**GIVING *KALINDAQDAQ* AND *PAPPASANG* FOR UP TO SELF REGULATION OF STUDENTS**

***Ahmad Bisyri Syam***

*(ahmadbisyrisyam@gmail.com)*

***Widyastuti***

*(widya\_prasthya@yahoo.com)*

***Ahmad Ridfah***

*(ridfah@yahoo.com)*

*Fakultas Psikologi, Universitas Negeri Makassar*

*Jl. AP Pettarani Makassar, 90222*

**Abstrak**

Ahmad Bisyri Syam, Widyastuti, Ahmad Ridfah. *Kalindaqdaq* and *Pappasang* for up to self regulation of students.

*Kalindaqdaq* and *Pappasang* are one of Mandar’s literature works that contain advices, ideas, thoughts, moralities and religion as guidance on behave in society. *Kalindaqdaq* and *Pappasang* are cultural approach that including psychological comprehension. Psychological comprehension then correlated with self regulation on students in SMPN 3 Majene and SMPN 4 Pamboang. The purpose of this study is to know difference self regulation of gain score, to know giving *Kalindaqdaq* and *Pappasang*, with to know difference self regulation when no giving *Kalindaqdaq* and Pappasang. Subject of this study are 40 (N=40) students which 20 students in control group and 20 students in experimental group. Data analyze method that being used in this study is Mann Whitney U Test and Wilcoxon. Result of this study 1 shown that there is no difference self regulation of gain score on student SMPN 3 Majene and SMPN 4 Pamboang (p-value 0,685 >0,05). Result of this study 2 shown that there is no influence of giving *Kalindaqdaq* and *Pappasang* to enhancing self regulation on student SMPN 4 Pamboang (p-value 0,744 >0,05). Result of this study 3 shown that there is no difference if no influence of giving *Kalindaqdaq* and *Pappasang* to enhancing self regulation on student SMPN 3 Majene (p-value 0,286 >0,05). This research become reference of reseacher future.

Keyword: *Kalindaqdaq*, *Pappasang*, student’s self regulation

Mandar is one ethnic located in the western part of South Sulawesi (Lopa, 1982). Since October 5, 2004, in South Sulawesi region officially was divided into regions of West Sulawesi. Based on Law number 26 of 2004 agree that Mamuju established as the capital of West Sulawesi province and has the administrative area that is 5 districts (The North Mamuju, Mamuju, Majene, Polewali Mamasa), 58 districts, 50 villages and 393 villages (Burhanuddin, Gusli , & Tahir, 2007).

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The residents live in West Sulawesi referred to as Mandar people. Idham and Saprillah (2013) argued that the Mandar people called *To Malaqbiq* is namely individuals who have excess so that it can be a role model in the society. *To Malaqbiq* should be reflected in the behavior in society. However, the fact still a lot of negative adolescent behavior problems that occur Majene such as drug use (BNNP West Sulawesi Majene and Dinkes Majene), sex outside of marriage (RSUD Majene), as well as traffic accidents (Polres Majene).

The one way that can be done by educators to minimize effect negative behavior of the adolescent is giving advice. Musli (2011) suggested that one appropriate method to instill morals in children that is giving advice. The giving advice can indirectly be *Kalindaqdaq* and *Pappasang*. *Kalindaqdaq* or Mandar poetry is an expression of the individual lists of ideas, thoughts, feelings spirit, experience, confidence, and has symbols that guide other individuals in drawing conclusions (Yasil, 2014). While *Pappasang* have to cultural values that contains the message, ethics and they cling by society (Sewang & Asdy, 2010). It is necessary to try of change at behavior of difficult control students. Based on the interview mentioned that teens are now difficult once adviced, if his made a mistake or misbehavior, a teacher could not giving punishment to students, because teenagers are already smart report to their parents even though they made a mistake. The giving *Kalindaqdaq* and *Pappasang* expected to change the behavior of teenagers in a positive direction. The use *Kalindaqdaq*  and *Pappasang* can be given a teacher as language instruction, in the middle and in the end of learning process. Wibowo (2012) suggested that students who have a good self-regulation can drive themselves positively as a competitive spirit, ethical, moral, polite and courteous, and can interact with the community. Based on the above presentation, the researchers are interested in knowledge about giving *Kalindaqdaq and Pappasang* for up to self regulation of students at SMPN 3 Majene and SMPN 4 Pamboang.

Baumeister, et al (2006) argued that self-regulation is the process of adjustment of the individual to the change of life in the social environment and keep trying to make the appropriate standards in achieve goals.

