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**THE COURSE MANAGEMENT MODEL LIFE SKILLS EDUCATION
OF THE COURSE AND TRAINING INSTITUTION (LSE-CTI)
BASED ON WORLD OF BUSINESS AND INDUSTRY (WBI)
GARMENT SEWING PROGRAM IN EX-RESIDENCE OF SEMARANG**

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Educational Management of Postgraduate Program of Semarang State University

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Abstract

Course management had a strategic role in achieving the program of garment sewing courses. The research aimed to develop a course management model LSE-CTI based on WBI that was an effective garment-sewing program. The research approach was Research and Development (*R & D*). The subject of the research was the managers and the students of the course and training institution (CTI). The collection of data used was observation technique, interview, questionnaire and documentation. Qualitative descriptive and paired *t*-test used in analyzing the data. The result of this Research showed that the development of course management model life skill education of the course and training institution (LSE-CTI) based on world of business and industry (WBI) was effective in increasing the competence of managers as well as the students.

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INTRODUCTION

Annually, garment industry requires approximately 15.000 workers and the number is continuously increased until 4 million in the next 15 years.

Indonesia is the biggest country in this industry; therefore, a qualified human resource must be supported. Textile and garment industry provide a big contribution toward Indonesia export value. In 2008, Indonesia's export achieved US\$ 10,8 Milliard and it could absorb workers until more than 1,5 million people. Garment industry in central java needs 24,250 workers during 2013 (Senjaya, 2013).

Based on the above explanation, the high demand of workers in garment field shows that garment industry is important, and a good development has been seen in this sector. So far, course and training institution (CTI) is less of optimal in decreasing the number of unemployment. This is because the conducted courses program is not appropriate with the world of business and industry (WBI), so the CTI graduation has not had capability and quality yet to work in world of business and industry directly. This fact underlined the researcher to develop a course management model which is tended to CTI in order to guaranty its graduation, can be absorbed by the world of business and industry, mainly in sewing field at garment industry.

This research aimed to develop a management model LSE-CTI at course and training institution which is running in garment sewing and it is suitable with WBI's need. This finding model is based on the qualitative and the quantitative data in order to solve the management problems LSE-CTI based on WBI garment sewing program that held by CTI so far.

THEORETICAL BASIS

1. Course management

Management is derived from word "manage" which means organize, administer, and run. Management can be translated as: (1) A

process; (2) Collectivities of people who do management activity; (3) an art and as a science. According to Terry (Lova, 2012): "management is a decided purpose accomplishment which has been decided before by using other people activity which consists of planning, organizing, actuating, and controlling. The purpose of management was: (1) to achieve regularity, smoothness, and continuity of business to achieve the goal decided before; (2) to achieve efficiency, that is a better comparison between input and output.

2. *Link and Match*

The concept link and match between education institution and world of work is considered ideal. Therefore, there is a linkage between labor supplier and its user. By having the interrelationship, it makes the university can arrange a suitable curricula with work need. The real example link and match is a apprentice program. The apprentice improvement is intended to get a benefit for industry. So far, there is an image that education institution of vocational high school and university are getting the benefit, while the industry is not. (Sindhunata dalam Sidi, 2002).

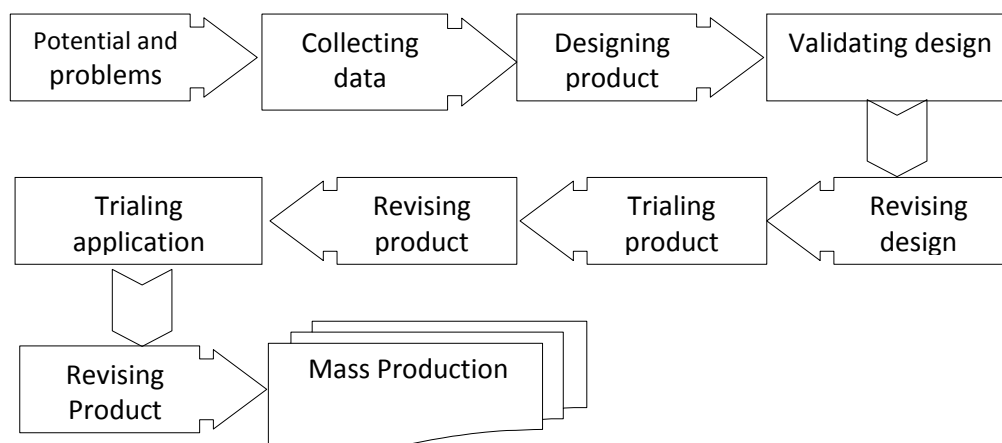
3. *Life Skills*

"*Life Skills*" is an interaction of various knowledges and skills which are important to be owned by people, so they can be alive indepently. Broling (Depdiknas, 2007: 65) categorizes *Life Skills* into three skills group, namely: daily living skill, personal/social skill, and occupational skill.

METHOD

This research used Research and Development by Sugiyono (2010:409). The Research development method is divided into ten steps: (1) collecting potential information and problems; (2) data collection; (3) Arranging product design / development model; (4) designing validity; (5) designing revise; (6) trialing product; (7) revising product (8) trialing application; (9) revising product; and (10) mass

production. However, the steps of this R&D research can be seen as follows:



Picture 1. Steps of using R&D research

1. Conceptual validation data by courses expert and practitioner toward the development model covers: (1) the accuracy of model content; (2) the relation between elements in model; (3) the use of language, (4) the layout.
 2. Empirical validation of data (field test) like the assessment of the courses managers toward the course management manual guidance book link and match LSE-CTI based on WBI sewing garment program in FGD (focus group discussion) which covers: (1) the clarity of guidance content understanding, (2) the easiness of guidance content application, (3) the benefit of guidance book, (4) the fascination of book writing, (5) the guidance of layout.
 3. The effectiveness data of hypothetical model application toward the competence of the courses manager in implementing the course management model LSE-CTI based on WBI garment sewing program (before and after model application) which covers: (1) the competence of arranging the planning of courses and training program, (2) the competence of organizing the courses and training, (3) the competence of carrying out the courses and training, and (4) the competence of supervising and evaluating the courses and training program.
 4. The effectiveness output data of hypothetical model toward the competence of students before and after the application of the course management model LSE-CTI based on WBI garment sewing program which covers: (1) the competence of imitation, (2) the competence of manipulation, (3) the competence of accuracy, (4) the competence of articulation and (5) the competence of naturalization.
- The instruments of collecting this data were: (1) questionnaire; (2) interview; (3) *Focus Group Discussion (FGD)*, and (4) documentation.
- The analysis of the data used qualitative descriptive and statistical analysis. These were intended to gain an illustration about the role of caretaker in course management such as the process of planning, organization, implementation, and supervision / evaluation of teaching and learning course at CTI. Besides that, qualitative descriptive analysis is also used to gaining an illustration about the weaknesses of validated and trialed model in the field, so the result can be used as the basic of revising the model.
- Descriptive analysis used to know the level of courses managers competence like the level of understanding, the competence in planning, the competence in organizing, the competence in implementing, and the competence in supervising / managing.

Statistical analysis used *t*-test to knowing the difference of mean between pre-test (before treatment) with post-test (after treatment).

RESULT AND DISCUSSION

The result of validation about product planning by experts before validation was 88,54% and after validation was increased became 93,67%.

The assessment of courses managers toward the course management guidance book of program life skill education based on WBI garment sewing field was 83,55% mean.

The competence of courses manager in course management of life skill education program at CTI garment sewing at the application of pre and post model was 76,77% mean increased became 92,87%.

The result of pair *t*-test statistical showed that there was a significant difference between course management competences before with after implementing of hypothetical course management model. The value of *t* calculation at all of the course management systems $> t$ table was (2,306) by significant level was $0,000 < 0,05$. The existence of a meaningful difference between an average before and after the application of this hypothetical course management model, could be translated that this kind of test was able to increase the competence of the courses manager of life skill education program of CTI garment sewing field was effectively suitable with the purpose of the model development.

1. The planning function

The planning function in hypothetical model test of the course management had achieved the reaching score toward the model was in 92,88%, including the best category, while before testing the hypopetical model the score was 76,61%, so an increasing model score was found in 16,27%. The result of paired sampel test showed that there was an equal difference in 16,26 point and value of *t* calculation was (9,110) $>$ from *t* table (1,697) in a significance level 0,05 for two tail test. It means that there was a meaningful significant

between the planning function before and after the implementation of hypotetical model.

2. The organizing function

The implementation of hypotetical model of the course management for organizing function found the reaching score was as big as 94,43% toward the model. This organizing is better than before implementing hypotetical model with score 78, 30%, so it was found an increasing model reaching score was in 16,13%. The result of paired sample test showed there was an average difference in 16,129, and value of *t* calculation was (7,857) $>$ from *t* table (1,697) at significant level 0,05 for two tail test. It means that there was a significant or useful difference between the reaching of organizing function model, before and after the application of hypotetical model.

3. The implementation of function

The result of course management hypotetical model test of LSE-CTI based on WBI garment sewing program showed the score of courses implementation function toward the model was 90,73%. If compared between before implementating the hypotetical model with the model reaching score was at 75,94%, so it found an increasing model reaching score was as big as 14,79%. The result of paired sample test showed the avarage difference of implementing function before and after implementing the hypotetical model was as big as 14,78 point, *t* calculation was (7,941) from *t* table (1,697) at the significance level 0,05 for two tail test. It means there was a significant or a meaningful difference of reaching the implementation function toward the model between before and after implementing the life skill education management model based on world of bussiness and industry garment sewing program.

4. The supervision function

The supervision function in hypothetical model test of the course management had achieved a reaching score toward the model as big as 93,44%, including very good category, while before hypothetical model test, the reaching score toward model was 76,24%, so there was an increasing model reaching score as big as 17,20%. The result of paired sample test

shows there was an equal difference as big as 17,20 point and the value of t calculation was (8,823) from t table (1,697) at a significant level 0,05 for two tail test. It means found a significant or useful difference between reaching model of supervision function before and after implementing the hypothetical model.

The result of the conceptual validity test from some experts of education management and practitioners on the second round, shows the model validation tended to be very high by average was 3,75 or 93,67%. Based on this validation, it can be said that the experts had been agree with the hypothetical model for testing empirically in the field, because it was possible to be implemented, had fulfill management substantive management, found a linkage between element or component in the model, so it was comprehensive or complete, the language used was communicative (understandable) and the physical layout of the model was good.

The result of validity from practitioner side of courses managers in CTI program after socializing the hypothetical model showed the model validity tended to be very high with average was 3,64 or 91,03%. Based on this very higher validity, it can be interpreted that the hypothetical model had been agreed by the practitioners for tested empirically in the field, because it was possible to be implemented, had fulfill management substantive principles, found a linkage between elements or components in the model, so that it was comprehensive and complete, the language used had been communicative (understandable) and the physical layout of the model was good.

The result of practitioners validity through FGD toward the previous product showed all the assessment aspect reached 3,61 score or 90,37%, which means the practitioner of CTI manager assess the hypothetical model with the guidance book of course management at this CTI, the content was clear and understandable, the content of the guidance book was easy to be implemented, the content was very useful for guiding for running of courses technically at CTI

and the guidance book layout had been very well.

The conclusion above refers to clarity data of the book content was 90,92%; the easiness implementation of model book content was 91,11%, fascination of book writing for managers was 89,58% and the fascinating respond of the model layout was 89,06%. In short, the managers of courses program at CTI agreed with the implementation of course management hypothetical model of LSE-CTI based on the WBI at garment sewing CTI.

T value (calculation) management score was 13,012 > t value was (table = 1,697) at significant 0,000 < 0,05. Thereby, hypothetical model with the guidance book of course management, as its product was very needed by courses manager as a supporting device to achieve the courses goal of garment sewing program in ex-residence of Semarang.

From the result of t - test statistic test shows there was a significant difference between the competences of course management before and after implementing the hypothetical course management model. The level of calculation t value at all of course management function > t table was (1,6991) with significant level was 0,000 < 0,05. The existence of a meaningful difference between average before and after implementing this hypothetical course management model could be interpreted that the implementation was able to increase the student's capability of CTI in the field of garment sewing effectively suitable with the development of the model.

The t value (calculation) of students competence score was 5,898 > value t was (table = 1,697) at 0,000 < 0,05 significance. Thereby, hypothetical model was able to increase the capability of student's life skill in order to be competent in working in garment sewing field.

One of the effectiveness indicators of hypothetical model was the increasing of student's capability in achieving the courses and training competence standard, especially from the psychomotor capability side of garment sewing. This fact was suitable with the explanation of Dave (1967) which formulated 5

basic characteristics of courses and training psychomotor capability which is effective, namely: imitation, manipulation, precision, articulation, and naturalization.

CONCLUSIONS

The result of the empirical validity of hypothetical model with course management guidance book as device in Course and Training institution garment sewing program was effective to increase the capability of the courses manager in managing the courses program at CTI. This was proven by having the average difference of courses manager which was significant between before and after implementing the hypothetical model with its devices of the course management guidance book significantly, either for capability of composing the planning, organization structure, doing teaching-learning, or supervising the courses program.

The result of *t* test of management score as a whole was significant. Thereby, the hypothetical model with course management guidance book as its product was very needed by the courses managers as the supporting device for achieving the goal of garment sewing program courses in ex-residence of Semarang.

The effectiveness of hypothetical model was seen from its increasing aspect of the capability of students life skill in order to be capable in working in the garment sewing field. This course management hypothetical model was effective for increasing the student's psychomotor capability, which covers: imitation, manipulation, precision, articulation, and naturalization. The capability of student before implementing the course management model was good enough. While the capability of students after implementing the course management model was very good. Thereby, the effectiveness of course management model implementation toward the student's capability of CTI program seems an existence of increasing capability.

The result of *t* test of students competence score as whole was significant. Thereby,

hypothetical model would improve the student's life skill, in order to be able to work in garment sewing field.

Advice for courses managers

- a. The course management model LSE-CTI based on WBI garment-sewing program had been tested significantly, effective to improve the capability of courses managers in arranging the planning, organizing, implementing, and supervising of the courses program, so the courses managers are expected to implement the development of this course management model at garment sewing program in CTI.
- b. The implementation of course management model LSE-CTI based on WBI garment sewing program needs a professional and competent worker towards the course management tasks.
- c. The implementation of the course management model LSE-CTI based on WBI garment sewing program at others CTI need to consider the available human resources at the CTI, in order to be able to provide the wanted result.

Advice for CTI instructors

- a. CTI instructors and courses managers need to build networks of stakeholders, identify the courses need from organization of CTI's organizer, supplier of courses equipments which suitable with either for theoritis or practice, help digging and coordinating the source of course fund.
- b. CTI instructors whose role as a courses trainer should improve the capability by fitting the various technology advance in order not to be left behind with other CTI.
- c. The advice for researchers in the field of education management is the non-formal education management advised to develop the course management model, which implemented different life skill program.

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THE IMPLEMENTATION OF INTEGRATIVE MODEL OF TEXT-BASED FOLKTALE WRITING LEARNING TO IMPROVE CREATIVE AND INDEPENDENT VIRTUES OF JUNIOR HIGH SCHOOL STUDENTS

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Abstract

Three purposes of this study are: 1) to identify the characteristics of integrative model of text-based folktale writing learning for SMP students; 2) to develop an integrative model of text-based folktale writing learning SMP students; and 3) to describe the acceptability of integrative model of text-based folktale writing learning based on the result of field trial. This study employs research and development approach. The study results in an invention of characteristic theory of development model in form of seven unique learning procedures for folktale writing. The result of research is a learning set of development model. The acceptability is based on the comparison test, regression test, and the following observations: the average number of students' achievement development which is 19.17; the effect of creative behavior (X1) 70.92%; independence (X2) 84.1%; and the impact of X1 dan X2 86.62%. The average score of teachers' observation 4.3 (high), and the answer "yes" obtained from students' observation is 94.53%. Based on the trial, the use text-based integrative model is concluded to obtain high acceptability because it manages to improve the process and the result of learning.

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INTRODUCTION

The low quality of literacy is a national concern. The fact revealed from the last two national examinations shows the average score of Bahasa Indonesia for Junior High School (SMP) students was the lowest compared to the other subjects. More specifically, SMP students in grade VII are only capable of writing summary of folktale text and not capable of writing folktale text creatively and communicatively yet.

Bahasa Indonesia teachers hold the responsibility to make their students get accustomed to read and write folktale text as their habit, not solely to ask them to summarize folktale text as stated in Bahasa Indonesia Book for SMP (based on curriculum 2006 and 2013). In the introduction chapter of *Writing Frame for Literacy Strategy journal* (2002:3), one of learning strategies to read and write for students in age group 9-15 years old through literature text resulted in a very positive outcome. Choosing the appropriate learning model will excite students. Therefore, the students' learning outcome will be improved.

Based on the earlier background, the purpose of this study are: (1) to identify the characters of integrative learning model in writing folktale based on text for SMP students; (2) to develop the integrative learning model in folktale writing based on text for SMP students; and (3) to describe the acceptability of integrative learning model of folktale writing based on text for SMP students according to validation and field trial.

The study is expected to gain two significance: 1) to beneficially serve as the input and information as well as the alternative that teachers can choose in facilitating folktale writing learning for SMP students, 2) to positively help teachers, students, and school in fostering their knowledge to design an innovative model, improve creativity and independency, find a advancement alternative in learning process and to improve the education quality, especially in folktale writing.

This research and development has been carried out optimally. However, the result is still limited. The method deciding the integrative model characteristics of learning folktale writing based on text is in accordance with the needs analysis and theoretical framework. The need of learning model in this study has limitation on its initial need. The need is received based on the questionnaire filled in by teachers and students. This study does not include other instruments. The research on students' behavior is only focused on the creativity and independency variables, and does not include other behaviors. The limitation is resulted from such limited amount of time of the research. The scope of research is also limited. The integrative model of text-based folktale writing learning is only tested within SMP in Semarang.

THEORETICAL FRAMEWORK

This research and development employs a theoretical framework that includes model characteristics, text, and basic concept of integrative model of text-based folktale writing learning, folktale writing competence, and characteristics of SMP students. Joyce and Weil (2009:30) argued that learning model includes teachers' and students' behavior, as form of planning/pattern which is used in a classroom learning or in tutorial and to decide learning instruments including books, movies, computer, curriculum, and others. The basic characteristics of model is formulated based on the elements of model orientation, activity order, social system, reaction principles, supporting system, instructional effect, and the supplementary effect of model (Joyce, 2009). Therefore, the innovation on developing integrative model of text-based folktale writing learning is very vital.

The integrative model of folktale writing learning uses text as the basic learning. Text is a complete expression of person's idea within particular situation and context (Mahsun, 2013). The basic form of text is a unit of utterances where each of them expresses on a topic with particular context (Ekowardono, 2009). The text in this study is intended as a writing discourse

(Supriyanto, 2008). The basic aspects of text include topic, sentence and context. The aspects of topic and sentence are used as tools of language learning, which explains how to write a topic in a paragraph. The aspect of content is used as a tool of literature learning, and to analyse the intrinsic elements with point of view focus.

The basic concept of integrative model of text-based folktale writing learning basically tries to combine two learning models (synectic and CIRC), two basic competences (folktale reading and writing), two teaching materials (literature and language), and two evaluation systems (learning process and result) with the basic form of folktale text. One of the independent learning model types is synectic model (Joyce, 2009), while one of the cooperative models is CIRC (Slavin, 2008).

The characteristic of integrative model of text-based folktale writing learning is fundamentally designed after six model elements. The realization of that learning innovation is in a form of instrument development of text-based folktale writing learning. The instrument is constructed based on needs analysis, expert validation, and theoretical framework, especially based on the curriculum of Bahasa Indonesia for SMP.

The folktale writing learning exists both in core standard of SMP curriculum 2006 and curriculum 2013. However, the reality reveals that students are just in the level of writing folktale summary. Students are supposed to be able to rewrite folktale using linguistics and literature technique communicatively. SMP students are capable of thinking abstract and symbolic concept as well as analogy.

The characteristics of SMP students' development are divided into cognitive, psychomotor, and affective (Depdiknas, 2003). The cognitive development of SMP students enters formal operation phase (11-15 years), generally they can think symbolic concept. Based on the opinion of Brown (2000), the specific factors of affective area of SMP students which are important toward language comprehension include (1) *self-esteem*, (2)

inhibition, (3) anxiety, (4) motivation, and (6) empathy. Related to that development, creative and independent behavior are very important to be expanded because they fit with the competence of writing a folktale. The two behaviors become vital variables in developing folktale writing based on text for SMP students in grade VII.

According to Licona (2012), students within range of age 8.5 until 14 years old tend to look for social reward, understand the concept of golden rule, understand what other people need, accept their parents' authority, hold responsibility, become peer group-oriented, and possess the sense of humanity. However, they are still young and easy to be affected by their environment.

Based on the need and achievement of learning goals, this is predicted that the integrative model implementation based on text is capable of effectively improving process and learning outcome. The framework of thinking toward the selection of model development is as followed; the development of integrative model of folktale writing learning based on text lies in three considerations. First consideration is the fact that students are generally unable to express idea through writing. Second consideration is the development level of SMP students which tends to be peer group. Yet they have different personalities which need to be considered in classroom learning. The third consideration is the type of language abilities which need to be mastered by students, which is folktale reading and writing abilities.

One of ways to mitigate the different personalities in a classroom is by creating an alternative upon learning method by fitting it with the personalities of the students. One way to realize it is by instructing students to learn in a group. The students try to adjust their personality in learning folktale writing which is integrated with the other linguistic aspects, combining the cooperative and individual approaches based on folktale text. According to the later thought, folktale writing learning is predicted to be effectively conducted when

teachers use integrative model of text-based folktale writing learning.

RESEARCH METHODOLOGY

This study employed research and development approach based on Borg and Gall (2003:775). The method used in this research and development includes descriptive, evaluative, and experimental methods (Sukmadinata, 2008:167). The data involved the description of conceptual characteristics model, model development, and acceptability of integrative model of text-based folktale writing learning from the experiment outcome. The instrument of needs questionnaire was used to collect the data of needs result, theoretical framework about learning model (Joyce, 2009:135-142). The data was used as the instrument of theoretical data of model

characteristics. Test and non-test instruments were used to collect the data of development, evaluation, and acceptability of the developed model.

Data analysis in this study employed the technique of comparison analysis, regression test (Sukestiyanto, 2010:93), and abalysis of observation. Descriptive technique was used to interpret the data of needs questionnaire and to decide the model characteristics. The acceptability of integrative model of folktale writing learning (mipmud) based on text from the result of trial and error is proven through the technique of effectiveness analysis and prediction of the effect of the model implementation.

The steps in this study can be illustrated in the below working procedure of development of learning model.

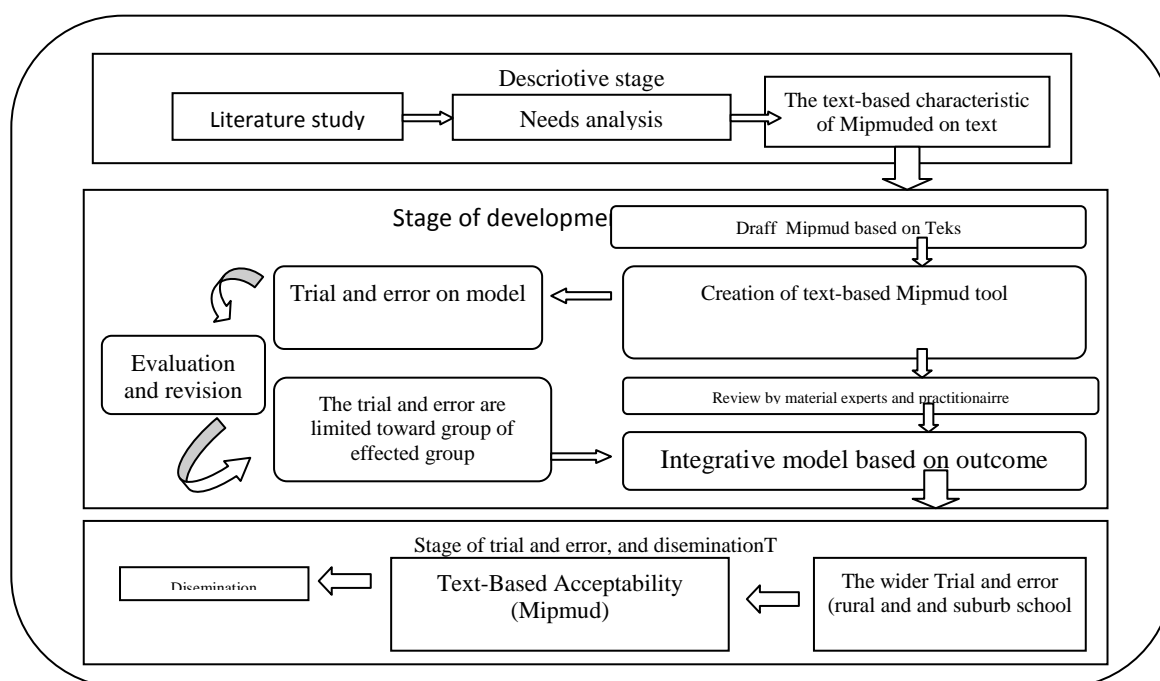


Figure 1 Text-Based Developmental Procedure of Mipmud

RESULT AND DISCUSSION

The characteristics of integrative Model of Text-Based Writing Learning

The model is applied in learning to develop creativity and independency in

improving social motivation. The model framework is learning process in group so the students will be able to be self-controlled, responsible and capable of solving their personal problems in order to master folktale writing. Students and teachers will initiate a harmonious

relationship. Students are served within personal and group workm both interpersonally or intrapersonally. The learning model uses the basic text aspects as the basic teaching material and evaluation of learning outcome. The result of learning is used to measure the folktale

creative writing mastery based on the three aspects of the text. The evaluation of learning process is applied to understand the change of creative and independent behaviors of students. The figure below illustrates the model characteristics framework.

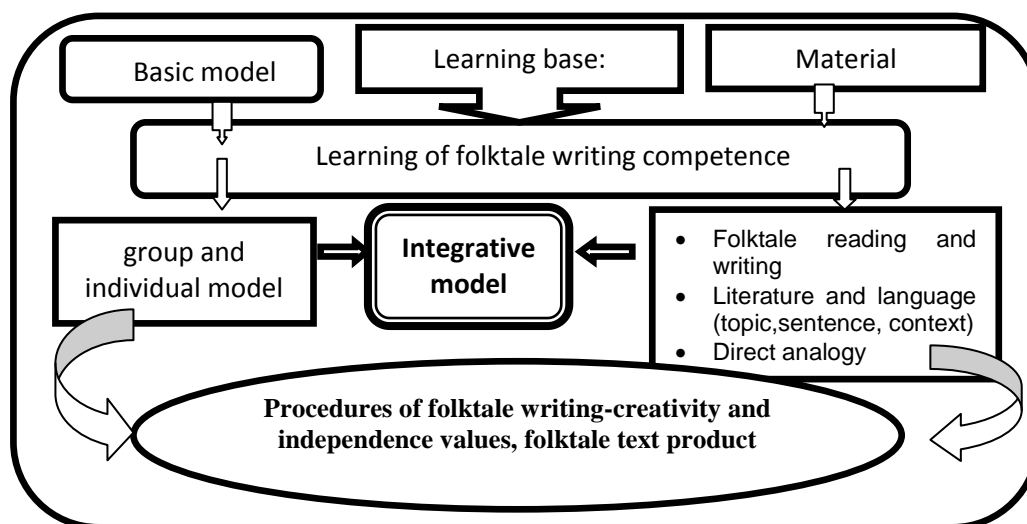


Figure 2. The framework of text-based Mipmud characteristics

According to the needs analysis and theoretical framework toward the learning model (research descriptive stages), the descriptive results of the integrative model characteristics of text-based folktale writing learning are as followed.

Tabel 1 text-based Mipmud Characteristics

| No | Elements | Explanation |
|----|---------------------|---|
| 1 | orientation | The model combines two learning (group and ndividual), combines two teaching materials (linguistics and literature), and put folktale text as the basis of learning process |
| 2 | Syntaxmatics | Purpose and motivation delivery; 2) information presentation; 3) organization within the group; 4) group guidance and analogy; 5) evaluation; 6) reward |
| 3 | Social system | Getting friends in discussion; editing the folktale in pair; innovation of folktale creatively and independently |
| 4 | Reaction principles | The active role of teachers supporting students to be open-minded, rational, creative, act out and accepting response, and guide students' analogy. Students exercise to write involving their intellectual, emotional, and creativity. |
| 5 | Supporting system | Supporting facilities for teachers, folktale books, and media to present the learning product. |
| 6 | effect | Instructional effect: group/individual productivity, text-based folktale reading, folktale text product. |

The development model characteristic has a unique literature on writing learning procedures. The uniqueness of integrative model of text-based folktale writing learning can be understood through the literature review as the differing factor that makes this study different with the previous studies. The study conducted by Widia (2008), Irmawati (2010), and Rusliy (2011) revealed different result with this study. Those studies are different one to another. Those studies are important because each of them aims at finding positive result to help students' writing/ based on that explanation, the research and development of integrative model of text-based folktale writing learning also has uniqueness which is different from the previous studies. This study develops a model which integrates the literature and linguistic teaching

material in group and individual learning design, completed by text of folktale books, modul, teachers guide-book for SMP level. This study enriches the area of learning model for SMP literature which has been conducted in the previous studies.

