



CHARACTER EDUCATION IN VISUAL ART TEACHING AND LEARNING PROCESS

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ABSTRACT

This article is written to present a description on efforts of a lecturer to integrate character education, i.e. moral values, in visual art teaching and learning process. As a visual art lecturer who responsible on teaching the art of paintings, illustration and typography, I integrate moral values in the students' assignments particularly the ones taken from local wisdoms. By this way, it is expected that there will be positive effects to students' personalities. One of the problems in teaching and learning process is how to present practical examples related to the process of creating an art work. A research has been conducted on the understanding of students of Visual Art Study Program of Faculty of Art and Design Makassar State University on how to integrate moral, spiritual values and local wisdom in their process of creating art works. Respondents of this research are 22 Visual Art Education Study Program students admitted in 2014 academic year. The procedures of conducting this research are as follow: first, the students are assigned to create an art work, painting. Secondly, the students watching a video recording on the process of how Abd. Aziz Ahmad creates his art works. Third, the students are assigned the same assignment as in the first. The results indicate that 15 students (68%) integrate moral values in their works, 13 (63%) are able to follow significantly the process demonstrated in the classroom, or the one presented in the video recordings, or the one presented in internet (blog; azakaligrafi.wordpress.com). It can be concluded that the video recording on the process of how Abd. Aziz Ahmad creates his art works can be easily followed and as a learning resource media that can be used by students to extend moral teachings in their works.

Keywords: *instructional video, visual art, calligraphy.*

A. Background

In this era of science and technology development, the most significant one is the development in information and communication technology (ICT). This development facilitates and makes easier in doing many things in many fields including in education. Computers are used in teaching and learning process to store and analyze data, to run programs for presentation, simulation, and instructional videos, both in and outside classrooms. The application of ICT makes teaching and

learning process more efficient and effective.

The potential great power of computers can only be used when we have someone who are able to operate them appropriately. It is necessary to synergize hardware, software and brain ware. The innovative hardwires are produced by computers companies periodically to meet the needs of consumers. Software, such as instructional programs, should be developed by teachers.

In relation to improving the understanding of students to visual art

teaching material, particularly connected to the art of painting, illustration and typography subjects, it is necessary to develop several instructional media. In this research, instructional video was developed to help the students in completing their painting practicum assignments. There are many themes of paintings can be selected by students. In this opportunity calligraphy is chosen. The video is about techniques and process of how to create calligraphy paintings.

1. Visual Art and calligraphy paintings

Kartika (2004:39) defines Visual Art as an art refer to visual forms which is a composition or a unity of visual components. Visual art usually consists of the art of painting, sculpture, graphics, and others. In this research we focus on discussing the art of painting and calligraphy.

Further, Kartika (2004:36) states that the art of painting is an expression of ones' aesthetic experiences which is expressed in a two dimension form, using visual medium such as lines, color, texture, shape and others. Soedarso Sp. (1976:7) defines the art of painting as an articulation of artistic experience which is transferred on two dimension medium using lines and colors.

About styles, in a sense of schools or movements, in painting, there are several schools, such as Realism, Naturalism, Surrealism, Pointillism, Expressionism, Abstract, and art of installation. While from the point of view of content, several themes can be listed such as, landscape, human beings, natural pictures, calligraphy (Islam, China, Latin, Java, Bugis-Makassar, and so on), animals, birds, flowers, and so on. From the point of view of media and materials used in paint, it can be classified as such as using pencil, konte, charcoal, crayon, China ink, marker, oil, acrylic, water color, clay and so on. As support, material used such as papers, canvas, triplex, glass, wall and so on. Painting is classified as fine art which is created without considering practical use. It is created based on creativity and personal expression of the painters.

Meanwhile, calligraphy painting is painting art works which adding calligraphy as one of the components of the works and sometimes as the main component. Sirojuddin (2000) states that Islamic calligraphy painting in Indonesia is rich in varieties and it contains many kinds of Arabic types of writing without considering their schools. Including contemporary and standard styles, they are all can be used.



Sirojuddin (2000:168) further states that contemporary calligraphy contains some features that “breaking” standard rules such as, ignoring anatomy form of pure *khat*. The painters are free to explore and express their ideas.

To make it simple, calligraphy means beautiful writing. Calligraphy is not only series of letters, more than that as a paint, it may represent an idea, an object or sounds. As Ragans (2005:83) says: The word calligraphy means beautiful writing. However, characters are more than just a letter of the alphabet. They are like pictures. They can represent idea, an object, or verbal sounds including letters of Latin, Arabic, Bugis Makassar, Kanji, and so on. Calligraphy derives from Latin word *kalios* which means beautiful and *graph* means writing or letters. Martin (1996:8) states that the term calligraphy simply means beautiful writing.

Susanto (2002:59-60) classifies calligraphy into two classifications. They are pure calligraphy and calligraphy painting. Pure calligraphy follows strictly pattern of rules which have been standardized, they are forms that follows basic rules called *khat*. Breaking these rules is considered as erroneous. While calligraphy paints are

calligraphy which is written in a paint, or calligraphy which are not following the strict rules of *khat*, the painters are free to create their own styles and use any color they want.

There are some painters who are following calligraphy painting style, according to Sirojuddin, they are, Ahmad Sadali and A.D Pirous from Bandung, Amry Yahya from Yogyakarta, Amang Rahman from Surabaya. They have made contemporary Islam calligraphy become popular in Indonesia particularly in university campuses. Their second generation are Syaiful Adnan, Hatta Hambali, Hendra Buana, Abay D. Subama, Yetmon Amier, Firdaus, Alam hudi, Agoes Nugroho, Agus Kamal, Said Akram, Abdul Aziz Ahmad, and other with their own personal techniques and styles.

2. The Process of Creating Calligraphy Painting

Every painter has his own strategy and technique in .creating his own works. Syaiful Adnan uses zinc white to create texture in his works. Agus Kamal applies texture in his works too, but rather thin, using palette knife. AmriYahya uses batik painting to create some of his calligraphy works.

Abdul Aziz Ahmad is a calligraphy painter that has his own character in his works which is different from other painters. At a glance his works looks like simple illustrations but when ones look at them carefully, they contain texts, calligraphy, either Arabic, Latin or *Lontarak* writing. Phrases, or sentences quoted from The Holy Quran, Prophet Muhammad sayings, and other sources, including *pappaseng*, traditional Bugis teachings. Some researchers have carried out studies on the works of Abd. Aziz Ahmad, but none so far

do study on the painting techniques used by this painter. The study on this techniques is utilized as teaching materials for students in visual arts program. In 2013 an instructional video program was produced on how Abd. Aziz Ahmad create his painting works. One can also find information on practical steps in calligraphy painting in his blog *azakaligrafi.wordpress.com*.

a. **Five Practical Steps in the process of creating Abdul Aziz Ahmad works**

The five steps are as follows:

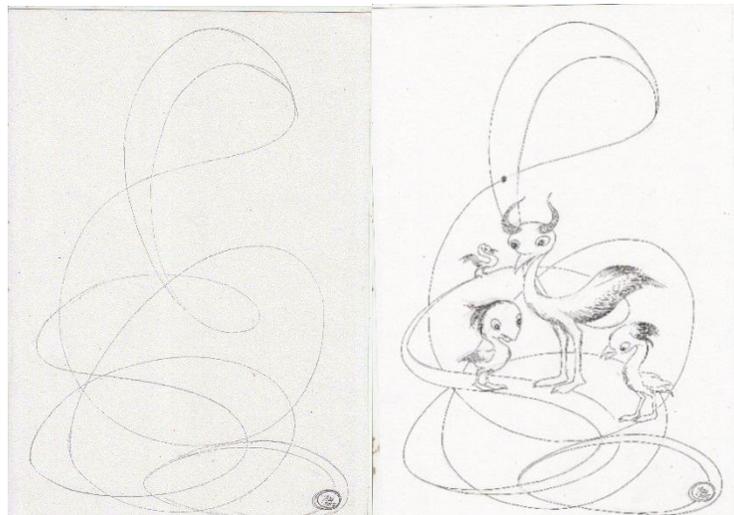


Illustration 1: Beginning step, creating basic pattern using circular lines. Second step: adding objects, such as fauna as background.

Basic pattern will be used as a reference to place objects in the painting which is called as composition. This basic pattern is a continuous line, which also called infinite line. The background of the painting is something behind the text and

writing. The writings presented contain moral teachings such as quotation from the Holy Quran or the sayings of Prophet Muhammad, or sentences contain wisdoms in Arabic. writings, wise words and proverbs in Latin writing, or *Pappangaja*, Bugis

traditional teaching, in *Lontaraq* writings.
As background, pictures of fauna and or

flora are added.

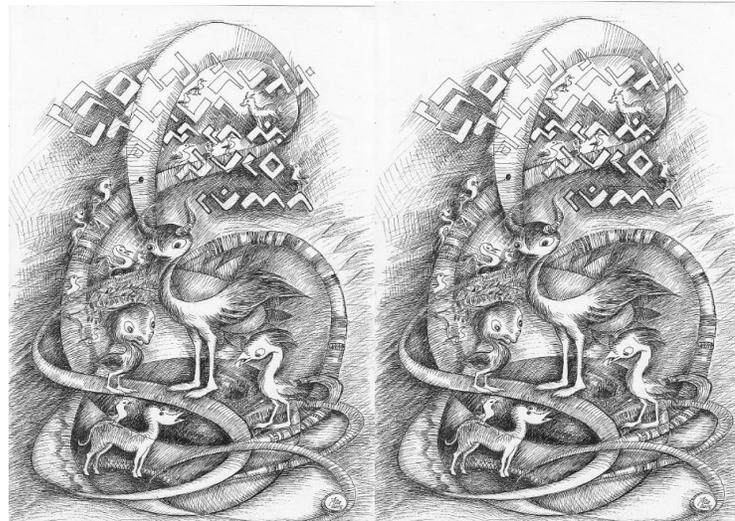


Illustration 2: *Third and Fourth steps*, Adding writings and shading

Calligraphy, beautiful writing, presented are Arabic, Latin, and Bugis-Makassar *Lontaraq* writings. Shading means drawing thin parallel or crossing lines to get shading effect. This means that to get dark

and bright effect in a painting we need to shade part of a painting which considered dark because light is blocked, do not reach the part of the painting.



Illustration3: *Fifth step*:Finishing.

Finishing is completing the painting in case there are lines needed to be drawn, such as in Islam calligraphy we need to pay attention to the way of writing of Arabic letters and *Lontaraq* writing, before the painting is framed and display. The calligraphy painting presented here as an example contain Bugis text in *Lontaraq* calligraphy which says *Resofa temmangingi malomo naletei pammase dewata*". means Only by working hard and be consistent one will get the blessing of Lord.

The teaching and learning process presented above is carried out by visualizing the process or steps which can be followed by students in creating calligraphy painting. Smaldino (2011:72) states that visualization can play some roles in teaching and learning process, such as:

1. Presenting concrete reference for a concept
2. Making abstract idea become concrete things.
3. Motivating students
4. Directing attention
5. Repeating information in different formats.
6. Reinforcing previous lessons.
7. Reducing learning efforts

Words cannot be seen or produce sound as what they represent but visual aids are

iconic in a sense that they have equivalent characters with what they represent. Visual aids may motivate students, attract their attention, and create students' involvement in teaching and learning process. When visual aids accompany oral or written information, the visual aids presenting the information in different modality that gives opportunity for the students to understand visually what they may not aware when presented in text. Another thing is visual aids may simplify the difficulty to understand information.

B. Method

This research is a descriptive survey which is carried out to get general picture on the object of the research by analyzing qualitative data. It is stated by Van Dalen that survey study is a part of descriptive study that covers school survey that intends to improve efficiency and effectively of teaching and learning process. It is related to learning situation, teaching and learning process, features of educational staff, students and other that supporting teaching and learning process. (<https://elfiraismy.wordpress.com/2009/11/09/metode-penelitian-survei/>).

This research is carried out in Visual Arts study program of Faculty of Arts and Design State University of Makassar. This

research covers 1) the painting works of students before and after watching Instructional video on the process of creating painting works by Abdul Azis Ahmad. 2) Discussion on students painting works. Sample of this research is taken from students of Visual Arts Study Program admitted in 2014, Academic year 2014/2015. The numbers of students are 22 students. This research was carried out in 10th September 2014 starting from 10.00 am at DJ Building Room 205 Faculty of Arts and Design State University of Makassar. Topic of Painting assignment is drawing free

painting or illustration with texts. Students may choose one of the three writings, i.e. Latin, Arabic or *Lontarak* writing.