Miller and Brown (Neal & Carey, 2005) argued that there are seven aspects of self-regulation:

1. Receiving is the way people approve information relevant.
2. Evaluating is the results of assessment have to get information.
3. Triggering is one method individu in change behavior based on the standard and goal to be achieved
4. Searching is the way people in find solution. Stages of searching is used when an individual has been through earlier stages so that people more easily reduce contention as one way to find

away out.

1. Formulating is the way individual in design a plan to determine the goals like watching time, and control the activities undertaken.
2. Implementing is the way individual in application the plans that have been made previously.
3. Assessing is that the way individual in assessing the success of the plan have been made before it.

Yasil (2012) suggested that *Kalindaqdaq* or traditional poetry Mandar is a literary work that has specific requirements and needs met, such as the number of rows, sentences in each rows, the number of syllables in each rows, and has a fixed rhythm.

Yasil (2012) suggested that kalindaqdaq shapes and types are different. *Kalindaqdaq* shape consisting of the first array contains eight syllables, the second line contains seven syllables, the array contains five syllables third and fourth lines contain 7 syllables. *Kalindaqdaq* poem also has several forms such as aaaa, abab, abba, aabb. Darmansyah and Latief (2016) added that the shape *Kalindaqdaq* have 15 syllables in the first lines and 12 syllables in the second line. The array contained in *Kalindaqdaq* no rhyme.

Yasil (2012) argued that there are other types of *Kalindaqdaq* like *kalindaqdaq nanaeke*, *kalindaqdaq to manetuo*, *kalindaqdaq tomauweng*. As one *Kalindaqdaq* used in relate to the regulation and used in the research process is *nadhiapai petuyu ', belo-belo ditia, pau ditia masse pekkollianna* (rope like what is used, it is just a decoration, greeting true, must be adhered it).

Asdy (2009) suggested that *Pappasang* is the mindset and behavior of individuals in recognizing Mandar culture. *Pappasang* also use the local language, simple, has a philosophical meaning, universal and can be used as a reference in the act. Daud (2007) added that the use *Pappasang* until recently used by the hadat in setting *Mara'dia Arajang Balanipa* and derived from the ancestral rule I Manyambungi. The *Pappasang* used in this research process related to self regulation that: *Madhodonna duambongi anna matea, da musorongi dai di peuluang, mau anau, mau appou, mua tania tonamaassayangngi tau maranni, mua matodori kedona, masungi pulu-pulunna, apa iamo tuu ditingo namruppu-ruppu lita* (Tomorrow or the next day if his dead, don’t let the rapture be king, though my child, my grandson, if not the person who doesn’t love the people, to behave stiff and rough, bad behavior, because that's what will destroy the land).

The hypothesis this study:

1. There is a difference self regulation of gain score on the subject at SMPN 3 Majene and SMPN 4 Pamboang.
2. There is a giving *kalindaqdaq* and *pappasang* up to self-regulation of students in SMPN 4 Pamboang.
3. There is a difference, if not given *kalindaqdaq* and pappasang to increased self-regulation on the subject in SMPN 3 Majene.

**METHOD**

The independent variables in this study are *kalindaqdaq* and *pappasang* the literary works that contain words of motivation, advice and religious values that can be used as references to behave in society. *Kalindaqdaq* and *pappasang* own terms, ethics and cultural values that need to be retained Mandar.

The dependent variables in this study is self regulation. Self regulation is the individual who experienced the process in changing behavior based on the determination of the values and objectives, in an effort to find a picture of your self. Self regulation also involves environmental condition and the individual. One of the formation of self regulation to the student can be provided through a cultural approach as *kalindaqdaq* and *pappasang*.

The control variables in this study is the knowledge of *kalindaqdaq* and *pappasang* that each participant not know and do not have special skills (practice) in studying *kalindaqdaq* and *pappasang* in detail and participants also does not have an interest in majors disciplines such as literature, art and history.

The design in this study used a quasi-experimental methods non-equivalent control group design. The research design uses stages of pre test and post test. Stages of pre test were conducted to determine the ability of the subject while the early stages of post test were conducted to determine the impact of treatment *kalindaqdaq* and *pappasang*. The experimental group in this study at SMPN 4 Pamboang while the control group in SMPN 3 Majene

Stages of the research process in the experimental group is done by providing pre tes (scale of regulation) then insert *kalindaqdaq* educators in early learning. After that, teacher and students studying and learning process is normally based on the lesson. After that, at the end of learning educators provide pappasang and scale measurement of self regulation in the form of a scale to determine the effect of treatment on the subject or the subject has entered the stage of post test. This research was conducted in two sessions over 2 weeks.