The Development of Integrative Model of Text-Based Folktale Writing Learning

The process of developmental model is conducted in evaluative stage. Researcher developed the learning model in form of model instruments of text-based folktale writing learning. The outcome of this study is the seat of learning instrument which is validated and revised by the experts. The outcome is as followed:

Table 2 the research outcome of text-based integrative model instruments

| No | instruments | Validation score | category |
|----|---------------------|------------------|----------|
| 1 | Syllabus | 4,25 | High |
| 2 | Lesson Plan | 4,21 | High |
| 3 | Evaluation System | 4,36 | High |
| 4 | Folktales book | 4,28 | High |
| 5 | Learning modul | 3,88 | High |
| 6 | Teachers guide-book | 3,90 | High |
| 7 | Learning CD | 4,00 | High |

Realization of integrative model of text-based folktale writing learning is a set of instruments which is validated by two learning model experts and one linguistic expert. The instruments of learning model which is developed in the beginning stage include syllabus, lesson plan, learning evaluation system, and three learning sources (the folktales book, student modul, and teachers guide-book). The developed prototype of model instrument is designed based on the needs profile of folktale writing learning. After receiving evaluation, advice, and criticism from the expert and practitioner, the integrative model of text-based folktale writing learning is then used in the experimental research for trial and error.

The research and development begins with the distribution of questionnaires and needs description of folktale writing learning based on

the questionnaire (teachers' and students' perception). The study also begins with the description of literature review toward basic competence of folktale writing. The need model of folktale writing learning involves the need of interaction model, the need of teaching material model, and the need of learning resources to write folktale. The interaction model which is essential for them is the interaction model in a group and individual learning model which leads to positive character building. The need of teaching material of folktale writing is developed based on the basic aspects of text. The need of learning sources of folktale writing is needed and produced in form of folktales book, modul, and teachers guide-book. The three sources are developed based on components of content, presentation, graphic, and linguistic. The result

of need is then used as the consideration to design the prototype of book and modul.

The Acceptability of Integrative Model of Text-Based Folktale Writing Learning

The study is a research and development and conducted for SMP students grade VII. The locations of the study are SMP N 21 Semarang and SMP Nasima (representing city area) and SMP N 33 Semarang and SMP Ar Ridho Semarang (representing rural area).

The acceptability of development model is measured by understanding the effectiveness and model effect on learning. The result of trial and error results n data of pretest with 48 as the lowest score and 76 as the highest. While the posttest results are 70 and 90 for the lowest and highest score respectively. Based on the overall trial and error, the average improvement of the study is 19.17 (completeness 97.29%). The number shows that the implementation of model has an effective significance.

The regression trial and error reveals that the independent variable of creative behavior (X_1) toward Y (achievement) shows a significant influence on all trial and error (70.92%). The same trend is also shown by the other independent variable of independent behavior (X_2) toward dependent variable of learning achievement (Y) has average influence 84.51%. Both variables (X_1 , X_2) influence the students' achievement 86.62%.

There are some notes related to learning activities in fostering independent behavior to use modul. Based on the input from teachers who facilitate the learning, students are not fully capable of doing the independent learning. Teachers must ask students about their independent learning whenever they have opportunity. The role of peer tutor influences the activeness of other students in improving the independent learning.

Dissemination of the study is conducted through some academic forum. First dissemination was conducted in May 1st 2013. The model development was disseminated in Universitas Muhammadiyah Semarang (Unimus) in a national seminar. The second

dissemination was held in national seminar forum hosted by Universitas Negeri Semarang (Novemer 2nd 2013), and also in MGMP academic forum in SMP N 2 Semarang in December 2nd 2013.

CONCLUSION AND RECOMMENDATION

Conclusion

This research and development results in three conclusions: first, the integrative model characteristics of text-based folktale writing learning reveals seven learning steps. The steps involve: a) reading intensively the literature fragment of folktale text; b) analyzing the fragment of the literature text based on the basic elements and folktale-creating sentence; c) identifying the intrinsic elements of texts based on folktale context; d) determining creative changes to rewrite the folktale based on the first person point of view, e) producing text creatively both in group or individual work based on the folktale text that they have read; f) editing and revising folktale text based on the basic aspects of text; g) creating final product in a form of creative folktale text individually. Second, the development of integrative model of text-based folktale writing learning involves descriptive stage, development and evaluative stage, experimental stage, and dissemination. The prototype of model is categorized as high/T (average score 4.17). Generally, the prototype of model instruments as result of validation needs to be revised. Third, the model fulfills acceptability based on comparison of trial and error, result of regression test, and observation result. The results are as followed. The achievement progress 19.17 (completeness 97.29%). The regression test results in average effect on X_1 70.92%, X_2 84.1%, double regression test (X_1 and X_2) results in 86.62% toward students' achievement. The data from observation toward teachers of overall trial and error 4.31 (category high/T), and students; observation result about teachers' performance is very high/ST (average answer of yes 94.53%). Avvording to the result of trial and error,

regression test, and observation, it can be concluded that the model has high category acceptability because the model can foster students and teachers in achieving the goal of learning.

Recommendation

There are three central recommendations based on the finding, especially for students, teachers, and the future researchers. First, the accuracy of content and length of text for folktale is very essential in order to achieve the effective learning process. Second, in order to get a creative and communicative folktale text, the teaching material should integrate both linguistic and literature aspects in learning continuously and in a fun situation. Third, the integrative model of text based folktale writing learning can be expanded to the other literature writing research such as in writing short story. The need to explore the other behaviors other than creativity and independence is still vital.

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MULTIFUNCTION TOOLS OF PHYSICAL EDUCATION, SPORTS AND HEALTH AT ELEMENTARY SCHOOL

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Abstract

This research is aimed at developing and resulting a multifunction tool and an example of effective learning which is acceptable for Physical Education, Sports and Health learning for Elementary students. This research is model development of the learning tool for elementary students. This research is conducted in several stages: 1) designing draft of initial product, 2) expert validation, 3) small scale trial, 4) First stage revision, 5) Large scale trial, and 6) Second Stage revision (Final revision). The results of the research are: 1) development of multifunction tools. 2) the result of product effectiveness test at SD Negeri 2 Trimodadi, SD Negeri 2 RatuAbungdan SD Negeri 1 RatuAbung is obtained at the average of pulse increase about 62,81%. 3) The test result of product acceptability on internal and external aspect is at the average of 94,58%.

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INTRODUCTION

Physical Education, Sports and Health is an integral part of education because of its existence in participating to educate the nation. The subject matter on Physical Education, Sport and Health has pedagogical target and movement as the activity. Physical education has education goals such as 1) the development of body organs to improve health and physical fitness, 2) neuromuscular development, 3) mental and emotional development, 4) social development, and 5) intellectual development. The final goal of sport and physical education lies in its role as a unique container in improving the character, and as a vehicle to obtain and to shape strong personalities, good characters and noble attitude in accordance with the goal of national education.

Given the importance of Physical Education, Sports and Health in forming students physiologically and psychologically it needs to be supported by various factors in learning process. In learning process, the things that play important role in it are teachers who give the learning process and students who experience the learning process. According to Hamalik (2009:57) Learning is a structured combination covering the elements of human, material, facility, equipment and procedures which interplay to obtain the learning goal. To obtain the learning goal, the first thing that needs to be built is : improving students' interest in learning.

Given the importance of Physical Education, Sports and Health in forming the students physiologically and psychologically thus it needs to be supported by various factors supporting the learning process. To obtain the learning goal, the first thing that needs to be built, namely: improving the students' interest in learning. Interest is an inner will to do something. In Kamus Besar Bahasa Indonesia (KBBI) (2007:744) interest is inner high tendency toward something. Besides, external factors may also influence interest, including facilities and infrastructure, relationship with parents and perceptions of society. One of the

problems which often occur in Physical Education, Sports and Health lesson is the lack of school facilities. According to Suryobroto (2004:4) the goal of facilities and infrastructure in Physical Education, Sports and Health learning process, namely:

- 1) To facilitate the course of learning because by sufficient facilities and infrastructure the learning process will run well, like : no need to stand in line or waiting other students doing sport activity.
- 2) To ease movement.
- 3) To complicate the movement, because by a tool it will complicate a movement compared by doing it without a tool.
- 4) To spur the students to move.
- 5) Continuity of activity. By the facility, it is hoped that the learning process of Physical Education, Sports and Health will continue well.
- 6) The students are not afraid to make activity which is done in Physical Education, Sports and Health learning.

The observation has been carried out in 3 (three) schools located in North Lampung Regency, South Abung Sub-District, namely: SD Negeri 2 Ratu Abung, SD Negeri 2 Trimodadi, and SD Negeri 1 Ratu Abung. From the result of observation, it may be concluded that the lack of insufficient facilities so that not all of the subject matters can be taught there , for example: basket ball, badminton, high jump, volley ball, even football is taught by simple facility. The following is the result of observation concerning the number of students, facilities and infrastructure and learning output effectiveness which is measured by students' pulse index.

According to Permendiknas (Ministerial Regulation of National Education) No.15 Year 2010 on minimum service standards in elementary school that the number of students in one classroom is not more than 32 students. From the above table for SDN 2 Ratu Agung the number of students is over capacity, for example: Grade 1(one), 2 (two), 3 (three), 4 (four), 5 (five) except for Grade 6 (six). The

number of students in each classroom in SDN 2 Trimodadi is adequate except for Grade 6 (six) which has 60 students. At the same time, the number of students in SDN 1 RatuAbung does not exceed the capacity set by the government. By knowing the number of students in 3 (three) schools then it will be discovered how many facilities to be provided in each school. Of course, It must refer to Permendiknas Republik Indonesia (Ministerial Regulation of National Education The Republic of Indonesia) No.24 Year 2007 on the standard facilities and infrastructure for Elementary School / Islamic Elementary School (SD / MI), Junior High School / Islamic Junior High (SMP / MTs) and Senior High School / Islamic Senior High School (SMA / MA).

The learning effectiveness on movement may be seen from the students who are actively move by motor components. Students who actively move will increase their pulse after learning process. From the data above, the average pulse before doing the activity is 84.66 and after doing the activity is increasing to 122.743. Then the average increase of pulse experienced by students in those three school is not significant yet because the average increase is about 38%. This is caused by the lack of students' movement activity in Physical Education, Sports and Health learning process. According to Joko Pekik Irianto (2004:23) "the level / intensity of fitness exercises is 60% - 90% of the maximum pulse for 20 - 60 minutes. Maximum pulse is obtained from $220 - \text{age}$ ". Therefore, the exercise intensity for Grade V (five) in joining Physical Education, Sport and Health learning in Elementary School, namely : $220 - 11 = 209$. The proposed exercise intensity is 125-188 (DN per minute).

For that purpose, this research will develop learning model tool of Physical Education, Sports and Health to improve students' learning interest in Elementary School which can be used in various sports events, like: foot ball, volley ball, basket ball, high jump, body hanging, single beam. Moreover, the tool can also be used for badminton, tennis pole and tonis. This tool is made of iron bar consisting 2

pieces which can be made into a pair of goalpost, a pair of volley ball pole, a pair of basket ball pole, a pair of badminton pole, a pair of high jump pole, and single beam in athletics. Multifunction tool of Physical Education, Sports and Health (Types of poles, among others: Basket Ball, Foot Ball, Volley Ball, Badminton, Takraw, High Jump, and Pull Up). The form development of multifunctional tool as seen below:

Multifunction poles, Basket Ball Poles, Foot Ball Goalpost and Pull Up, Volley Ball Poles, High Jump Poles, Badminton Poles, Takraw & Tonis

To improve learning process on Physical Education, Sports, and Health, it needs a learning which is in accordance with the students' characteristics and school condition. According to Mutohir (2002:173) modification can be carried out on tools, field size, rules of the game, etc. On this modification approach, a teacher should be able to utilize existing environment optimally so that it can foster situation and condition that makes students happy to learn. Thus, by using TGFU it can be answered that teaching skill games for tactics and tactics for skills.

The purpose of modifying the learning in school soccer is an effort to influence student teaches for ease in learning to play soccer, although the infrastructure is owned by the school was minimal. The method or methods used by teachers in the delivery of learning in school soccer is the creativity of teachers in modifying lessons soccer because of lack of facilities an infrastructure that exist in schools in general, and to create an optimal learning strategies to encourage initiative and facilitate students' learning. Modification of learning soccer in question was modification of the tooling infrastructure and facilities and modification to the rules in the game. The results are models of learning a new style of soccer (Boladiator), four soccer goal, soccer castle, soccer and soccer dhogdhog, triangle.

<http://staff.uny.ac.id/sites/default/files/131791/modification%20o%20learning%20in%20school%20soccer.pdf>

For the implementation of Physical Education, Sports and Health in Elementary School, thus it needs an implementation guidelines. According to Lutan (2002: 16) there are 9 basic guidelines in implementing Physical Education, Sports and Health program in Elementary School, among others:

- 1) Developing the fitness accompanied by the development of skill.
- 2) No using task execution or a kind of exercise to punish students, for example, when students come late or make mistakes by breaking rules.
- 3) Implementing the assessment by focusing more on process than solely on result.
- 4) No cornering the position of Physical Education, Sports, and Health program as an activity which can bring negative impacts toward other subject matters which are judged underachievers.
- 5) Giving assistance to students to achieve the desired standard (criterion)
- 6) Presenting the activity by paying attention to local culture
- 7) Presenting physical fitness program must be accommodated in a program fulfilling the rules of health.
- 8) Giving encouragement, and avoiding mockery.

It often happens the misuse of language between *physical education* and *physical activity*. According to Michigan (2005:13) there are things that distinguish between Physical Education, Sports, and Health and Physical Activity, namely:

Physical education program teach developmentally and sequentially appropriate skills and knowledge and confidence needed to establish and sustain an active lifestyle in a safe, supportive environment. Physical education teachers evaluate student knowledge, motor and social skills, and provide feedback for student improvement. Physical activity is bodily movement of any type and may include recreational, fitness and sport activities as well as daily activities like walking to school. Physical education is the foundation for physical activity. Here some ways to introduce physical activity into your school and students' day.

Furthermore, according to Chunlei LU and Amanda De Lisio (2009:7) there are three categories of fundamental movement, namely:

- 1) Locomotor / travel, a skill which involves moving the body to any direction from one point to another, for example: *walking, running, hopping, skipping, galloping /sliding, leaping, chasing, fleeing, dodging.*
- 2) Manipulative skill which involves handling and controlling a thing by part of a tool or body, for example: *Propulsion, throwing, batting, kicking, punting, striking, dribbling, Receipt: catching, collecting, volleying.*
- 3) Stability skill involves body balance either in one place (static) or moving (dynamic), for example: *bending, stretching, twisting, turning, rolling, balancing, weight transferring, curl-up, jump landing, pushing, pulling, rocking, swaying.*

It is of course that in Physical Education, Sports and Health can not be separated from the growth and development of the students related to cognitive, affective and psychomotor, health and the formation of physical fitness.

The goal of physical education is to assist every child in the development of a healthy life style (Pangrazi & Gibbons, 2008; Ring, 2006). More specifically, CAHPERD (2005) highlights the importance of physical education in assisting student to: (a) acquire skills that enable them to perform a variety of physical activity; (b) acquire skills that will have them become physically fit; (c) participate regularly in physical activity because they find it enjoyable and exhilarating; (d) understand and value physical activity ; (e) understand with others; (f) display responsible and social behavior during physical activity; and (g) display an understanding of and a respect for all people during physical activity. (Chunlei LU & Amanda De Lisio, 2009:6).

Besides learning Physical Education, Sports and Health which is practical in nature , the learning Physical Education is also theoretical. The subject matters which are theoretical, among others: 1) the culture of healthy living, 2) History and rules in games. In teaching philosophy of theoretical subject

matters on Physical Education, Sports, and Health, the presentation is organized as follows:

10 percent from what we read
20 percent from what we listen
30 percent from what we see
50 percent from what we see and listen
70 percent from what we speak
90 percent from what we read, listen, see, speak and do Edgar Dale (in Harvey Grout and Gareth Long, 2009: 180)

The learning Physical Education, Sports, and Health will not succeed without a teacher, because he or she has a very central role in education. A teacher is an important element in education because he or she is an intellectual factor who makes this nation proceed and able to compete with other nations. A teacher is a professional educator whose main jobs are educating, teaching, guiding, directing, training, assessing, and evaluating learning participants (Undang-undang Republik Indonesia No.20 Tahun 2003 Bab I Pasal 1:2). About the teacher, Mudjiono and Dimiyati explain that a teacher is a professional educator.

There are 6 (six) activities in teaching, among others: activities, management, organization, planning, instruction, and evaluation, in line with the basic experience of a Physical Education, Sports, and Health teacher which must be mastered by a physical education teacher in Elementary School. According to Mutohir (2002: 15) the teacher of Physical Education, Sports, and Health in Elementary School must have following characteristics, for example:

- 1) Having the capacity to identify the characteristics of Elementary School students on: a) physical growth, b) mental development, c) social and emotional development in accordance with phases of children growth of Elementary School students.
- 2) Able to encourage and provide opportunities to Elementary School students to be creative and active in learning process of Physical Education, Sports, and Health and able to develop

potential ability and motor skills of Elementary School students.

- 3) Able to provide guidance and development to Elementary School students in learning process to achieve the goal of Physical Education, Sports, and Health.

In learning process, a teacher needs facilities and infrastructure that support for the smooth of teaching process. Based on National Sports System No.3 Year 2005 article 1: sport facilities are equipment and supplies which are used for sport activities while sport infrastructure is a place or a room including the environment that is used for sport activity or organization of sport events.

In relation to facilities and infrastructure which Elementary School has, of course there are still some constraints in their availability. Based on survey by:

In the joint Oireachtas Report on the Status of PE 2005 it was noted that there was never a period of significant funding in the area of PE nor had it ever been seen as worthy of serious investment or concentration either in them of resources or planning.

<http://into.ie/ROI/publications/PhysEdinthePrimarySchool.pdf>

The following is the result of survey on facilities and infrastructure which are very important factors in learning Physical Education, Sports, and Health.

According to a recent INTO survey carried out in 2005, the situation in school in relation to PE facilities was still unsatisfactory. While the vast majority (88%) of respondent indicated that their school had a suitable – surfaced school yard which could be used for PE, only 39% indicated that their school had a general – purpose (GP) room, though a small majority of respondents (68%) indicated that they had access to a hall for PE. However, as indicated in previous surveys, such facilities are not always adequate. Therefore, it's quite clear that very high percentage of primary school either don't have PE halls or are relying on inadequate and unsatisfactory hall. A significant minority (23%) did not have access to a playing field. Although PE facilities in schools include astrotruf, a shared assembly place, all weather pitch and access to a local sport center.

<http://www.into.ie/ROI/Publications/PhysEdinthePrimarySchool.pdf>

According to Sukintaka (2004:15) there are several requirements in provision of facilities and infrastructure of Physical Education, Sports, and Health in schools, among others:

1) Safe

Safety is the most important element in implementing the learning of Physical Education, Sports, and Health. Safety will reduce injury during learning process. Safety element is the top priority before other elements.

2) Easy and Cheap

It means that facilities and infrastructure are easily obtained and prepared, or it is easily obtained with relatively low price (unexpensive). It has good durability.

3) Interesting

4) Spurring to move

The facilities and infrastructure spur students to move.

5) Fit to the need. In provisioning the facilities and infrastructure are adapted to the students' need and the user.

6) Fit to the goal.

7) Tough. Not easily broken

Facilities and infrastructure should not be easily damaged although it is cheap to make them.

8) Fit to environment

METHOD

This research is a developmental research. This model development is descriptive quantitative, that is, a procedure which describes steps that must be taken to generate products. In developing the product, he, the writer, refers to a developmental model Borg and Gall quoted by Ardhana (2002: 9). The following are steps that may be fully followed:

- 1) Conduct a research and gather information
- 2) Planning
- 3) Developing the initial product form
- 4) Conducting expert validation
- 5) Conducting first stage of the field test

6) Conducting revision of the initial product.

7) Conducting second stage of the field test

8) Conducting revision of the main product

9) Conducting trial of the final product

10) Conducting revision of the final product

11) Disseminating and implementing the final product

The trial subjects to be tested are the students of Elementary School in 3 (three) Elementary Schools located in South Abung Sub-District, North Lampung Regency, namely, SD Negeri 2 RatuAbung, SD Negeri 2 Trimodadi and SD Negeri 1 RatuAbung. The data used on this research is the students' acceptability toward the developed product, the data on the students' learning interest, the data on the effectiveness of generated product. The instrument used in developing this product is questionnaire and observation. The technique of analysis used to calculate the pulse uses T-test with 5% level of significance.

DISCUSSION

Based on the steps of the developmental research to generate product that has been done, thus it is obtained a final product in the form of developing learning facilities of Physical Education, Sports, and Health to improve students' learning interest in Elementary School. The use of product modified model on basket ball subject matter has given the impact or influence to the increase of the students' pulse for SDN 2 Trimodadi 58.93%, SD N 2 RatuAbung 63.51% and SD N 1 RatuAbung 66%.

Students' responses toward the internal aspect after using the development of learning tool of Physical Education, Sports, and Health to improve students' learning interest in Elementary School indicate that of 66 students, including in internal category of the students who answer "Yes" 97.63% and students who answer "No" 2.37%. Seen from the result of students' response toward the internal aspect after using the learning tool above, it can be concluded that most of the students will have

encouragement on the basis of awareness on the benefit of joining Physical Education, Sports, and Health subject matter, interest of curiosities to conducted Physical Education, Sports, and Health lesson, and like the safety and comfort while joining Physical Education, Sports, and Health lesson, improve activity in learning process. Therefore, after students join Physical Education, Sports, and Health lesson, the students' fitness increases. They get the attention and pleasure in Physical Education, Sports, and Health learning process.

The students' responses toward external aspect after using developmental product of learning tool for Physical Education, Sports, and Health to improve students' learning interest in Elementary School indicate that of 66 students, it is found that 91.53% of students answer "Yes" and 8.47% of students answer "No". Seen from the result of students' response on internal aspect after using the development of learning tool for Physical Education, Sports, and Health to improve the students' learning interest in Elementary School that the quality and quantity of the facilities and infrastructures support the learning process very much, then with the existing facilities and infrastructures, all of the material can be taught and students are pleased by the tool used. Then the factor of professional teacher of Physical Education, Sports, and Health is very helpful in learning process.

Based on the description of students' respondent toward internal and external factors above, it can be concluded that the developmental product of learning tool for Physical Education, Sports, and Health to improve students' learning interest in Elementary School provides a good impact on the students' interest in joining Physical Education, Sports, and Health learning and is able to improve the students' pulse so that it will influence to the improvement of students' physical fitness.

CONCLUSION

- 1) The result of this research is the form of a developmental learning tool for Physical

Education, Sports, and Health to improve students' learning interest in Elementary School.

- 2) The result of a developmental learning tool for Physical Education, Sports, and Health can improve the students' pulse so that it is found that the effectiveness of learning Physical Education, Sports, and Health through basket ball game. The average of pulse increase in SDN 2 Trimodadi is 58.93%, SDN 2 RatuAbung is 63.51%, and SDN 1 RatuAbung is 66%.
- 3) The development of learning tool for Physical Education, Sports, and Health can improve students' learning interest in Elementary School with the average increase on internal factor 97.63% on option "Yes" and 2.3% on option "No" meanwhile on external factor it is 91.53% on option "Yes" and 8.4% on option "No".

Suggestion

- 1) For Physical Education, Sports, and Health teachers in Elementary School, they can use this developmental learning tool at school in various learning, for example volley ball, foot ball, badminton, takraw, high jump, and pull up.
- 2) The researcher hopes that in using the learning tool for Physical Education, Sports, and Health needs to be accompanied with appropriate learning method.
- 3) For Physical Education, Sports, and Health teachers in Elementary School it is hoped to develop other interesting learning tools to be used in Physical Education, Sports, and Health learning.

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THE IMPLEMENTATION OF EMPLOYEE'S PERFORMANCE ASSESSMENT POLICY BASED ON GOVERNMENT REGULATION NO. 46 YEAR 2011 THROUGH THE IMPROVEMENT OF APPARATUS COMPETENCY IN TRAINING AND EDUCATION INSTITUTION IN CENTRAL JAVA PROVINCE

Endang Riagustrianingsih 

Educational Management of Postgraduate Program of Semarang State University

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
Keywords:

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Abstract

For improving the accountability of public sector performance, government is challenged to make an accountability system based on performing by creating the effective performing management model. The pressure of public sector organization, especially government organization either central or district and also government's company and other public sectors for fixing their performances pushes to the building of public sector management organizational system based on performance-based management. This change is done for implementing the bureaucracy's role and function exactly, quickly, and consistently for getting the utilization based on the constitution's mandate. The bureaucracy's reformation is expected to change the mind of the civil public servants from want to be served to be the servant (guardian) that makes the society happy. From relaxing culture, laziness, and undisciplined to be the hard-working culture, be spirit, innovative, creative, and discipline. In implementing the advising of civil public servant based on the performance achievement and career system through the working performance achievement, working performance is needed to be assessed. This is based on what is being mandated by the law no. 46 year 2011 about civil public servants' working performance assessment. By doing this, they can serve appropriately like the expected competency.

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INTRODUCTION

For improving the accountability of public sector performance, government is challenged to make an accountability system based on performing by creating the effective performing management model as a media for giving performance information to the society and other stakeholders.

The pressure of public sector organization, especially government organization either central or district and also government's company and other public sectors for fixing their performances pushes to the building of public sector management organizational system based on performance-based management. Mahmudi (2010: 1) says that the focus of management based on working performance is the measurement of public sector organization's performance that is oriented to the outcome measurement (result), not on output or input measurement only.

In addition, the movement of government's organization's paradigm from rule government to good governance or from government to governance, from centralism to decentralism and also the bureaucracy reformation need to be seen and balanced by the government's apparatus that has the needed competency and appropriate with the working tasks. Bureaucracy's reformation based on Setiawan (2012) is a significant change of the bureaucracy's elements, such as: institutional, apparatus human resources, management, accountability, apparatus, monitoring, and public service that are done consciously for repositioning (bureaucracy) for adapting to the dynamic environment dynamics. This change is done for implementing the bureaucracy's role and function exactly, quickly, and consistently for getting the utilization based on the constitution's mandate. Actually, bureaucracy's reformation is an effort of modernity and basic change of the government's implementation system, especially on the organizational/institutional aspects, management, and apparatus human resources. The bureaucracy's reformation is done for

implementing the good governance management.

The bureaucracy's reformation is expected to change the mind of the civil public servants from want to be served to be the servant (guardian) that makes the society happy. From relaxing culture, laziness, and undisciplined to be the hard-working culture, be spirit, innovative, creative, and discipline. From the government management system that is bureaucratic to the government's system that based on entrepreneurship and performance-based public management. (Thoha, 2010: 19). With the public bureaucratic revitalization (especially government's apparatus), public serving may be better and more professional in doing what the tasks and authority that are given to them can be applied.

According to the laws no. 8 year 1974 and no. 43 year 1999 about the employee's principles, the definition of public servant is an Indonesian citizen that has met the requirements, is inaugurated by the competent authority and be given some tasks in a state position or be given any other state tasks, and be given the salary based on the laws regulation that are applied.

Then, it is explained that public servants are: civil public servant, Indonesian National Armed Forces members, and Head of Indonesian Police members. Civil public servants consist of Central Civil Public Servant (CCPS) and District Civil Public Servant (DCPS). Based on the explanation of laws no. 43 year 1999 section 2, the District Civil Public Servants are province/ regency/city District Civil Public Servant that the salary is in care of District's Income and Shopping calculation and work to district government, or being worked out of the main institution In addition, Thoha (2007:77) says that "district apparatus or to be well-known as district's employee is actually a civil employee that has a status as a civil of district autonomous. This district civil employee's works for district autonomous government and be given the salary based on district autonomous calculation." As the country's apparatus, the civil public employee

has some tasks for government's tasks and development. Based on that, every civil public servant is demanded to give the best service to the society.