C. Results

Students' works were displayed side by side the one before and after watching the instructional video on the process of how Abdul Aziz Ahmad create his calligraphy painting. It is also suggested that students visit blog azakaligrafi.wordpress.com to watch practical steps on how to create calligraphy painting.

Some of the students' works are display below:



Illustration 4: Syamsunarti, 21 x 29,7 cm. Medium: Pencil on paper
Date 10th September 2014



Illustration 5: Fransisca Sinar Saleniu, 21 x 29,7 cm. Medium: Pencil on paper
Date: 10th September 2014



Illustration 6: Adi Syahraini, 21 x 29,7 cm. Medium: Pencil on paper
Date: 10th September 2014



Illustration 7: Siska Monika Dewi, 21 x 29,7 cm. Media: Pencil on paper
Date: 10th September 2014



D. Conclusion

Based on discussion above, the conclusion is as follows:

Among 22 students, sample of this research, 15 students (68%) add moral teaching in his works, 13 students (63.63%) follows the instruction presented in the instructional video and in the blog on techniques on calligraphy painting by Abdul Aziz Ahmad by self learning. Second category, 9% of the students, are students follows the ideas of the instructional video, 27% do not follow the steps presented in the video, they draw their paintings freely. Judging from the data and the works of the students, it can be concluded that the instructional video and the blog *azakaligrafi.wordpress.com* have a positive influence on visual art teaching related to character education which expressing moral teaching in their painting works.

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<https://elfiraismy.wordpress.com/2009/11/09/metode-penelitian-survei/>

ISBN : 978-602-9075-05-2



FOLKTALE CATEGORIES FABLE LANGUAGE LEARNING MATERIALS AS INDONESIA AND LITERATURE IN PRIMARY SCHOOL

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ABSTRACT

This study aims to know the benefit of alternative teaching materials Indonesian language and literature in elementary school and to find out and discover the feasibility of folklore of tales materials to be used as an alternative learning of Indonesian language and literature subject in elementary school. The data in this study are folklore in the community. Data retrieval is also customizable with the ability of energy, time, and costs in location. Participants are the teachers who teach Indonesian language and literature in Class V and Class VI Elementary School in Maros, South Sulawesi Province. Data are collected in Class V and VI because the learning materials are folklore in the class room. Data was obtained through observation and documentation techniques. The data were analyzed by the folklore after using the guide lines which will be described later in analysis section. The data described aspects of the preparation of instructional materials selection folklore which has been published by an official agency of local government/province. Data selection folklore instructional materials are selected, grouped, analyzed, conducted studies, and concluded with a quantitative approach in the form of a percentage. The results showed that in general the average respondent conformity assessment aspects of the content of the category of folklore tales to learning teaching materials Indonesian Language and Literature in the Elementary Schools 3.831 deserve to be in the category of teaching materials.

Keywords: election, teaching materials, folklore

A. Background

Learning literature directed to reaping the benefits of literature, which is to better understand and enrich life, character and personality sharpen, refine character, idea, feeling, intention, social sensitivity, cultural, religious, and sensitivity to human values. It will grow if the learning of literature directed at the appreciation of literature with more touches in terms of affection. In this case, students are invited to enjoy, understand, and appreciate literature. In other words, students are invited to experience the process of appreciation of literature.

Indonesian teaching is meant to prepare the child to be able to communicate with the Indonesian well and

correctly. Such teaching is essentially intended to establish the teaching of communication competence. This competence has four basic elements, namely knowledge and mastery of the rules of good grammar phonological, morphological, syntactic and semantic. Teaching literature appreciation teaching materials of literary material serves as a vehicle of communication competence formation specifically to children. Competence meant here is the literary communication competence and communication competence another language trending emotive-imaginative.

Selection of teaching materials for reading literature include the identification and discovery of folklore additional

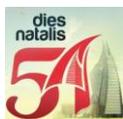
reading materials and alternatives to be used in schools and the level of student understanding ability or the ability of students to master teaching materials. The level of students' ability to master teaching materials of folklore is an important thing to be considered in the selection of readings as teaching materials. Based on this fact, a study of the literary works of folklore, namely as an alternative teaching materials is one of the efforts made to improve the students' appreciation of literature. During this time, some previous research related to folklore show that no one has to associate it with learning.

Moving on from this side, the assumption that the school is a proper socialization institution to introduce literature to students was well-grounded. Behind the walls of the national school, millions children are studying. Selection of teaching materials for reading literature include the identification and discovery of folklore as additional reading materials and alternatives to be used in schools and the level of student understanding ability or the ability of students in mastering teaching materials (Azis, 2012: 154). Based on this fact, a study of the literary works of folklore, namely as an alternative teaching materials is one of the efforts made to improve the students' appreciation of literature.

An important issue that is often faced by teachers in learning activities is to choose or define the learning material or appropriate teaching materials in order to help students achieve their competency. This is due to the fact that in the curriculum or syllabus, teaching materials written only in outline in the subject matter. The task of teachers in the field (e.g. school) is to describe the subject matter so that it becomes a complete teaching materials. In addition, how to use teaching materials is also an issue. The question is how to teach in terms of the teachers, and how to learn in terms of the students.

Surely, in this study the researchers put an objective approach as an approach that is very important in order to describe and understand the literature, including folklore, although this approach has been considered old-fashioned and abandoned by literary critics. In this research, it is only limited to the choice of teaching materials Indonesian language and literature in elementary school.

The aim of this research is to know the benefit of alternative teaching materials and literature Indonesian language learning in primary schools. Further research objectives are described as follows: The author would like to know and discover the feasibility of folklore to be used as alternative materials and literature



Indonesian language learning in primary schools.

B. Research Methods

The method used in this research is descriptive analytic method; the method of research that aims to describe a phenomenon in analytical, systematic, factual, and meticulous. Quantitative methods aim to describe the results of the selection of learning materials. Data obtained from this research is quantitative and qualitative data. Qualitative analysis method in accordance with essentially the collected data was then selected, grouped, performed the assessment, interpretation, and concluded. Furthermore, that conclusion results will be described later.

The data in this study are folklore in society. Retrieval of data from the folklore that has been published is based on considerations that the problems that arise in the community more varied. Data retrieval is also customizable with the ability to energy, time, and costs there. Participants are the teachers who teach Indonesian language and literature in class V and class VI Primary School in Maros, South Sulawesi Province. The reason why data are collected in Class V and VI because literature is contained in teaching materials in the class.

Source of data in this research is obtained by purposive sampling which is a

way of making the data source based on certain characteristics possessed data sources in accordance with the purpose of research. Great determination and the number of data sources depend on researchers based on various considerations and specific purposes. As well as the data, research data source is divided into two parts, namely the selection of materials folklore literature and data sources participant (teacher). Data source participants are teachers who teach Indonesian language and literature in Class V and VI Elementary School in Maros, South Sulawesi Province.

Data collection was done by using documentation and observation to explore the folklore that has been published in official institutions of local government/provincial; select and define the text which meets the requirements to be investigated; analyze the folklore of the content aspect to reveal characteristics that support folklore as an alternative teaching materials; describe data that have been tabulated; and a research report. Data were analyzed with folklore after using the guidelines described later in analysis. The data that is described aspects of the preparation of teaching materials election of folklore which have been published in the official institutions of local government/province.

Based on these measures then all data folklore election results are grouped according to aspects of election folklore as teaching material then tabulated. Furthermore, the data is entered into the table and then calculated according to a percentage. That percentage give a clearer picture of the position as a part of the whole, which is related to aspects of folklore as the selection of teaching materials and other aspects of the principle of the preparation of teaching materials. Basically, this research data processing use a qualitative approach in the form of a percentage. Furthermore, that conclusion results described respectively. This research data processing use a quantitative approach also in the form of a percentage.

This study uses the instrument, which guide the choice of folklore into teaching materials and tests. Guidelines were used to describe the analysis of election folklore into teaching materials is to determine the feasibility aspects of folklore as teaching materials.

C. Result and Discussion

1. Description of Research Results

Over all folklore, Fable categories studied and analyzed the suitability of its content with teaching material which is about 5 pieces of folklore. They are , respectively

titled *Kisah Pelanduk dengan Macan, La Dana dan Kerbaunya, Lapung Dare' Siangang Lapung Kura-Kura, Pung Buaja Na Pung Kura-Kura, Ceritera Musang Berjanggal*. Data analysis feasibility folklore category Fable in to instructional materials teaching Indonesian language and literature is divided into sixteen subsections.

Description of the respondents' assessment of data related to the election folklore category Fable as teaching material of Indonesian language and literature in primary school are described in Table1, Graph1and Graph 2 findings and analysis obtained from respondents more details can be seen in Table1.

Table 1. Respondents on Aspects Conformity Assessment Folklore
Fable category with Instructional Materials

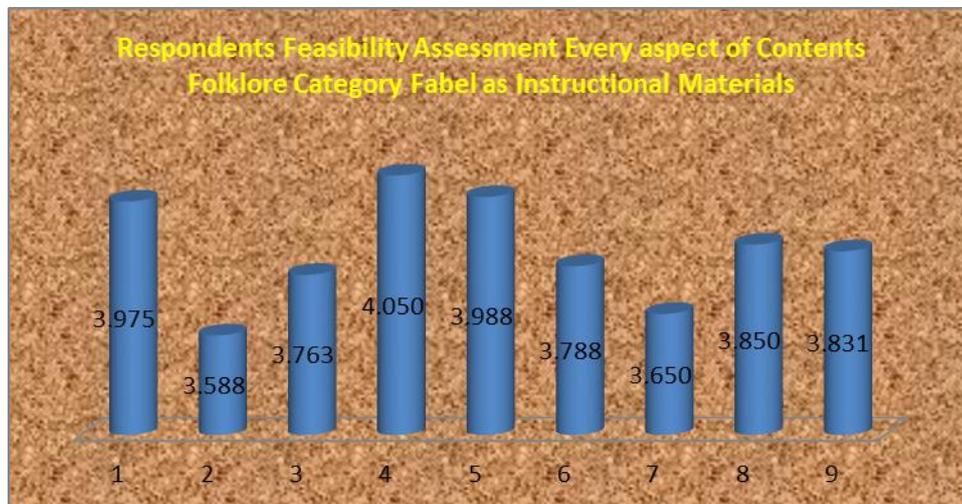
No.	Rating Sub section	Respondens								Number	Average
		R.1	R.2	R.3	R.4	R.5	R.6	R.7	R.8		
1.	A	3.4	3.6	4.6	4.4	4	4	4.2	4.6	32.8	4.1
2.	B	3	4.2	3.6	4.2	3.8	4.2	3.4	3.6	30	3.75
3.	C	3.6	3.8	4.2	4.4	4.4	4.8	3.8	4	33	4.125
4.	D	4	3	3.4	4.2	3.8	4.4	2.8	4.6	30.2	3.775
5.	E	3.8	3.4	3.6	4	4	3.2	3.6	4	29.6	3.7
6.	F	4.6	4	4.4	3.6	4	2.4	3.8	3.4	30.2	3.775
7.	G	4.2	3.2	3.2	3.4	3	3.6	4.2	3.8	28.6	3.575
8.	H	4.4	3.8	3.8	4.4	4	3.2	3.2	4	30.8	3.85
9.	I	3.6	3.2	3.2	4.6	4.8	4.8	3.8	4.2	32.2	4.025
10.	J	3.8	4.2	4.2	3.8	4.2	4.2	3.6	3.4	31.4	3.925
11.	K	4	3.2	3.2	3.8	3.6	3.4	3.2	3.8	28.2	3.525
12.	L	4.6	3.4	4.2	4	4	3	4.2	3.6	31	3.875
13.	M	4.6	4.2	3.8	4	4	3	3.6	3.4	30.6	3.825
14.	N	3.8	3	3.2	4.4	4.6	3.4	3.4	4	29.8	3.725
15.	O	4.2	3.4	3.6	3.6	4	4.6	3.8	3.8	31	3.875
16.	P	4	3.8	4	4	3.6	4.4	3.8	3.4	31	3.875
Number		63.6	57.4	60.2	64.8	63.8	60.6	58.4	61.6	490.4	61.3
Average		3.975	3.588	3.763	4.05	3.988	3.788	3.65	3.85	30.65	3.831

Description:

R: Respondents

In the graph, the average assessment of respondents related the election folklore as teaching materials learning Indonesian

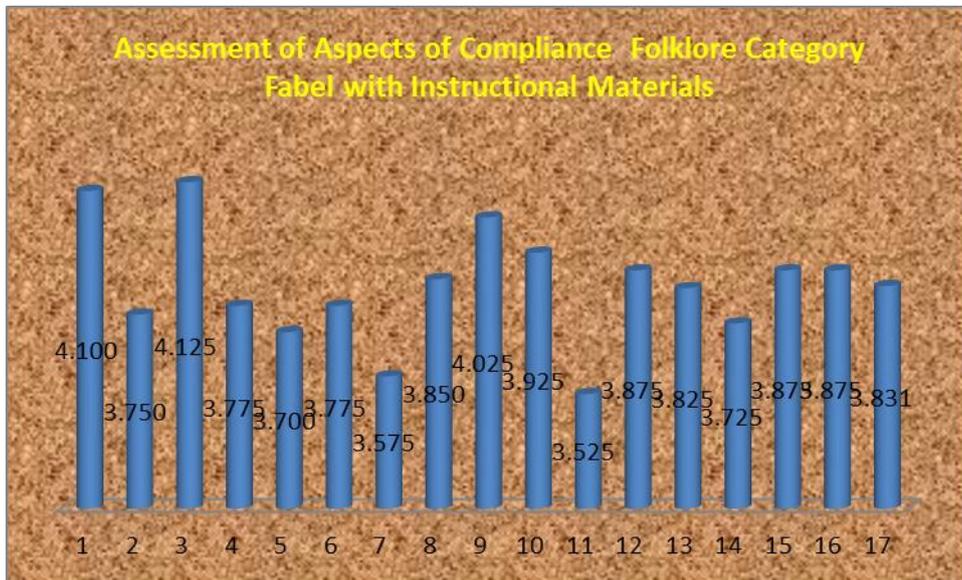
language and literature in elementary school content aspect of folklore category Fable detail can be seen in Graph 1.



