable the learner to acquire knowledge, skills and attitude. According to Gerlach and Ely that: people, materials, equipment, etc is the media that creates the conditions in which students can acquire the knowledge, skills, attitudes etc. So, in this definition the media is not only an intermediary such as TV, radio, slides, props etc but the human can be the media. For example, a teacher who isw explaining a subject in the classroom, it can be said that the teacher is also the media. As said by Aminudin Rashad that: Teacher is one of the learning media that life in the classroom.

The usage of an appropriate media will lead the communication between the teacher and the students to be effective and interactive so that the knowledge will be conveyed can be received easily by learners. The more clearly the media used by a teacher will get better in the process of delivering a goal need to be achieved. As said by Wina Sanjaya that the more concrete the students learn the material, for example, through direct experience, the more multiply the experience gained by the students.

Therefore, a teacher must understand about the time of learning media usage, for example, which material is suitable delivered by using the media and which materials is not required learning media, which media can facilitate the delivery of information and which media simply can not be used, as well as a teachers must know first the purpose of the media usage. As has been said by Iskandar Agung that: Teachers need to know, whether a teaching material / subject matter requires or does not require the help of the media to simplify and expedite the absorption in learning, for what purposes and how to take advantage of the learning media.

Therefore, the usage of media in the learning process must be prepared as well as possible so that there are no errors in the implementation that can lead to inefficient time in the implementation of learning. Based on some explanations about the instructional media and the

importance of the media in education it can be concluded that the media's role in life is very important because it is a tool or intermediary for everyone to be able to do something that he wants both personally and socially. So, in general it can be said that the media is a tool for communication or a device that can take the information from the sender (teacher) to recipients of information (students) and it can be said that the learning media is a medium in order to maximize communication, transfer the knowledge that happens in the process of teaching and learning from the teacher to the learner.

Everything around us can be used as a medium of learning, including the technological advances. Powerpoint is one of the technological advances that can be used as a learning media. The final goal to be achieved in the utilization of instructional media is that learning is not just centered on the teacher, but rather centered on the learner, which learners can stand as an object or as a subject of learning, and the students experience the knowledge acquisition for themselves. It may cause the planting concept is getting stronger.

Simple Props/ Tools

In everyday life, people need tools to get or do something, for example, to reach a distant place needed transport to simplify and accelerate the process to the destination, or when we want to write we need a tool for writing such as pens, pencils and etc. Similarly, in the learning process, the needed tools to simplify and speed up the learning process to be absorbed easily by the students. For example, the props used to demonstrate something or a topic of learning for the purpose of student learning can be accepted easily and quickly. This is in accordance with the definition conveyed by Ah. Hermana Mz that:

> Props are any tools or appendages that can be used to assist in streamlining, clarifying the submission of concepts, ideas, definition, or the subject matter in the teaching and learning activities, whether performed in or outside the classroom.

Therefore, the use of props should be appropriate to the learning objectives in order to achieve the targets as said by Zainal Aqib. Props are tools to teach / educate so that the knowledge which is taught is easily understood by students. Through the usage of props expected the learning time can be more efficient. The tools used to demonstrate something we can know with props. Although the props needed in the process of teaching mathematics, but the existence of props are not required. Props used as a supplement and not as an integral part of the

teaching of mathematics. However, if the learning process can be considered to provide an effective learning results due to the usage of props, preferably an appropriate props used in the learning process because without the teacher knowing the existence of props can boost the spirit and ideas from the students. Learning media can turn abstract ideas and engage kinesthetic learners.

There are some props that can be made by teachers in a short time and less costly among others: Cubes, Blocks, Tower of Hanoi, Binary Cards, nomographs (Nomograph), Beads, Cross Balance (Balance Beam) and Bean Stalk. Although many beneficial manufactured props, but most teachers would prefer to use props which is assembled and used quickly.

Mathematics

The definition of Mathematics by David M. Burton in his book The History of Mathematics explains that The root of the term mathematics is in the greek word mathemata, which was used quite generally in early writings to indicate any subject of instruction or study. It can be interpreted that the origin of the mathematical term is from the Greek word mathemata, which is the usage is quite usual from the paper that shows the point of the command or instruction.

Before mathematical terms is known, in human interaction to fulfil the needs they opened land for cultivation, and they enjoy the fruits of their own efforts but they found dissatisfaction with what they had was popping up on every individual, they also wanted to enjoy what they didn’t have, that dissatisfaction was eventually make them agree on a system of exchange, known as the barter system. In this system they can exchange the items that they have with the items they want of course to the mutual benefit, nobody feels aggrieved and vice versa. In a barter system, they do not simply exchange the items that they have but they first count and match the amount of goods to be exchanged so that each individual is satisfied with the goods exchanged. Whether we are aware or not that in the barter system has done a calculation concepts, which covers data processing and application of such patterns that exist within mathematical concepts.