Central Java Province education and training Institution is an accredited institution in the implementation of government's apparatus resources in district. The main task of the education and training Institution of Central Java Province is to help the government in implementing the district executive jobs in education and training. The vision is to be a competence education and training institution and its missions are to prepare the technical policy formula, development, facilitation, and implementation in pre-position education and training, basic leadership, middle leadership, and district government in the scope of province and regency/city.

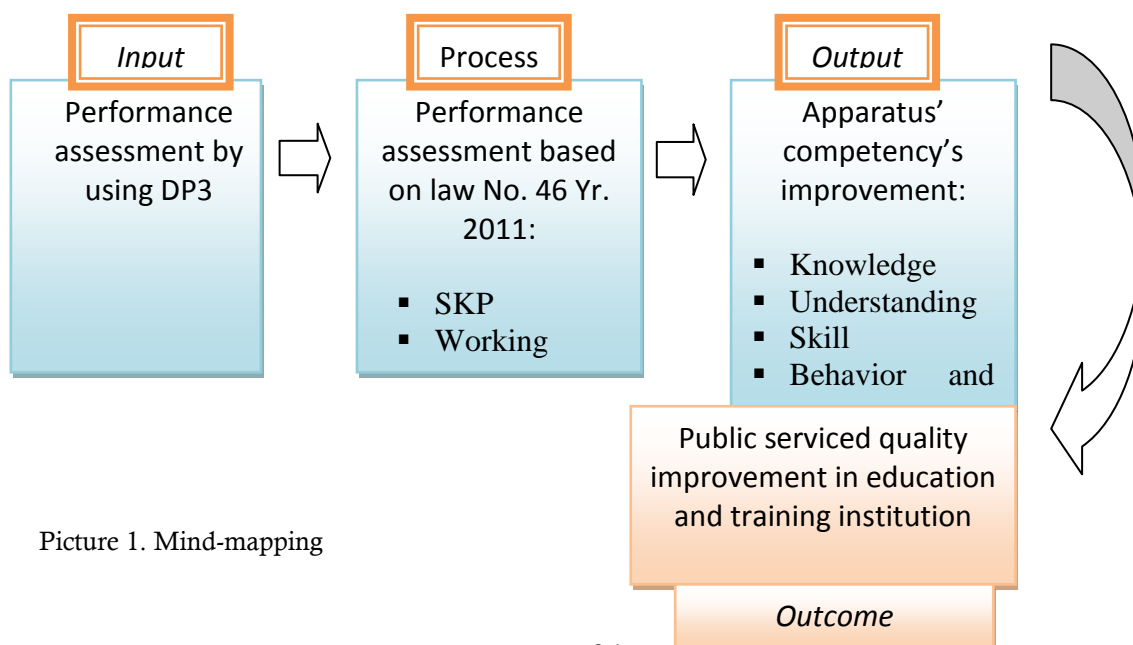
The education and training institution of Central Java Province has a main responsibility on enhancing the quality and competency of the civil public servants as an element of government's institution. In this global era, The education and training institution of Central Java Province is demanded to develop itself to be better in quality and apparatus' competence.

As it has an important role, the employees of the education and training institution of Central Java Province are demanded to have high performance. So, when they are enhancing

their performance, it is needed to be supported by the high competency from themselves' potency development. By doing this, they can serve appropriately like the expected competency.

In implementing the advising of civil public servant based on the performance achievement and career system through the working performance achievement, working performance is needed to be assessed. For civil public servants, achievement and performance is a must to be done. This is based on what is being mandated by the law no. 46 year 2011 about civil public servants' working performance assessment. This government's regulation is a perfection form of the government's regulation no. 10 year 1979 about working implementation's assessment (DP-3) the civil public servants that are not appropriate anymore with the development of public's situation and needs.

Based on that description, the writer is interested in doing the research entitled "The implementation of Employee's Performance Assessment Policy Based on Government Regulation No. 46 Year 2011 Through the Improvement of Apparatus Competency in Training and Education Institution in Central Java Province." The mind map of this research can be seen in the diagram below:

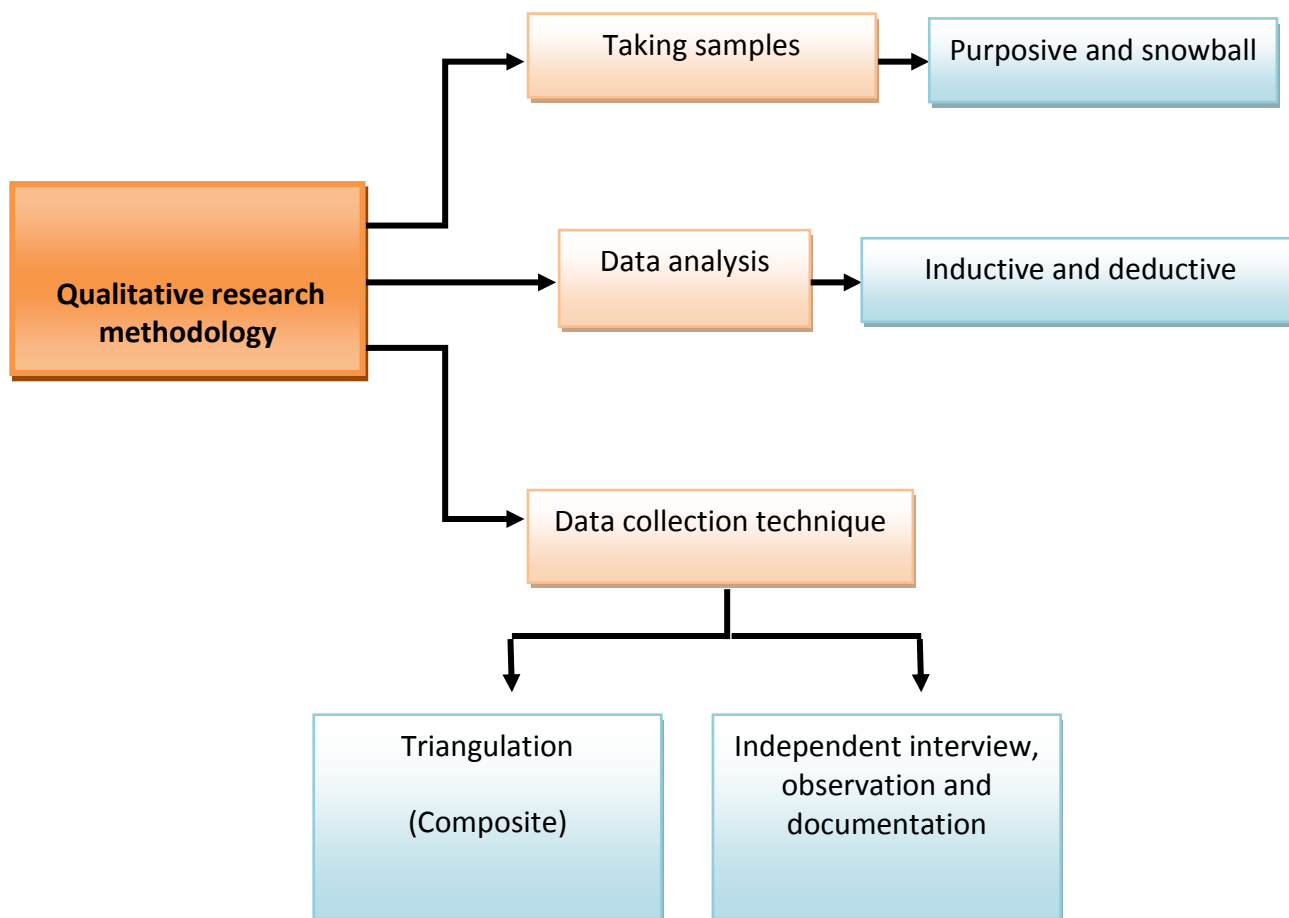


Picture 1. Mind-mapping

METHODOLOGY

This research uses qualitative methodology. Qualitative research methodology taken from Sugiyono (2011: 15) is a research methodology that based on *postpositivisme* philosophy that is used to researching the

natural object condition. The data analysis is done by interactive analysis model like what Miles dan Huberman (1984: 20) has developed. The research methodology in education and training institution in Central Java Province may be seen below:



Picture 2. Research methodology

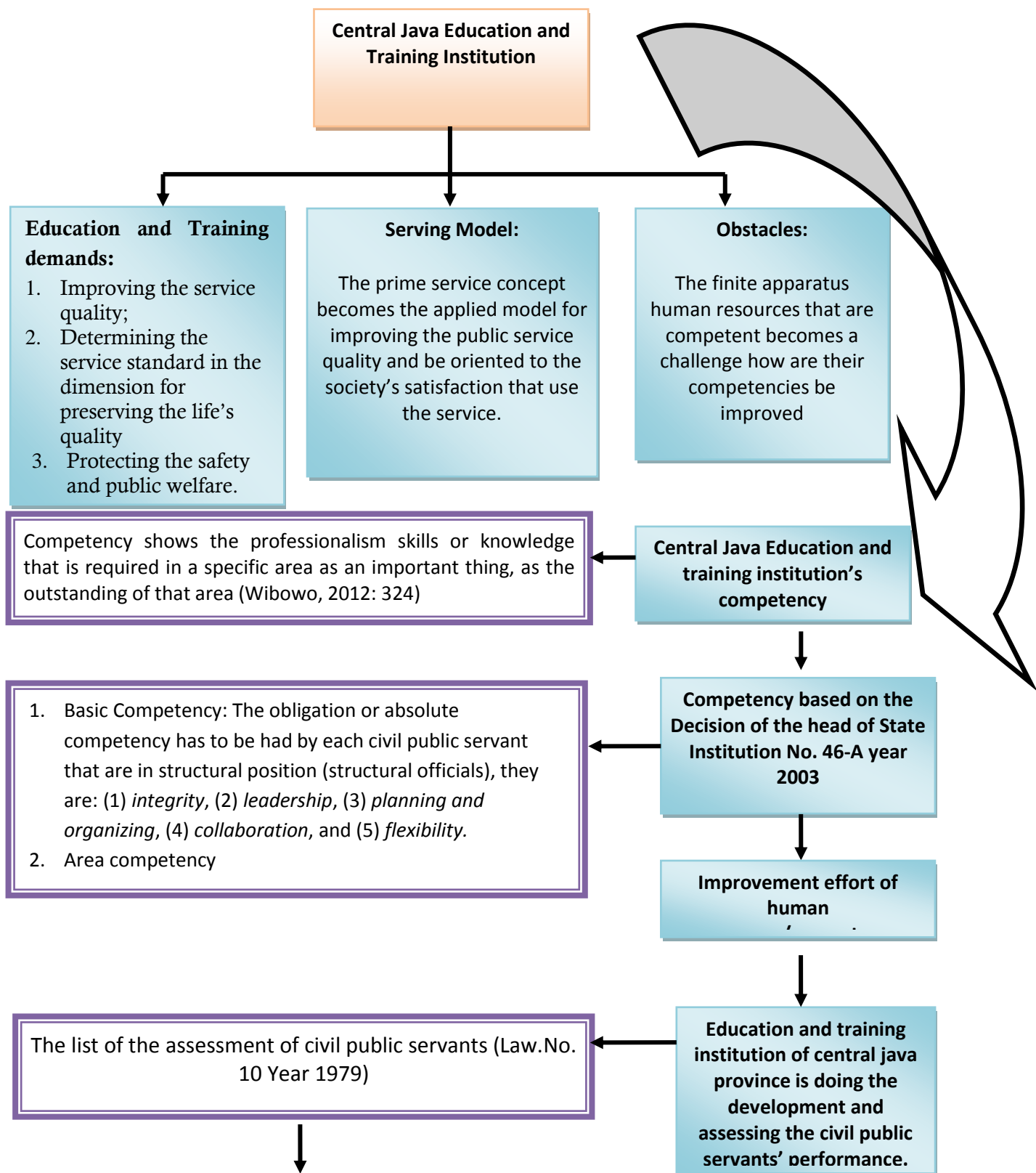
The data analysis in this model are divided into 4 components that interact each other, they are: data collection, data reduction, data presentation, and drawing conclusion and verivication. In this reseach, the data validation that is using sources triangulation and technique. This reseach is conducted in education and training of Central Java Province Institution.

RESULT AND DISCUSSION

Education and training institution of Central Java as the part of Central Java Province district government that provides the public service in education and training is demanded its ability to improve the service quality and also determine service standard in term of keeping life quality, safety care, and people's welfare. The service quality is also meant so that all the society members can enjoy the service and keep the public service quality and guarantee the

citizen's rights (Fernandes dkk dalam in education and training institution of Central Hardiyansah, 2011: 87). Java Province can be seen in the table below:

In outline, the result of assessment in performance, competency, utility, and obstacles



The DP3 purpose:

(a) Knowing the level of organizational achievement, (b) Providing the learning facilities for the employees, (c) fixing the performance in the next period, (d) give systematic opinion in making decision of giving *pembuatan reward* and *punishment*, (e) motivating the employees, and (f) creating the public accountability.

Picture3. Result and Discussion

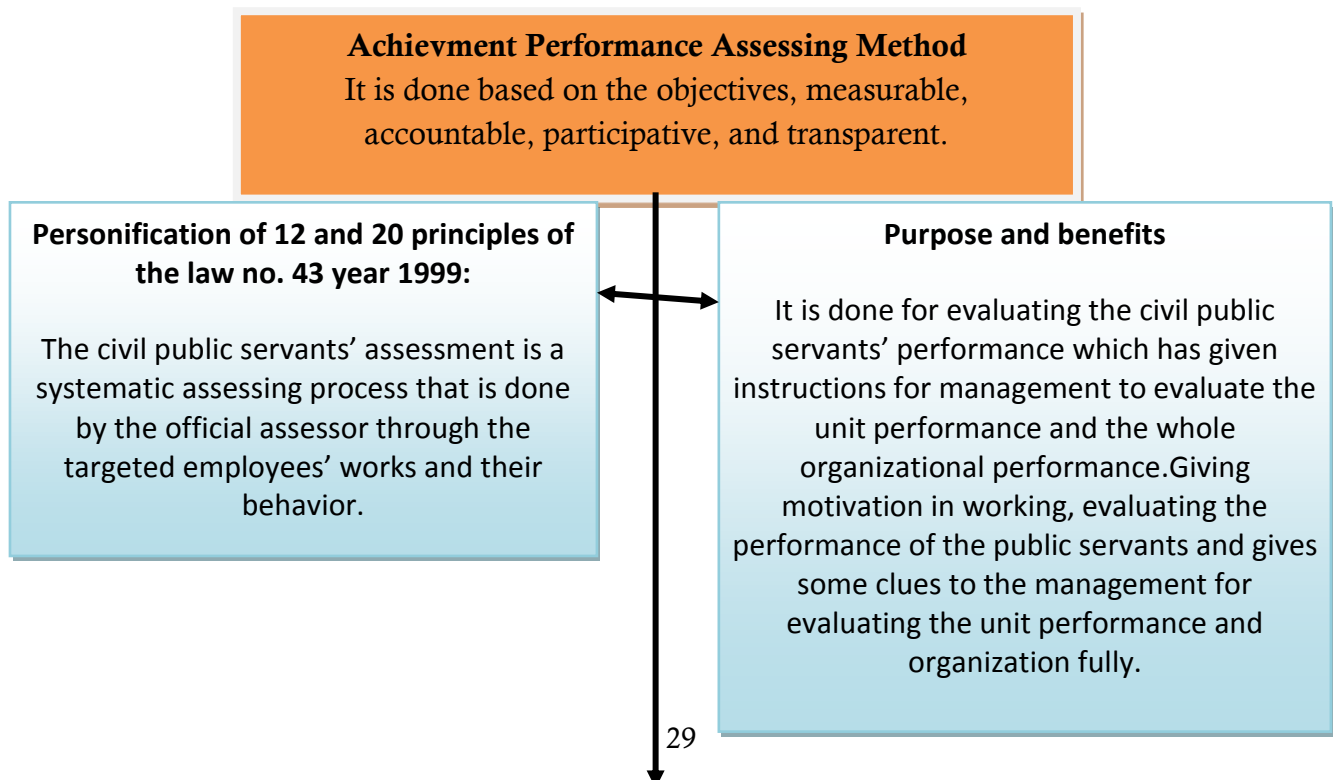
Torang (2013:74) says that performance is the quantity and or quality of individual or group performances result in an organization when they are doing the tasks, principles, and function that based on norm, operational procedure standard, criterion and measurement that has been set or occurred in the organization.

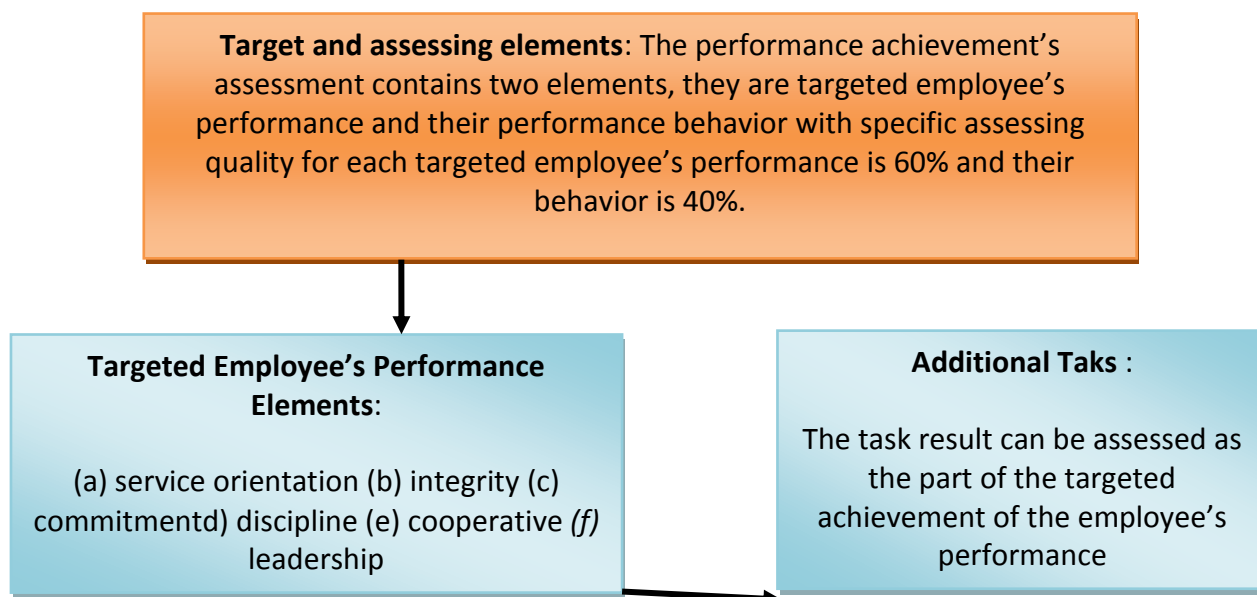
In outline, DP3 cannot be used in assessing and measuring how big the productivity and contribution of the civil public servant in the organization. This is because the employee's working performance assessment by using DP3 method does not base on specific target. Because of the measurement and assessment of working achievement's assessment does not base on some specific target; so, the assessing process is more subjective. In terms of

the direct higher boss as the assessing official, he only assesses and has not given some clarification from the assessing result and further analysis of the employee's that is being assessed yet.

Assessment and New Approach

By knowing many weaknesses of the civil public servants assessment in DP3, as well as the personification in principle 12 and 20 of the law no. 43 year 1999; the government tries to make a new ways of assessing the civil servants achievement by using Working Performance Achievement's Assessment methodology approach. The aim and purpose of the assessment by this new approach can be seen in the diagram below:





Picture 4. Assessment's concept with new approach

The education and training institution of Central Java Province will be started by applying the government's regulation of RI's government's no. 46 year 2011 about the civil public servants' performance achievement assessment starting from January 2014.

From principle 1 verse (2) of RI's government regulation no. 46 year 2011, the civil public servant performance's achievement is a systematic assessing process that is done by the official assessor to the targeted employees' performance and behavior during working. The purpose of it is for evaluating the civil public servants unit performance and organizational performance totally.

The targeted employee's performance contains the working plan and target that want to be reached by the civil public servant in a year. The targeted employee's performance includes quantity, quality, time, and cost. However, their performance's behavior is every behavior, attitude, and act that is done by a public servant that should or should not be done based on the laws regulation that is existed. The performance behavior's elements include: (a) serving orientation (working attitude and behavior of the public servant in giving the

service to those who are served, such as: society, boss, partners, related working units, and/or other institution) (b) integrity (the civil public servants' abilities in acting appropriately with the values, norms, and ethics in organization); (c) commitment (the wants and abilities of the public servants for stabilizing the attitude and action for achieving the organization's purposes by prioritizing the department's importance then their own importance, individual, and/or their group.); (d) discipline (the capability of the public servants for accepting the obligation and avoid the prohibition that are demanded in the laws regulation or department's regulation that if it is not demanded will be given some punishments); (e) corporation (the wants and abilities of the public servants for working together with their corporate, boss, lower employees either in the working unit or other institution in completing a task and responsibility they have); (f) leadership (the wants and abilities for motivating and persuading the lower employees or other people related to the tasking area for achieving the organizational purposes).

In addition, doing the task position activities that have been the main task and

function, when an employee has an additional task related to his/her position; so, it can be scored and decided as the additional task. Basically, the additional task is a supporting activity of the main task that is given to the employee to be done. A civil public servant that is doing an additional task given by the leader/official assessor that is related to his/her position's main task; so, the result can be scored as the part of targeted employee's performance. In the explanation of government's regulation no. 46 year 2011 in principle 10 that is meant as the additional task is the other task or tasks that are related to the positional task that are related and there is not stated in targeted employee's performance that has been decide.

Not only the additional task that the civil public servants do, but also the useful creativity that is shown to the organization in doing the main positional task, the result can also be valued as the part of the achievement of the targeted employee's performance. It is a must to every employee to arrange the targeted employee's performance based on each yearly institution's planning. The civil public servant that does not arrange it will be given a discipline punishment based on the regulation that regulate the civil public servants' disciplinary, it is the law no. 53 year 2010 about the civil public servants' disciplinary.

The essential of the targeted employee's performance in the education and training institution in Central Java Province that the performance assessing system will use the targeted employee's performance and their behavior as what is stated in government's regulation no. 46 year 2011 that will improve their motivation and spirit in working. By the existence of those assessing performance, the civil public servants will be in competition in improving their competency so that it can improve the result of the performance assessment. By the competency's improvement that has been had related to the knowledge, understanding, skill, and attitude and values of the working performance; the structural officials in the environment of education and training institution in Central Java Province are also

supported the applied of the government's regulation no. 46 year 2011 about the assessment of performance achievement of the civil public servants.

The structural officials in the environment of education and training institution in Central Java Province as the policy's holder provide complete facilities and infrastructure for the lower staff's tasks and give the wide chance for the civil public servants for improving their competency that they have by following the civil public servants in many education and training program based on their own needs and portion.

However, of course, it is needed to socialize the performance assessment's process based on the government's regulation no.46 year 2011 related to the arrangement process of targeted employee's performance since there are a lot of civil public servants that have not been understood and know how to arrange their targeted tasks yet. Here, it is needed the role of the higher structural officials in giving socialization, guiding, and easiness for them in arranging the targeted employee's performance for assessing the civil public servants' performance in which the result will be used for their competency's improvement in doing the education and training service based on the instruction from education and training institution in Central Java Province that in the end will improve the public service quality of the related institution.

CONCLUSION

Based on the research, the researcher concludes some points below:

The assessment of civil public servants' working achievement is done based on the government's regulation no. 46 year 2011 is done based on the objective, measurement, accountable, participative, and transparent principles. The elements that are scored as the working achievements are targeted employee's performance that contains the working planning and target by the civil public servant and their working behavior, attitude that is done by them. The government's regulation no. 46 year 2011

presupposing that it is a must for every civil public servants to arrange the targeted employee's performance that contains the position's tasks activities and targets that have to be achieved in the assessing timing that is real and can be measured. It is also said that the civil public servants that have not arrange the targeted employee's performance has to be given discipline's punishment based on the law no. 52 year 2010 about the employee's disciplinary.

All the civil public servants either the staff or structural officials must be ready and can do the government's regulation no. 46 year 2011 mandate. As a staff, a civil public servant must arrange the targeted employee's performance based on their portion and as the structural officials, the civil public servants must give the objective assessment based on the RI's government's regulation n. 46 year 2011 about the assessment of the working achievement of the civil public servants and be followed by the head of the State Employee Institution's regulation no. 3 year 2013 as the basic of the working achievement's assessment of the civil public servants.

By applying the working assessment's of the civil public servants based on the government's regulation no. 46 year 2011, it will be gotten their competency's improvement in the environment of education and training institution of Central Java Province related to the improvement of knowledge, understanding, skill, and attitude and values of the civil public servant that is doing their tasks.

By improving the civil public servants' competency in the environment of the education and training institution in the Central Java Province, it will also improve the whole public service quality that is effected to the working improvement of the education and training institution in the Central Java Province as the targeted employee's performance in Central Java Province as the accreditation's institution in doing the apparatus human resources in Central Java Province.

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**MODEL DEVELOPMENT OF CREATIVE DRAWING TRAINING
MANAGEMENT WITH THE TOPIC OF CONSERVATION FOR
KINDERGARTEN TEACHERS IN SEMARANG**

Kamsidjo Budi Utomo ✉

Educational Management of Postgraduate Program of Semarang State University

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training, creative
drawing.

Abstract

Training is an effective way to professionally improve teachers' human resource. The purpose of this training was to prepare professional kindergarten teachers to make creative drawing to children golden age. Teachers have significant roles in their "Golden age of Drawing" due to the tendency of children to imitate adults' / Kindergarten Teachers' behaviors. Professionally kindergarten teachers supposed to be competence in creative drawing that stimulating the spirit of child draw, is the availability of creative drawing training model and should be professionally conducted due to the principles of measured training management that ideal kindergarten teachers who are professional and having competitiveness will be realized in the performance of their duties as educational practitioners. Research and Development should be conducted for the innovations of training model management. The results of preliminary study showed that existing training model of drawing had not been professionally taken care since the principles of fine management had not been well conducted, such as planning, organization, implementation, evaluation, and further follow-up.

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INTRODUCTION

The existence of teacher as human resources has a very important role for education since the success of the learning implementation depends on teacher professionalism capacity. Professionally Kindergarten Teacher is one of essential factor to determine the success of education for students at the early age, teacher is a profession that not only requires the mastery of science, teaching materials, and methods, but also motivates students to have skills, creativity, and extensive knowledge.

The Law No. 20 of 2003 chapter IX, article 39, paragraph 2 stated that educators are professionals who are in charge for planning, implementing and assessing teaching-learning processes. Educators have the obligations (1) to create a meaningful, fun, creative and dynamic, and dialogic educational atmosphere, (2) to have professional commitment to improve the quality of education, (3) to give examples and maintain the good image of institution, profession and position due to the trust given.

The development of human resources (HR) urges training program very essential to be conducted in order to improve and maintain the quality of teachers. Training is a strategic way to encourage the development of human resources at any organizations/institutions particularly on education. Training programs which are carefully planned and continuously conducted may improve the quality of teachers that eventually influence the improvement of teachers' performance quality.

Teachers should highly prioritize their creative and innovative. Teachers are required to be creative in the teaching-learning process to optimize student creative potential development. Referring to the Government Regulation No. 19 of 2005 on National Education Standards Article 19, paragraph 1 stated that the learning process should be interactive, inspiring, fun, challenging, motivating the students to actively participate and provide enough space for innovation, creativity, and independence according to their talents and interests.

The success of training program objectives to create professional educators is largely determined by the managerial ability to understand the training program considering carefully to the functions of training management. If training programs are professionally organized, the goal of creative drawing training program can be maximally achieved.

The implementation of the existing drawing training programs had not been conducted professionally. Thus, the results were not optimal yet as stated by the Director of Couching Course and Institution in the national evaluation seminar held in Patrajasa Hotel of Semarang on 20-21 July of 2010. The training/education programs held so far had not given significant impacts as expected. The number of targets quantitatively improved year by year. The education and drawing training programs has not been well coordinated and integrated with the other programs of different sectors such as the program of conservation.

According to Fullan, competence is basically the picture of person on what should he do upon his job in the form of activities, behaviors and outcomes that can be shown. In order to be able to do anything in his job, a person must have knowledge, attitudes, and skills in accordance with the field of his job.