Graph 1. Respondents Feasibility Assessment Every aspect of Contents Folklore Category Fable as Instructional Materials

Based on the chart 1, the respondents' assessment of the elections is known folklore category Fable as teaching materials teaching Indonesian language and literature in primary school is 3.80 or on a category worthy of teaching materials. In the graph, the average

assessment of respondents to the folklore category relating Fable election folklore as teaching materials teaching Indonesian language and literature in elementary school details can be seen in Graph2.



Graph 2. Assessment of Aspects of Compliance Folklore Category Fable with Instructional Materials

Based on Table 1, Graph 1 and Graph 2, then known about the selection of respondents rating folklore as teaching materials teaching Indonesian language and literature in the primary school category content aspect folklore Fable. The discussion and analysis relating to aspects of election folklore as teaching materials teaching Indonesian language and literature in elementary school are divided into sixteen sections. First subsection theme of folklore support learning instructional materials result is 4.1 or in a

category worthy of teaching materials. Both subsection storyline supporting instructional materials teaching people the result is 3.75 or on a category worthy of teaching materials. Subsection third pivot off (setting) folklore support learning instructional materials result is 4,125 or the category worthy of teaching materials. Fourth subsection figures/characterizations of folklore support learning teaching materials or the result is 3.775 worthy category of teaching materials. Fifth subsection moral values folklore learning



support teaching materials result is 3.7 or on a category worthy of teaching materials. Sixth subsection imagery folklore learning support teaching materials or the result is 3.775 worthy category of teaching materials. Seventh subsection folklore appropriate level of language proficiency of students result is 3,575 or deserve to be in the category of teaching materials. Eighth subsection folklore situation according to the level of students' language abilities the result is 3.85 or on a category worthy of teaching materials. Subsection ninth contents folklore appropriate level of language proficiency of students result is 4,025 or deserve to be in the category of teaching materials. Tenth subsection expressions / folklore appropriate reference level students' language skills or the result is 3,925 worthy category of teaching materials. Eleventh subsection contents of folklore appropriate developmental level of psychological maturity is 3.525 or the results of students in a category worthy of teaching materials. Twelfth subsection cultural backgrounds folklore appropriate environmental conditions of student learning outcome is 3.875 or on a category worthy of teaching materials. Thirteenth subsection folklore help assist students' language skills or the result is 3.825 worthy category of teaching materials.

Fourteenth subsection folklore increase students' knowledge of the culture or the result is 3.725 worthy category of teaching materials. Fifteenth subsection folklore develop students' creativity and sense the result is 3.875 or on a category worthy of teaching materials. Sixteenth subsection folklore helped shape the character of the result is 3,875 students or on a category worthy of teaching materials. In general, the average respondent conformity assessment folklore category Fable as teaching material is 3.831 or on a category worthy of teaching materials.

2. Criteria Subjects Folklore Good

Before carrying out the selection of teaching materials folklore, first need to know the criteria for selecting teaching materials folklore. Criteria for the selection of the principal teaching materials are a standard folklore and basic competencies. This means that the teaching materials folklore chosen to be taught by teachers on the one hand and the other student in a party should contain materials or instructional materials folklore that really supports the achievement of standards of competence and basic competences. In other words, the selection of teaching materials should refer folklore or refer to the standard of competence.

Having in mind the criteria for selecting teaching materials folklore, followed in the steps of teaching materials selection folklore. Broadly speaking, measures the selection of teaching materials folklore includes:

- a) Identify the aspects contained in the standards and basic competencies as the reference selection of teaching materials folklore.
- b) Identify the types of teaching materials folklore.
- c) Select appropriate instructional materials folklore or relevant standards and basic competencies that have been identified earlier.
- d) Select the source of teaching material folklore.

3. Step-by-Step Instructional Materials Selection Folklore

A complete, step-by-step selection of teaching materials folklore can be explained as follows:

- a. Identify aspects that are in the Competency Standards

Before determining teaching materials folklore, first, it is necessary to identify aspects of standards of competence and basic competencies which must be learned or mastered by students. These aspects need to be determined, because every

aspect of standards and basic competencies require the kind of material varying in learning activities.

Every aspect of the competency standards requires teaching materials folklore or folklore that is different to help in achieving them.

- b. Choosing a Content Type in accordance with the Standards of Competence

Select the type of material in accordance with the standards of competence which have been determined. Note also the number or scope sufficient to facilitate students in achieving competency standards.

Based on standard aspects and basic competencies that have been identified, the next step is to choose the type of material in accordance with the aspects contained in the standards of competence and basic competences. The material that will be taught to be identified whether the kind of facts, concepts, principles, procedures, affective, or combined more than one type of material. By identifying the types of material that will be taught, the teacher will get ease of how to teach it. Having this type of teaching materials folklore which was identified, the next step is to choose the type of the material in accordance with the standards of competence or basic competence that must



be mastered by students. Identify the types of instructional materials folklore is also important for the purposes of teaching it. Therefore, any kind of teaching materials folklore requires learning strategies or methods, media, and system evaluation/assessment is different.

The easiest way to determine the type of teaching materials that will be taught folklore is by asking questions about the basic competencies that must be mastered by students. With reference to the basic competence, we will know whether we should teach the material in the form of facts, concepts, principles, procedures, aspects of attitude, or psychomotor.

c. Choosing Sources Instructional Materials Folklore

Once the material type determined the next step is to determine the source of teaching material folklore. Teaching materials folklore or folklore teaching material can be found from various sources such as textbooks, magazines, journals, newspapers, internet, audiovisual media, and so on.

D. Conclusion

Based on the description of the data analysis, the discussion of research results, and the findings of which have been described previously, the results of this study can be concluded that this aspect of

election folklore as teaching materials are divided into sixteen subsections. Folklore theme supports the learning teaching materials, subsection groove folklore support teaching materials learning, subsection off fulcrum (setting) folklore support learning teaching materials, subsection figures/characterizations of folklore support learning teaching materials, subsection moral values folklore learning support teaching materials, subsection images of folklore support learning teaching materials, folklore appropriate language subsection the level of language proficiency of students, subsection situation folklore appropriate level of language proficiency of students, subsection contents of folklore appropriate level of language proficiency of students, subsection expressions/folklore appropriate reference level of language proficiency of students, subsection contents of folklore according to the level of psychological development of students' maturity, subsection background cultural folklore appropriate environmental conditions of student learning, subsection folklore help assist students' language skills, subsection folklore improve students' cultural knowledge, folklore subsection develop students' creativity and taste, and subsection folklore helped shape the character of the students. In general,

the average respondent conformity assessment folklore category Fable as teaching material is 3.831 or on a category worthy of teaching materials.

Folklore teaching materials that can be used in learning folklore in newspapers basically is a kind of teaching materials folklore. However, it should be for the elementary school level, teaching materials used folklore is the folklore teaching materials that the contents should match the characteristics, experiences, and needs of students. The goal is to find problems that may be contained in teaching materials and teaching materials solution that is truly worthy of use in learning.

Good reading for students is legibility level is not too difficult and not too easy as well. Therefore, for learning, better use teaching materials folklore which has a relatively moderate level of legibility. Ideally, teaching materials is a good folklore teaching material that is easily understood by students. Therefore, the level of legibility folklore for learning materials will be needed to be considered.

In learning folklore through folklore, the students are also conditioned in an atmosphere of fun learning. Students are free to use learning materials that have, in particular to deepen understanding of the content of reading (folklore). In this case, the student can understand totally the

meanings or the most important things scattered in teaching materials folklore.

Through this folklore, the teachers are more motivated to give spirit even more through learning materials to students of folklore. In this case, the teacher does not need to dominate the learning, but by using this folklore increasingly active teachers to motivate students to think more critically and be active.

Based on the above, so that the learning process is equally enjoyable for students and teachers, preferably in learning folklore that teachers use in the environment due to the use of student folklore, besides they are equally active in the process of learning to read, too can avoid burnout and the child does not lose its cultural roots and its environment.

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ISBN : 978-602-9075-05-2



**THE ROLE OF SOCIAL CAPITAL, ENTREPRENEURSHIP EDUCATION AND
INTEREST AMONG STUDENTS AT FACULTY OF ENGINEERING MAKASSAR
STATE UNIVERSITY**

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ABSTRACT

Social capital is a series of processes in human relations that supported by the trust, information networks, norms and sanctions within the social interaction that allows the efficiency and effectiveness of coordination and cooperation for mutual benefit. Various efforts have been taken to cultivate interest in entrepreneurship among students through entrepreneurship education in the form of academic and non-formal education. Implications of entrepreneurship education as a form of social capital-oriented role in the development of entrepreneurship skills can foster interest in students to choose entrepreneurship as one of career options other than working in government and private agencies.

Keywords: social capital, entrepreneurship education, entrepreneurial interests.

A. Introduction

Today, most of students have aspirations to work in both government and private agencies after they finish their studies in tertiary institution. They hope that they will get a better and high wages job. However, the dreams cannot be guaranteed to be fulfilled. In fact, there are many of them are still unemployed because of lack of available jobs in the market.

According to Indarti & Rostiani (2008) in their articles "Intention student to entrepreneurship: comparative study between Indonesia, Japan and Norwegia" outlines that students in Indonesia who have completed their studies will be faced with three options: the first option to be the employee in either private companies, State-

Owned Enterprises (BUMN- *Badan Usaha Milik Negara*) or Civil Servant. The second option is to become intellectual unemployed because of the difficulty to get jobs that match their criteria. A third option is to open his own business or entrepreneurship.

Based on this phenomenon, most of institutions in tertiary level have reformed their curriculum to include entrepreneurship courses so that during the learning process students are able to change the orientation of job seekers into job provider. It also emphasized by the Directorate General of Higher Education (2010) statement that the majority of college graduates tend to choose to be job seekers rather than job creators.

Entrepreneurship education not only provides a theoretical foundation of the

concept of entrepreneurship to form attitudes, behavior, and mindset as an entrepreneur. Entrepreneurship education in college basically has been done to equip learners with the values, attitudes and behavior of innovative, creative and productive in entrepreneurship.

Entrepreneurs are people who have the qualities of entrepreneurship such as: risk-taking, virtue, creativity, and exemplary in dealing with the business that depends highly on the willingness and ability of its own.

Implementation of the entrepreneurship education in universities (Faculty of Engineering, University of Makassar) was carried out in gradual and sustained ways. Along the way, entrepreneurship education lately become a study on various occasions, either through discussions, seminars, workshops, and even be used as lessons learned by presenting the figure of the successful "graduates" in entrepreneurship as well as bench marking.

The implication of meaning is as a form of social capital role with confidence parameters, norms, and networks. The final goal is to foster interest in the students after graduation to choose entrepreneurship as a career option other than the career choice to work either in government or private agencies. However, the results are still not

optimal, since most graduates tend to choose as job seekers rather than job creators. The graduates in universities are still reluctant or uninterested to plunge as an entrepreneur or a creator of jobs.