As presented by Herman Hudojo in his book Pengembangan Kurikulum dan Pembelajaran (Curriculum Development and Learning) that math is a tool to develop the way of thinking.

Therefore in every human interaction that requires calculations and patterns or rules in practice means he has done the math orocess. For example, at 7:15 a student begin the learning process in schools with a predetermined time, 100 minutes later he was given 30 minutes to rest and then the learning process ends at 13.00, meaning that there has been a mathematical process that is associated with the rules that manage something and there are patterns in the implementation. The other example is the buying and selling on the market or on the street, it is clear evidence that mathematics is always present in human interaction process. As said by Ruseffendi which has been cited by Heruman in his book Model Pembelajaran Matematika (Mathematics Learning Model). Mathematics, according to Ruseffendi, is the language of symbols; deductive science that does not accept evidence inductively; the science of pattern regularity, and organized structure, ranging from elements that are not defined, to a defined element, to the axioms or postulates, and finally to the proposition.

Math teachers should have expertise and deep understanding when teaching mathematics so that the students do not have difficulties when studying mathematics. Because of the expertise of teachers in teaching mathematics will facilitate the students in learning and understanding mathematics. As said by Abraham S Lunchins and Edith N Lunchins: In short, the question what is mathematics? May be answered the difficulty depending on when the question is answeres, where it is answered the, who answer it, and what is regarded as being included in mathematics.

It can be interpreted briefly that is, Whai is Math? Can be answered differently depending on the questions to be answered, where is answered, who answered, and what are perceived in mathematics. Thus not easy to define mathematics, must be clarified in advance on which parts of mathematics will be discussed. As said by Suria Sumantri and Jujun S that: Mathematics is the language that symbolizes a series of the meaning of statements that we want to convey. A clear division in mathematics is very difficult to be created because too many branches in mathematics which is increasingly mixed. Based on the definition, mathematics often seem as stiff and boring lessons, no laughter and jokes, but even like that, it remains to be expected a good learning outcomes.

Pound stated the principle to teach mathematics easier is (1) taught mathematics from an early age or bear children who mathematically, (2) using songs or rhymes, or the interest poems, (3) make it real, or related to everyday life. In addition, the children's early need to do

mathematical activities that are packed in a fun game: (1) distinguishes various visual objects using verbal, using the symbol nodes, or more, (2) makes the relationship between a number of sounds with a real object, (3) to recognize the signs of numbers taken from the group of the set, (4) demonstrate the ability to distinguish between the two dimensions, such as triangles, squares, and circles, (5) shows an interesting problem solving, concentrate to solve simple problems, (6) started with the categorization of objects, and investigate the causal, (7) seek and find patterns that exist.

CONCLUSION

Based on the analysis above it can be seen that the introduction of mathematics indeed should be taught since children are in primary school age. But, because now there are many Early Childhood Education institutions which expect their students to master the math and the kind of thing related to mathematics. Or at least understand one plus one is two (simple matter), there is no harm in introducing mathematics to children at pre-school aged and kindergarten. However, the concept of recognition at the age shouldn't concrete yet. For example, for toddlers is enough to learn comparing the size of such "large", "small", "bigger", "smaller" (pre-operational). While at kindergarten age is already allowed in the introduction to numbers, such as 1, 2, 3 to 10 (concrete).

Learning mathematics could be anywhere and anytime. Environment around the child could be a good mathematics "props". Figures exist anywhere. Look at all around anything that could be calculated. Trees, houses, buildings, people, etc, all can be calculated. In fact, any objects that exist around us can also be a recognition of the geometry, for example, clock round circular, rectangular-shaped note book etc. It can be concluded that whenever and wherever, mathematics can be introduced in early childhood with props for the learning process becomes more concrete.

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WITH RME KOMBINATORIK LEARNING IN SECONDARY SCHOOL BECOMES INTERESTING

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Abstract

This research is the product of research development of teaching materials kombinatorik expected to make math in high school education attractive. Teaching materials is a collection of sheets of the activity developed in accordance with the characteristics of students learning based RME.

The teaching material based on the model of teaching materials general of Tjeerd Plomp (1997) comprising some phase are: (1) the first invertigation phase (2) the phase of design, (3) the realization, and (4) the evaluation, and revision phase.