Sudjana (1989:18) divides teachers' competence into three parts: (1) Cognitive competence is the intellectual abilities such as the mastery of subjects, knowledge of teaching, learning, individual behavior, counseling, class administration, student learning outcome assessment, and social interaction. (2) Attitude competence is the teachers' readiness and willingness to do anything related to the duties and profession such as respecting the job, loving the subjects, tolerance to fellow friends/profession, having strong will to improve the results of his job. (3) Behavioral/performance competence is the teachers' capacity at any skills/behaviors such as skills of teaching, counseling, assessing teaching aids, communicating with students, encouraging students to learn, organizing the implementation

of planning and evaluating the teaching-learning process.

RESEARCH METHOD

The method used in this study was Research and Development. This research was classified into Educational Research and Development.

- A. There are 10 stages of the cycle of R & D by Sukmadinata (2008: 184-191) was compressed into 3 stages:
1. Preliminary study
 2. model development
 3. Test models:
 - a. research
 - b. development

Model Development Procedure

1. Preliminary studies, literature review and analysis of training needs creative drawing.
2. Model development
 - a. FGD / forum Group Discussion
 - b. Valuation models and training programs
 - c. Revised models and training programs
3. Model validation
 - a. Limited pilot training model drawing
 - b. Revised training model drawing
 - c. Model findings / final

Research Approach

The approach used in this study is a qualitative approach that is research that aim to describe and analyze the phenomenon of activities, perceptions, thoughts and situations. (Sukmadinata, 2008: 60, Saleh 2008: 3). In this study, researchers will describe the development of a model of learning training management drawing on the conservation-themed creative kindergarten teacher in the city of Semarang.

Data and Data Sources

The data analysis of this research is a kindergarten teacher's competence needs to draw on the conservation-themed creative kindergarten teacher in the city of Semarang. Data sources of this study are:

1. About drawing creative kindergarten teacher competence.
2. Training management model drawing creative kindergarten teacher.

Data Collection Techniques

1. Document
2. Questioner
3. Interview

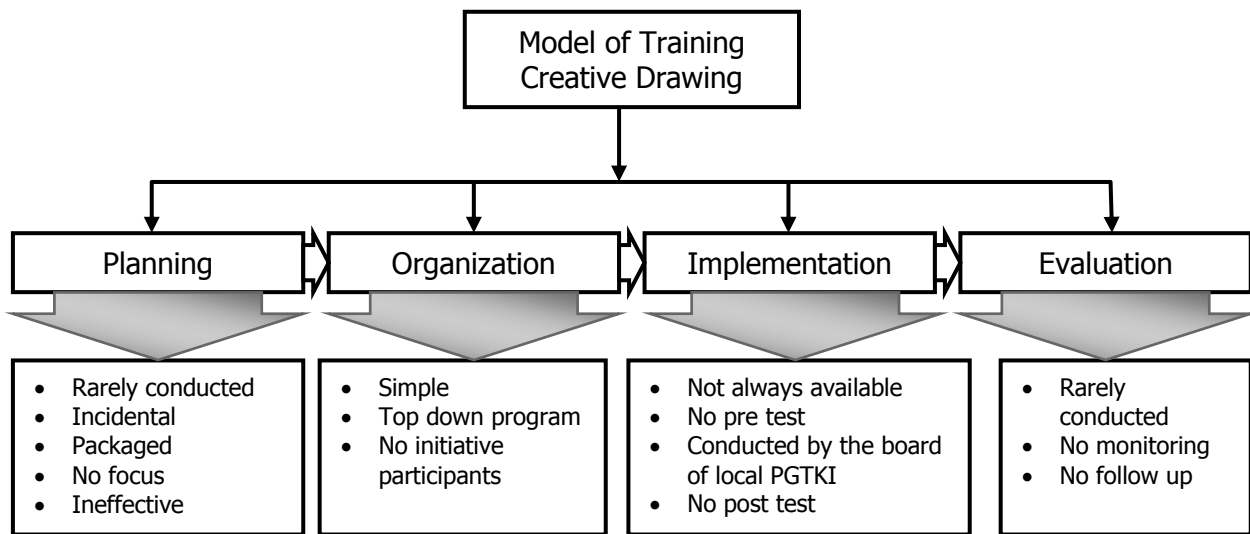
RESULTS AND ANALYSIS

Preliminary Research Results

The preliminary research was intended as the *need assessment* aimed to gather a variety of information which was relevant and support the design of creative drawing training model development for kindergarten teachers in Semarang, such as 1) the teachers' need in training, 2) teachers' experience in training, and 3) the implications of teachers' competence that needed to be developed.

After the preliminary research, library research, and field studies basically the preliminary research findings could be classified into three types, 1) the training form that had ever been existed in Semarang, 2) the need of creative drawing training for kindergarten teachers in Semarang, and 3) the draft of preliminary model of drawing training creative to be used in the training of kindergarten teachers in Semarang.

The factual model of creative drawing training for kindergarten teachers was in accordance with the interviews results with the Boards of Kindergarten Teacher Association (IGTKI) and Indonesian Teacher Association (PGRI) of Central Java city and Semarang as well as field observations formulated a model chart starting from planning, organizing, implementing and evaluating empirically as shown in figure 1 below.



Picture of Empirical Model of Creative Drawing Training for Kindergarten Teachers in Semarang

The figure showed that the planning was rarely undertaken, incidental, packaged, not focus and ineffective. The organization had already existed but was still in simple form, the program did not pay attention much to the need but top down, there was no initiative from participants as needed, the implementation was not conducted routinely, no pre-test, conducted by PGTKI themselves, no post test, evaluation was rarely undertaken, no monitoring of training, and no follow-up from the training results.

Form of Training Creative Drawing Quality

Quality in the review of the quality of training with the indicator for creative drawing and implementing creative drawing training, respondents generally earn relatively high valuation is a creative drawing training is a creative drawing training procedures, while implementing creative drawing training is still considered relatively low average scores respectively 3,060 and 3,000.

Include: procedures and implementation of training creative drawing.

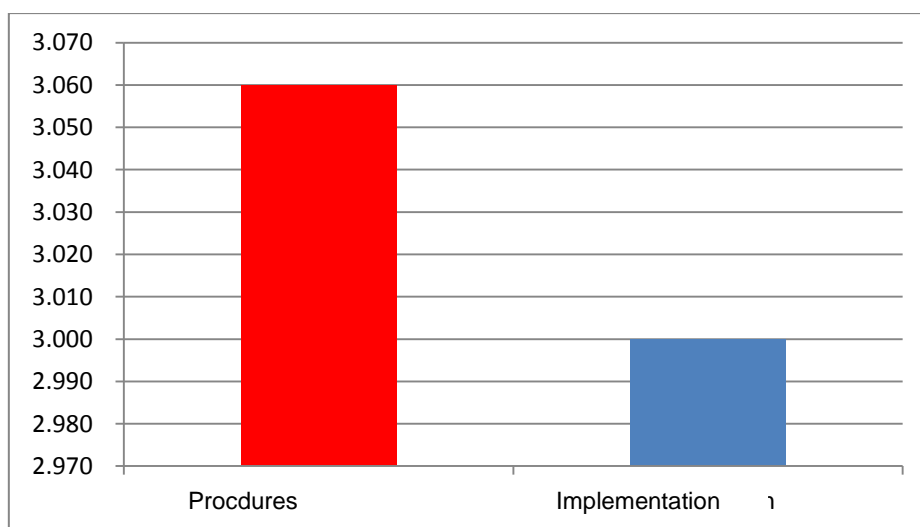


Figure Quality Score of Graph Creative Drawing Training Form.

Creative Drawing Quality Training Program

Quality leatihan program revealed through objective indicators, methods, evaluation and training program targets, the average scores were rated higher is the quality

objectives and targets to achieve an average score of 3.211 and 3.308, while the average score for quality and evaluation methods still scored lower ie, 3.117 and 3.075. To give a clearer picture can be seen in the chart below.

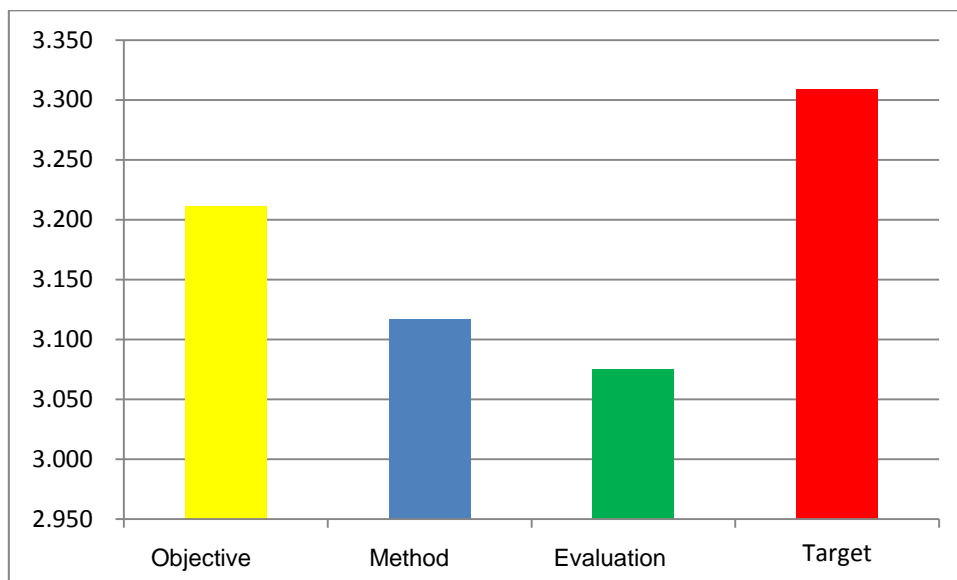


Figure of Quality Score of Graph Creative Drawing Training Program

Creative Drawing Instructor Training Quality

Quality training instructor measured using indicators of mastery of systematic training materials and the method of presentation, communication, and media used. Respondents' assessment of the results in general are all

indicators of a high support, which is still considered relatively low is the medium used. Consecutive average score was 3,133, 3,144, and 3,083 to provide a clearer picture can be seen in the following figure.

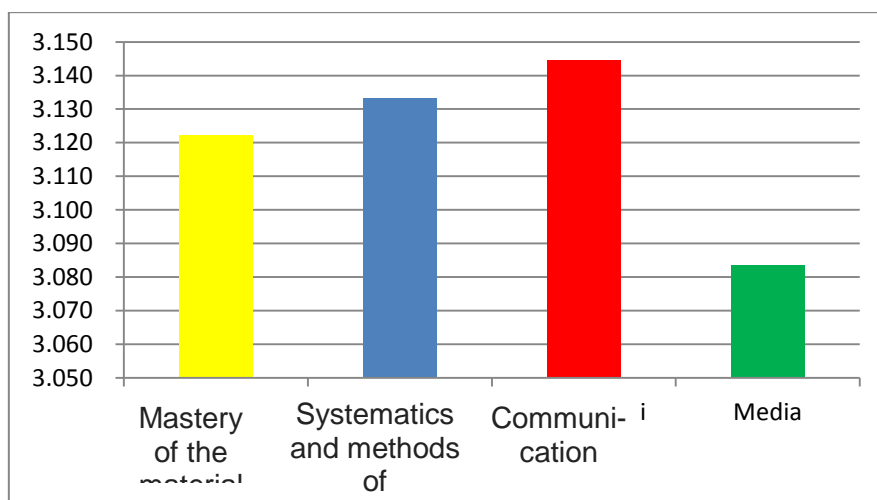
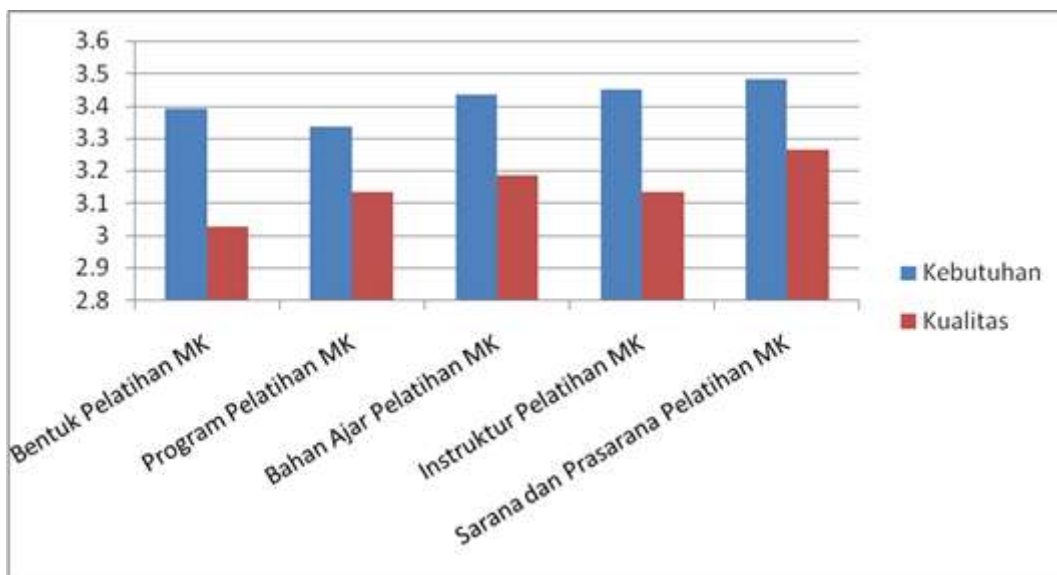


Figure of Graph Score Quality Instructor Training Courses Drawing Creative

The Comparison of Creative Drawing Training Needs and Quality

Training needs and quality of creative drawing in five 5 indicators of: procedures and

implementation, training programs, creative drawing training materials, training instructors, and facilities. The comparison of average scores was shown in the following figure.



Sources: The processed Primary data

The Picture of Comparison between Needs and Quality of Creative Drawing Training

From the figure above, it can be concluded that need was generally higher than quality; need had an average score above 3.3 while quality had far below. It showed that creative drawing training program was greatly required by kindergarten teachers that they were expected to implement and improve it to their education system due to the development of children's creative talents in their early age.

While the quality of the existing creative drawing training implementation relatively needed to be improved.

Furthermore, if referring to the scores of each indicator component of creative drawing training program need and Quality results could be presented through the following picture:

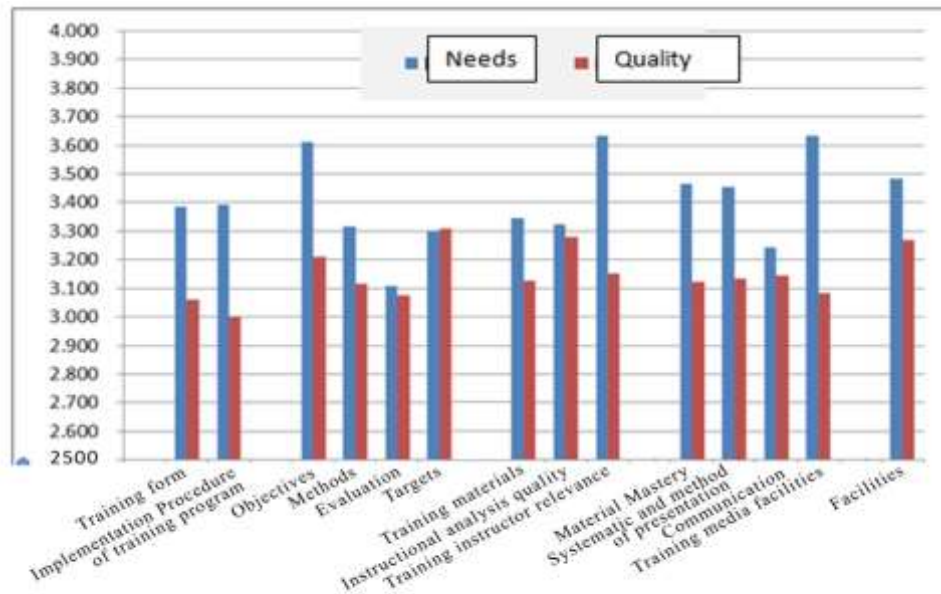


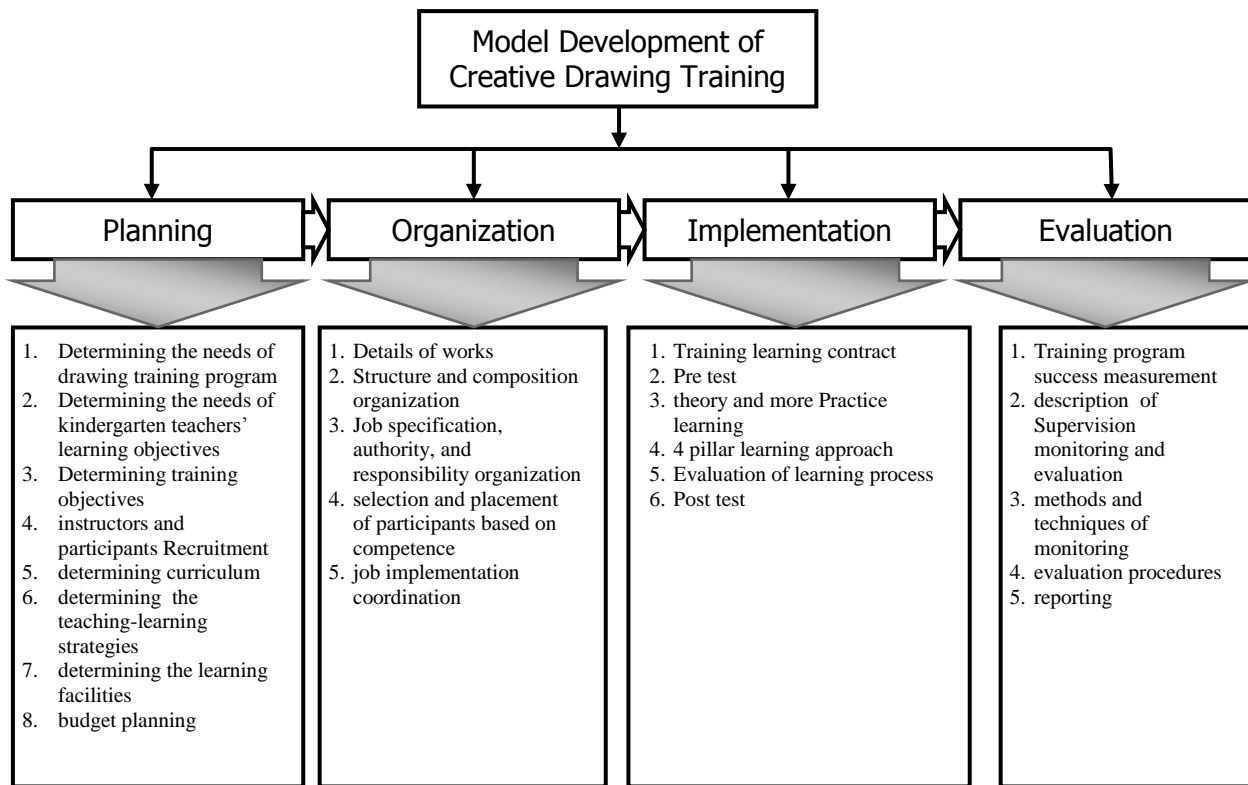
Figure 4.11 The Mean Scores Comparison of each indicator component of creative drawing training program need and quality

From the figure above, it showed that the highest score mean was above 3.6 at the component of training program needs such as goal, relevant teaching materials, and media used by the instructors. This suggested that the most urgent components of creative drawing training needed were goal, relevant materials and media used in training program by the instructors. Thus, the results met the expectations of kindergarten teachers.

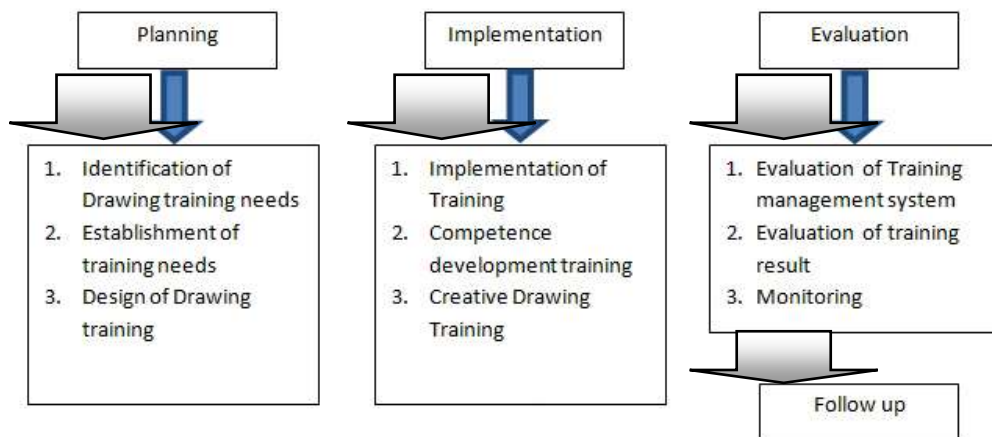
While from the lowest quality with the score below 3.1 showed the procedures and

implementation of training program, target, and media used by the instructors of creative training drawing. This suggested that the training quality especially related to procedures, implementations and targets of training programs were required to be improved, thus the training might possibly reach the targets, and the media used in training really eased kindergarten teachers to gain the training results.

Creative drawing Training management model designs were further presented as follows:



Initial drafts of creative drawing training model development with the topic of conservation to kindergarten teachers in Semarang. The Development Focus of Drawing Training Implementation Process



The ideal creative drawing Training models that need to be supported with Guidance books are as follows:

1. creative drawing training management Model Guidelines
2. Training Instructor Guidelines
3. Training Participant Guidelines
4. Creative drawing material Guidelines.

CONCLUSIONS

From the preliminary research, some results were obtained as follows:

1. Basically creative drawing training program was urgently needed by the kindergarten teachers. They were supposed to be able to develop and apply it in education for the optimal development of children's talent and

creativity. In fact that the quality of the existing creative drawing training was relatively needed to be improved.

2. The most urgent components needed in the creative drawing training was the training program purposes, training material relevance and media used by instructors in training that the results meet the expectations of kindergarten teachers.
3. There was an urgency to improve the quality of training mainly related to the increase of training form and training procedure implementation, training program target clarity that the training meets the targets, and the media used in media training definitely facilitate kindergarten teachers to accept the essences of creative drawing training.

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**THE MODEL OF PROFESSIONAL COMPETENCE – BASED TEACHING SUPERVISION ON HIGH SCHOOL CHEMISTRY (SPK-SMA-BKP)****Katarina Herwanti** ✉

Educational Management of Postgraduate Program of Semarang State University

Info Artikel*Sejarah Artikel:*

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*Keywords:*teaching supervision,
professional competence,
continuous professional
development**Abstract**

The comprehensive subject mastery and learning strategy are competences which must be possessed by chemistry teachers so that they are able to conduct their teaching professionally. As the time goes by, teachers as the main components in learning process are demanded to continuously grow and develop both their knowledge and skills. Teaching supervision is teaching guidance which is conducted by a supervisors to the teachers by providing professional assistance and service so that teachers become more competent in doing their tasks. Teaching guidance, which has precise and exact targets, conducted meticulously, programmed, and continuously, is very useful for the growth and the improvement of teaching quality and of teachers' career. This study used Research and Development approach. The subjects of this study are 17 Chemistry teachers in Salatiga and 9 supervisors. The aim of this research is to devise the model of teaching supervision for high school chemistry teachers. Several steps were conducted which were 1) describing the model of the current high school chemistry teachers supervision, 2) constructing the model design, 3) validating the model design, 4) piloting the model design, 5) constructing final model of professional competence – based teaching supervision on high school chemistry (SPK-SMA-BKP). This teaching supervision model requires a supervisor which is competent in supervising chemistry teaching, masters all high school teaching competencies, understands the basic principles and is experienced in conducting professional development continuously. In order to ensure the fulfillment of supervision's aim, the teaching supervision will be conducted three times for each period of supervision so that the profile of chemistry teachers' performance can be obtained comprehensively. Consequently, the diagnosis of strength and weaknesses can be conducted which leads to teaching supervision suitable for the needs of chemistry teachers.

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INTRODUCTION

Chemistry is one of the subjects considered as a difficult one for most high school students (Wiseman, 1981). Kean and Middlecamp (1985) argue that the difficulty in learning chemistry is related to the characteristics of the chemistry themselves which are: 1) most of the topics in chemistry are abstract; 2) chemistry is simplification of the real science; 3) the material in chemistry is sequential and develops fast; 4) chemistry does not only deal with the problems consisting of numerical exercises but also with facts in chemistry, rules in chemistry, and technical terms in chemistry; 5) There myriads of materials to cover in chemistry subject. All five causes of chemistry learning difficulty are related to the source of difficulty in learning the chemistry.

Arifin (1995) argues that there are three sources of learning difficulties in chemistry subject: 1) difficulty in understanding technical terms in chemistry; 2) difficulty in understanding concepts in chemistry; and 3) numerical difficulty. Those sources of difficulties in learning chemistry demand chemistry teachers to possess specific skills in learning process so that the chemistry subject becomes more understandable for the students. Chemistry is a branch of science which deals with inquiry about what, why, and how in natural process related to the composition, structure, alteration, dynamics and energy of substances. In order to be able to conduct chemistry teaching properly, teachers must understand the ontology of chemistry well.

Core competences of teachers include subject mastery, concept and materials mastery for the subjects that the teachers teach. Not to mention, teachers must be able to develop their material creatively (Kunandar, 2007: 78). Therefore, teachers are not only demanded for their subject mastery but also for their creativity in material development. In order to be able to develop material creatively, teachers must make use of school surroundings. In relation to professional competence, chemistry teachers must deliver their subjects: 1) to enable students to have analytical and logical skills, to develop

students' scientific ethos (honesty, objectivity, open-minded, perseverant, and critical); 2) to enable students to work cooperatively with others; 3) to be able to utilize students' experience as a basis of material development; 4) to be able to develop science, life skills, and confidence; 5) to be able to create simple technological work related to human needs; 6) to be able to develop learning media design, and conduct experiment in the laboratory. In order to meet those demands, guidance is required through effective and efficient teaching supervision.

Teaching supervision is guidance conducted by the supervisors to teachers by giving assistance or professional service so that teachers become more competent in their field. The orientation of teaching supervision for chemistry teachers is to improve teachers' performance in learning process. The aforementioned performance means that how teachers achieve the best achievement, indicated by their success during learning process (Mathis and Jackson, 2006:113). In other word, teaching supervision is a learning activity aimed at assisting chemistry teachers in conducting their job well.

Based on the aforementioned learning supervision orientation above, the good supervision is a supervision based on subject teachers' competence. It means that the guidance material given to the teachers must be based on their actual weaknesses during teaching process. The aim of the guidance is to create increment of teachers' competence in conducting teaching process. If one which is supervised is a chemistry teacher then the aim must be improving chemistry teachers' competence. Consequently, the guidance requires: 1) supervisors who master chemistry subject; 2) supervisors who masters chemistry subject teaching techniques; 3) learning observation indicators which describes chemistry subjects teachers; and 4) continuous program equipped with follow up activities.

Concerning with the importance of teaching supervision in improving chemistry teachers' competence and with the current

supervision, the development of the model of professional competence – based teaching supervision on high school chemistry, especially professional competence. In order for a supervisor to be able to carry out supervision well, he must have sufficient knowledge, interpersonal skills, and technical skills (Glickman, et al, 2007: 11 – 12). It is expected that through supervision, school's vision and teachers' needs can be integrated so that the increment of teaching process quality can be achieved. Every teaching supervision must focus on the quality of the process and quality of the products through their function as quality control (Certo, 2008: 34). In the school context, control in process means supervision to teachers' performance during teaching process management, control in product means supervision towards the results of teaching performance.

RESEARCH METHOD

This study utilized Research and Development approach (R&D) by Borg and Gall (1983:775). The aim of this research is to produce the model of professional competence – based teaching supervision on high school chemistry. There are ten steps in research and development approach. However, the researcher simplifies it into 8 steps which covers literature review, introduction research, needs analysis of expected supervision, constructing model design, validation, construction of hypothetical model, model field test, revision, perfecting the model, and construction of final model. The subjects of this research are 17 teachers in Salatiga and 9 supervisors. The data collection was conducted via questionnaire, observation, interview, and document study. The data was analyzed using quantitative and qualitative approach.

THE RESULTS AND DISCUSSION

SPK – SMA – BKP model was obtained through several steps which were describing the current factual model design of chemistry

teaching, testing the model, and formulizing the final model of professional competence – based teaching supervision on high school chemistry. The model of professional competence – based teaching supervision on high school chemistry is a supervision model which focuses on improving professional competence of chemistry teachers supported by Advance Professional Development for teachers.