This article discusses the role of social capital in entrepreneurship education and entrepreneurial interest among students of the Faculty of Engineering, State University of Makassar, by examining the role of social capital, the implementation of entrepreneurship education that should be considered in encouraging interest in entrepreneurship a career option, after they graduated. The discussion in this article is based on a literature study of research studies which have been carried out, with regard to entrepreneurship and student interest in entrepreneurship.

Social Capital

Social capital was originally conceived as a form, where a public put trust to communities and individuals as part of it. Three forms of social capital according to Coleman, (1988), namely: 1) The structure of liabilities, expectations, and beliefs; 2) Network information and 3) norms and effective sanctions. Moreover, Fukuyama (2002) also argues that there are three main elements in social capital. They are the trust (confidence), reciprocal (mutual), and social interaction.



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According to Fukuyama, the most important element in social capital is the trust that acts as an adhesive for the perpetuation of cooperation within the community. Fukuyama and Coleman also explained in more detail way about the conditions of trust in the community, and tried to find the correlation with the level of economic life. They also argue that trust is the expectation that arises within a community that is behaving normally, honest and cooperative based norms shared within them.

There are three types of behavior in the community that support this trust, which is normal behavior, honest and cooperative. Normal behavior is appropriate behavior principles and norms that are shared within them. If within a community, there is deviant behavior of some of its members, it will be difficult to get their honesty and cooperative nature. Therefore, with the guarantee of honesty in the community, it can strengthen the sense of solidarity and cooperative nature of the community, for example, to foster entrepreneurship.

Dimensions of social capital (social capital) have different definitions and terminology with human capital (Fukuyama, 2002). The form of human capital is the knowledge (education) and skills (skills)

human. Implementation of human capital is in the form of education at college, for example, be a mechanic training, apprenticeship in entrepreneurship. On the other hand, the role of social capital is a capability that arises from a common belief in a society or certain parts of it in the sense of its competence.

Thus, social capital is a social resource that can be seen as an investment to obtain new resources in the community. Social capital is believed to be one of the main components in moving together, the mobility of ideas, mutual trust and mutual social interaction to achieve common progress. According to Putnam (1993), social capital is an asset which are formed from relationships and social networks which are embedded in the relationship between individuals, communities and networks. Coleman (1988) has the dimensions of social capital are: a) the social capital that binds (bonding), b) bridging social capital (bridging), and c) social capital connecting (linking).

Entrepreneurship Education

Entrepreneurship, in the opinion of Drucker, 1959 in Prima Donna, et al (2014) is the ability to be creative and innovative which can be used as tips, basic and

resources to find opportunities to be successful. The essence of entrepreneurship is the ability to create something new and different through creative thinking and innovative action to build opportunities. Entrepreneurship is a combination of creativity, innovation and courage to face the risk in starting a business which is done by hard work to establish and maintain a new business by taking advantage of opportunities facing in everyday life.

The process of creative and innovative capabilities which used as basis, tips and resources to find opportunities to success is acted as entrepreneurial capital. In the entrepreneurship, capital is not always synonymous with intangible capital, such as money and goods but also the intangible capital, such as: intellectual capital, social capital and mental capital.

Someone who has the potential or the entrepreneurial spirit must be able to see and assess business opportunities, gather the resources needed to take appropriate action and take the opportunity to start business ventures. Entrepreneurship comes up whenever someone dared to develop his efforts and new ideas in clever and careful ways to anticipate the various risks that might occur. Therefore, the essence of entrepreneurship is to create added value through the process of combining various

resources as social capital in new different ways.

Entrepreneurship education in higher education is a compulsory subject that students have to take in order to develop their insights about entrepreneurship. Basically, this is done to equip learners with the values, attitudes and behavior of innovative, creative and productive in the profession entrepreneurship or to develop one economic activity. Entrepreneurship education is a learning process that is intended to change the attitude and mindset of the students towards entrepreneurship a career option. Students who have taken entrepreneurship courses will have the essential values and characteristics of entrepreneurship that will generate interest and their passion for the world of entrepreneurship.

Implementation of entrepreneurial education has been designed specifically to be able to develop entrepreneurial characteristics, such as: creativity, decision making, leadership, social networking, time management, and collaboration. It means that entrepreneurship education is not enough just to be held in the classroom in the form of lectures alone, but also given the opportunity for learners to feel in the first hand how difficult it is to start a business and run it. They also have the opportunity to



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observe a role model, namely entrepreneurs who have run their business in the form of apprenticeship. In the end, it is expected that it can cultivate interest in entrepreneurship.

There are several forms of the implementation of entrepreneurship education in the Faculty of Engineering, University of Makassar (FT-UNM) for academic activities in addition to entrepreneurship courses. This education has also presented in the course Practice Industry (PI) and Job Training (PKL). Academic activities are intended to equip students with work experience in the industry, the creativity to develop knowledge and skills and also empower their responsibility in learning and career intentions later with appropriate expertise. In addition to studying aspects of entrepreneurship related to the industry, it is hoped that it can bring the industrial and entrepreneurial practice experience after graduation.

In addition to the implementation of entrepreneurship education mentioned above, there are several debriefing entrepreneurship program has been done through the Directorate General of Higher Education in universities in preparing graduates to become potential new entrepreneurs. The programs were in the

form of non-formal education innovation-oriented development of entrepreneurship skills such as: Student Entrepreneurial Program (*PMW- Program Mahasiswa Wirausaha*), Student Creativity Program (*PKM- Program Kreativitas Mahasiswa*), the implementation of the Working Class Enterprises (*PKU- Program Kerja Usaha*), Entrepreneur Internship Program (*MKU- Magang Kewirausahaan*), and Business Incubator (*INBIS- Inkubator Bisnis*). The mechanisms of each program begins with: 1) program dissemination to students; 2) identification and selection of students; 3) debriefing entrepreneurship; 4) preparation of a business plan.

The purposes of the implementation of the program were : 1) to develop entrepreneur motivation among students; 2) to build a mental attitude of entrepreneurs, namely: confident, aware of his true identity, motivated to achieve a goal, never give up, able to work hard, creative, innovative, risk-taking by calculation, the leader behaves and has a vision for the future, responsive to suggestions and criticism, have the ability to empathy and social skills; 3) increase the proficiency and skills of the students in particular sense of business; 4) cultivate new entrepreneurs who were highly educated, 5) creating a

new business unit that is based on science, technology and the arts; and 6) build business networks between actors business, especially among novice and skilled entrepreneurs.

Moreover, the programs also were intended to foster "Entrepreneurial Spirit" such as self-efficacy, visionary and expertise that can continue to proceed in implementing entrepreneurship education. It is expected that soft skill knowledge gained from these experiences can act as social capital entrepreneurship. This self-efficacy is the belief of an individual on his own ability to settle of a job as an entrepreneur. Visionary of a hard worker who also has the ability in making decisions in entrepreneurship is a picture of the person who has foresight. Thus, after graduating they do not have to look for a job but can create their own jobs and work as entrepreneurs.

Interest in Entrepreneurship

Interest is the mental set that consists of a mixture of feelings, hopes, establishment, prejudice, fear or another trend which directs the individual to a particular choice (Mapiere, 1982). Furthermore Crow and Crow (1984) outlines that interest can demonstrate the ability to pay attention to someone, something or activity or something that can

give effect to the experience that has been initiated by the activity itself.

According to Crow and Crow, factors that underlie the interest, namely: a factor of encouragement from the inside, driven social factors and other factors related to emotion. The inner factor may be a factor of the needs associated with physical and psychological. The emergence of interest of a person can also be driven by the social motivation to get the recognition and appreciation of the community where the person is located, while emotional factors demonstrate the size of the intensity of a person in the plant's attention to a particular activity or object

Based on the above understanding, it can be concluded that the interest of a person's consciousness may lead to the desire. Desires that arise within the individual are expressed with a sense of love or pleasure, encouragement or interest of a person who is directed at the object of interest. Activities based on the interests likely to be successful, because it is done with pleasure and without coercion.

The word entrepreneur or *kewirausahaan* in the Indonesian language is a combination of *wira* (dashing, brave, mighty) and *usaha* (business) so that the term entrepreneur can be defined as those who brave or mighty in business or business



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(Nasution, 2007). While Suryana (2003) mention that the meaning of self-employment is applying creativity and innovation to solve the problem and attempt to take advantage of opportunities faced by entrepreneurs. In essence, it is an ability in creative thinking and innovative behavior that becomes basis, resources, propulsion, objectives, tactics, tips, and saw an opportunity in the face of life's challenges by creating something new and different. Furthermore Kashmir (2013) defined entrepreneurs as people who dare to take the risk to start a business in a variety of occasions. Spirited in risk-taking means that they have independent mentality and courage to start a business, without overwhelmed with fear or anxiety even under conditions of uncertainty.

According to several above definition, interests in entrepreneurship are the desire, interest and willingness of individuals through the ideas held to work hard or willed to try to meet their needs with creative thinking, innovative behavior in the face of life's challenges by creating goods and services, take advantage of opportunities that exist without fear of the risks that will happen and has the ability and skills to meet the needs.

Interest in entrepreneurship is not only the desire of the self alone but must look forward in establishing the potential of the business. Willingness and ability to take risks is one of the main values in entrepreneurship. Perceptions of risk varies depending on a person's confidence, behavior and feelings of assessment and also includes supporting factors, such as educational background, practical experience in the field, individual characteristics, clarity of information, and the influence of the surrounding environment.

Therefore, it can be concluded that the interest in entrepreneurship is a sense of attraction of a person with the ability to take the liberty to take risks to conduct independent business activities in meeting the needs of life and solve the problems of life, without being afraid to risk it, and willed to learn from failure after promote the business or create new business with existing strengths in their self.

The Role of Social Capital , Entrepreneurship Education and Entrepreneurship Interests.

Entrepreneurship education is basically done to equip learners with the values, attitudes and behavior of innovation, creativity and productivity in

entrepreneurship. Entrepreneurship education also aims to develop a more positive attitude as a desire to excel or forward, the ability of critical thinking, the ability to resolve problems and make decisions. One of the criteria of entrepreneurship education success for students is determined by the utilization of social capital that forms in the implementation process of entrepreneurship education

Faculty of Engineering, University of Makassar (FT-UNM) is one of the educational institution with vision: as a center of education, assessment and development of science education, science, technology, and art-minded and entrepreneurial education to produce graduates who excel professionally as a perfect individual. Each year, its graduate continues to increase, but the results are not optimal. Therefore, the institution tries to built one of the subjects of entrepreneurship for students who originate in the vision and strategic mission, namely entrepreneurship education, so that graduates are expected to develop as job provider and work as entrepreneurs.

In the implementation process of entrepreneurship education, the role of social capital will provide greater benefits for the target group (student interest in

entrepreneurship), where they will easily reach the resources in their own environment. Based on Putnam (1993) statement, social capital is an asset which is formed from relationships and social networks that are embedded in the relationship between individuals, communities and networks. Coleman (1998) stated that the dimensions of social capital are: a) the social capital that binds (bonding), b) bridging social capital (bridging), and c) social capital connecting (linking).

Thus the role of social capital needs to be established, maintained and developed in order to make the graduates do not have to look for a job but can create their own jobs and work as entrepreneurs. Entrepreneurship education is organized not only oriented to the creator of human capital (human capital), but also oriented to the creation of social capital (social capital). It is closely related to that of social capital as an important factor in influencing the efficiency and effectiveness of the policy.

It is realized that the role of social capital in entrepreneurial education determined and proceeds in the form of implementation of entrepreneurship education, such as: non-formal education innovation orientation on the development of entrepreneurship skills. As the



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government through the Directorate General of Higher Education (Higher Education) launched a program such as: Student Entrepreneurial Program (*PMW- Program Mahasiswa Wirausaha*), Student Creativity Program (*PKM- Program Kreativitas Mahasiswa*), the implementation of the Working Class Enterprises (*PKU- Program Kerja Usaha*), Entrepreneur Internship Program (*MKU- Magang Kewirausahaan*), and Business Incubator (*INBIS- Inkubator Bisnis*), Furthermore, in addition to academic courses on entrepreneurship, the course also include Industrial Practice (*PI- Praktek Industri*) and Job Training in its curriculum.

Implementation of entrepreneurship programs provided by the government and universities, the goal positively and effectively used by students as a social capital for entrepreneurship. Example: Entrepreneurship Student Creativity Program (*PKM-K*). The *PKM-K* is a program to develop students' skills in entrepreneurship and acts as profit-oriented program. Furthermore Student Entrepreneurial Program (*PMW*) is a program which aims to provide a stock of knowledge, skills and entrepreneurial spirit-based science and technology for students to be able to change the mindset of job seekers

into job creators and be resilient and successful businessman to face global competition.