Teaching materials produced guide the reader to make modeling of everyday problems like the rules of the multiplication of math concepts, the permutations , the permutations if there is the same elements , the permutations cyclical, and a combination. According to RME's experts, the teaching material based on RME's characteristic and exciting.Video recording the trial of the senior teaching material in Sejahtera Depok looks very happy to follow this lesson. To interest the students also of video recording interview for one student.

Key note : Kombinatorik, RME, Secondary School

I. PRELIMINARY

Students ability kombinatorik solve the problems is the thing to keep controlled senior high school students because closely related to the science of odds and statistics widely used in designing research and processing the data the results of the study of the various branches of science. Based on analysis of early knowledge UHAMKA lecture that students following the theory of opportunities from 2010 until 2012 to understanding the concept of kombinatorik, the authors found that there are daily problems with the world between unconnection Math. As an example , if they were given the problems as a picture of 1 . Student can answer that the way is ${}_6P_4 = \frac{6!}{(6-4)!}$, But they did not understand connection between many ways to choose four of six things to mathematical rules $\frac{6!}{(6-4)!}$. The same state have found on teachers also author of the PLPG training 2009-2014 year.

There are six card number: 3 4 5 6 8 9

How many number that ca be form if taked four card.

Picture 1: about The Problems Associated with Permutation

Rayon 137 uhamka derived from east jakarta and south jakarta .These teachers know that the answers about the above is ${}_6P_4 = \frac{6!}{(6-4)!}$ But could not show the relationship between the process of selecting 4 many objects from a set of objects with mathematical rule $\frac{6!}{(6-4)!}$. The same thing also writers found as the speaker in a seminar math olympics XIII of islamic elementary and save an additional muslim school in UIN Jakarta (see http:// www. lpminstitu.com. 2013/02/metode-rme-jadikan-matematika-lebih-rinci-html).

Incapacity of teachers and teacher cadet linking the issue of everyday life to a mathematical conception causing it to become subject and dull unattractive.

Connecting the difficulty in daily life with the mathematical conception (matter kombinatorik) also writers found in Pratt's research (2000:612-621) titled "*Making Sense of The Total of Two Dice*", and Abrahamson's research (2006: 1-7) called *The Odds of Understanding The Law of Large Number*.

To address this issue, or known realistic approach to mathematics education (RME) offers a solution, because the philosophy, the principle of, and characteristic RME will build the links between the daily problems with the concept of mathematics. Rme is the approach of learning mathematics from the real thing for students. This approach is first developed in 1971 by dutch freudenthal institute in the land, by freudenthal preview said "*mathematics as a human activity*" (on Gravemeijer: 1995).

Learning with rme successful in improving learning outcomes in several primary schools and junior high school in Indonesia, this can be seen in Fauzan's research (2002), team of PMRI Bandung (2003), Armanto (2003), Saragih (2007). The same thing also occurred in Turkey, see Uzel (2005) and in England, see lecturers Manchester Metropolitan University (2007).

According to some studies have mentioned above may approach RME can also be used for making math be attractive so increase slta students learning, especially for material kombinatorik. To carry through learning materials kombinatori rme to preparing the teaching material based on kombinatorik rme now nobody publicated widely.

II. RESEARCH METHODS

This research is research to the product development of teaching materials combinatory based RME to make math in senior be attractive. Teaching

materials is a collection of sheets of the activity developed in accordance with the characteristics of students learning based RME.

The development of teaching materials is based on the model of development of common teaching materials Tjeerd Plomp (1997) consisting of several phase that are (1) phase of earlier investigation, (2) the design phase, (3) the realization, as well as (4) test phase, evaluation, and the revision. The details of the four phases are to be outlined as follows.

1. Phase earlier investigation

   In this phase the researcher's analysis curriculum, discuss with the math teacher to determine what kind of teaching materials for their students that realistic. In addition the researchers also asked for input of students passing interview directly or indirectly (through their teachers). The analysis was conducted from the date of 17 curriculums till May 20'Th 2014. The discussions with teachers and students held on May 22 till 21 2014 Sejahtera Depok high school.

2. Design Phase

   In this phase, researchers make materials and instruments used to measure the effectiveness of learning materials which are a collection of Worksheets students (LKS). This activity was carried out May on 22 till on 25 2014.

3. Phase the realization

   In this phase it is composed of teaching materials combinatory which is based RME on May 25'Th 2014.