Advance Professional Development as mandated by the 16th regulation of National Apparatus Utilization Ministry and Bureaucratic Reformation on 2009 covers self - development, publication, and innovative work. The manifestations of self-development are courses, subject teachers training, or workshops which are relevant with the real tasks. The experience obtained from the self – development trainings is essential to support their tasks as teachers which are to carry out creative, innovative, inspirational, challenging, and fun learning activities for the students. Those surely have positive impacts on the achievement of the expected learning objectives. Not only self-development activities, but also scientific paper publication can support the improvement of teachers' professionalism. Teachers can convey their ideas in form of scientific paper through scientific publication. Scientific papers written by teachers not only are useful for the writer to improve his competence but also is useful for disseminating knowledge and experience to other teachers. Therefore, it can help the development of other teachers in their own respective fields. The functions of scientific publication are to disseminate skills, knowledge, ideas or experience to others through scientific and systematic writing (Supardi, 2012: 37)

The existing supervision model has not fully provided contribution to the improvement of chemistry teachers' professionalism. If those who are supervised are chemistry teachers, then the supervisors must be competent in not only teaching supervision but also chemistry teachers competence. Those two factors are important in conducting optimal teaching supervision, to provide solution for chemistry teachers' problems. Teaching assistance service which

concerns about the improvement of teachers' professional competence and the development of their profession is still absent. Consequently, teachers lack of interest in joining teaching supervision program and are not motivated to improve their teaching skills. Therefore, the aims of teaching supervision which cover teachers' competence improvement, working motivation building, and the development of their profession are not achieved. The model of professional competence – based teaching supervision on high school chemistry can be seen on the figure 1.

The figure 1 can be explicated as follows, The education is aimed at improving the quality of human resources. One of the efforts to improve the quality of human resources is through education in school. In attempt to improve the quality of educational resources,

teachers are the main components of human resources who need continuous improvement and development. The potency of teachers as human resources requires continuous growth and development so that they can do their job professionally. The fast transformation occurring in our society demands teachers to continuously adapt to the development of technology, science, and society's mobility. Teaching supervision fundamentally comes from the belief that teacher is a profession that holds paramount importance in improving the quality of human resources. The profession which is always growing and developing. In order to meet the demands of the development within the society, and to conduct the job professionally, teachers require guidance to improve their quality of their field of task.

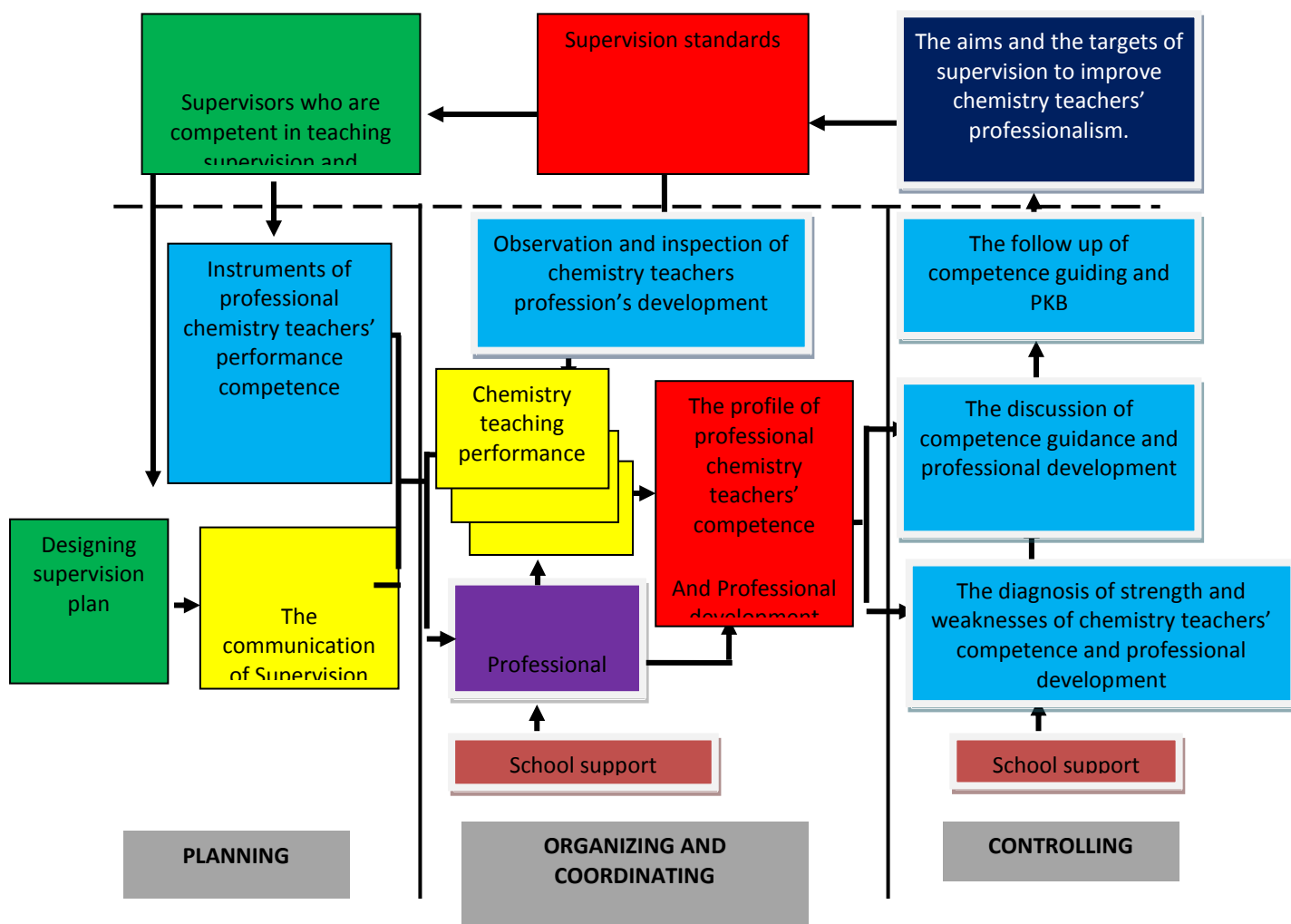


Figure 1. SPK-SMA-BKPM Model

Learning process is the most important part and the core of educational process. In order to achieve high quality education, there must be synergy amongst all components of education, all components must play their role optimally in terms of teaching process, teachers, students, and educational facility. Teachers are the main component in the educational process which play the main role in achieving learning objectives. Professional teachers are able to create innovative, creative, inspirational and fun learning process for the students so that the students are able to learn optimally and gain optimal learning objectives.

The quality of learning process depends of teachers' ability to organize learning process. Therefore, supervision must focus on teachers' professionalism so that it will lead on the quality of learning process. The quality of supervision will be reflected on the improvement of students' learning results. Therefore, the aim of the supervision is not to figure out teachers' mistakes, but more on the effort to improve educational quality through the improvement of teachers' quality.

Teaching supervision is a service or professional guidance for teachers. It means that assistance to develop the better learning process by giving assistance and guidance for teachers to improve all aspects of their teaching quality. This idea is line with Clark and Olumese (2013:8) who argue that essentially teaching supervision is an effort to improve learning and nurture teachers' growth, and improve all learning aspects.

In the perspective of human resources management, workers' guidance is essential determinant to organizational productivity. Professional competence – based teaching supervision is the right strategy for schools because by having proper competence, teachers can achieve high teaching productivity at schools. This view is corroborated by Oredein and Oloyede (2007) who argue that in order to improve the quality of teaching personnel and teachers, proper supervision is necessary. Supervision significantly affects the quality of

teaching personnel in predicting students' academic performance. Therefore, proper supervision is an important component in developing professionalism in order to learning process.

Bessong and Ojong postulate (2009: 19) that in order to become supervisor, one must really understand the aim of the supervision in order to improve the supervised teachers' teaching skills and productivity. Therefore, a supervisor must have sufficient competence in order to evaluate, guide, and solve the learning problem faced by the supervised teachers. It is relevant with the Glickman et al's (2007: 11-12) supervision model. In that model, it is explicated that a teaching supervisor should have the proper knowledge, interpersonal skill, and technical skills. Those competence can support the supervisors in doing their supervision. The supervisors should provide direct assistance to the teachers, develop team-teaching, improve teachers' professionalism, and develop curriculum, methods and techniques in learning and professional development. It is expected that through supervision, schools' objectives and teachers' productivity can be integrated so that the quality of students' learning process and learning outcomes can be improved. Glickman, et al's argument is corroborated by Certo (2008: 34) who argue that every supervision must focus on the quality of the process and the organizational products through its function as quality control. In the context of school, control towards the process means supervising the teachers' performance in organizing the learning process, and control towards the products means supervising the results of the learning performance.

Competence is very supportive supervisor to supervise the task. Supervision should be able to provide direct assistance to teachers, develop a team of teachers, improving the professionalism of teachers, developing curriculum, developing methods and techniques in teaching, as well as in professional development activities. The hope through supervision will be integrated in a balance way

between school goals with the needs of teachers to increase the quality of students' learning processes and outcomes. Glickman's perspective, et al, are corroborated by the opinions of Certo (2008: 34) which asserts that any supervision activities should focus on the quality of process and product quality organizations through its function as a quality control. In a school context, control over the process of supervising the performance of teachers for managing learning, while control of the product means supervise the performance of the learning outcomes.

The perspectives and expert opinions above are closely linked to the research that researchers do this. A chemistry teaching supervisor should have sufficient knowledge about the characteristics of learning chemistry, chemistry mastery broad and deep, mastering the techniques and strategies in the teaching of chemistry, how to conduct an assessment or evaluation in learning chemistry. A supervisor who does not master the chemistry teaching subjects did not understand the chemistry and chemical characteristics of the learning will not necessarily provide meaningful guidance to help the chemistry teachers who are supervised. This certainly makes the implementation of supervision becomes ineffective because it does not achieve the target goals. The above opinion is corroborated by Sahertian (2002 : 3), which states that the implementation of the teaching supervision should focus on improving the professional capability of teachers to be able to effectively implement the learning process. These activities ultimately lead to the improvement of the quality of education in general.

Models of Teaching Supervision requires supervisors have sufficient competence as a supervisor of teaching chemistry , master the entire high school chemistry teacher competence , understanding the basic principles and experience implementing continuous professional development . The results showed that the model of teaching high school chemistry -based supervision of professional competence has a high degree of effectiveness. This is due to

the competence of supervisors adequate both in terms of acquisition of knowledge and experience as well as mastery supervisor teaching chemistry and characteristics. Such competence teaching supervisor encourages teachers to have any hope of delivering solutions that precisely match their needs and problems related to their duties. The implementation of supervision that highlight the principle of honesty, loyalty and fairness and cooperation that is collaborative to build professional competence to encourage the teachers to be more motivated to fix its shortcomings and work to improve their competence. Thus the implementation of supervision is no longer a formality and emphasis on the administrative aspects of the course, but based on the needs of teachers as well as being part of the quality culture for improving the quality of education in general and in particular the quality of teaching chemistry.

The implementation of supervision in teaching chemistry in the high schools competency-based, both teachers and supervisors are very understanding of their respective duties, and to know the benefits and objectives of the organization of supervision. A good understanding of the purpose and benefits of the implementation of supervision had a positive impact on the success of supervision. Research Sidhu and Fook (2010) with 29 study subjects principals and 60 teachers from public schools in Malaysia, the results showed that school principals and teachers have the knowledge and understanding of the low on formative supervision. Low understanding of formative supervision does not affect the success of teaching supervision. The study also obtain results, there is no balance between the perceptions of school principals and teachers on supervision procedures. According to Sidhu and Fook it was due to oversight process conducted over the hierarchical nature of the collaborative and collective so that supervisors become more directive and didactic. The above findings should be effective supervision is supervision that is conducted collaboratively between supervisors and supervised teachers.

Supervision model that is developed through this research is not only examines the results of observation in the learning aspects of professional competence, but also examines the professional development activities that teachers do. The basis of the model is that the teacher training should be done in a comprehensive. Professional development activities that teachers will complement the performance profile of professional competence chemistry teacher. Experience gained through professional teacher development activities for teachers is very useful in supporting its main task is to educate, teach, guide and evaluate the learning outcomes of students. This is consistent with research Nutcharat and Sumalee (2011). The purpose of the research is to design and develop the practice of teacher competence and the development of a participatory model of supervision. Nutcharat research results and Sumalee show: (1) teachers are very rarely use the media because it took a long time for the preparation and during the teaching process; (2) almost all teachers use the lecture method in providing the materials; (3) although the teachers know that media development and innovation can improve their competence but apparently they still have shortcomings in understanding the manufacture and development of media innovation. Participatory supervision models generate in this study consists of eight components of the model is to create awareness, develop teacher competence using workshops training, develop teachers competence training with learning and learning environment web-based constructivist, share experiences, supervision authentic, on-line supervision, teachers forums, as well as moral and spirit. Nutcharat and Sumalee research focuses on developing an integrated competency of teachers , especially teachers' competence related to the development of instructional media, innovation and technology, as well as the development of a participatory model of supervision while aspects of teacher professional development is not the focus. Excess researchers developed a model of supervision is in addition to focus on particular aspects of observational learning professional competence are also

aspects of teacher professional development that supports the success of the teacher task.

In SPK - SMA – BKP's model, learning observation was occurred more than once in any period of supervision activities to ensure the validity or accuracy of assessment of the performance profile of a teacher learning. The results of the study observations performed three times in each period of supervision activities will result in more accurate data so that it can be used as a basis for diagnosing strengths and weaknesses of teachers. This is consistent with the results of Stephens (2009). In this research, the supervision was done through two field trips through observation and one-time meeting in the middle of the semester. At each observation was occurred interviews related personal and professional development of teachers' practice, especially regarding their leadership inside and outside the classroom. It also discusses the weaknesses or strengths of their teaching practice using a model of supervision that they choose, as well as a way of teaching them the appropriate type of supervision. The findings of these studies are that the success of supervision is highly dependent on many factors, including supervision models are applied, personal teacher supervised conditions, circumstances and conditions during the learning process, and students. These factors greatly affect the success of supervision. Therefore, it is supposed to supervisor provides flexibility for teachers to contribute to determine what type of supervision should be applied, personal circumstances (confidence level), as well as the condition of the class. This supervision model based on the humanistic philosophy that respects that each person has a unique individual. Each teacher was given the opportunity to choose to participate in accordance with the conditions of supervision models, respectively. Such as researchers have developed a model that is also based on a humanistic philosophy that success of supervision is strongly influenced by how the supervisor puts the teacher as a colleague instead of subordinates. Ranging from planning to follow-up efforts of teachers always actively involved in targeting supervision, solving the

problems and follow-up measures to be undertaken. It is important for teachers to feel that they need supervision activities. The success of the supervision is for increasing the competence and career development.

Based on the research and opinions of the experts mentioned above, school had no time to survive the administrative supervision of the teaching paradigm. Administrative supervision will only produce confusion in the supervision. Since the real purpose of teaching supervision to enhance the competence of teachers in improving their teaching practices in order to achieve maximum service to the students. If supervision is still oriented on administration alone, then the observation results do not describe the ideal performance of chemistry teachers. Supervision of the teaching paradigm must be shifted from administrative supervision to be competency -based supervision. This means that all supervisory activities that are performed by supervisors based on the problems (the weaknesses of teacher competence) and the direction of its development aimed for improving teacher competence. The results of competency -based teaching professional supervision are able to provide an assessment of the performance of the teachers, can provide both practical and theoretical guidance to the teacher, and the teachers are able to provide a boost in order to develop self- motivated towards professionalism as an educator and a teacher.

This supervision model from planning to evaluation all are based on competency. Ranging from planning, observation instruments have been prepared to measure the performance of their professional competence through. At the planning stage begins with a discussion of dialogue between teachers and supervisors to establish which aspects of competence that are being targeted supervision. With the goal setting competencies which will be supervised then made more meaningful supervision, it can provide assistance to the teacher in correcting shortcomings in the practice of learning according to their needs.

In addition to provide an overview of the performance profile of chemistry teacher,

supervision models of high school chemistry learning based on professional competence also has the advantage that the existence of studies that support the professional development activities of the teachers in practice teaching assignment. This is appropriate with the opinion of Abiddin (2008:26) which states that the supervision of teaching aims to improve teacher self-development, career advancement, and increasing its ability to provide instruction to students. Data or information on the results of professional development activities can be used as the basis of a follow-up coaching as a result of observation. The data or information on the results of professional development activities will strengthen the observation data of the learning performance. Thus this model of supervision can provide a complete picture of the performance profile of learning and their chemistry teacher professional development activities are carried out, so that efforts to follow up on the results of appropriate supervision will achieve the expected goals of the teachers. To ensure the achievement of the objectives of supervision, observation learning implementation is done three times each period of supervision activities in order to know the performance profile of a chemistry teacher in a comprehensive manner. Then it can be diagnosed the strengths and weaknesses of their competence and effort to do the right coaching as needed for chemistry teachers.

This supervision model is a solution to the shortcomings of existing models of supervision. Learning supervision based on professional competence can be the basis for the further development of subject teachers. This is due to the implementation of supervision based on the condition of teacher competence and oriented to the improvement of the professional competence of teachers and chemistry teacher professional development activities. To determine the effectiveness of supervision models, in this research to test the feasibility of the enforceability of the model performed on respondents consisting of a chemistry teacher, teaching supervisor chemistry, and education practitioners. Model assessment is conducted by

using a questionnaire enclosed in the form of a check list with a score of 1-4 using four variables as well as written feedback from the respondents. The results of the feasibility test of the Model SPK-SMA-BKP can be seen in Table 1.

Table 1. Feasibility Test Results Model SPK-SMA-BKP by practitioners

| No | Substance Assessment | Average | Categories |
|----|--|---------|------------|
| 1 | Rational Model (arguments about the importance of the model). | 7.5 | Good |
| 2 | The assumption that is used to express the need for chemical-based teaching model of supervision of professional competence. | 5.0 | Clear |
| 3 | Stages of supervisory management functions based teaching professional competence. | 10.0 | Clear |
| 4 | Supervisor in the assignment of teaching competency-based teaching model of professional supervision. | 10.0 | Clear |
| 5 | The assignment for chemistry teacher in the supervision model of professional competence. | 10.0 | Clear |
| 6 | Observation instrument that is used to observe chemistry teacher learning in supervision model of learning based on professional competence. | 15.0 | High |
| 7 | The requirements to implement competency-based teaching model of professional supervision | 5.0 | High |
| 8 | Visualization (images) from the supervision model of learning based on professional competence. | 10.0 | High |

Based on test data on the feasibility of adherence to the model above, it can be concluded that the model -based supervision of professional competence for high school chemistry teacher has a high level of effectiveness. The level of effectiveness can be evaluated from the perspective of feasibility, accuracy aspects of the observed target, as well as the responses of the subjects involved in the trial.

CONCLUSIONS

Based on the results of research and data analysis can be concluded: (1) Supervision of instruction for high school chemistry teacher for this can not be the basis of further development

for teachers. This is due to the implementation of aspect -oriented supervision over the administrative and committed by supervisors who are not proficient in the field of chemistry; (2) Supervision of professional competence based teaching can be the basis of further development for teachers. This is due to the implementation of supervision based on the condition of teacher competence and oriented to the improvement of the professional competence of teachers of chemistry; (3) Models of Teaching Supervision requires supervisors have sufficient competence as a supervisor of teaching chemistry, control the entire competency high school chemistry teacher, understand the basic principles and experience implementing continuous professional development; (4)

Supervision model of teaching chemistry based on professional for chemistry teachers have a high level of effectiveness from the perspective of feasibility and the response of the subjects involved in the trial.

IMPLICATIONS

The implications of this research are: (1) the need for adequate personnel supervisor of the number and academic background; (2) required regulations that manage the implementation and supervision of the field of study for school.

RECOMMENDATION

Suggestions from this study are: (1) the Department of Education must make a change of orientation during the academic supervision is carried out to the subject teachers. Steps that can be done is to replace or enhance the learning observation instrument based on professional competence studies teachers; (2) Schools that do not depend on the supervisor as an academic supervisor, it is necessary to form a team of supervisors of similar subjects; (3) Supervision carried out on an ongoing basis, not just once in each period of supervision activities but three times of observation to be able to generate a comprehensive profile of teacher performance.

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**MANAGEMENT MODEL DEVELOPMENT OF TEACHING FACTORY
“PROCOM CAKEP” IN THE FIELD OF ENGINEERING TECHNOLOGY****M. Burhan R Wijaya** ✉ **Ari Tri Soegito, Maman Rachman, Willem Mantja**

Educational Management of Postgraduate Program of Semarang State University

Info Artikel*Sejarah Artikel:*

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*Keywords:**Teaching Factory (TEFA),
Production-based Training
(PBT), and Competency-
based Training (CBT)***Abstract**

The management model development of Teaching Factory *Procom Cakep* (Production competency of a professional would-be employer) in Engineering and Technology field is a management concept which combines *Production-based Training* (PBT) learning and Competency-based Training (CBT) in the real situation, so that at minimum, the process of achieving graduates' competency can meet the industrial world working standards. Finding and developing TEFA *Procom Cakep* management model in Engineering and Technology have been done through model validation with Research and Development approach. Teaching factory *Procom Cakep* management model orientates on business concept and production in vocational education in line with relevant skills and competences. In order to achieve the research purpose, Research and Development approach, preliminary studies, model design development, experiment, and validation have been carried out. Preliminary phase was planned to have these following steps; literary study, field study, factual field description and analysis. After this step, the model group is guided by current group to develop and implement TEFA *Procom Cakep* management model in Engineering and Technology. The data analysis in this research includes preliminary study, finding facts about the applied productive learning program which is reported in a data collection, and then interpreted qualitatively. The analysis of design Process and development is carried out in peer-group and expert judgment. The result of the experiment and induction is delivered in data and the applicability is analyzed in descriptive qualitative. The developed Teaching Factory management model can be applied in the executors of *Procom Cakep* management model in Engineering and Technology (Principal, teachers, public relation and industry partner).

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INTRODUCTION

The Transfer of technology and skill process from business world and medium and large scale industry in the real industry life shows that the students get quite low skills experience (Sutopo, 1998). A simple touch to small and medium industry has a big potency to create entrepreneur attitude effectively and not secluded from the progress of industry in the world (Samsudi and Sudana, 2001), and the education ability to inform new technology is almost never ahead of industry and business world.

A good school unit management can give the students skills and entrepreneur attitude. This creates a paradigm that the management of school unit production is supported by cooperation between vocational school and industry and business world.

The matter of management, the stock of teaching kits, facilities, experienced productive teacher, and the students in Teaching factory *Procom Cakep* as a school unit production management development which includes the students in the business so that this case can grow entrepreneurship for both teachers and students.

The school production unit development through *TEFA Procom Cakep* has these following targets; (1) to have an effective and well-planned production unit management, (2) to do production marketing activity, (3) To include both students and teachers in the production process, (4) To join all subjects to school production unit, (5) to have an appropriateness between school product and skill subjects, (6) can fulfill local and national markets, (7) to improve market value and production unit income, (8) to improve the quality of the product that can meet the need of the market, (9) to improve the function of production unit in industrial working because production unit as a model of industry and business world, where teachers and students can improve their ability and prosperity. This result will give positive effect to the teaching and

learning process so that producing high quality graduates as the market needs.

TEFA Procom Cakep approaching program is a blending between PBT (*Production-based Training*) which is based on real job and CBT (Competency-based Training) which the training is held at the place where the students work.

The development of *TEFA Procom Cakep* tends to management process in the class room and practice based on procedures and industry operational standard with these following steps; (1) Planning based on preparation of needed actions. This is done by looking at the strength and weaknesses of the organization, deciding the threat and opportunity, strategy, policy, and programs based on decision making with the anticipation to minimize the discrepancy in achieving the goal effectively and efficiently, (2) Organization is a process to divide jobs as the ability to empower resources and arrange it. There are two things that must be done; fixing the organization structure, job division, authority, responsibility to take care of *TEFA Procom Cakep*, (3) in practical level, *TEFA Procom Cakep* program receives orders and produces commodity according to the standard has been determined by the consultant. The students are responsible for the administration, production, maintenance, and quality control according to the standard has been determined by the consultant. Concept orders were administrated and sent to Planning department to count the price. The result is sent to production department. This department arranges the jobs according to the numbers of workers and time limitation. Administration writes the number of products according to the standards have been decided by the consultant before going to the marketing process. If it's an order products, marketing department ensure the quality and number of the products to the customers and they make the report of it. If the products aren't order, so the marketing department sells the products to the customers. All sold products must be reported to administration after decreased by electricity and material cost. If the materials and other equipments are from the students, the income

from selling just decreased by electricity cost only. (4) Evaluation and monitoring are done by the consultant who is also the assessor of the production unit. This phase means that the unit leader is an assessor for his subordinates and production unit is the assessor of each unit leader.

The consultant or assessor gives his evaluation to the manager and other department. The evaluation from the assessor is based on the criteria have been decided before. Assessor's final mark is a mark from unit leader, production unit leader, and manager. The mark given to the students is a mark after they finish doing their job according to competency standard and skills. The assessment sheet is brought by the students to give to the assessor anytime assessment is done. From that case, the development of TEFA *Procom Cakep* in Engineering and Technology must be carried out to increase the quality of vocational school (SMK) graduates.

Research and Development approach is carried out in order to achieve the research purposes above, through a preliminary study, model design development, experiment, and validation. Preliminary study includes these following phases; literary study, data gathering, factual finding description and analysis which includes; description of TEFA management in vocational school, (2) description of TEFA developer group who implements this model, (3) Arranging TEFA *Procom Cakep* model, (4) Design experiment and effectiveness through FGD to develop and implement TEFA *Procom Cakep* effectively and efficiently.

REVIEWING REALATED LITERATURE

Good education needs strong support of infrastructure. This may be an obstacle in all vocational schools, both public and private school. Actually, every vocational school has

human resources (teachers/ instructor), equipment and facility which need to be empowered, so that the obstacle is no longer exist. However, not standard equipment must be considered.

Training activity held by vocational school sends the students to some industrial areas can't meet the criteria of practical level to increase graduates quality both qualitative and quantitative. Some common reasons like (1) the lack of industry and business to absorb the students, (2) limited found, (3) Doesn't have a training center, (4) doesn't have an experienced instructor, (5) prejudice trainees will interrupt the production activity, (6) lack of partnership.

A high quality education needs education management which mobilize all resources. Many attempts have been done to improve the school quality so that it can meet the need of industry. Even though the curriculum have been made according to the industry need, this is not enough to create better graduates.

The reality shows that vocational school graduates don't match to market demand (Soenarto 2003:16). Huge industries have low attention to the quality of graduates because they feel burdened by the trainees in their company (Joko 1996:104). The effort to improve the vocational school competitiveness is done by the strategy of quality and relevancy development by guiding some vocational schools whose graduates have national characters to improve local strength, and compete in global market and also have international competitiveness. (Renstra Depdiknas 2005: 67-69).

Besides, vocational school quality betterment must be carried out to improve skills competences (standard practices, preventive maintenance, troubleshooting inspection, and modification), knowledge and attitude as a would-be employer.

Table 1. SMK's gaps with the Industrial world (June 21, 2008)

| SCHOOL | INDUSTRIAL WORLD |
|---|---|
| The work as simulation (practice). | Doing the work as order. |
| The quality of the work is measured by scale of 0 - 10. | The quality of work is measured by "accepted - Rejected" |
| The risk of work is still tolerable. | It has a fatal risk, failure and harmful |
| The time tolerance is rather loose. | The utilization time is tight. |
| The failures are not considered. | The delay is considered as loss. |
| The students' morale depends on motivation. | The work situation and condition boost the productivity |
| It's difficult to form a work ethic. | It's conducive to form a work ethic. |
| It's slower in following the development of science and technology. | It's slower in following the development of science and technology. |

([http://yudipurnawan.wordpress.com/2008/06/21/kesenjangan-smk-dengan-dunia-industri/http://news.letter.politeknikaceh.ac.id/?p=40.](http://yudipurnawan.wordpress.com/2008/06/21/kesenjangan-smk-dengan-dunia-industri/http://news.letter.politeknikaceh.ac.id/?p=40))

The graduate's gaps with the needs and the employment growth happen because the policy in vocational education doesn't have strong direction to integrate education and training towards continuing education. There are a lot of vocational education institutions which oriented on teaching and assessment to achieve the curriculum, not toward the competence proficiency demanded employment. Besides that, the vocational education budget is still low, so that vocational teacher is being a second choice and lack of job opportunities for students in industrial practices.