From the implementation of entrepreneurship education mentioned above is defined as the role of social capital. By observing the opinion Coleman (1998), there are three forms of social capital which are: (1) The structure of liabilities, expectations, and beliefs; (2) Network information; (3) norms and effective witnesses. In the structure of liabilities, expectations, and beliefs, in this context, forms of social capital depend on two key elements: the trust of the social environment and the actual expansion of the obligations which have been fulfilled. Furthermore, in information network, information is very important as a basis of action. While the norms and effective sanctions set of rules that are expected to be followed in a community that supports individuals to obtain achievements.

Fukuyama (2002) mentioned three main elements in social capital which are: (1) trust; (2) reciprocal (mutual); (3) social interaction. Confidence can encourage someone to cooperate with others in developing activity or productive joint action. Reciprocity can be found in the form of giving, mutual acceptance and mutual aid

that can arise from social interaction. Widespread social interaction will be a kind of social network that allows the ever-expanding scope of relations of trust and reciprocity in a pattern of mutually supportive action.

The role of social capital becomes one of the factors supporting the sustainability of entrepreneurship education. For example: The social network of relational resources inherent in personal relationships or cross-sectoral partnerships vocational education institutions with the world of work which is very useful for the development of individual competence.

The relation of Vocational education institution (e.g. FT-UNM) with the world of work (industry) in the implementation of learning is one way in the reconfiguration of its resources as well as to make advantage of diverse competencies possessed by others. Through the partnership, educational institutions not only utilize the competence of outsiders, but also gain new capabilities that ultimately become more flexible institution. This social network will create social capital are beneficial for the industry and vocational education institution (FT-UNM).

A mix of programs that have been set by the government and universities (Higher Education) is expected to motivate student

interest in entrepreneurship. One of the factors in driving the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education. The university must have responsibility for educating its students and provide motivation so that they have interest in entrepreneurship

Here, the role of social capital for the purpose of entrepreneurship education is a learning process for changing the attitude and mindset of the students towards entrepreneurship a career option. Thus, students who have taken entrepreneurship courses and other programs conducted by the Higher Education will have the essential values and characteristics of entrepreneurship that will increase the interest as well as their passion for the world of entrepreneurship.

According to Rano Aditia Son (2012) in his research, there are six factors that determine student interest in entrepreneurship, namely (1) the environment (2) self-esteem, (3) opportunities, (4) personality, (5) vision, (6) revenue and confident. These six factors can be used as a reference for the role of social capital in growing interest for student entrepreneurship. This supports the Coleman's idea, (1988) that social capital



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has the dimensions: a) the social capital that binds (bonding), b) bridging social capital (bridging), and c) social capital connecting (linking).

Conclusion

The role of social capital as one of the main components in entrepreneurship education is to drive collaboration, the mobility of ideas, mutual trust, mutual support and social interaction to achieve goals together. Here, supports the growth of student interest in entrepreneurship, is to accept the challenge, confident, creative, and innovative competency-based possessed in creating jobs with entrepreneurship.

Various efforts have been taken to cultivate interest in entrepreneurship among students through entrepreneurship education in the academic and non-formal form of government programs through Higher Education. Implications of this entrepreneurship education as a form of social capital oriented towards the development of entrepreneurship skills to cultivate the interest of students to choose entrepreneurship as a career choice career options other than working in government and private agencies.

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THE EFFECT OF PERSONAL CHARACTER, FAMILY, AND GOVERNMENTAL POLICY TOWARD ENTREPRENEURSHIP COMPETENCE OF YOUNG ENTREPRENEUR (CASE STUDY OF GKN 2014 PROGRAM SOUTH SULAWESI).

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ABSTRACT

This study aimed to determine the effect of personal character, family and government policies toward entrepreneurship abilities of young entrepreneurs member of GKN 2014. The population used in this research was 1000 young people who got involved in GKN (National Entrepreneurship Movement) 2014 in Makassar. The total number of sample is 64 people, using purposive random sampling who were GKN grand awardees, and has been running their business at least 6 months, and not more than 35 years old. The research result showed that personal characteristic variable (X_1) with 3.121 on t level with statistical significant 0.003. The number of statistic test $|t_{\text{measured}}|$ was higher than t_{table} ($3.121 > 2.000$) and the significant number was higher than $\alpha = 0.05$. This examination showed that H_0 was rejected, therefore it can be inferred that X_2 effected significantly toward entrepreneurship competence of young entrepreneur (Y). The variable governmental policy (X_3) has the highest t number that was 2.025 with number of significant 0.470. The statistic test $|t_{\text{measured}}|$ was lower than t_{table} ($2.025 < 2.000$) and also lower than $\alpha = 0.05$. This examination showed that H_0 was accepted, therefore it can be inferred that X_3 was not significantly effected toward entrepreneurship competence of young entrepreneur (Y). The research result showed that personal character, family, and governmental policy effected entrepreneurship competence of young entrepreneur (WMP). The most dominant variable was personal characteristic that effected entrepreneurship competence of young entrepreneur (GKN).

Keyword : *entrepreneurship, personal character, family, governmental policy*

A. Background

Entrepreneur role is the important driver in creating excellence quality and to organize the necessary resources in creating added value. The efforts to develop a massive spirit for entrepreneurship is not without reason. One of these reasons is the existence of entrepreneurs in a country which has a very big role for the progress of development. They are the "driving force" in the economic development of a country. (Sugiharto, 2013).

Learning from the experience of developed countries, one of the key factors for accelerating economic development

and competitiveness is entrepreneurial. This is in line with the statement from Schumpeter (1934) as published in the Blueprint of entrepreneurship *Kemenkop RI* (2012) that "entrepreneurship is a driving force behind economic growth". It is no exaggeration, if the entrepreneurial movement becomes one of the global agenda as a effort to fight with poverty and unemployment, as well as build the prosperity.

David Mc Cleland, said it takes at least 2% of the population who roled as entrepreneurs to succeed economic development of a country. In Indonesia from 250 million population, the portion of

entrepreneurs has just reached about 1.56% after 3 years of national entrepreneurship movement (GKN). Statistic Central Agency (BPS) recorded the existing of entrepreneurial was 3.744 million people. Nevertheless, the number of entrepreneurs in Indonesia is still small when compared with other countries. For the same category, Malaysia recorded a figure of 4 percent, Thailand 4:51 per cent and Singapore 7.2 per cent. (Blueprint Enterprise *Kemenkop* SME, 2012)

The option to become entrepreneurs among youth is still not growing as expected. This is caused by various things including of the less supports from education system, family environment, character and the influence from macro environment.

In order to encourage new entrepreneurs growth, the government through the Ministry of Cooperative and SME launched the National Entrepreneurship Movement (GKN) since 2011. The research still needs to know the factors that support young entrepreneurs on entrepreneurial competencies (WMP) in GKN program in South Sulawesi

B. Method

This study using quantitative approach, to emphasis on testing theories through the measurement of research variables and perform statistical data analysis procedures. This research is

quantitative research studies, with survey approach. The location of this research is in Makassar city, with research focus on young entrepreneurs of the city. The study was conducted over two months, starting in March to April 2015.

The primary data was gathered by interview as well as data obtained from other parties and other sources related to the research. Population of this research was the entire youth in the city of Makassar who take the program GKN (National Entrepreneurship Movement) in 2014 as many as 1000 people.

Samples were taken by purposive sampling method as much as 10 percent of the population or 100 people who get funding from GKN and has been running business. The field data qualifies as young entrepreneurs (WMP) and still run the business as many as 64 people, consisting of 41 men and 23 women.

Based on the conceptual framework and research design, this study used multiple linear regression analysis technique. This technique is useful to determine the effect of two or more independent variables or to find a functional relationship of two or more predictor variables to their criterium variable. To know the positive and significant relationship between two or more variables simultaneously, F test was used to examine. While t test used to



know the positive and significant relationship between two or more variables partially.

C. Result

Responden Description

Table 1
Statistic of Responden Description

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
X1	64	3.33	1.67	5.00	273.81	4.2783	.06765	.54118	.293
X2	64	3.62	1.38	5.00	270.17	4.2214	.07310	.58476	.342
X3	64	3.29	1.71	5.00	267.34	4.1772	.07941	.63530	.404
Y	64	2.96	2.04	5.00	255.84	3.9975	.07592	.60733	.369
Valid N (listwise)	64								

Table 2
Frequency Distribution

Statistics

		X1	X2	X3	Y
N	Valid	64	64	64	64
	Missing	0	0	0	0
Mean		4.2783	4.2214	4.1772	3.9975
Std. Deviation		.54118	.58476	.63530	.60733
Variance		.293	.342	.404	.369
Range		3.33	3.62	3.29	2.96
Minimum		1.67	1.38	1.71	2.04
Maximum		5.00	5.00	5.00	5.00

From the above description describes that the personal characteristics variables (X1) shows the average lowest score was 1.67; the highest score was 5.00 with an average of 4.278. For family environment variable X2, the average lowest score was 1.38; the highest score was 5.00 with an average of 4.221. For variable X3, government policies, the average lowest score was 1.71; the highest score was 5.00 with an average of 4.177. For Y, variable

entrepreneurial competence, the lowest scoring average is 2.04; The highest score of 5.00 with an average of 3.977.

Regression Analysis

The results of multiple regression analysis to analyze the influence of personal characteristics, family environment and government policies toward entrepreneurship competence are described as follows:

Tabel 3
Multiple Regression Analyze

Variabel	coeficient	t	Sig.
constant	-.084	-.181	.857
X1	.396	3.121	.003
X2	.368	2.672	.010
X3	.199	2.025	.047
F _{count} =		28.452	
R ² =		.587	

Equation: $Y = 0.084 + 0.396 X1 + 0.368 X2 - 0.199 X3$

A constant value of 0.084 indicates that if there is no personal characteristic variables, family environment and government policies, the entrepreneurial competence at 0.084. In other words, entrepreneurial competency of 0.084 is prior to or without the variables of personal characteristics, family environment and government policy.

The regression coefficient $\beta_1 = 0.396$ shows that if there is an increase responder scale 1 times in the X1 and the other variables held constant, or no change at all, there will be an increase in the variable Y at 0.396. It can be seen that the coefficient obtained is positive, so if there is an increase in the X1, then Y will increase by 0.396, and vice versa if the X1 to decline, there will be a decrease in Y of 0.396.

B2 regression coefficient = 0.368 shows that if there is an increase responder scale 1 times on X2 and other variables held constant, or no change at all, there

will be an increase in the variable Y at 0, 0.368. It can be seen that the coefficient obtained is positive, so if there is an increase in X2, then Y will increase by 0, 0.368, and vice versa if the X2 decreases, there will be a decrease in Y at 0, 0.368.

B3 regression coefficient = 0.199 shows that if there is an increase responder scale 1 times on X2 and other variables held constant, or no change at all, there will be an increase in the variable Y at 0.199. It can be seen that the coefficient obtained is positive, so if there is an increase in X2, then Y will increase by 0.199, and vice versa if the X2 decreases, there will be a decrease in Y 0.199.

Based on the obtained value coefficient R Square influence the effect of personal characteristics, family environment and government policy towards young entrepreneurs entrepreneurial competencies acquired data at: $R^2 = 0.587$ means that 58.7% are influenced by independent variables, while

41.3% are influenced by other factors which not examined in this case. This suggests that there are other factors that influence the entrepreneurial competencies

of 41.3% which is not included in this research model.

Hypothesis Testing

Some results of data analysis research hypothesis testing results as follows:

Table 4
t-test Result

No	H1	coeficient	t _{table}	t _{count}	Decision-1	α	Sig	Decision-2	Conclusion
1	influence of X1 on Y	Possitive	2.000	3.121	Rejected	0.05	0.003	Rejected	Significant
2	Influence of X2 on Y	Possitive	2.000	2.672	Rejected	0.05	0.010	Rejected	Significant
3	Influence of X3 on Y	Possitive	2.000	2.025	Rejected	0.05	0.047	Rejected	Significant

a. T-test results, showing the results of the influence coefficient of personal characteristics, family environment and government policy towards entrepreneurial competence as follow:

- 1) For personal characteristics variable (X1) has the t result of 3.121 with a significance value of 0.003. The value of the test statistic | t-count | is greater than t table (3.121 > 2.000) and also significantly greater than $\alpha = 0.05$. This test indicates that the H_0 is rejected so that it can be concluded that the X1 significantly influence entrepreneurial competence variable (Y).
- 2) Variable family environment (X2) has the t result of 2.672 with a significance value of 0.010. The

value of the test statistic | t-count | is greater than t table (2.870 > 2.000) and also significantly smaller than $\alpha = 0.05$. This test indicates that the H_0 is rejected so that it can be concluded that the X2 significantly influence entrepreneurial competence variables youth young entrepreneurs (Y).