4. Phase test, an evaluation, and revision

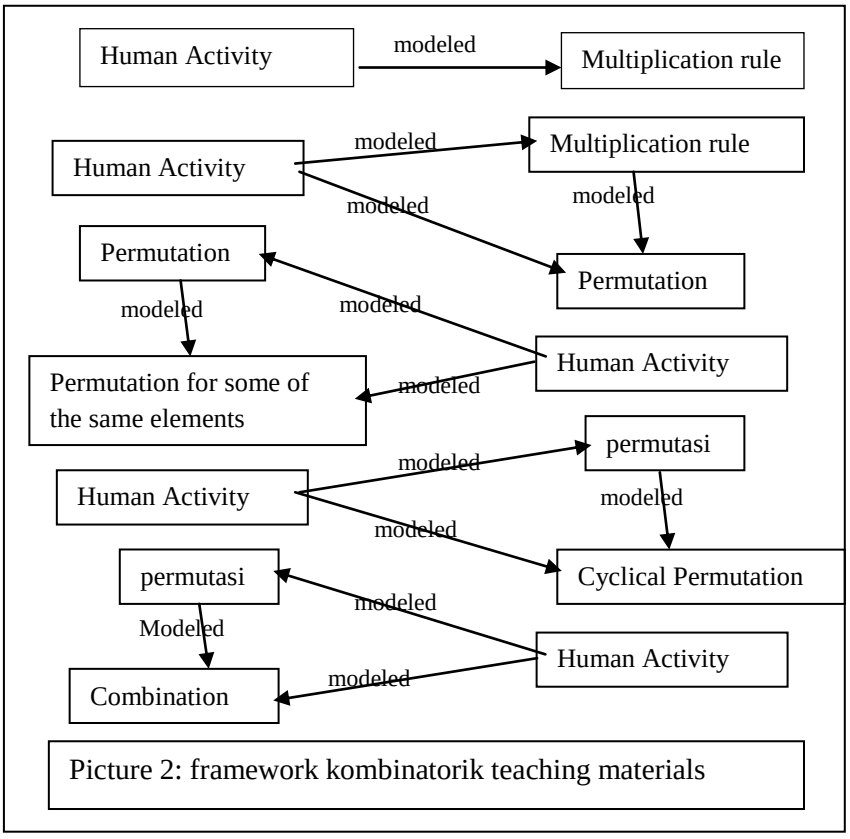
   This phase, intended to know two things (a) is teaching materials be caught according to experts; (b) is teaching materials is practically be applied in class. To see if teaching materials was already feasible according to an expert, of teaching materials that had been drafted were consulted to make it as of the date of 26 and 27 may 2014 in Bandung. According to expert advice after repair, teaching materials in the trial were conducted on May 30'Th 2014, and June 6'Th 2014 Sejahtera Depok high school.

III. RESULTS AND DISCUSSION

Of teaching materials made consisted of 5 parts. The great teaching material produced can be illustrated with a picture of 2. Showing the problem begins with the first part of daily life, and then showing a clue that's students can make a model to the concept of the rules of multiplication. Showing the problem begins with the second part of daily life, and then showing a clue that student's can make everyday concerns of modeling connecting with the rules through the rules of the multiplication of permutations. The third part begins with everyday life, featuring problem and showing hints that students can make modeling connecting matter everyday life with rules permutations if

there were some element same permutation through rules. The fourth part begins with everyday life, featuring problem and showing hints that students can make modeling connecting matter everyday life with rules permutations cyclical through permutations rules. The final display problems begins with everyday life and showing hints that students can make modeling connecting matter everyday life with rules combination through permutations rules.

According to experts, RME's teaching materials based on characteristic of RME and interesting. Video recording the activity of the trial use teaching material looks very happy follow students learning. Interest from interviews students also proven to one student in SMA Sejahtera Depok.



Picture 2: framework kombinatorik teaching materials

IV. CONCLUSIONS AND SUGGESTIONS

A. Summary

The students solve combinatory is necessary because students pre-sighted senior closely related to the science of odds and statistics widely used in designing research and data processing results of the various branches of science.

The inability of prospective teachers and teacher of daily life problems connecting with the rules of math lessons are not causing mathematics be interesting and boring.

To address this issue, or known realistic approach to mathematics education (RME) offers a solution, because the philosophy, the principle of, and characteristic of RME will build the links between the daily problems with the concept of mathematics. Learning to carry out the material based combinatory; RME need to prepare teaching materials based rime to levels high school senior that is currently no publicated widely.

Teaching material produced l-leading readers make modeling of everyday problems to mathematical concepts like rule, multiplication permutation; permutations if there are the same elements, permutations cyclical, and combinations. According to RME‘s expert, teaching materials are in accordance with characteristic of RME and interesting. Video recording the activity of the trial of the use of teaching materials Sejahtera Depok seen in high school students are very happy to follow learning. Interest Provencal student’s also of video recording interview to one student.

B. Suggestion

This research is the development of a device based of RME combinatory learning material to a moderate degree senior high school.This study should be the engine of RME’s learning for innovation based in senior high school.

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