The population of this research is all students active in SMPN 3 Majene which are in urban areas and the district Banggae of SMPN 4 Pamboang. Located in a rural area of the district Pamboang. Sampling technique used in this research is purposive sampling technique that has several criteria such as subject sitting in class VIII Saturnus and never given *kalindaqdaq* and *pappasang* SMPN 3 Majene, subject VIIIa and grader does not know the meaning of *kalindaqdaq* and *pappasang* in SMPN 4 Pamboang, and the age of subjects ranged from 12-13 years old.

Data collection techniques in this study using a scale. Scale is one method that contains statements attitude. Statement consists of two types namely favorable (support) and unfavorable (no support). The scale used in this study are scale self regulation created directly by the researchers based on the aspects raised by Miller and Brown (Neal & Carey, 2005). Self regulation scale in this study consisted of 45 item and as much as 6 item disqualified so that the number of item used that as many as 39 item. The item is declared fit for use after passing through the stages of validity, reliability and power of discrimination item. Aitem benchmark assessment using validity are in ranges from 0.33 to 1.00, the value of reliability by using Cronbach alpha of 0.869 (approached reliable) and standard power ratings for discrimination item numbers are in the range 0.30 to 0.56.

**RESULT AND DISCUSSION**

Subjects in this study consisted of two schools is SMPN 3 Majene and SMPN 4 Pamboang. Subjects were then divided into two groups, a control group of 20 subjects in SMPN 3 Majene and an experimental group of 20 subjects in SMPN 4 Pamboang. Here is a description of the age of the study subjects.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **Gender** | | **Total** | **Age** |
| **M** | **F** |
| **KK** | 1 | 19 | 20 | 12-13 years old |
| **KE** | 7 | 13 | 20 |
| **Total** | 8 | 32 | 40 |  |

The descriptive analysis on the subject at SMPN 4 Pamboang by providing pre test:

|  |  |  |  |
| --- | --- | --- | --- |
| **Int Skor** | **KE Pre Tes** | | |
| **Subject** | **Total** | **f(%)** |
| <91 | 0 | 0 | 0 |
| 91-143 | 12 | 12 | 60 |
| >143 | 8 | 8 | 40 |
| **Total** | 20 | 20 | 100 |

The analysis descriptive showed that subjects who fills scale pre-test and the relatively low category 0 (0%), while 12 (60%), as well as the high-18 (40%). The descriptive analysis on the subject at SMPN 4 Pamboang with filling scale post test:

|  |  |  |  |
| --- | --- | --- | --- |
| **Int Skor** | **KE Post Tes** | | |
| **Subject** | **Total** | **f(%)** |
| <91 | 0 | 0 | 0 |
| 91-143 | 12 | 12 | 60 |
| >143 | 8 | 8 | 40 |
| **Total** | 20 | 20 | 100 |

The analysis descriptive showed that subjects who fill the scale of post test after being given treatment for the provision *kalindaqdaq* and *pappasang* showed that subjects in low 0 (0%), middle 12 (60%) and up to 8 (40%). Based on the analysis of descriptive subject with filling scale pre test and post test showed that subjects entered the category of being or giving *kalindaqdaq* and *pappasang* hasn’t experience a significant increase.

The descriptive analysis on the subject at SMPN 3 Majene with filling scale pre test:

|  |  |  |  |
| --- | --- | --- | --- |
| **Int Skor** | **KK Pre Tes** | | |
| **Subject** | **Total** | **f(%)** |
| <91 | 0 | 0 | 0 |
| 91-143 | 8 | 8 | 40 |
| >143 | 12 | 12 | 60 |
| **Total** | 20 | 20 | 100 |

The analysis descriptive showed that subjects who filled scale pre test the low category 0 (0%), middle 8 (40%), and up to 12 (60%) The descriptive analysis on the subject at SMPN 3 Majene with filling scale post test:

|  |  |  |  |
| --- | --- | --- | --- |
| **Int Skor** | **KK Post Tes** | | |
| **Subject** | **Total** | **f(%)** |
| <91 | 0 | 0 | 0 |
| 91-143 | 11 | 11 | 55 |
| >143 | 9 | 9 | 45 |
| **Total** | 20 | 20 | 100 |

The analysis descriptive showed that subjects who had filled the post test scale and relatively low 0 (0%), middle 11 (55%) and a up to 9 (45%). Results of a descriptive subject after filling scale pre-test and post-test showed that the level of self-regulation of students in SMPN 3 Majene enter the category of moderate or good though not given treatment kalindaqdaq and pappasang.