- 3) Variable government policies (X3) have the t result of 2.025 with a significance value of 0.047. The value of the test statistic | t-count | is smaller than t-table (2.025 < 2.200) and also smaller than $\alpha = 0.05$. This test shows that H_0 is accepted so that it can be concluded that the X3 significantly

influence entrepreneurship competence variable (Y).

b. Based on F test as attached, with sig 0.000 <0.005. It shows that the regression model fit or suitable to

analyze the effect of personal characteristics, family environment and government policy towards entrepreneurial competence.

Table 5
F-test Result

H1	α	F _{tabel}	F _{count}	Sig	Decision	Conclusion
The influence of X1, X2 and X3 on Y	0.05	2.755	28.452	0.000	Rejected	Significant effect

Thus, the second hypothesis which stated that personal characteristics, family environment and government policies will simultaneously influence to entrepreneurial competence toward young business starters (WMP) is received.

Under the influence coefficient personal characteristics, family environment and government policies coefficient values obtained the greatest influence on entrepreneurship competency is personal characteristic that show at point 3.121. This result suggests that personal characteristics have a dominant influence on entrepreneurial competence. Thus, the third hypothesis which stated that the most dominant variable influence on youth entrepreneurship competence is a personal characteristic is evidenced in this study so that this hypothesis is accepted.

D. Conclusion

Based on the results of the data analysis, the conclusions in this study are as follows:

1. Personal characteristics, family environment and government policies partially affect the competence of youth entrepreneurial young entrepreneurs in the program GKN 2014
2. Personal characteristics, family environment and government policies jointly affect the competence of youth entrepreneurship to young entrepreneurs in the program GKN 2014
3. Personal characteristics dominant influence on young entrepreneurs entrepreneurial competence (WMP) in the program GKN 2014

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**THE IMPACT OF SCHOOL COUNSELING ON STUDENT EDUCATIONAL
OUTCOMES IN HIGH SCHOOLS**

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ABSTRACT

Principals and counselors from every public high school in both states were invited to complete an extensive on-line survey that asked participants about the characteristics of their school counseling programs, the ways in which school counseling services are delivered, and the nature of the work of school counselors. Counseling education also collected data from state department of education databases on a wide range of student educational outcomes (e.g., graduation rates, discipline rates, attendance rates, ACT completion rates, achievement test scores, and Perkins program completion). From these databases, we also collected information on school demographic variables that are known to influence student outcomes (e.g., percentage of low-income students in the school, yearly per student expenditures of the school).

Keyword: School Counseling, Counselor,

A. Introduction

A critical factor in establishing public credibility and trust for a profession is the degree to which rigorous research indicates that the work of the profession has value and worth. Research evidence of this type in school counseling is difficult to find for several reasons. The outcomes of school counseling are somewhat less easily defined and measureable than those of other professions. Few rigorous, large-scale studies of the benefits of school counseling have been conducted, although these studies have typically found that school counseling is very beneficial to students (see Lapan, Gysbers, & Sun, 1997; Sink, Akos, Turnbull & Mvududu, 2008; Sink & Stroh, 2003). Good research is expensive and unfortunately few foundations or federal

agencies have been interested in supporting research in school counseling.

In March 2014, Public Agenda released a research report on school counseling effectiveness. This report documents widespread dissatisfaction of students and parents with the availability, quality and comprehensiveness of school counseling services related to successful college placement and transitions. While the Public Agenda research report clearly documents some serious concerns, it does not address the origins of these problems. Consequently, the report provided little guidance in how to make school counseling services more effective.

The first step in creating stronger school counseling programs is to determine the characteristics and conditions that lead to

effectiveness. This past year, counseling education partnered with state departments of education and state school counseling associations in five different states, to conduct rigorous statewide studies of the effectiveness of school counseling. The High school studies are now completed and are being prepared for public dissemination. The results from these studies are compelling and provide valuable information about school counseling program features and practices that lead to more effective programs and more favorable student outcomes. Counseling education used the same research methods for both the High school statewide studies.

Principals and counselors from every public high school in both states were invited to complete an extensive on-line survey that asked participants about the characteristics of their school counseling programs, the ways in which school counseling services are delivered, and the nature of the work of school counselors. The survey consisted of three parts: The School Counseling Program Implementation Survey (SCPIS) (Carey & Elsner, 2005; Clemens, Carey & Harrington, 2010); a standardized measure of program implementation comprised of items used in previous state-level evaluations (Lapan, Gysbers, & Sun,

1997); and items specific to either high school that were developed in consultation with personnel at each state department of education. The SCPIS was designed to reflect the degree of implementation of ASCA National Model program characteristics. Factor analysis of the SCPIS indicates that separate (but related) subscales can be created to reflect implementation of management practices, delivery system practices and data use endorsed by the National Model.

Counseling education also collected data from state department of education databases on a wide range of student educational outcomes (e.g., graduation rates, discipline rates, attendance rates, ACT completion rates, achievement test scores, and Perkins program completion). From these databases, we also collected information on school demographic variables that are known to influence student outcomes (e.g., percentage of low-income students in the school, yearly per student expenditures of the school). We were therefore able to determine if characteristics of the school counseling program and the nature of the work of school counselors were related to improved student outcomes after controlling for differences between schools



on demographic factors known to influence these outcomes.

B. Discussion

While the findings are intricate and complex, the High school studies provide clear and consistent evidence of four important sets of results:

1. School counseling in high schools contributes to important educational student outcomes

Across the two states, school counseling was shown to be related to a range of important student outcomes including increased Math proficiency levels, increased Reading proficiency levels, lower suspension rates, lower disciplinary rates, increased attendance rates, higher graduation rates, higher Perkins program completion rates, greater percentages of students taking the ACT and higher average ACT scores. These results show clearly that after schools are equated for differences in student outcomes due to demographic factors, school counseling adds value to the education of students and enhances their engagement and performance.

2. Student-to-counselor ratios in high schools matter.

In both states, the ratio of students-to-counselors in a school was strongly related to its student outcomes. In Nebraska more favorable ratios were associated with improved attendance rates, enhanced technical proficiency in Perkins programs, and increased completion rates in Perkins programs. Similarly, in more favorable ratios were associated with both increased attendance rates and decreased discipline incident rates.

These associations are robust. The student-to-counselor ratio accounted for an additional 12% of the variability in the attendance rate after controlling for demographic differences among schools. In order for a school counseling program to be effective there must be a sufficient number of counselors to address student needs.

3. How the school counseling program is organized matters.

Results which have been implementing the Comprehensive Developmental Guidance model for over 25 years, indicate that the longer a school has been implementing this model, the better are its educational outcomes. Results indicate that organizing the school counseling

program according to ASCA National Model principles has positive effects on student outcomes. National Model management practices appear somewhat more important than other factors. For example, the Program subscale of the SCPIS accounted for 11% of the variability in average ACT scores after controlling for demographic differences among schools. Delivery system practices were found to be more important than management practices. The Delivery System subscale of the SCPIS accounted for an additional 6% of the variability in mathematics proficiency and an additional 3% of the variability in reading proficiency after controlling for demographic differences among schools. In sum, these results suggest that more strongly organized programs are better able to produce positive outcomes for students.

4. What counselors choose to do matters.

Both the High school results indicate that career development-focused interventions seem to be particularly important in producing positive academic outcomes with students. In both states, items that reflect a strong career development component of the school counseling program (e.g., career goals are used to construct student

schedules) were positively related to a wide range of beneficial student outcomes including improved attendance, lower disciplinary rates, higher Perkins program completion rates, and increased scores on state achievement tests. Hopefully, in the near future counseling education will be able to provide additional research-based guidance on which school counseling activities are most effective in terms of being most strongly associated with specific positive student outcomes.

These studies produced some very intriguing results that need to be examined across other states. In the next few months, counseling education will complete the analyses with the remaining three states and will disseminate the results from all of the statewide studies on the counseling education website and in professional journals. In addition, we will be rescaling the outcome measures from the three states with the most similar data matrices so that they can be analyzed together. We expect these results to help to clearly establish the positive impact of school counseling and to provide guidance for how school counseling can be made even more effective.

We also hope that these studies will pave the way for a comprehensive national policy study of school counseling



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effectiveness that is needed to guide and support effective practice. Such a large-scale study to identify effective practices will be costly and will therefore need the support of either private foundations or the federal government. Meanwhile, we can conclude that if a high school wants to improve its educational outcomes, school leaders should hire enough counselors to satisfy the needs of students and parents, support the counselors as they establish a well-organized program that serves all students, and focus on implementing more effective interventions and discontinuing ineffective interventions.

The major limitation of these (and all previous) statewide studies of school counseling effectiveness stems from the fact that the studies are designed as cross sectional rather than as longitudinal research. The studies measure characteristics of school counseling programs that vary across schools within a state in order to see which characteristics are most strongly related to student outcomes. This cross sectional approach is frequently used in policy research and often yields accurate and useful information. However, given the complexity of the programs and the student outcomes being measured, it is likely that

additional variables are impacting the results. For example, schools vary in their ability to implement programs in general, due for example to effective school leadership practices, as well as multiple contextual factors. Schools that do well in implementing their school counseling program might also have strong implementation of other programs (e.g., math instruction, or truancy prevention). The observed associations between student outcomes and counseling program implementation thus are mediated, to some unknown degree, by other factors.

It is therefore necessary to conduct “longitudinal” evaluation of school counseling practices that measure student outcomes before and after planned changes in school counseling practice to see if improvements in student outcomes follow from improvements in school counseling practice. Focused longitudinal evaluations of the impact of such improvements could be extremely valuable in not only documenting that school counseling is effective but also in identifying how specific improvements in practice are related to correlated specific improvements in student outcomes.

The history of counseling in Indonesia is closely related to the history of

educational practice and problems in schools. As each country has its own historical background, political system, and economic conditions, any counseling model that is being appropriated from one society into another will naturally be affected by these factors (Duan & Wang, 2000; Lau, 2000; Leung, 1999a, 1999b; Shek, 1999).

As in the United States and most other countries, counseling in Indonesia began in schools (Kepceoglu, 1986). Indonesia has been making efforts to develop a system of counseling in schools for about fifty years. The first counselors were primarily teachers, and counseling was a function they performed in addition to their teaching responsibilities (Dogan, 2000). Their major duties included career and educational counseling. The major factors that have influenced the emergence of counseling in Indonesia are depicted as follows:

1. Social changes, such as modernization, technological development, democratization (Berkes, 2003), and changing family patterns, have created the need and the desire for counseling in education (Ener, 1979; McWhirter, 1983).

2. Counseling has been viewed as an effective means for developing human potential (Kepceoglu, 1994).
3. The individual differences of students have contributed to the emergence of counseling in schools.
4. The fact that elementary and secondary schools emphasized career counseling has also contributed to the emergence of counseling in schools.

All preparation programs of counselor education in Indonesia are offered at the undergraduate or graduate level. Eighteen universities are engaged in training and preparing counselors. Some of the graduate programs lead to a master's degree and doctoral degree in counseling psychology and guidance. The master's and doctoral degree programs may require the preparation of thesis, and emphasize research and theoretical components.

All counselor-training programs are offered by the departments of counseling psychology and guidance in the colleges of education. All of these programs train counselors. However, in Indonesia each university has its own program. Therefore, there is great disparity in both the classes offered and the content of the courses from one university to another (Akkoyun, 1995). Moreover, individual department may have



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different emphasis on theory or practical preparation according to its philosophy and its perception of the counseling profession. Nevertheless, these programs are approved by the Council of Higher Education (CHE).

On the other hand, arranges some in-service counseling training programs from time to time. But the qualification is not approved by the Turkish Psychological Counseling and Guidance Association, nor by counselors graduated from university's counselor education programs.

In Indonesia, theoretical courses taught in the counseling psychology and guidance departments provide counseling trainees with the opportunity to be exposed to different theories and approaches in counseling and psychotherapy. These courses also include theoretical perspectives in education, psychology, sociology, and philosophy, at both the introductory and advanced levels. This part of the training is achieved by lectures together with reading assignments. These courses are assessed by an examination or a term paper, or both, as well as by a research study. For the research study, trainees are required to take at least one course in research design.