The Department of National Education (Depdiknas) has a program of empowerment SMK by increasing the number of SMK, improving the quality of SMK, building the image of SMK in the society. As we know that Depdiknas program in 2015, the comparison between SMA and SMK is 70 : 30 for the number of schools and the number of students with the total SMK/SMA students in Central Java 1,107 : 864 or 52.87 : 47.32 percent, and the ratio of the number of SMK : SMA 420,192 : 371,326 or 52.7 : 47.3 percent. From 1,107, only 5% of SMK has SMM ISO certification nationally. It means that there are only 221 SMK and 72 are in Central Java and only 39 outstanding SMK which has complete HRD facilities with the site of competency test (TUK). Therefore, the Provincial Education Department

of Central Java continues to encourage the improvement of service quality in SMK.

Industry-based SMK which is dependent on the existence of industry would worsen when increasing the number of vocational students happens. Therefore, in order to make the existence of SMK better, it should build own industry in the community around the school as graduate employment base. The more established industries will further strengthen the existence of SMK although through medium industries. School-owned industries can be established on the basis of residence where students come, or in every village or at least in every sub-district closest to the school environment. It is to gain moral support from the local society as well as capital. Then, the involvement of all components of the school (teachers, students, and the society) is needed to be grown. As a real description, the teachers who lived near from the location are involved in the management and procurement of raw materials, the local society (students'parents) are involved in the provision of places, the schools involved in the provision of equipment and students are involved in production process. If this process goes well, then there will be a lot of benefits that can be obtained: 1) it can accommodate labor of graduate of that school, 2) it can be used as students industrial work practice so that schedule setting of industrial practice is more

flexible because it is not dependent on other industry, 3) it can help to grow the economy of the society around the school, region, and nation, 4) it can increase the level of welfare of the school community, 5) it can build a society of entrepreneurial spirit, and 6) it can promote cooperation between schools and society. The program of increase the number of SMK in term of expanding access, improving quality and public image can be realized well, if the learning in SMK can conduct a business appropriate with reality (not a simulation only) through good TEFA management.

RESEARCH METHOD

This study used research and development approach. This procedural model adapted research and development model of Borg and Gall (1983:775-6). This study was implemented to produce a development model of TEFA. The first step was describing the management of TEFA in SMK and determining a potential developer group of SMK to participate in the concept of arrangement on management model of TEFA SMK. Based on the description of the findings, the next step was developing a tentative model of TEFA management and implementing the management model of TEFA in SMK. This research was carried out in several vocational schools in Semarang city. The subjects were a group of TEFA developers (principals, teachers, stakeholders) with a purposive manner. The data collection in this study were grouped into two stages: the first was a preliminary study and development. The second was the testing phase and the influences. In preliminary study and development, this research used technique of questionnaire, observation and documentation, and also the study of literature. In the testing phase and the influences, it used observation and questionnaire as the basic data collection.

The data analysis is a descriptive data (mean, median, mode) which is then interpreted qualitatively. The process and result of the design development is conducted in a peer-group analysis and expert judgment. The test result and the influences analysis is descriptive results in the

form of data presentation. Similarly, the level of applicability was analyzed by descriptive qualitative manner.

DISCUSSION

One of the programs initiated by the government through the Department of Education is organizing Teaching Factory program in Vocational Education. Teaching Factory is an industrial-based approach in the process of learning in vocational schools. It means that that the school will do the planning, execution, and product control in accordance with the real standard of industry.

From the explanation above, it can concluded that TEFA management is a management system of industrial-based teaching which implemented in schools professionally with planning, organizing, preparation of personnel, guidance, and good supervision to produce a product in accordance with the industrial standards. There are some important reasons why the learning in school using Teaching Factory is necessary. They are (1) it can improve the competence of teachers and students, (2) it can encourage the creation of quality culture in schools, (3) it can create an industrial culture in school, (4) diversification of financial resources in school, (5) a place for students' and teachers' creativity and innovation, (6) a means to develop the entrepreneurship in schools, (7) an internship and shelter graduates who have not got a job yet in industry or business world.

The Central Java policy to encourage the development of Teaching Factory in vocational schools are part of an effort to improve the quality, competence, and readiness of students to enter the workforce. It can sustain a policy of the Governor of Central Java in making democracy-based development as priority. By the same token, the Central Java government through the Department of Education has provided financial assistance to the best vocational schools both public and private to develop the Teaching Factory according to their potential. However, Teaching Factory program

is expected not only developed in vocational schools receiving financial assistance from the Ministry of Education and Culture or the Central Java government, but also the whole SMK especially in Central Java as an effort to improve the quality of graduates. Institutionally, Teaching Factory or Teaching Industry can be implemented in the form of production unit or other forms that do not conflict with the applicable rules and regulations, and integrated in learning activities or outside of learning.

Organizing and mechanism in each school might be different. It happens because the character of the product as well as the situation and environmental conditions are different. Therefore, it necessary to arrange a guidebook of Teaching Factory implementation so that the implementation is in line with expectations.

Teaching Factory *Procom Cakep* program which were implemented by SMK must be accordance with the vocational skills program. Among of them are: (1) SMK Negeri 7 Semarang has been implementing Teaching Factory assembly computer area with the brand of SMK-Zyrek in cooperation between the Director of Vocational Education Development - General Directorate of Primary and Secondary Education Management – National Education Department and the Director of PT. Zyrexindo Mandiri Buana No. 0769/C5.4/ Kep/KP/2008. The cooperation between SMK Negeri 7 Semarang and PT. Zyrek aimed to develop teaching factory in the field of computer assembly factory in SMK to meet the shortage of laboratory equipment in vocational practice, especially for computer subject through National Budget (APBN) 2009, and the procurement of laptop/ SMK - Relion net-book for teaching and learning activities through the assembly at SMK in 2010 based on the allocation of APBN the Directorate of Vocational Work Unit, General Directorate of Primary and Secondary Education Management No. 2724/C5.4/Kep/KU/2010 dated October 13, 2010. The Implementation of aid programs through teaching factory computer assembly is expected to be able to increase the competence of the learners. (2) SMK Negeri 1 Semarang

with Teaching Factory program on motorcycle assembly in cooperation with PT. Kanzen motor Jakarta in 2010 and being assembled at SMK Negeri 1 Semarang. In 2011, this school is believed to assemble “Turangga” car, and (3) SMK Negeri 4 Semarang by developing Teaching Factory on manufacturing appropriate technology designed and manufactured by machining expertise, automotive services, Audio, and LCD.

In order to make the Factory Teaching program run well, focus, measurable, and accountable, it's required a standard guideline management scheme in the implementation of Teaching Factory in vocational schools so that the schools will have a standard scheme in the process of developing , organizing, mechanism and rules, reporting, monitoring and evaluating for accountability and responsibility. Vocational School with professional Teaching Factory has development opportunities, which participate in helping to reduce poverty, especially if supported by creative businessmen and have a resistance to the change. Therefore, SMK through TEFA need to make efforts which are able to develop the culture of creating opportunities and take advantage of the situation more creatively. This method is adopted to encourage the students to utilize their knowledge and skills to develop the business, so that the students can work, continue their study or become an entrepreneur.

The implementation guidelines of Factory Teaching in SMK in Central Java particularly need a standard scheme in the process of developing, organizing and reporting mechanism, monitoring and evaluating in the context of accountability and responsibility, so that the activities of Teaching Factory in SMK can give a real contribution to the advancement of SMK, then it can encourage the success of Central Java as vocational province.

Management and development guidelines of Factory Teaching in SMK can provide direction, a real contribution in achieving the educational goals, particularly vocational education. Besides that, it's also expected to be a guide of stakeholders in fostering, monitoring

and evaluating the schools in the implementation of Teaching Factory program especially Teaching Factory development activities at schools.

The objectives and benefits of Teaching Factory are to encourage SMK to do some innovation and technologies that have benefits for the society and the world of industry, build and develop self-reliance of SMK through empowerment the potential, develop the potential of entrepreneurship of SMK and give training for students to be candidates for potential young entrepreneurs, increase the current curriculum which will focus on the concept of modern manufacturing, the facilities of productive practice directly for students, the place of production-based training for students, provide an opportunity for students and teachers to do the market-oriented practice jobs, help the funding for maintenance, additional facilities and other education operational costs, build the school's capacity in synergistic cooperation with external parties, environment and community, and develop a culture of industry in schools.

The TEFA management refers to the principle that the implementation of TEFA must be in line with the goal of independence, accountability, responsibility, transparency, partnership, effectiveness, and efficiency. Independence means that being independent in self-regulating (not dependent on others). Accountability means that the written accountability of PJP on Teaching Factory submitted to the principal. The principle of accountability in the management of TEFA can reduce and even avoid suspicion of irregularities that have occurred and misguided policy. Responsibility is the responsibility of feasibility of work. Transparent management of TEFA SMK can reduce a mutual suspicion among the school community and mutually beneficial partnership in equal relation and interactive, active, and positive. Effectiveness is any effort to achieve results / output in accordance what we want. Efficient is a process that produces something that required the sacrifice of the most minimal resources, especially the cost, time, and energy.

TEFA leadership pattern uses intrapreneurship leadership rather than entrepreneurship because intrapreneurship is entrepreneurship within the organization (Hisrich & Peters, 2002). The characteristics of intrapreneurship leadership (Hisrich & Peters, 2002) are: (1) understanding the environment, (2) flexible, (3) encouraging the open discussion, (4) building support, and (5) tenacious. Fostering employee/ labor must be done intensively and wisely in order to make conducive situation in working.

Teaching Factory management put together a program of academic supervision objectively, responsible and sustainable (student's participation in the production and curriculum). The principal supervise the implementation of academic supervision program. As for the technical implementation, it can involve the vice principal of curriculum, the chief of study program/ expertise competence, or other relevant unit.

Teaching Factory management should be able to keep an eye on expenses to keep production costs as low as possible and sell the product with ompetitive price. The management also be able to guarantee that suppliers send the raw materials costs and a reasonable quality as agreed, and store them properly to prevent damage. Then check the raw materials sent by suppliers to ensure that they are in good quality and price which have been agreed (Dikmenjur, 2007).

In business, it is required to maintain the stock of raw materials, semi-finished and finished goods to meet production and sales target. Management and quantity control means that you have to keep the stocks as needed. Ensure the products/ services in accordance with the quality standard by adequate testing and criteria. Use the form of finished goods control result as feedback to maintain standard production process.

Teaching Factory management needs to make sure that every worker of the production has got a complete instruction, easy to understand, clear and simple about the production process. The management gives

them a clear description and diagram. Any changes to the policies and procedures are clearly given to them to ensure the quality, cost, and production time (Dikmenjur, 2007). To prevent the finished products become defects, it is needed to do routine check procedure in the process, proper planning, good engine maintenance and motivation for production/ service workers.

Teaching Factory management must be able to oversee the production and delivery time of goods to customers. If the Teaching Factory is unable to keep its promise to the customer, time by time, Teaching Factory will lose customers and buyers and it will be eventually bankrupt.

Before starting production, it's better to think first about "who is going to buy the product or service?", or in the term of business, it can be said "who is our market target". Market is a place for consumers who will buy some products/ services produced by a company. The market target of bookstores are students/ student college. And record companies are those who love music, and so on.

Marketing is an activity undertaken to sell the product as the market expected. Activities in marketing include product planning, price determining, distribution and promotion. These are well-known by the acronym 4P: Product, Price, Place and Promotion.

System and Reporting Mechanism is divided into two kinds, namely internal and external reporting. Internal reporting is conducted for a good organization and businesses. Monitoring can be handled by the commissioner. Internal reporting mechanism is used for all providers in Teaching Factory either with facilities given by the Provincial Education Department or not yet. And external reporting is for accountability to the aid provider (the Provincial Education Department) on development of Teaching Factory.

The TEFA monitoring and evaluation is a monitoring service to TEFA management in order to do the duties and functions better and in good quality. The basic function of monitoring and evaluation (M & E) is effort to improve or fix the clinical TEFA performance internally and

external function in the context of performance assessment on accountability in TEFA aid management. M & E are programmed, planned, and continued activities. Therefore, M&E activities of TEFA must be implemented, developed, and evaluated.

CONCLUSIONS

1. TEFA management model in SMK is appropriate with the needs of business and industry formulated and tested together with the model group (teachers, SMK management, and stakeholders/ industrial world).

2. Document of Guidelines of TEFA Management in SMK is appropriate with the needs of business and industry formulated and tested together with the model group (teachers, SMK management, and stakeholders/ industrial world) and feedback group. TEFA can be effectively and efficiently implemented.

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**EFFECTIVENESS MODEL VOCATIONAL HIGH SCHOOL IN THE CITY OF SEMARANG****Mudrik**

Educational Management of Postgraduate Program of Semarang State University

Info Artikel*Sejarah Artikel:*

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*Keywords:**school effectiveness, school**leadership, teacher**competence, school climate,**school committee***Abstract**

Vocational School has a unique character, its output should really be prepared to have competence in the workplace in accordance with the chosen skill. In reality based on research results In reality based on the results of research and development agency of Central Java Central Java shows the number of graduates of vocational schools and private State in Central Java between 95 % to 100 % , of the passing range are absorbed into jobs that match their expertise program is 30 % up to 50 % . This study aims to determine the effect of principal leadership , teacher competence , school climate and the school committee on the effectiveness of vocational high school in the city of Semarang. The design of this research is a quantitative research approach through a confirmatory factor analysis model. Its population is a vocational high school teachers in public and private in Semarang City with 293 respondents. The collected data were analyzed through SEM analysis using software programs VPLS (Visual Partial Least Square). Results reveal that the principal leadership, teacher competence, school climate and the school committee has a positive and significant impact on the effectiveness of vocational high school in the city of Semarang. Of the four principal leadership factors have the greatest influence with the value of load factor of 4,6899, the school committee with a value of 3,6914, with the teacher's competence value of 2,6002 and last school climate with a value of 2,2467. Based on these results, the variables principal leadership, teacher competence, school climate and the school committee can be the foundation for efforts to improve the effectiveness of vocational school, through its dimensions and indicators.

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INTRODUCTION

Today education is seen as an activity that is anticipatory, in the face of change changes and developments in science and technology very quickly. Changes and developments that sounds huge impact on various aspects of human life, whether economic, political, social or cultural . The era of globalization requires strong competitiveness in various fields, such as technology, management and human resources. For that required the development and improvement of the quality of human resource development in order to compete in the global change . One of the media to improve the quality of human resources is education .

According Tilaar (2001 : 6) globalization process also requires every organization including educational organization must always be dynamic in order to follow the development of output produced increasingly higher quality and are able to compete internationally .

Based on this, review the effectiveness of the school is important and urgent to be done related to improving the quality of education. As formal education institutions, schools are required to produce graduates who have the academic ability of specific, skills, attitudes and mental, as well as other personalities so that they can continue to pursue higher education or working in jobs that require expertise and skills .

Vocational High School has a unique character, its output should really be prepared to have competence in the workplace in accordance with the chosen skill competencies. This indicates that each graduate school must meet competency standards appropriate levels of education as a basic unit to see the effectiveness of the school.

Competency standards are the criteria for qualification is the ability of graduates that includes attitudes, knowledge, and skills. Standard Competency Vocational High School on the attitude dimension includes behaviors that reflect the attitude of the faithful, noble, knowledgeable, confiden, and responsible to interact effectively with the social and natural

environment as well as the place itself as a reflection of the nation in the association world. In the knowledge dimension includes having knowledge of factual, conceptual, procedural, and metacognitive in science, technology, art, and culture with insight into humanity, national, state, and civilization related causes and effects of phenomena and events. On the dimension of skills include the ability think and follow an effective and creative in the realm of the abstract and concrete as learned in the development of independent schools (Appendix Permendikbud 54 of 2013 : 1-3).

In reality based on research results In reality based on the results of research and development agency of Central Java Central Java shows the number of graduates of vocational schools and private State in Central Java between 95 % to 100 % , of the passing range are absorbed into jobs that match their expertise program is 30 % up to 50 %.

These conditions imply the need for immediate assessment of the effectiveness of vocational schools , with the hope of more in-depth knowledge gained about the strategic factors for the improvement of education in the effectiveness vocational high school.

THEORETICAL FRAMEWORK

Effectiveness of School

Effective school is a school that is run fungsinya as a place to learn the best by providing quality learning for their students . Learning outcomes satisfactory to all parties indicated by the quality of learning outcomes of students in accordance with its intended purpose (Ukat, 2008:2).

Shannon and Bylsma identifies nine characteristics to look superior schools (highperforming schools). To that end they fought and worked hard in a relatively long time. The nine characteristics of effective schools look ahead include:

- 1 . Clear and shared focus
2. Standards and high expectations for all students
3. Effective school leadership

4. The level of cooperation and innovative communication
5. Curriculum , learning and evaluation that goes beyond the standard
6. The frequency of monitoring of learning and teaching high
7. Development of teachers and staff who are focused
8. Environment that supports learning
9. High involvement of families and communities (Sodikin, 2011: 8).

All the research on school effectiveness is an attempt to explain how school inputs, school context, and school processes affect the output of the school.

Based on these results, an effective school is a school that is able to optimize all of the input and output processes for the achievement of education, ie school achievement, especially the achievement of students is characterized by its ability to form all the competencies required in the study.

Principal Leadership

Siagian (2002: 62) argues that leadership is the ability to influence others (subordinates) so that the other person is willing to do the will of the leader personally although it may not be his favorite.

In effective schools, principals have a strong role in coordinating, move, and synchronize all available educational resources. School leadership is one factor that can encourage schools to be able to realize the vision, mission, goals, and objectives of the school through programs carried out in a planned and gradual. Therefore, principals are required to have management skills and strong leadership to be able to make decisions and initiatives to improve school quality.

The school principal should have the institutional vision, a clear conceptual abilities, as well as the skill and art of human relations, mastery aspects technical and substantive aspects (Mulyasa, 2004:72). Vision is a picture of the future school school aspired. Vision can guide and offer directions and map to the future

and provide guidance/ instructions to all members of the organization in achieving its goals. Register or details of the principal duties include the role and function of the run can be the basis for determining the competence of school . Thus, the necessary competence possessed principals include (a) formulate a vision, (b) planning program, (c) communication a cooperation (d) public relations, (e) manage the resources of the school, (f) decision making.

Competence of teachers

Teacher competence can be defined as the knowledge and skills of basic values are reflected in the habit of thinking and acting. Competence can also be defined specification of knowledge or skills and attitude of a person and their application in the work, according to the standard of performance required in the field (Marwanti, 2013: 4).

According to PP. No.19 tahun 2005 on National Education Standards, stated that the educator (teacher) is a learning agent must have four kinds of competencies, namely pedagogic competence, personal competence, social competence, and professional competence.

Based on the description referred to the competence of teachers in this study is the ability of teachers to perform their duties with its competence to achieve the set goals of the school.

School Climate

According Rapti (2013 : 110) the expectations, values, beliefs, relationships with staff, school leaders, teachers and students build a school climate behavior . Selamat (2013 : 73) cites the opinion of Thompson, explained that, organizational climate can be defined as an approach in which members of the organization to observe and characterize them and around them in a polite manner and value based.

According to Cohen, as quoted by Pinkus (2009 : 14) describes school climate as the quality and character of school life, based on the behavior patterns of students, parents and school personnel about the experience of school life that reflects norms, goals, values interpersonal

relationships, learning and teaching practice, as well as organizational structure

Styron and Nyman (2008:2) describes school climate is an important component to realizing an effective middle school . School climate is environmentally friendly teenager, casual, polite, quiet, and dynami. Overall school climate can be enhanced by positive attitudes and behavior of the students and teachers. Related to school climate and a productive environment conducive to student learning with an atmosphere that promotes cooperation , trust, loyalty, openness, pride, and commitment .

Hoy, Hofman, Sabo and Bliss as quoted Gunbayi (2007:2) describes six dimensions of school climate, which is divided into two aspects, namely the behavior of the head, and behavioral aspects of teachers. Three - dimensional behavior of the principal measured is supportive, directive, and restrictive, while the three dimensional behavior of teachers is measured collegial, committed, and disengaged.

School Committee

School Committee is an independent body that embodies the role of the community in order to improve quality, equity and efficiency of education management in the education unit both in preschool education, education track or path outside of school education.

The existence of the School Committee must rest on a foundation of community participation in improving the quality of care and outcomes of schooling. Therefore, its formation must consider the appropriate roles and autonomy of existing positions. The role that the School Committee is as follows,

1. Advisory agency in the determination and implementation of education policy in the education unit.
2. Supporting agency, both tangible financial, thought, and effort in providing education in the educational unit.
3. Controller (controlling agency) in order to transparency and accountability activities and spending in the education unit .
4. Mediator between the government with the community in the education unit.

RESEARCH METHODS

The design of this research is a quantitative research approach through a confirmatory factor analysis model . Its population is a vocational high school teachers in public and private in Semarang City with 350 respondents . The collected data were analyzed through SEM analysis using software programs VPLS (Visual Partial Least Square).

The variables of this study consisted of an endogenous latent variables (latent dependent variable) and four exogenous latent variables (latent independent variable).

Endogenous latent variables in this study is the effectiveness of vocational high school (Y) is measured through the observation variables and the clear focus with (Y1), standards and high expectations for all students (Y2), effective school leadership (Y3), the level of cooperation and innovative communication (Y4), curriculum, learning and evaluation that goes beyond the standard (Y5), the frequency of monitoring of learning and teaching high (Y6), the development of teachers and staff who are focused (Y7), an environment that supports learning (Y8), high involvement of families and communities (Y9).

There are four exogenous latent variables, namely the principal leadership (X1) which is measured by the ability to formulate a vision of observation variables (X1-1), the ability to formulate programs (X1-2), the ability of communications and collaboration (X1-3), the ability of the relationship with the community (X1-4), the ability to manage school resources (X1-5), and decision-making abilities (X1-6). Teacher competence (X2) measured through observation of pedagogical variables (X2-1), personal competence (X2-2), social competence (X2-3) and professional competence (X2-4). School climate (X3) were measured through supportive observation variables (X3-1), Directive (X3-2), restrictive (X3-3), collegial (X3-4), committed (X3-5), and disengaged (X3-6). The role of the school committee (X4) as measured through observation advisory variable

(X4-1), supporting (X4-2), controlling (X4-3), and mediators (X4-4).

RESULTS AND DISCUSSION

Evaluation of Measurement Model (Outer Model)

Assessment measurement model can be seen from the value of convergent and discriminant validity and composite reliability. The calculation results obtained by the measurement model assessment goodness Composite Reliability and AVE values successively Principal Leadership variable (X1) 0,892 and 0,657 Teacher Competence (X2) 0,895 and 0,722 the School Climate (X3) 0,893 and 0,627 Role of the School Committee (X4) 0,817 and 0,627 the School effectiveness (Y) 0,792 and 0,625.

This suggests that the constructs have convergent and discriminant validity levels are good. Similarly, all the variables have a composite reliability value above 0,70 means in accordance with the assessment criteria of all the variables have a good level of reliability. So for the measurement model can be expressed is good.

Evaluation of Structural Model (Inner Model)

This information is obtained by looking at the value of R square is a test of goodness - fit model to explain the variation percentage of the overall construct of the model . Through bootstrapping method , the value of R square of 0,717 endogenous variables . Structural model of the output VPLS shows four exogenous variables, namely the Principal Leadership, Teacher Competence, Climate School, and the Role of the School Committee together explained 71,7 % to effectiveness School. This value indicates substantial explanatory power is greater than 67 % according to Chin (in Ghazali, 2011:27) . Test goodness strktural models can be seen from the value obtained from the formula $Q2 = 1 - (1 - R^2)$, and the obtained value of $Q2 = 1 - (1 - 0,717) = 0,717$. As per the assessment criteria that value is greater than 0,67 which indicates that either the structural model.

Hypothesis Testing

Based on the results if the data path coefficient obtained information that indicates the strength of relationship between the two constructs are significant (at $p = 0.05$) as follows, the value of the path coefficient for the effect of Principal Leadership of the effectiveness of the school of 0,2910 with a value of load factor of 4,6899. It is informed that the hypothesis that the Principal Leadership factors have a positive and significant impact on the effectiveness of vocational school in Semarang accepted .

Path coefficients for Teacher Competence on School Effectiveness at 0,2090 with a value of load factor 2,6002. This shows that the hypothesis that factors Competency has a positive and significant impact on the effectiveness of vocational high school in Semarang received.

Path coefficients for the School Climate at 0,1460 with a value of load factor 2,2467 which indicates that the hypothesis that school climate factors have a positive and significant impact on the effectiveness of vocational high school in Semarang accepted . The role of the path coefficients of the Effectiveness of the School Committee School of 0,2740 with a value of load factor 3,6914. These results indicate that , the hypothesis that there is an influence on the effectiveness of the role of the School Committee School at Vocational High School in Semarang acceptable.

Based on the results of testing the structural model of the value of R^2 was found that the variables of school leadership, teacher competence, school climate and the school committee jointly have a significant influence on the effectiveness of vocational schools at 71,7 %.

Effectiveness Model Proposed Vocational High School.

The results of parameter estimates for the measurement model after going through four rounds of iteration of each of the variables shown in the following table.

Table 4.1 Analysis Results Through Convergent Validity Testing Variables Principal leadership

| Indikator | Factor Loading | | | |
|-----------|----------------|-----------|------------|-----------|
| | Proses I | Proses II | Proses III | Proses IV |
| kks1 | 0.936300 | 0.583400 | 0.580000 | 0.579900 |
| kks2 | 0.597000 | 0.660000 | 0.669800 | 0.669600 |
| kks3 | 0.876400 | 0.702100 | 0.696100 | 0.696200 |
| kks4 | 0.023900 | - | - | - |
| kks5 | 0.660800 | 0.647100 | 0.648500 | 0.648300 |
| kks6 | 0.542600 | 0.604200 | 0.607900 | 0.607800 |
| kks7 | 0.641800 | 0.568200 | 0.566700 | 0.566600 |
| kks8 | 0.484100 | - | - | - |
| kks9 | 0.478000 | - | - | - |
| kks10 | 0.528700 | 0.609900 | 0.605000 | 0.604900 |
| kks11 | 0.772200 | 0.625300 | 0.626000 | 0.626200 |
| kks12 | 0.692100 | 0.769900 | 0.766600 | 0.766700 |
| kks13 | 1.286500 | 0.598300 | 0.605400 | 0.605400 |
| kks14 | 0.465300 | - | - | - |
| kks15 | 0.823200 | 0.812600 | 0.810600 | 0.810700 |
| kks16 | 0.475700 | - | - | - |
| kks17 | 0.372100 | - | - | - |
| kks18 | 0.484500 | - | - | - |

Sources: Output data processing VPLS, 2013

Based on table 4.1, the loading indicator variable dimensions of school leadership in the principal's ability to manage human resources is has a value below 0.5 are not included in the subsequent process. Until the fourth process an important dimension. Good performance loading factor values obtained the greatest evaluations for all teachers and employees and indicator is an indicator (kks15) of 0,810 which to innovate and build partnerships with the states the principal performance evaluation of community be the most important indicator in human resources (teachers and staff) this dimension. periodically. These results inform that the

Table 4.2 Analysis Results Through Convergent Validity Testing Variables Teacher Competency

| Indikator | Factor Loading | | | |
|-----------|----------------|-----------|------------|-----------|
| | Proses I | Proses II | Proses III | Proses IV |
| kg1 | 0.866400 | 0.856300 | 0.731500 | 0.690100 |
| kg2 | 0.164400 | - | - | - |
| kg3 | 0.395600 | - | - | - |
| kg4 | 0.797300 | 0.595500 | 0.805600 | 0.823500 |
| kg5 | 0.122800 | - | - | - |
| kg6 | 0.525400 | 0.271000 | - | - |
| kg7 | 0.396400 | - | - | - |
| kg8 | 0.578200 | 0.929600 | 0.616200 | 0.598900 |
| kg9 | 0.332700 | - | - | - |
| kg10 | 0.646800 | 0.639600 | 0.392600 | - |
| kg11 | 0.941800 | 0.855800 | 0.722800 | 0.725800 |

| | | | | |
|------|----------|----------|----------|----------|
| kg12 | 0.586400 | 0.698100 | 0.864100 | 0.875600 |
| kg13 | 0.101100 | - | - | - |
| kg14 | 0.415000 | - | - | - |
| kg15 | 0.585700 | 0.863300 | 0.581300 | 0.574000 |
| kg16 | 0.853300 | 0.752100 | 0.808400 | 0.824000 |
| kg17 | 0.461400 | - | - | - |
| kg18 | 0.420700 | - | - | - |
| kg19 | 0.446400 | - | - | - |
| kg20 | 0.391800 | - | - | - |
| kg21 | 0.631200 | 0.630100 | 0.606400 | 0.598500 |

Sources: Output data processing VPLS, 2013

Table 4.2 is to inform you that after going through four rounds of testing analysis, an indicator variable that has a value of teacher competence greatest factor loading is (kg12) by 0,8756 which states teachers can communicate well orally and in writing.