The results of first hypothesis test using Mann Whitney U analysis showed that significance level of 0.685 (p> 0.05), so the hypothesis is rejected. Thus, there is no difference gain score differences on the subject at SMPN 3 Majene and SMPN 4 Pamboang. Bandura (2001) suggested that self regulation can be influence on three factors is personal, behavioral and environmental. Personal factors has led to the first hypothesis is rejected. Based on observations in SMPN 4 Pamboang that students do not concentrate assays due to the processing time (post-test) approaching the break time for students to assess each item many origins check only. The method students in doing the test tool end is not in line with the objectives to be achieved. This can be observed from the results gain score in the control group and the experimental group. Oettingen, Honig and Gollwitzer (2000) adds that there is influence the effectiveness of self-regulation to the achievement of a goal. Therefore, it can be said that the process of implementation of the research is less effective thus contributing to the hypothesis is rejected.

The results of the second hypothesis test using Wilcoxon test analysis showed that the significance level of 0.744 (p> 0.05), so the hypothesis is rejected. Thus, there is no treatment effect kalindaqdaq and pappasang to increased self regulation on the subject in SMPN 4 Pamboang. Personal factors especially those on self-efficacy subjects who participated memengarruhi second hypothesis is rejected. Adicondro and Purnamasari (2011) suggested that the lower the students' self-efficacy, the lower self regulation in learning. Students who are not confident with skills will be difficult to finish the job. The results of data processing also showed that subjects in doing assay carelessly triggered the purity of a student's response in answering scale. The second factor that is giving treatment less effective in improving self regulation provides students with a *kalindaqdaq* and *pappasang*. The third factor that dialect. Muthalib, et al (1992) suggested that dialect made up of dialects Balanipa Mandar, Majene, Pamboang and Sendana. Researchers provide material *kalindaqdaq* and *pappasang* to educators with dialect Balanipa while research sites are in sub Pamboang that some people use the dialect Pamboang so that the application of research experimentally less effective, for example the word yau means I (dialect Balanipa) while yakuq means me (dialect Pamboang).

The results of the third hypothesis by using test analysis Wilcoxon w shows that the significance level of 0.286 (p> 0.05), so the hypothesis is rejected. Thus, there is no difference if they are not given treatment *kalindaqdaq* and *pappasang* to increased self regulation on the subject in SMPN 3 Majene. Factors influencing so the hypothesis is rejected is goal orientation. Susetyo and Kumara (2012) suggested that students with lower goal orientation has the ability of self regulation in the study was low. Based on the observation of researcher, before students are working on a scale, researchers gave instructions charging scale and students expressed disagreement with how to fill out, but in reality there are still many students who answered at random.

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**CONCLUSION AND RECOMMENDATION**

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The conclusion in this study:

1. There is no difference self regulation of gain score on student SMPN 3 Majene and SMPN 4 Pamboang.
2. There is no influence of giving *Kalindaqdaq* and *Pappasang* to enhancing self regulation on student SMPN 4 Pamboang.
3. There is no difference if no influence of giving *Kalindaqdaq* and *Pappasang* to enhancing self regulation on student SMPN 3 Majene. The recommendations in this study that:
   * + 1. Parents can use *kalindaqdaq* and *pappasang* with other methods to educate children.
       2. The society expected to have to follow the development of science especially those in developing disciplines of psychology and culture.
       3. Researchers further expected to know all forms of research procedures before doing real research as in providing direct instruction to reduce errors in the charging scale.
       4. Researchers further need to pay attention to the possibilities that can impede an investigation such adjustments on the school academic calendar, presentation of cultural references related to Mandar, educators who support the research process, the time duration of the provision of treatment, within the research sites, as well as the charging time measuring instrument.
       5. The study included the variables of self regulation as a benchmark to determine students. Researchers further suggested link the relevant psychological variables example self comparison, self-concept and identity, the concept of the theory of personality, emotion, and communication or language to dig deeper knowledge about the culture Mandar especially those in the administration *kalindaqdaq* and pappasang.
       6. This study used quantitative experiments with scale as a measure giving an assessment of the treatment, it is to obtain detailed data in changing student behavior observation needs to be done along with the interview.

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