There has also been an increasing emphasis on counseling skills based on the

work of practitioners. This approach tends to draw on the best traditions of the person-centered and cognitive approaches, and was developed alongside the notion of levels of work in school counseling. It promotes the idea that all teachers should have first-level counseling skills; that is, they should be able to listen to pupils, and to react and respond to the emotional problems of pupils. There has also been a focus on pupil-teacher relationships and the promotion of good relationships. For this reason, undergraduate students in the college of education have to take the course "Guidance" to be eligible for a teacher. The "Guidance" course is also an elective course in the teaching knowledge certification program. Students will learn the basic skills and knowledge about counseling in this course. The second level of counseling skills involves the school's ability to provide continuous care. It focuses on early detection systems, provision of coordinated approaches, and links with other agencies. The third level is seen as a more specialist activity where a teacher or counselor works with a group or an individual in greater depth. This is called consultation, a kind of counselor intervention. In the intervention, counselor and teacher share ideas about students, their

problems, and the related therapeutic objectives.

At the graduate level, more emphasis is put on research for students who plan to finish their master's or doctoral degree with a thesis. The faculty members of counseling departments in Indonesia's universities put their emphasis on educational and career counseling because counselors are mainly involved in these kinds of counseling. In elementary schools, especially during the first years (Grades 1–5), educational counseling have got much importance than career counseling, with the focus on individual counseling, small group counseling, large group counseling, consultation and coordination. Because there is not a specific time to hold counseling activities in elementary schools, most of these activities are conducted by guidance teachers during classes. In the subsequent years of elementary schools (Grades 6–8), the importance of career counseling increases.

In secondary schools, both career counseling and educational counseling have the same importance. Counselors administer different tests (interest, aptitude, and values tests) to students and provide them with information about jobs, occupations, and the training needed at different grade levels.

They are involved in transitional and referral activities and services.

The deficiency of counselor education programs is related to the theories taught in the programs. In Indonesia, counselor education is still very limited in content according to the standard of the United States. Also, the counseling profession has not been fully successful because theories have not been put into practice effectively in spite of persistent efforts of practitioners. Counselor education in Indonesia has been very much influenced by the developments of counseling in the United States. The major models and theories adopted have been developed in the mainstream society for the white middle/upper classes in a different context and therefore are culture-bound. As Skovholt (1988) contended, both Rogerian ideas and standardized test procedures have been imported from the United States in a way that is not completely positive. It is important to note that even in the United States, the application of traditional counseling models to people whose cultural background is different from that of the white middle/upper classes are questioned. With the increased migration of people globally, it is important that the skills and techniques of counseling should be modified



appropriately to work for people of different cultural origins.

C. Closing

The following recommendations may ameliorate the issues in counselor education and counseling in Indonesia:

1. The members of counseling departments in school should place more emphasis on cultures and the development of human potential. Because school counseling cannot be conducted in isolation from larger events in society, adapting and integrating.
2. Nearly all counseling education programs should include the topic on crisis intervention. For example, crisis counseling is urgently needed for every educational setting in Indonesia to prepare students with the skills to cope with any unfortunate events (e.g., terrorist attacks or accidents of deadly characters) or disaster, and to act in the face of these misfortune. Crisis intervention is also a general concern of all counselors and a must for those who provide school mental health services.
3. Indonesia started to provide counseling services without careful consideration about how and where such services should be provided. For example, a standard was set to stipulate the ratio

between counselor and students as 1 to 300–500.

4. The members of counseling departments in Indonesia's school should place greater emphasis on research and evaluation in order to develop a counseling approach appropriate for the Indonesia culture.
5. Training and accreditation standards for counseling programs and practices should be designed to establish professional identity and obtain legitimate role among other mental health professionals.
6. In response to the rapid development of technology, the members of counseling departments should place more emphasis on its utilization to counseling, and also on the emotional crisis that may result from the fast pace of technological development. "Talking cure" will soon become "talking and technologically facilitated experiential cure."

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**ANALYSIS OF STUDENT CHARACTER DEVELOPMENT STAGES THROUGH THE IMPLEMENTATION OF TYPICAL CURRICULUM OF SEKOLAH ALAM
(A Case Study in Sekolah Alam Bogor Junior High School Level)**

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ABSTRACT

The function and purpose of National Education of Indonesia is not simply focused and lead to the formation and development of students' cognitive aspects but also serves to develop and form students' character. However, most of the formal school only pay attention and focus on the development of students' cognitive aspects and override affective and psychomotor aspects of the students. This research aims to determine; (1) the steps taken by Sekolah Alam Bogor to develop students' character; (2) The methods that implemented for character development of student; (3) The successful rate of character development of students; (4) Factors that made Sekolah Alam Bogor could develop students' character. The approach used was qualitative approach through the employment of case study method. There are three characters that became the focus of this research. Those are religious, creative, and responsible. The data was collected through interview, observation, documentation, and literature studies. The findings from research have revealed that: (1) the steps taken by Sekolah Alam Bogor to develop students' character is implemented at each grade level. Be a good people stage; cultivating potency and road to victory stage; (2) the methods that implemented for character development of students is a typical method that was developed to achieve the three pillars of Sekolah Alam concept which are piety, science, and leadership pillar. (3) the successful rate of students' character development was measured by the level of achievement at indicators of success of the school, classroom, and student and (4) there are several factors that support Sekolah Alam Bogor can develop students' character, those are: (a) the school cannot be separated from life and life cannot be separated from the school, (b) paradigm of the students who saw the student as a person who has a unique and individual excellence, (c) the school culture that supports character development, (d) the atmosphere of the learning environment that always gives positive emotions, (e) respect each other, support each other, and away from the pressure, (f) the development of the learning process by example, giving trust and responsibility, learning with conflict approach, zero km as the subjects of self-development of students, lead students toward a bright star respectively, contextual learning, (g) apply descriptive assessment for students, and (h) conduct cooperation with parents.

Keywords: *character education, religious, creative, responsible, Sekolah Alam.*

A. Background

The function and purpose of National Education of Indonesia is not simply focused and lead to the formation and development of students' cognitive aspects but also serves to develop and form students' character. However, most of the formal school only pay attention and focus on the development of students' cognitive aspects and override affective and psychomotor aspects of the

students. Therefore, the Indonesian government is currently being intensively socialized and sought to implement character education in educational institutions through an overhaul of KTSP (*Kurikulum Tingkat Satuan Pendidikan*) into the 2013 curriculum which is based character development. Through the 2013 curriculum, it is expected the mandate of the purpose and function of the national education can actually be

realized. However, the 2013 curriculum is a new curriculum, which has not been implemented thoroughly and effect has not been tested in the field.

The last few years developing an alternative school has made the development of the character as one of the main goals in the education process. One of them is Sekolah Alam Bogor. Based on the analysis and the facts mentioned above, the authors tried to investigate further and analyze the character development process that is applied in the Sekolah Alam Bogor.

This research generally aims to analyze the stages of development of high school students' character of Sekolah Alam Bogor through an implementation of typical curriculum of Sekolah Alam. The aspects that were examined in this study were (1) the steps taken by the Sekolah Alam Bogor to develop students' character. (2) The method of implementation of character development of students in Sekolah Alam Bogor. (3) The successful rate of character (religious, creative, and responsible) development of students; (4) Factors that made Sekolah Alam Bogor could develop students' character.

B. Method

The approach used in this study is a qualitative approach with case study strategy. The study was conducted between February

and May 2014. The Research located in Sekolah Alam Bogor, jalan Pangeran Shogiri Komplek Al-Hasanah Tanah Baru, Bogor. This study used two types of instruments, namely, (1) a key instrument is the researchers themselves, and (2) supporting instruments such as observation sheets, list of interview questions, tape recorders, and cameras. The subjects were students of Sekolah Alam Bogor. The type of data presented in this study is an audio and video recordings, field notes, documentation, and photographs. There are two types of source data in this study are (1) informants elements, consists of headmaster, teachers, parents, and students, (2) non-human elements are used as supporting data research those are the typical school curriculum of Sekolah Alam Bogor, descriptive report of the students, and learning devices. Research data were collected through a series of activities such as observation, interviews, and documentation study. The data analysis technique used is descriptive narrative by Miles and Huberman that implemented through three phase, namely (1) reduction of data, (2) data presentation, and (3) withdrawal of conclusion/ verification.



C. Result

1. The Steps Taken By Sekolah Alam Bogor To Develop Students' Character

Sekolah Alam Bogor is a middle school level that has several stages to achieve a distinctive curriculum. Those are; (1) self-discovery (2) cultivating potency and (3) road to victory. Those stages of student's character development are internalized into every level of grade.

Self discovery stages is implemented in first grade, be a good people is implemented in second grade, and road to victory is implemented in third grade. Self-discovery or also termed as process of be a good people is the stage to facilitate learners in order to identify themselves, hone skills of self-management, and finding personal vision. After triangulation by theory, it can be concluded that the process of recognizing oneself is one dimension of knowledge about moral (moral knowing) which is also one of the components of good character.

Cultivating potency or be a professional is a stage to facilitate the learners to be able to recognize and optimize their own potential. Learners are expected to have been able to organize themselves and organize or collaborate with others in a team. This stage is intended for students to be able

to know and explore their interests and talents or in the sense of discovering their identity and facilitated the activities that will train students to be more empathetic toward others. In accordance with the results of triangulation with the theory, the attitude of self awareness (conscience) and sensitivity to the suffering of others (empathy) is part of the forms of attitude that should be felt by students in the components of moral feeling. Moral feeling is strengthening the emotional aspects of students to be human character. According to Lickona (1992), sense of moral (moral feeling) is the second stage in the process of character development.

At the road to victory or good to great stage, the students have identified themselves and have known about the values and moral (knowing), and already have a sense of identity and a sense of empathy for others (feeling) so that the student should be able to do things that useful for others as a result from both phases and components of the characters on previous stages of education level. In theory, the dimension of character development is called moral action (moral action). Moral action is the result of the previous two-dimensional character of moral knowledge (moral knowing) and a sense of moral (moral feeling) that refer to the third

stage of character development that is implementation (action). Briefly dimensions of each component of the character and the

stage of development of the characters can be seen through the table below,

Tabel 1
Stages of students' character development based on the purpose of distinctive curriculum of Sekolah Alam Bogor.

Grade	Dimension	Character component	Character development stages
SM I	- Self knowledge - Knowing moral values	Moral knowing	Knowing
SM II	- Conscience - Empathy - Self esteem	Moral feeling	Feeling
SM III	- Act morally	Moral action	Action

2. Methods that Implemented for Character Development Of Students

To reach the curriculum of Sekolah Alam Bogor that oriented to the character development of students as well as reference and integrate the three pillars of the concept of Sekolah Alam, they applied some specific methods which are implemented into each grade of education level. The methods are (1) opening and morning prayer, (2) qiro'ati, (3) mabit (a night focusing on the preaching of faith), (4) kulture, (5) spreading SALAM, (6) apprentice, (7) outbound (8) expedition, and (9) youth Zania.

3. The Successful Rate Of Character Development Of Students

The successful rate of character development that is expected in the national education goals (religious, creative and responsible) on student can be seen through the level indicator of the success of the school, class and students are set by the national education. The successful rates of character development of student in Sekolah Alam Bogor are as follows. (1) Sekolah Alam Bogor tends to have accomplished all indicators of successful development of the religious character of the student or in other words, successfully developed a religious character to students. (2) Sekolah Alam



Bogor have achieved all the indicators of successful development of creative character in students or in other words succeeded in developing the creative character of students. (3) Sekolah Alam Bogor through distinctive curriculum implementation combined with national curriculum tends to develop character in the students responsible.

4. Factors That Make Sekolah Alam Bogor Could Develop Students' Character.

There are several factors that influence the successful of character development of students, especially in Middle School level. These factors are (1) the paradigm of the school that the school cannot be separated from life and life cannot be separated from school, (2) the paradigm of the students who saw the student as a person who has a unique and individual excellence, (3) schools' culture that support the development of character, (4) the atmosphere of the learning environment that always gives positive emotions, mutual respect, mutual support, and away from the pressure, (5) the development of the process of learning by example, the provision of trust and responsibility, learning to approach conflict, zero km as self-development subjects matter

for students, lead each students toward a bright star, contextual learning, (6) apply descriptive rapport for students, and (7) cooperate with students' parents.