These results indicate that the ability of teachers to communicate orally and in writing

with the entire school community be an important indicator. The teacher is the key to successful learning in the classroom so that the ability to design learning materials and how to communicate so that the material is more easily accepted participant learners so that learning objectives can be achieved optimally.

Table 4.3 Results of Analysis of Convergent Validity Testing Through School Climate Variables

| Indikator | Factor Loading | | | |
|-----------|----------------|-----------|------------|-----------|
| | Proses I | Proses II | Proses III | Proses IV |
| is1 | 0.674000 | 0.659400 | 0.647600 | 0.647500 |
| is2 | 0.593900 | 0.672000 | 0.677900 | 0.677800 |
| is3 | 0.631400 | 0.692100 | 0.694200 | 0.694100 |
| is4 | 0.435700 | - | - | - |
| is5 | 0.650200 | 0.668900 | 0.667300 | 0.667200 |
| is6 | 0.552900 | 0.607400 | 0.613900 | 0.613900 |
| is7 | 0.639100 | 0.560700 | 0.551000 | 0.551200 |
| is8 | 0.688500 | 0.611500 | 0.612600 | 0.612900 |
| is9 | 0.630700 | 0.525000 | 0.519900 | 0.520200 |
| is10 | 0.481500 | - | - | - |
| is11 | 0.604300 | 0.599200 | 0.588000 | 0.587800 |
| is12 | 0.588800 | 0.697100 | 0.708600 | 0.708500 |
| is13 | 0.548900 | 0.645100 | 0.650600 | 0.650500 |
| is14 | 0.587700 | 0.638400 | 0.640500 | 0.640400 |
| is15 | 0.556500 | 0.543400 | 0.542400 | 0.542600 |

Sources: Output data processing VPLS, 2013

Table 4.3 is an analysis of the test results after the testing process four times. The results show that the indicators of school climate variables that have the greatest value is the loading factor (is12) at 0,7085. This indicator stating that teachers possess a loyalty to the school to achieve school goals. This gives

teachers information that loyalty in achieving the goals of the school is one of the important indicators. Loyalty teachers to do the job is important because of the high loyalty in carrying out the work of teachers will devote all his ability to produce optimal results.

Table 4.4 Analysis of Results of Convergent Validity Testing Through Variable Role of the School Committee

| Indikator | Factor Loading | | | |
|-----------|----------------|-----------|------------|-----------|
| | Proses I | Proses II | Proses III | Proses IV |
| pks1 | 0.040100 | - | - | - |
| pks2 | 0.206700 | - | - | - |
| pks3 | 0.585300 | 0.605000 | 0.610700 | 0.610400 |
| pks4 | 0.809600 | 0.640600 | 0.638300 | 0.638100 |
| pks5 | 0.862800 | 0.597200 | 0.602700 | 0.602500 |
| pks6 | 0.457300 | - | - | - |
| pks7 | 0.658600 | 0.552800 | 0.523300 | 0.523400 |
| pks8 | 0.644700 | 0.757400 | 0.764300 | 0.764600 |
| pks9 | 0.788700 | 0.511000 | 0.524600 | 0.524500 |
| pks10 | 1.161100 | 0.692900 | 0.690600 | 0.690900 |

Sources: Output data processing VPLS, 2013

Based on Table 4.4 indicating that the indicator value is the greatest factor loading (pks8) of 0,7646. This indicator states that the school committee evaluated the out put of the school. These results provide information that the school committee's role in controlling the dimensions through the indicator, is very important. This is because the nature of vocational high school alumni vocational means prepared to be able to have the appropriate competence and expertise have chosen a competitive competitiveness in entering the world of work or entrepreneurship.

Table 4.5 Analysis of Results of Convergent Validity Testing Variables Through School Effectiveness

| Indikator | Factor Loading | | | |
|-----------|----------------|-----------|------------|-----------|
| | Proses I | Proses II | Proses III | Proses IV |
| es1 | 0.582700 | 0.435200 | - | - |
| es2 | 0.663800 | 0.516200 | 0.592700 | 0.592200 |
| es3 | 0.446000 | - | - | - |
| es4 | 0.500000 | 0.624600 | 0.697600 | 0.698800 |
| es5 | 0.386400 | - | - | - |
| es6 | 0.815700 | 0.448900 | - | - |
| es7 | 0.720700 | 0.535000 | 0.538400 | 0.538600 |
| es8 | 0.519500 | 0.440600 | - | - |
| es9 | 0.469800 | - | - | - |
| es10 | 0.777200 | 0.463500 | - | - |
| es11 | 0.797500 | 0.470200 | - | - |
| es12 | 0.933400 | 0.523700 | 0.583600 | 0.583100 |
| es13 | 1.001700 | 0.458900 | - | - |
| es14 | 0.775700 | 0.598700 | 0.591100 | 0.590100 |
| es15 | 0.868800 | 0.485200 | - | - |
| es16 | 0.549600 | 0.496200 | - | - |
| es17 | 0.789400 | 0.441100 | - | - |
| es18 | 0.958500 | 0.788400 | 0.725800 | 0.725800 |

| | | | | |
|------|----------|-----------|---|---|
| es19 | 0.986800 | 0.391800 | - | - |
| es20 | 0.808200 | 0.382900 | - | - |
| es21 | 0.869100 | 0.364300 | - | - |
| es22 | 0.933900 | 0.266600 | - | - |
| es23 | 0.834600 | -0.060500 | - | - |
| es24 | 0.571500 | 0.369200 | - | - |
| es25 | 0.657800 | 0.428600 | - | - |

Sources: Output data processing VPLS, 2013

Table 4.5 shows that the indicators of school effectiveness variables that have the greatest value of loading factor is es18 was at 0.7258. This indicator states that the principal encourages teachers to continue to develop their competence. Furthermore, a great value adalah ES4 indicator of 0.6988, which states that all students have high enthusiasm to achieve the best competence and achievement. This suggests

that the increase in the quality and competence development educators continuously balanced with passion and high motivation of the learner to achieve the best performance competencies and provide a substantial contribution to achieving school effectiveness.

Based on the results of this study produced a model to predict the effectiveness of vocational high school in Semarang as follows,

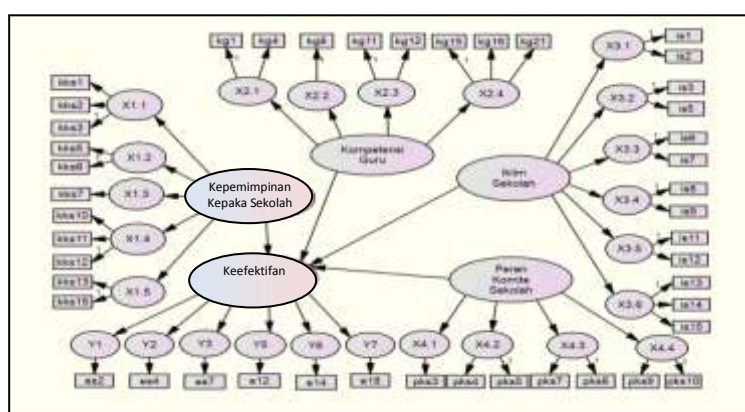


Figure 4.1 Image Model Vocational School Effectiveness

Based on the results of this study produced a model to predict the effectiveness of vocational high school using exogenous variables proposed in this study is the Principal Leadership variable (X1) is described by the dimensions of the ability to formulate a vision mission (X1.1), the ability to plan programs (X1.2), the ability of communications and collaboration (X1.3), the ability of community relations (X1.4), and the ability to manage resources in the school (X1.5). The indicators are considered valid to explain the variable pengmatan ability to formulate a vision mission (X1.1) is the principal of the school to formulate a clear vision (kks1), school principals

communicate the vision to all citizens with good schools (kks2), the principal encourages all school community to achieve the school's vision (kks3). The indicator variable is valid to explain the observations ability to plan programs (X1.2) is the principal making goal attainment measures school with clear and measurable (kks5), and the principal evaluation and supervision of activities in achieving the goals of the school (kks6). The indicators are considered valid to explain the observation variables of communication and collaboration capabilities (X1.3) is the principal communicate well with all citizens of the school (kks7). The indicators are considered valid to explain the observation

variables with public relations capabilities (X1.4) is the principal building good relationships with the community (kks10), the principal communication with school partners (industry, school committee) runs fine (kks11), and principals to innovate with partner schools to develop school (kks12). While the indicators are considered valid to explain the observations of the variable resource management school (X1.5) is the principal indicator determining the organizational structure of the school in accordance with the procedures, communication and coordination in the implementation of the post (kks13), the principal performance evaluation of human resources (teachers, employees) on a periodic basis (kks15). Teacher Competence Variables (X2), is described by four variables observations. First, pedagogical variables (X2.1) is a valid indicator of teachers to develop syllabi, lesson plans, teaching materials (kg1) and the teachers to use technology in learning (kg4). Both personal competence variables (X2.2) with a valid indicator that a teacher can be a role model for student participants (kg8). These three variables of social competence (X2.3) indicator described by teachers to establish good communication with the principal, (kg11) and teachers can communicate orally and in writing well (kg12). Fourth professional competence variables (X2.4) is described by the master teacher indicator good learning materials in accordance with its competence (kg15), teachers apply the concept of active learning, innovative, creative and fun (kg16), and the teacher is able to motivate learners (kg21).

At the School Climate exogenous latent variables (X3), is described by six variables observations. The first is a variable supportive (X3.1). This variable (X3.1) described by the principal indicators provide constructive criticism (is1), and the principal gives positive encouragement to teachers in completing its tasks and achieve the best performance (is2). The second is a variable directive (X3.2) described by the principal indicators to monitor what is done teacher (is3), and the principal checks the work of teachers (is5). The third

variable is restrictive (X3.3). This variable is explained by the principal indicator burdening teachers with other work (is6), and the routine work of the teacher is interrupted (is7). Fourth is collegial variable (X3.4), which is valid indicators are good friends with the head of school teachers (is8), and principals eager to work together (is9). For the fifth dimension is committed (X3.5), is a valid indicator of teachers have expressed a strong willingness to assist students in developing intellectual and social abilities (is11), and teachers have a loyalty to the school to achieve school goals (is12). The sixth dimension is (X3.6) disengaged, described with a valid indicator that the teacher follows the group meetings that are not useful (is13), there is a minority group opposing the majority group in school (is14), and not the principal focus when speaking in meeting (is15).

The role of the School Committee latent variables measured by four variables observations. First, variable advisory (X4.1), the indicator variable is explained by the school committee to provide input on school output criteria (pks3). Both supporting variable (X4.2) described by indicators such as school committees provide financial support, thought and energy in providing education in schools (pks4), and the school committee urges public commitment to quality education *penhyelenggaraan* (pks5). Third controlling variables (X4.3). This variable is explained by the school committee participate indicators to evaluate the implementation of policies and programs on school education (pks7), and the school committee evaluated the output of school (pks8). The fourth mediator variable (X4.4), which is described by the indicators of the school committee and aspirations accommodate the educational needs of the community submitted to the school (pks9), and the school committee working with organizations and businesses to participate in improving the quality of schools (pks10).

Variables valid observations to explain the effectiveness of the school is the first dimension and a clear focus with (Y1) which is represented by all the indicators focus on achieving the

vision of the school community school (es2). Both variables are high standards and expectations for all students (Y2), described by the indicators all students have high enthusiasm to achieve competence and best achievement (ES4). The third variable effective leadership (Y3), described by the indicator facilitates school all school community to achieve the school 's vision (es7). The fourth variable exceeds the curriculum and evaluation standards (Y5), described by the indicators above schools develop curriculum standards (es12). The fifth variable frequency monitoring of the learning process high (Y6), described by the leading indicators are periodically monitor the learning activities at school (es14). The sixth variable development of teachers and staff who are focused (Y7), described by the principal indicators encourage educators to continue to develop their potential (es18) .

CONCLUSION

Based on these results it can be concluded that, school leadership, teacher competence, school climate and the school committee has a positive and significant impact on school effectiveness. Of the four principal leadership factors have the greatest influence on the effectiveness of vocational high school in the city of Semarang. This indicates that the variable of school leadership should be a serious concern to establish the effectiveness of the school, through the dimensions and indicators are valid as the results of this study. Variable competence of teachers, school climate and the school committee also has a positive and significant impact on the effectiveness of vocational high schools in the city of Semarang. It means to establish the effectiveness of vocational high school in Semarang can be developed through a model of school effectiveness as these results through these factors.

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THE DEVELOPMENT MODEL OF STUDENTS' GUIDANCE MANAGEMENT BASED ON ISLAMIC ACADEMIC CULTURE IN UNISSULA

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Abstract

Sultan Agung Islamic University (UNISSULA) has formulated a vision to be the leading Islamic University in building the best generation (khaira ummah), developed science and technology on the basis of Islamic values and Islamic civilization toward a prosperous community blessed by Allah (Statute UNISSULA, 2011). Therefore, UNISSULA has applied Islamic Academic Culture as the implementation to students'choaching which creates the best generation. This study is aimed to develop the model students'guidence management based on Islamic Academic Culture. This study was designed using the research approach an development (R and D). The data collection was done by; firts, a qualitative phase approach that includes interviews, observations, documentation and questionnaires. Second, the literature review was done by assessing the stage of grand theory. Third, the stage of development of hypothetical models in which the data collection used Focus Group Discussion (FGD). The fourth was the model evaluation phase, empirically the researcher conducted field trials. After perfecting the conceptual model which has been validated by expert, the conceltual models were tested. For the data analysis, the researcher used qualitative data analysis, and data validity checking techniques. Products developed and validated in the research of developing the model of students'guidance based on Islamic Academic Culture is the guidelines of students'choaching management which include: (1) Guidelines for students'choaching planning, (2) Guidelines for organizing student development, (3) Guidelines for the implementation of students'choaching, and (4) Guidelines for monitoring students'choaching.

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INTRODUCTION

Process Education is supposed to bring the meaningfulness by optimize the entire human's potentiality. Therefore, it is truly right if the functions and objectives of the National Education in the Act No. 20 of 2003 dealing with National Education System states that the function of education is to develop the ability to form the character and the dignity of nation civilization in terms of educating the nation which aims to develop the potentiality of learners in order to become people whose faith and are pious to the God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens who are democratic and responsible (National Education in the Act No. 20 of 2003, pasal 3).

Nevertheless, as a matter of fact, it is not easy to conduct the objectives of education as mandated in the Act of National Education System. The students's delinquency both coming from adolescence and adult students shows an increasing number from year to year. Thus, the emergence of the idea for Character Education Program in Indonesia is understandable. It is because during the process of Education it is felt that it has not succeeded to build Indonesian people whose great characters (Hidayat, 2012:8).

Based on the grand design developed by the Ministry of Education (2010), psychologically and socially culture, the character formation in the individual is a function of the overall individual human potential (cognitive, affective, conative, and psychomotor) in the context of socially culture Interaction (in family, schools and communities) and lasts during the life. The character configuration in the context of the psychologically processed totality and socially culture can be grouped in Four fields; they are heart exercise, sports and kinesthetic as well as cultivating sense and intention.

The Grand design requires ongoing integrated education process which is able to develop the whole human potentiality. So when the education challenge is getting more difficult caused by the emergence of the phenomenon of

moral decline, education which is based on religious values becomes important, because education is the process of learning to live with the conditioned system with the values which are believed to be truth (Rofiq, 2010: 1). Therefore, education which relies on a vision based on religious values become the answer in the middle of an increasingly complex educational challenges (Nuridin, 2011:21).

Sultan Agung Islamic University (UNISSULA) is a religion-based university. As a religion-based university, UNISSULA has formulated a vision to be the leading Islamic university in building the best generation (*khaira ummah*), developed science and technology on the basis of Islamic values and Islamic civilization toward a prosperous community that is blessed by Allah in the framework *rahmatan lil a'lamin* (Statute UNISSULA, 2011). In realizing this vision, Islamic Academic Culture has been applied as an implementation to guide students which will create the best generation (Supadie, 2008:26).

The process of guiding students which is based on Islamic Academic Culture has experienced various obstacles (Choeroni, 2000:1). Based on those problems, it is essential that Unissula have a good management to the students' guidance. To reveal more about it, the focus of this research is the development model of the students' guidance management based on BUDAI.

THEORITICAL STUDY

Management

Management is the process of coordinating work activities so that they can be completed efficiently and effectively with and through other people (Robbins and Coulter, 2007:8). According to Fremont E. Kast, there are two basic elements of management, namely man and materials. Meanwhile, O.F. Peterson says that there are three basic elements of management, namely man, money, and materials.

George R. Terry proposed that the basic elements which serves as available resources that

to achieve the goal of management are man , machine, methods, and materials . In addition to the above five elements are the six elements of management that is "market".

While the functions of management, as Robbins and Coulter stated (2007:9) are to plan, organize, lead, and control. In line with them, Mahdi bin Ibrahim (1997:61) states that the function of management or leadership role in the implementation covers a wide range of issues, namely: planning, organizing, directing and monitoring.

Student Development

Coaching is efforts and activities carried out efficiently to obtain better results (Dictionary Compiler Team of Language Development Center , 1996:134). Director General of Higher Education in Rakornas of Student Affairs in 2011 emphasizing that students' guidances are prioritized on:

- a. The development of intellectual abilities , emotional balance , and the students' spiritual appreciation, in order to become responsible citizens and contribute to the nation's competitiveness.
- b. The development of the student as a moral force in creating a democratic civil society , fair, and based on public participation.
- c. The improvement to the quality of facilities and infrastructure to support student development and self-actualization ; cognition , personal, social.

The targets of students guidance are directed at:

- a. The formation of students' attitudes and identity as academicians who understand the ethics , communication procedures , using reasoning, and understand their rights as well as obligations as both students at university and citizens of Indonesia.
- b. The development of student activities towards the improvement of morals, reasoning, creativity, foster competitiveness and entrepreneurship, improving fitness, sportivity and social care.
- c. The development of student organizations which are democratic and effective.

Developmental Program

Institutional Directorate General of Higher Education Ministry of Education (2005) classifies the student developmental program becomes:

- a. Reasoning and science
- b. Talent, interests, and abilities
- c. Welfare
- d. Social Concerns

The Implementation of character building for students is conducted integratedly in curricular activities (through lectures under the coordination of the academic department), and co-curricular and extracurricular activities (under the coordination of student affairs department). Implementation of character education refers to the guidelines of implementation to the character education and development of culture in 2010, that character education is a comprehensive, systemic, and is supported by a positive culture and adequate facilities.

Target values which are integrated in the lectures include: (1) obedient worship, (2) honesty, (3) responsibility, (4) discipline, (5) integrity, (6) independence, (7) synergy, (8) critical, (9) creativity and innovation, (10) visionary, (11) compassion and care, (12) sincerity, (13) fair, (14) simplicity, (15) nationalism, and (16) internationalism. The strategy of integrating character education in the lecture is done in varied ways, adjusted to the characteristic of the course.

The student guidance through a variety of activities is expected to create a figure of students whose (1) a smart comprehensiveness (spiritual intelligence, emotional/social, intellectual, and kinesthetic), (2) the willingness and ability to compete, (3) the ability to pour creativity, (4) ability to capture the ideas of lecturers and environmental development, (5) response and sensitivity to the reality of life in the community , and (6) and get a chance to use facilities and develop network both inside and outside the campus.

The Islamic Academic Culture (BUDAI)

Education was culturalization. Education on the campus of Islam is the application of Islamic values in the overall life of the campus and is exercised by all citizens of the campus. The atmosphere of the campus should also support the Islamic scientific tradition by building Islamic Learning Society.

Islamic Academic Culture includes two things, namely the strengthening of ruhiyah (the spiritual values of Islam) and the strengthening of science. Aspects of the strengthening of the ruhiyah done with getting used to daily congregation, Islamic dress, clean environment, example, movements and other Islamic morality. Strengthening the science conducted through the spirit of iqra' (reading, researching, discussing), reconstruction of science on the basis of Islamic values, and appreciation of science (Supadie, 2008:29).

Model of Islamic Academic Culture is made of integral education, physical education, spiritual, cognitive, affective, and psychomotor can be done well. With alignment (integration) is expected the formation of a strong unity.

Development Model Student of UNISSULA

In fostering development planning students formulated policy guideline four being drafting and implementation of the program. Four policy guidance student was:

- a. student of UNISSULA having attitude based on personality of *muslim* faith and *ketaqwaan* to allah swt, berakhlakul karimah through tutorial program that is required for all students unissula.
- b. student of UNISSULA having love for science student activities sadducaic vigorously iqra' grow reading, with vigor researching, discuss so growing academic culture based on islamic values.
- c. Student of UNISSULA having ability in creation and expressing interest and talent according to *islamic* values.
- d. Students of UNISSULA have the entrepreneurial spirit to improving the welfare of students (scholarships and supporting health), particularly for those in need.

Four constructions above are explained into student development programs as follows:

Taaruf Week

Taaruf week means an introduction phase held in a week. This program is an annual program in the beginning of the academic year. It is held for fresh students of Unissula to know new environment that will be used for their study.

The introduction is intended as a place to know among new students, Unissula profile, Islamic academic culture, academic activities, faculty activities, students activities, congregation prayers, cleaning culture, Islamic dress, etc.

The planning of taaruf week program is meant that new students have known since the beginning of Unissula with its vision and mission as well as the Islamic Cultural Academic which is its special characteristic. Further explanation about taaruf week program will be described in the following discussion.

Tutorial

Tutorial is a program that aims to establish a good attitude and personality for students of Unissula. Attitude and personality here mean Islamic values which are derived from the Qur'an and hadith. The planning of tutorial program is organized as a continuation of the program conducted in taaruf week in the beginning of the academic year for fresh students. Similarly tutorial program is provided for students in semester one.

Tutorial program is a compulsory program that must be followed by all students in semester one. Further explanation of the tutorial program will be described in the following discussion.

Intellectual Activity

The planning of Intellectual activity is intended to establish an academic culture among students in Unissula. Intellectual activity focuses on some regular programs such as Student Creativity Program (PKM), Indonesian Robot Contest, journalism, and other activities such as scientific forums discussions, seminars, etc.

Development program for reasoning field consists of several activities that will be described in further discussion.

a. Leadership

The planning of student leadership program is intended to allow students to develop their leadership potential in Unissula. Student leadership program becomes a priority program, at least it can be seen from the inclusion of the material in the leadership courses in any program of study.

Students leadership program belongs not only in the intra-curricular but also a program that is implemented at each faculty through the Student Executive Board through the Student Leadership and Management Training (LKMM). Further explanation about student leadership development program will be described in further discussion.

b. Entrepreneurship

The planning of student entrepreneurship development programs is done in order to bear on Unissula students to have an entrepreneurial spirit. It is important as a preparation for students after graduation because not all graduates are absorbed in working area. Other benefits that can be obtained is this entrepreneurial spirit is complementary to graduates of Unissula despite having a particular profession. Implementation of the entrepreneurship program complete explanation will be discussed later.

c. Interests

The planning of coaching talents and interest of Unissula students have specific characteristics that should remain within the corridor of Islamic values, especially in the aspect of interest in the arts talent. So that arts and sports activities are planned to stick to the norms and values of Islam such as not opening the genitalia, expressing art that does not result in mischief, indulgence in lust causes a bad effect on students in terms of morals.

d. Debriefing at the End of the Students' Study

The planning of debriefing at the end of the students' study program is given to students who will face graduation. This briefing is

intended to allow students when leaving the university remains to be kept in adhering to Islamic values embodied in the concept of Islamic Academic Culture.

Debriefing at the end of the students' study program is also intended in order to graduate candidates have enough power before entering the workforce. The materials for debriefing such as values of Islamic Academic Culture, entrepreneurship, and in particular the success stories of alumni leaders who can inspire Unissula graduate candidates.

Weaknesses and Obstacles of Development Program Based on BUDAI

The weakness taken from interview with student activists and lectures are as follows:

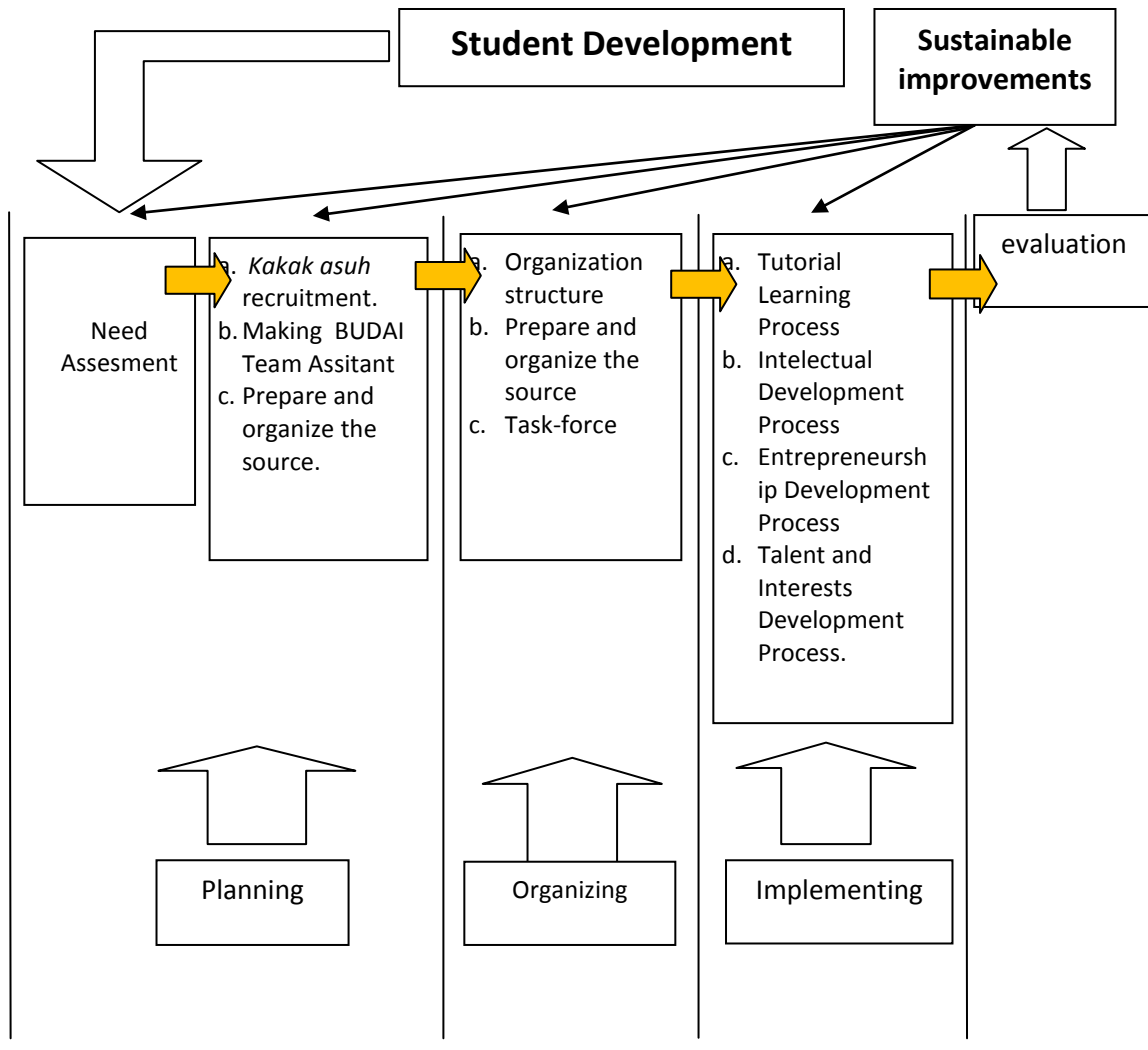
- a. Lack of co-operation in the enforcement of Budai. Cooperation among the the rector to faculty and departments seems still far from satisfaction. These conditions led to lax enforcement of violations Budai do not handle properly.
- b. Budai practice doesn't influence students' daily life. Development paradigm that needs to be done Budai is intended to not only enforce the congregation prayers and Islamic dress, but also build Islamic Learning Society with the progress of civilization and moral.

Improvement of Student Development Model

Student development program based on Islamic academic culture is applied in Unissula. The approach used in model development is a collaborative approach in which the leadership of the university, faculty and student affairs leaders does activity planning, organizing, implementing, and evaluating performance.

The involved parties have roles and functions of each, but they work together synergistically in implementing quality management coaching students in Unissula. The elements of the scope of the quality management model of student development include, (1) planning, (2) organizing, (3) implementation, (4) evaluation and follow up.

Systemically, student development quality management based Islamic academic culture in the form of the model is described as follows:



From the picture above shows that the model of student development based on Islamic academic culture to fit the vision, mission and goals of Unissula reached by applying seven basic elements. The seven key elements are, (1) needs analysis, (2) preparation of curriculum development program, (3) develop strategies and methods of development, (4) recruitment of kaka asuh and assessment team of BUDAI as well as its organization, (5) the implementation of development programs (6) evaluation of the development, (7) sustainable quality improvement.

The seven basic elements above then are incorporated into management elements as follows:

- a) Planning. The planning begins with an assessment of needs, and then proceed with the formulation of the program, the preparation of curriculum development, program development and development methods
- b) Organizing. Organizing activities carry out by preparing the human element (man) that is implementing organizations, *kaka asuh*, motivator, money, the preparation of the source of funds and their management, and materials (materials) infrastructure that is needed.
- c) Implementation. This activity is a form of the technical aspects, man, money, and materials to achieve its intended purpose, ie the student's ability seperangkan debriefing.

- d) Improvement of development quality. This activity includes controlling since the beginning of the process of planning, organizing and implementation as well as making improvements on an ongoing basis for all aspects of running effectively and efficiently.

Student development process as described above shows the process of quality management, process management indicates that the interaction needs of the field, BUDAI standards-based education and sustainable improvement.

CONCLUSION

Student development character is an important aspect that should be managed seriously. Students as a potential generation have the opportunity to be leading this nation. Thus strengthening the moral aspects of the students become part of a sustainable development focus. As a conclusion of this paper can be written as follows:

- a. Islamic Academic Culture (BUDAI) is a civilizing movement in academic and student development process based on Islamic values and has shown good results .
- b. Academic student development based Islamic Culture (BUDAI) prevailing in Unissula needs to be managed with the involvement BUDAI Assistance Team will provide constructive input in order to avoid contradictions in implementation
- c. Academic development student –based on Islamic Cultural seniors need assistance that will guide the student to remain in the corridors of Islamic Academic Culture
- d. Senior student mentor figure who is faithful, devoted, good attitude, academic achievement, having leadership competence and good soft skills .

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EDUCATIONAL HUMAN RESOURCES DEVELOPMENT STRATEGY IN SCHOOL

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Educational Management of Postgraduate Program of Semarang State University

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Abstract

The educational human resources development in school is a demand for answering the society's hope on high quality of educational service. The better development of education needs to be balanced with the better educational human resources. This is because humans are the organizer as well as the controller of other resources. What it will be if a complete facilities of tools and infrastructure and other organizational resources are managed by unprofessional humans. Human resource is a renewable resource which means that the potency can be developed anytime in line with the society's development. As an agent of change for human's life, it is a must for schools to have the active human resources for following those developments, not on the contrary to have the passives. It can be done by implementing a strategy on educational human resources in school through education and training, teachers' management, career development, and the improvement of welfare. All those implementations of the strategy can be done by the headmaster as the one who are responsible in the educational organization in school, including the educational human resources.

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INTRODUCTION

The role of human resources in an organization plays a vital role since the purposes, behaviors, and activities in that organization is in a given by humans in that organization. For maintaining the organizational working, it is needed that the human resources in the organization have always been developed for facing the current situation and condition. The existence of human resources in the educational organization must be developed for facing the more complex challenges in education. The human resources development is a must because it is the main vehicle of activities. In the human resources development, there is a phase called the improving phase. It is included preparation, efficiency, and improvement (Gaffar, 2012:23).

The improvement phase is when someone in the working place is demanded to use all of his educational result and experience for facing the problems that occur in his work. The working problems that will be faced are sometime unpredictable. The general problems which usually happen sometimes can be handled by using the knowledge and ability which are gotten during educational period. The problems that occur are usually specific that means it is needed the abilities which are gotten when someone has been working. For facing those working specific problems, someone needs to always improve their abilities. The educational human resources or educators are the main part of educational implementation. The achievement of teaching-learning process is determinate by the educators' abilities in managing the class and delivering the material. The important role of educators here is because they are the main elements in the national educational system that existed and developed for doing the teaching, advising, and training for students. Among those of the educational human resources, educators are the vital elements. So, even in law, the educators' role is admitted even if there is no law that admits it, the educators' role is still important. It can be said that how benefit an educational system is

without competent educators, it will only be useless. Besides, even we have great school curriculum, everything is back to the teacher that has a direct interaction with the students. Hamalik (2011:57) says that "betapapun baiknya suatu kurikulum (seperti yang telah direncanakan dan tertulis), pada akhirnya berhasil atau gagalnya sangat tergantung pada tangan guru kelas. Tentu saja hal ini dapat berjalan apabila mutu dan kualifikasi guru itu sendiri memang telah memadai".

Those view shows that the goodness level of a school or curriculum is based on the teachers' quality. In another hand, it is demanded that teachers have good quality and fulfill some abilities requirements. Because of that, teachers need to develop their ability so that the learning quality can be improved. Talking about learning quality, Sutisna (2009:45) says that an educational quality program not only depends on smart concepts of the program, but also the educational personnel who can do and want to have good performance. Without enough and effective educational personnel, the educational program with smart concepts that are well-planned will not be succeed.

For getting competent teachers, of course, it is needed some programs dealing with the teachers' abilities improvement. It is hoped by the existence of competent teachers, the school's plans and curriculum can be done better and can achieved the better school's quality as the result of these abilities improvement programs. It can be imagined if there is a well-planned school development programs or curriculums; however, the teachers cannot understand them. So, all those things cannot be applied. It is a must to have competent teachers in a school. Some problems occur dealing with the importance of developing the educational human resources strategy in school are about the society's demand of the improvement of educational quality, the teacher's low professionalism quality in teaching, and students' achievement that has not shown well enough.

Review of Related Literature

Human Resources

Personnel or human resources in educational terms are including all humans that are scoped in management activities, they are: teachers, administration and supporter staff, and students.

In the scope of management of human resources in educational environment, educators are teachers and staff that are work in educational scope. Human resources management is the part of the whole school management, in which the school's management is conducted in a school organization. An organization consists of elements which some people are arranged in hierarchy and work together for achieving the purposes that have been set. A school organization have the main purpose, it is for students get the learning achievement from the learning system. This purpose can be achieved if there are effective and efficient interactions among teachers and students and all other resources in school. Then, in school management, human resources in school from Samuel (2012:34) can be divided into two groups; they are educators, those who are responsible in the learning system directly in the classroom by handling some lessons or those who are giving advice in out of the class, such as: guidance and counseling teachers. The second is staff that helps the smoothness in the teaching-learning process like administrative staff.

Every group needs to divide the jobs and responsibility and also the relationship based on the purpose and scope of the workers. Nawawi (2011:118) says that the management of the school human resources have some steps and activities that need to be understood by the school leaders, like the headmaster and vice headmasters because they are the administrator in their school.

The processes in human resources management in school are recruiting (collecting), selecting, nominating and placement, orientation (induction), advising and development, and welfare. Some basic principles in human resources policy problems are: (a) in receiving teachers as new staff, only

those applicants who are well-qualified can be accepted, (b) the human resources policy should be clear and known as well as understood by all teachers and staff, (c) the policy's arrangement process of human resources should be arranged by engaging many parties, especially those who will get that policy because everyone has their right to choose their own destiny, (d) every teacher and staff have to know their own job and responsibilities clearly with the detail and real work description, (e) developing and improving teachers' and staffs' abilities should be given some attention by planning some developing programs that has been understood, (f) protecting work spirit and climate work have to be done so that high productivity working can be kept, (g) the achievement of human resources rely on the leadership of all the school leaders that makes them need to have the requirements and knowledge of being a leader as well as ability in management and (h) some schools habit or working culture which happen needs to be observed so that the policy that will be taken are not being contradict with those habits or cultures in that school area.

Developing Educational Human Resources

The definition of human resources development refers to the changes in the whole working behavior. Megginson (2007:2) explains that "human resources development is an approach which is integrated and holistic for changing the working behavior by using learning technique and strategy." Besides, Randal (2008:135) says that "human resources development is an effort for improving the knowledge, skill, and abilities and also repairing people's behavior in an organization so that it will be a change in work showing that can give direct benefit to the organization so that it can be more effective and efficient and give higher profit for those developing people." Based on Mulyadi (2011:79), he says that "human resources development must follow some steps in planning assumption development, projecting the organization's structure and needs, preparing situational inventory, predicting the change, implementing the human resources planning,

and doing human resources planning monitoring.”

Developing human resources must be based on the organization's needs by counting some possibilities that may happen in the future. The other more important thing is the developing of human resources must be well-planned since it is actually efforts for developing one's ability for achieving the organization's purposes. The effort of abilities' improvement in the definition of human resources development is done because there is a discrepancy between the needed abilities for doing some works with the abilities that someone has which is used for doing that task. The human resources development is tightly bound with career development of a worker. Handoko (2011:103) says that there are two main purposes of practice and developmental program for workers. First, practice and development are done for closing the gap between the qualifications and abilities of a worker for a position. Second, those programs are hoped can improve the efficiency and effectiveness of workers in achieving the working targets that have been planned. Practice and development have many benefits for long-term career that can help the worker to get bigger responsibility in the future. Human resources development is one of a personnel administration function which is planned for repairing the personnel's quality for solving problems so that the organization's purposes can be achieved (Mulyadi, 2011:314).

Human resources development is developments in behavior and abilities that humans have so that they can be better man and have responsible maturity. This development means efforts for developing their behavior and abilities and giving knowledge and skills that are needed in their life. Musanef (2011:17) says that the meaning of staff's development is giving direction for them to guarantee their main tasks and organizational function usefully and successfully for improving their professionalism and abilities and to establish the enthusiasm and working ethos and for getting competitive staff, both in quantity and quality so that they can deliver maximum working achievement. Human

resources development in the scope of staff development in Indonesia is creating faithful and god-fearing humans for their God, well-behaved, responsible, physical and spiritual health, smart, patriotic, discipline, creative and productive, and professional. Human resources development refers to some efforts to get knowledge, abilities, and skills balancing with the jobs needs.

Human resources development is an effort that is done for directing and educating humans for improving their potency, positive behavior, skilled, independent, creative and productive and also can improve the available resources for their life and environment. Human resources development is human quality improvement in playing their role or all human abilities development. The efforts of improving one's abilities like what the human resources development means in Sujak (2010:241) there are some things that need to be done, they are: maximize the staff in doing their work with their current responsibility, giving facilities to the staff for mobility in doing the tasks in the future and improving the staff's commitment of the organization by giving facilities in the form of learning chance for their own improvement and behavior.

Sudirman (2009:113–115) says that “in the effort of human resources development, it is needed to be done for fulfilling the man's own needs.” Fulfilling the needs can be said as *development tasked*, for doing this, the staff need to understand and accept their physical condition, good relationship with colleagues and other needs for their own or others. Basically, human resources development that here refers to teachers or educators is an effort to make the teacher be ready for their importance in the future, fixing abilities and potency that they have so that they can do their functional as well as their social tasks and completing it with concepts, knowledge, and abilities and also give confidence in doing their tasks and duties. Human resources development is directed into many needs, they are: preparing someone to be ready in a D day that has not been known before, fixing one's condition when they are given or doing some tasks that feels some

weaknesses in their own so that they can do the tasks well, preparing someone to be given bigger requirement of tasks than today, completing someone with some condition that may happen around their tasks, adjusting someone to the tasks that have changes since they have new requirements to do them either partially or all of them, adding some belief and confidence for someone that he is the right man to do the tasks that they are doing now and improve their authority from staff or others, like colleagues or relations (Zainun, 2010:43-44).

EXPLANATION

Educational Human Resources Strategy in School

Education and Training

Education and training is a systematic effort for teachers to understand and become expert in their work. Some kinds of training and education program which are given to the teachers in school rely on the skills that are needed in their work, teachers' qualification and current problems of the school. Training and education program that are held is about improvement, freshmen in and out of the job. In education and training, freshmen and improvement are done so that teachers can follow new science and technology development so their knowledge and skills are always up to date. Education and training out of the main job focus on teaching the best techniques for being familiar in routine. Education and training in the job is shown in the specific job expertise in the working scope. When teachers do this, they are advised by an expert. Education and training that are given by school for the teachers are in the form of working instruction practice, it means that the guideline is directly given through the job and is used especially for practicing teacher about how to do the job in that time. Training and education out of the job is done in lecturing, conference, and case study. Teacher's lecturing is focus on the passive side person in receiving the information from the teacher. In conference, teachers are given some proficiency in solving problems and making

decision and behavior whereas case study is done so that the teacher will search by their own the information related to their profession.

Teacher's Working Management

The strategy in educational human resources is through working management, like rotation and evaluation. For a teacher, rotation is done in the form of lesson's substitution, classical changing, and the change of administration task in a school's scope. This rotation is needed for improving the teachers' enthusiasm for preventing boredom or other working fields that are not appropriate to them. In addition, in developing teachers' abilities, the headmaster needs to do some assessment or evaluation. An evaluation is usually done for knowing what kinds of development that are needed by the teacher. In addition, evaluation can be done in two ways, they are: external evaluation and self evaluation. Self evaluation is needed to see the honesty of themselves. Through this way, teacher is asked to measure their own ability in some specific area; then, write it down in a formal evaluation in the form of answering some questions about the abilities that are owned. This self evaluation is needed to be confirmed to the headmaster or other people who know their daily activities.

Career Development

Career development needs to be acknowledged as one of the efforts of teacher's abilities development which is gotten through the movement to higher level that needs more responsibilities and abilities (promotion); it is from being a teacher to be a headmaster. Career development is also given for teachers to improve or increase their position and class, either by their own effort or through the headmaster's help. In this moment, it can be felt that career development in position will be a little bit harder since it is a tight competition to be a headmaster. Because of that, the headmaster needs to be focus on the teacher's career development to the position and class improvement.

Welfare Improvement

Giving welfare is through compensation. Compensation is all kinds of thing that a teacher got as retribution of their work. By giving a satisfied compensation, it is hoped that teacher's achievement and motivation will be improved so, it will automatically improve the teacher's abilities. Compensation system that is used in school aimed to improve the working achievement and to give motivation so that they can work better. Another function in giving this compensation is for protecting or keeping today's teachers so that they will not move to another school and there are a lot of other functions. However, here, it is only focus on working achievement only. The kind of compensation that are given can be in the form of additional money, incentive, insurance, giving absence, and other facilities as the school's compensation. The compensation system is also done for doing evaluation to the successful of educational programs that were or being done. For having the compensation's source, it is needed that the school is working together with the school's committee so that this problem will not only be the school's own responsibilities.

CLOSING

Human resources development is an effort that aimed to improve teacher's ability in teaching, motivation and satisfaction working and also to break of saturation in doing the tasks. Headmaster has a strategic role in human resources development; however, in doing this, the headmaster needs to engage the supporting components. Some problems related to the need of human resources improvement in school are about the society's demand as the educational quality that always needs to be improved, teacher's teaching quality that needs to be more professional and the low level of students' achievement in learning. The efforts for developing the human resources quality in schools include giving training and education program, working management, career planning, and giving welfare.

These suggestions are specifically given to the educational manager or leader in school. The suggestions are it is hoped that the headmaster can do some evaluation on the teachers' abilities in teaching, especially about their knowledge and skill they have so the headmaster has the map of human resources developments that need to be done. The headmaster needs to improve the teachers' welfare through some programs that will produce fund, such as: having cooperation with industries' productions through the school's committee. Human resources development planning refers to opportunities, threat, power and weaknesses that the school has so that the purposes that want to be achieved can be directed. The result of human resources development can optimally applied in achieving the high quality of education.

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PEDOMAN PENULISAN MANUSKRIP

THE JOURNAL OF EDUCATIONAL DEVELOPMENT

Persyaratan Umum Penulisan Manuskrip

Pedoman bagi penulis manuskrip dapat dijabarkan sebagai berikut.

- a) Manuskrip ditulis dalam Bahasa Indonesia atau Bahasa Inggris dengan kerapatan baris 1,5 spasi, font Times New Roman 12, ukuran kertas A4, format satu kolom, dan margin *last costum setting* (top 2,54 cm; left 2,8 cm; bottom 2,54 cm; right 2,54 cm).
- b) Panjang manuskrip ilmiah hendaknya tak lebih dari 4000 kata atau kurang lebih 10-12 halaman, termasuk gambar, grafik atau tabel (jika ada) yang menyertainya.
- c) Istilah-istilah dalam bahasa asing atau bahasa daerah dalam teks ditulis dalam huruf miring (*italic*).
- d) Tinjauan pustaka (*literature review*) tidak dicantumkan sebagai bagian dari struktur artikel. Dengan demikian pengutipan pustaka yang dianggap penting dapat dipadukan dalam bab pendahuluan (*Introduction*) atau dalam pembahasan. Pengutip-an pustaka dalam pembahasan seperlunya saja dan yang lebih diutamakan adalah pembahasan terhadap hasil analisis data yang ditemukan sendiri.
- e) Artikel ilmiah dari skripsi, tesis dan disertasi mahasiswa yang akan dimuat di jurnal ilmiah harus ada lembar penilaian manuskrip oleh penguji (berfungsi sebagai mitra bebestari jurnal), surat keterangan penerimaan manuskrip untuk publikasi dari dewan penyunting jurnal yang dilampirkan pada manuskrip dan pernyataan pengalihan hak cipta.

Struktur Artikel Ilmiah

Secara umum struktur artikel ilmiah hasil penelitian dan artikel ilmiah non penelitian relatif sama. Pada artikel non penelitian tidak ada bagian metode. Struktur artikel ilmiah hasil penelitian terdiri atas 10 bagian utama yaitu: (1) judul (2) baris kepemilikan; (3) abstrak; (4) kata kunci; (5) pendahuluan; (6) metode; (7) hasil dan pembahasan; (8) simpulan; (9) ucapan terimakasih dan (10) daftar pustaka. Adapun struktur artikel ilmiah non penelitian terbagi menjadi 9 bagian utama yaitu: (1) judul; (2) baris kepemilikan; (3) abstrak; (4) kata kunci; (5) pendahuluan; (6) pembahasan; (7) simpulan; (8) ucapan terimakasih dan (9) daftar pustaka. Masing-masing bagian diberikan penjelasan sebagai berikut.

a) Judul

- 1) Judul hendaknya ringkas dan informatif, dengan jumlah kata tidak lebih dari 12, sudah termasuk kata penghubung. Agar judul dapat dibuat singkat dan ringkas dalam 12 kata, hindari kata penghubung dan penyebutan obyek, tempat atau bahan penelitian yang sangat terperinci.
- 2) Judul mengandung kata-kata kunci dari topik yang diteliti.
- 3) Jenis huruf Times New Roman 14, dengan jarak baris satu spasi.
- 4) Judul dalam Bahasa Indonesia atau Bahasa Inggris, sesuai dengan bahasa yang dipergunakan dalam manuskrip.
- 5) Hindari penggunaan singkatan, rumus dan rujukan.

b) Baris kepemilikan (*authorship lines*)

- 1) Baris kepemilikan terdiri atas dua bagian, yaitu nama-nama penulis dan afiliasi kelembagaan penulis.
- 2) Afiliasi kelembagaan mahasiswa mengikuti tempat dimana yang bersangkutan belajar.
- 3) Nama-nama penulis hendaknya hanya orang yang benar-benar berpartisipasi dalam perencanaan, pelaksanaan, analisis hasil, pembahasan, dan penulisan laporan.
- 4) Jabatan akademik/fungsional atau gelar kesarjanaan tidak perlu dicantumkan.

- 5) Nama lembaga dicantumkan secara lengkap sampai dengan nama negara, ditulis di bawah nama penulis beserta alamat pos, email dan faksimili (kalau ada) untuk keperluan korespondensi.
- 6) Jika penulis lebih dari satu orang dan berasal dari kelembagaan berbeda, maka semua alamat dicantumkan dengan memberikan tanda superskrip huruf kecil mulai dari a pada belakang nama penulis secara berurutan.
- 7) Nama penulis korespondensi diberi tanda bintang (*).

c) Abstrak

- 1) Abstrak ditulis secara ringkas dan faktual, meliputi tujuan penelitian, metode penelitian, hasil dan simpulan.
- 2) Abstrak ditulis dalam satu paragraf; ditulis dalam dua bahasa (Bahasa Indonesia dan Bahasa Inggris); panjang abstrak berkisar antara 150 - 200 kata.
- 3) Hindari perujukan dan penggunaan singkatan yang tidak umum.

d) Kata Kunci

- 1) Kata kunci terdiri atas 3 sampai 5 kata dan/atau kelompok kata.
- 2) Ditulis sesuai urutan abjad
- 3) Antara kata kunci dipisahkan oleh titik koma (;).
- 4) Hindari banyak kata penghubung (dan, dengan, yang dan lain-lain).

e) Pendahuluan

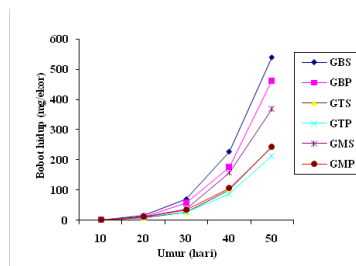
- 1) Hindari sub-sub di dalam pendahuluan.
- 2) Pendahuluan hendaknya mengandung latar belakang masalah, permasalahan dan tujuan penelitian.
- 3) Persentase panjang halaman pendahuluan antara 10-15% dari panjang keseluruhan sebuah manuskrip.
- 4) Rujukan ditunjukkan dengan menuliskan nama keluarga/nama belakang penulis dan tahun terbitan, tanpa nomor halaman. Landasan teori ditampilkan dalam kalimat-kalimat lengkap, ringkas, serta benar-benar relevan dengan tujuan penulisan artikel ilmiah.

f) Metode Penelitian

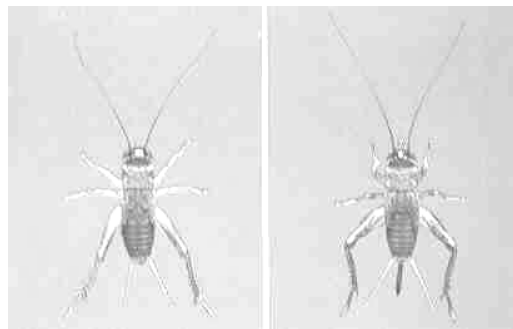
- 1) Informasikan secara ringkas mengenai materi dan metode yang digunakan dalam penelitian, meliputi subyek/bahan yang diteliti, alat yang digunakan, rancangan percobaan atau desain yang digunakan, teknik pengambilan sampel, variabel yang akan diukur, teknik pengambilan data, analisis dan model statistik yang digunakan.
- 2) Hindari penulisan rumus-rumus statistik secara berlebihan.
- 3) Jika menggunakan metode yang sudah banyak dikenal, sebutkan nama metodenya saja. Jika diperlukan, sebutkan sumber rujukan yang digunakan sebagai acuan.
- 4) Untuk penelitian kualitatif, metode penelitian dapat menyesuaikan.

g) Hasil dan Pembahasan

- 1) Format hasil penelitian dan pembahasan tidak dipisahkan, mengingat jumlah halaman yang tersedia bagi penulis terbatas.
- 2) Hasil penelitian dapat disajikan dengan dukungan tabel, grafik atau gambar sesuai kebutuhan, untuk memperjelas penyajian hasil secara verbal.
- 3) Judul tabel dan grafik atau keterangan gambar disusun dalam bentuk frase (bukan kalimat) secara ringkas.
- 4) Keterangan gambar/grafik diletakkan di bawah gambar/grafik tersebut, sedangkan judul tabel diletakkan di atasnya. Judul diawali dengan huruf kapital. Contoh dapat dilihat pada Gambar 4.1.



Grafik 1. Pertumbuhan kumulatif tiga spesies jangkrik lokal pada perlakuan pakan yang berbeda



Gambar 4. Profil jangkrik Jantan (kiri) dan betina (kanan) pada fase instar (Sumber: Hasegawa dan Kubo, 1996).

Tabel 1. Hasil Pengukuran Pertambahan Bobot Badan, Bobot Kokon Utuh, dan Bobot Kokon Kosong.

| Peubah | Tk.Ketuaan Daun | Frekuensi Pemberian Pakan | | | Rataan |
|--|-----------------|---------------------------|--------------------|--------------------|--------------------|
| | | B1 | B2 | B3 | |
| Pertambahan bobot badan (gr/ekor/minggu) | A1 | 0,602 | 0,610 | 0,612 | 0,613 ^a |
| | A2 | 0,616 | 0,630 | 0,662 | 0,650 ^b |
| | A3 | 0,654 | 0,672 | 0,706 | 0,677 ^c |
| | Rataan | 0,624 ^d | 0,643 ^d | 0,673 ^c | |

Keterangan: Superskrip huruf kecil yang berbeda pada baris/kolom yang sama menunjukkan perbedaan yang nyata pada taraf 5%.

Gambar 1. Contoh keterangan tabel dan gambar/grafik.

- 5) Jangan mengulang menulis angka-angka yang telah tercantum dalam tabel di dalam teks pembahasan. Jika akan menekankan hasil yang diperoleh sebaiknya sajikan dalam bentuk lain, misalnya persentase atau selisih. Untuk menunjukkan angka yang dimaksud, rujuk saja tabel yang memuat angka tersebut.
- 6) Pada umumnya jurnal internasional tidak menginginkan bahasa statistik (seperti: *significantly different, treatment, dll*) ditulis dalam pembahasan. Hindari *copy* dan *paste* tabel hasil analisis statistik langsung dari *software* pengolah data statistik.
- 7) Materi pembahasan terutama mengupas apakah hasil yang didapat sesuai dengan hipotesis atau tidak, dan kemukakan argumentasinya.
- 8) Pengutipan rujukan dalam pembahasan jangan terlalu panjang (bila perlu dihindari).

- 9) Sitasi hasil penelitian atau pendapat orang lain hendaknya disarikan dan dituliskan dalam kalimat sendiri (tidak menggunakan kalimat yang persis sama).
- 10) Kumpulan penelitian sejenis dapat dirujuk secara berkelompok.

h) Simpulan

- 1) Simpulan hendaknya merupakan jawaban atas pertanyaan penelitian, dan diungkapkan bukan dalam kalimat statistik.
- 2) Ditulis sepanjang satu paragraf dalam bentuk esai, tidak dalam bentuk *numerical*.

i) Ucapan Terimakasih

- 1) Ucapan terimakasih umumnya ditempatkan setelah simpulan.
- 2) Berisi ucapan terimakasih kepada lembaga pemberi dana, dan atau individu yang telah membantu dalam pelaksanaan penelitian dan penulisan manuskrip.

j) Daftar Pustaka

Ketentuan umum penulisan daftar pustaka:

- 1) Rujukan yang dicantumkan dalam daftar pustaka hanyalah rujukan yang benar-benar dikutip dalam manuskrip.
- 2) Untuk artikel hasil penelitian, daftar pustaka dirujuk dari sekitar 10-15 artikel jurnal ilmiah. Sedangkan artikel non penelitian sekurang-kurangnya telah merujuk 15 artikel ilmiah.
- 3) Kemutakhiran jurnal ilmiah yang dirujuk harus diperhatikan, sekurang-kurangnya merupakan hasil publikasi yang relevan dalam 10 tahun terakhir.
- 4) Daftar pustaka disusun secara alfabetis berdasarkan urutan abjad nama penulis.
- 5) Ketentuan nama penulis: nama yang ditampilkan adalah nama akhir (nama keluarga) penulis diikuti dengan singkatan nama awal (dan tengah jika ada). Jika penulisnya lebih dari satu orang, maka cara penulisannya sama.
- 6) Penulisan judul rujukan diawali dengan huruf kapital hanya pada awal kalimat.
- 7) Setiap penulisan nama, tahun, judul artikel dan seterusnya diakhiri dengan titik (.) sebelum dilanjutkan kata berikutnya. Khusus penulisan volume (nomor) jurnal diberi tanda titik dua (:) tanpa jarak spasi. Contoh-contoh penulisan dapat dilihat pada penjelasan setiap jenis pustaka yang layak dirujuk.

Ketentuan penulisan rujukan berdasarkan jenis rujukan:

- 1) Apabila sumber pustaka berupa **artikel dalam jurnal ilmiah**, ditulis mengikuti urutan: nama penulis. tahun. judul artikel. nama jurnal. volume(nomor): halaman (Nama jurnal diketik miring).

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- 2) Apabila sumber pustaka berupa **buku teks**, ditulis mengikuti urutan: nama penulis. tahun. judul buku. volume (jika ada). edisi (jika ada). kota penerbit: nama penerbit (Judul buku dicetak miring).

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- 3) Apabila sumber pustaka berupa **buku terjemahan** ditulis mengikuti urutan: nama penulis asli. tahun buku terjemahan. judul buku terjemahan. volume (jika ada). edisi (jika ada). terjemahan. kota penerbit: nama penerbit (Judul buku di cetak miring).

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