D. Conclusion

Based on the results and discussion, we can conclude some of the following:

1. The steps taken by Sekolah Alam Bogor to develop students' character are implemented at each grade level. Be a good people stage or self-discovery phase is the stage to facilitate learners to be able to recognize themselves, hone skills of self-management, and finding personal vision are implemented at first grade. Be a professional or cultivating potency phase is the stage to facilitate learners in order to recognize their own potential and optimize its potential is implemented at second grade. Good to great stage or road to victory phase is implemented at third grade where students are expected to be able to do things that are useful to others as a result of both phases and components of the characters on stage and level of previous education.

2. The method of the implementation of students' character development in Sekolah Alam Bogor is a typical method that was developed to achieve the three pillars of Sekolah Alam concept. The methods applied are opening and morning prayers, Qiro'ati, mabit (a night focusing on the preaching of faith), Kultum, spreading SALAM, apprentice, outbound, expeditions, and youth Zania.
3. The successful rates of character development of student in Sekolah Alam Bogor are as follows. (1) Sekolah Alam Bogor tends to have accomplished all indicators of successful development of the religious character of the students. (2) Sekolah Alam Bogor has achieved all the indicators of successful development of creative character in students. (3) Sekolah Alam Bogor through distinctive curriculum implementation combined with national curriculum tends to develop character in the students responsible.
4. There are several factors that influence the successful of character development of students, especially in Middle School level. These factors are (1) the paradigm of the school that the school

cannot be separated from life and life cannot be separated from school, (2) the paradigm of the students who saw the student as a person who has a unique and individual excellence, (3) schools' culture that support the development of character, (4) the atmosphere of the learning environment that always gives positive emotions, mutual respect, mutual support, and away from the pressure, (5) the development of the process of learning by example, the provision of trust and responsibility, learning to approach conflict, zero km as self-development subjects matter for students, lead each students toward a bright star, contextual learning, (6) apply descriptive assessment for students, and (7) to cooperate with parents.

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ISBN : 978-602-9075-05-2



International Conference on Education and Technology



PROSPECTS OF *KECOMBRANG* FRUIT DEVELOPMENT BECOME HOME INDUSTRY

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ABSTRACT

This research is research and development in the form of experiments, aimed at developing the utilization of *kecombrang* fruit into products that deserve to be a home industry of high economic value. *Kecombrang* grow wild everywhere very easily but its use is still very limited because it is not widely known by the public. Therefore, it needs to be disseminated through the application of research results that can be used widely because it can increase the productivity of the poor. This study begins with the development of the JokeModel, followed by experiments in the laboratory to get the exact formula with the quality of taste, color, texture, flavor, durability, label and the better package. These laboratory results used as teaching material in the training and empowerment of village societies by using a model that has been developed on the model of learning life skills. It was followed by training / empowerment to make a drink with the right formula, taste, flavor, color, texture, and packaging that have been tested in the laboratory. Training is conducted in cooperation with the Village Society Empowerment Agency. The society is motivated to cultivate crops as feedstock of *kecombrang* home industry. Thus, *kecombrang* that have grown wild and not yet widely known by the public can be cultivated into productive plant efficacy and excellent benefits. Laboratory data collected the organoleptic test by panelists, and other training data with observations, interviews, check, open questionnaire, and FGD. Data were analyzed with descriptive qualitative way. This research resulted in the JokeModel, Syrup *Kecombrang* *Josani Aneka Rasa* is packaged in bottles and glasses that can be consumed and sold. People can cultivate crops as feedstock of *kecombrang* drinks at once productive entrepreneurship in the field of beverage and agricultural products of *kecombrang*. The impact may extend nationally to the entire archipelago.

Keywords: *Development Prospects, Kecombrang Fruit, Home Industry*

A. Background

Kecombrang is a wild plant that thrives in the bush and in the forest in some regions in Indonesia, has not cultivated well as the benefits and usefulness have not generally known by the public. Many grow freely in the countryside because *kecombrang* is easy to grow in any place, especially in mountainous areas and do not require special care. It can be found in most areas because it still grows wild and is not cultivated by the community. *Kecombrang*

(*Etingeraelator*) is a clump of roots and *rhizomes* of ginger-like plant forms or galangal. In Indonesia *kecombrang* known by several of different names, namely *colas*, *tere*, *cekala* and *puwarkinjung* (Sumatra); people in Java call it as *honje*, *rombeka*, *combrang*, *siantan* and *cumbrang*. In Sulawesi called *atimengo*, *bubago*, *katimbang*, and *petikala*. In Maluku name *issalahawa* and *petikala*. Wikipedia (2012) explains that *kecombrang* plant grows to a height of 2-5 meters, have stem and form

rhizomes, single leaves, shaped like a ribbon
langset extends approximately 40-50 cm,
width of 8-10 cm. Kecombrang cultivated

with shoots from *rhizomes* that spread
underground. The picture as follows:



Figure 1. Kecombrang plants, stems, leaves, flowers, and fruit

All parts of *kecombrang* can be used starting from the roots, stems, leaves, flowers, and fruit, but not yet widely known by the public. It can be used as a cooking spice and vegetable mix even some people use them as drugs. From the analysis of the survey in the community, it turns that all parts of the plant can be used for various purposes because the rod and their stem can be used as soap and deodorant, dried fronds can be made of woven, leaves for wrapping, flowers can be used as vegetable, the fruit can be made seasoning, vegetables and medicines. However, traditionally used only by a minority of people in some areas. *Kecombrang* benefits for human life as long as the ingredients are vegetables and seasoning various dishes archipelago,

neutralizes the fishy smell of fish, contains antioxidants that can prevent the growth of cancer and premature aging. It is also useful as a natural deodorant, so that people who like to consume *kecombrang* free of unpleasant body odor, as an anti-microbial and natural food preservative. *Kecombrang* can also be used as an ornamental plant. According to Tarmizi (2010: 3), *kecombrang* plant has several advantages, such as: (1) Easy to grow without the need for special treatment, (2) Rich in vitamins and minerals that are important for the body, has a chemical content that saponin, flavonoids, polivenol, and essential oil, (3) Efficacious for medicine, *kecombrang* traditionally used to cure illnesses such as measles, ear pain, cough, increased



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breastfeeding, as deodorant, washing blood and wounds. The selling price of *kecombrang* fruit is very low and rarely found in the market when other than

beneficial, it also has a high nutritional content. Nutrient levels in fruits and flowers of *kecombrang* according to Tarmizi (2010: 17) are as follows:

Table 1
Kecombrang nutritional content per 100 grams

Carbohydrate	4,4 gr
Fat	1,0 gr
Protein	1,3 gr
Water	91 gr
Dietary fiber	1,2 gr
Calcium	32 mg
Iron	4 mg
Magnesium	27 mg
Phosphorus	30 mg
Potassium	541 mg
Zinc	0,1 mg

Kecombrang is local food that is everywhere and consumed needs to be cultivated as good for health. It is assumed to be used to increase the family income. In Tana Toraja and North Toraja, it grows wild in the bush but untapped because it is unknown by the public. According to Fenita (2011: 37), *kecombrang* has several benefits for human life because the young leaves and flowers can be cooked as a vegetable tart, flowers of *kecombrang* can be made into salad, made pecel, and condiment *kecombrang*. Based on the nutritional content, *kecombrang* fruit is very high and varied utilization by the community then needs to be socialized

because utilization is not known by the general public. In Java, it is only used as a spice and vegetable. In Mamasa *kecombrang* is only known as a vegetable and medicine; in Palopo known as spice of sago palm. There are no other processed products. Therefore, it is needed to be developed, promoted and disseminated through the application of research results and hopefully continued to be known by the general public and can be widely used as a local food which is very useful. Research by Sanni (2012) on the guidance of the author produce syrup of *kecombrang* but flavor, color, texture, aroma, durability and

packaging still need to be improved in order to deserve to be a home industry. It is the basis for further research by the research team on how to improve the quality of taste, color, texture, flavor, durability and packaging, making it will be more suitable as home industries. Therefore, further research needs to be done to improve the results of the study in order to deserve to be the home industry with high economic value. Sanni research into the development of this research has become the inspiration and Sanni become partners in this research to follow up on the marketing of *kecombrang* fruit utilization development into drinks that have been packaged in glass bottles with special labels and making it feasible marketed with better selling points.

From the pre-survey and analysis of existing research results, the authors assumed that there has never been any significant way to populsrity of *kecombrang* as one of the assets to increase productivity and income of society. It is therefore necessary to find alternative solutions to improve product quality of *kecombrang* so the selling price is higher, the public favored, and developed into a home industry. While utilizing the local plants to

diversify the local food in improving the quality of traditional drinks and to alleviate poverty if it is managed into home industrial crops are widely cultivated. It can even be further investigated to obtain a wide range of new products. During this time, *kecombrang* allowed to grow wild because its benefits have not been widely known, whereas *kecombrang* plants can be grown everywhere that allow for propagation. Therefore it needs to be publicized and widely promoted as a local food as its benefits are very large but unknown by the general public at large. The main problem is how to develop the use of *kecombrang* fruit drinks into products with the quality of the most favored by the people? How to get the right formula with the quality of taste, color, texture, flavor, durability, label and packaging is the better, so it looks more attractive, better marketing, and more favored by the general public. Then, it can be developed into home industrial is marketable How to motivate people to cultivate and manage of *kecombrang* product to improve people's incomes as well as how to build society to develop production to home industry. Who are the partners and target between in this study. To



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solve this problem we conducted research and development is in accordance with the comopenen stages of Joke Model.

B. Research Methods

This type of research is research and development (R&D) in the form of experiment. Model of research and development (R & D) used is Joke Model result of the development of the Plomp Model and the Kirkpatrick Model is a model of education and training combined with training evaluation model. Joke Model of the development consists of seven components are: preliminary findings, the design of the development, realization/formationmodel/prototype, test validation and revision, implementation, evaluation (reaction, learning, behavior, results), dissemination of products. Joke Models is the primary guide in this research and development.

The location study conducted at UNM (Makassar State University) for laboratory experiment and field research in NorthToraja Regency. Joke model development, experimental research in the laboratory and organoleptic tests carried out at PKK Laboratory of Engineering Faculty,

at Makassar State University. Research field for training and empowerment conducted in the district partner locations namely NorthToraja Regency.

The research population is people of South Sulawesi in North Toraja Regency. The sample was taken by purposive is two districts (the Kesu' District and the Sanggalangi District) as the location of the field trial application of the results of laboratory tests for the training site and community empowerment. The type and magnitude of laboratory research of samples adapted to the needs for twice testing laboratory are testing laboratory such as first, second, and dissemination (exhibitions). The test conducted by using fruit and *kecombrang* flowers of Mamasa (for ThefirstLabTest) and *kecombrang* fruit of Palopo (forThe SecondLab Test) and for the dissemination of products.

Procedures is designed for two-year research. The first year starting from the design of research and development, the development of Joke Model, laboratory research to improve of product quality, testing of the right formula (prototype model), improving quality, creating labels, packaging, and designing teaching materials

and to develop a model for training/society development, two times laboratory testing , validation, revision, and the early stages of training carried out in two places. The second year held an advanced training and empowerment for home industry, cultivation of *kecombrang*, evaluation and dissemination. The research process is conducted in accordance stages that exist in the research and development models, namely Joke Model.

Laboratory data collection with organoleptic test techniques by panelists, data on the training field and the empowerment collected by observation, interviews, checklists, focus group discussions, questionnaire. Data analysis by descriptive techniques and qualitative (qualitative descriptive). Joke Model validation and the effectiveness test as well as the criteria of the model, data of validator and field are analyzed by expert agreement analysis model by Gregory with Ratlin program (2015) and SPSS (version 20).

Organoleptic test is based on the activities of the testers (panelists) who observe, test and assess the organoleptic sensory manner that the emergence of a sense that is always associated with the five senses. Organoleptic

testing in this case conducted on laboratory test results and the results of training practical with the sensation of taste, flavor, texture, color with the involvement of the senses based on certain criteria. Organoleptic test is done by using the panelists as an instrument or tool data collectors. This method is used to collect the data of preference panelists to drink *Kecombrang Josani Aneka Rasa*. Panelists were used to collect the data, there are three kinds (Adam, 2010: 2), the expert panelists, panelists trained, and untrained panelists. Panelists must comply that (Rampengan, 1985: 73): (1) there are attention to the organoleptic assessment, (2) are willing and have the time, (3) determine the sensory properties of the samples assessed, (4) have the sensitivity and high consistency.

C. Results And Discussion

Outcomes of the research results as an indicator of measurable achievement is the result of Joke Model development, model of training and textbooks, prototype models of beverage *kecombrang Josani Aneka Rasa*, community access to technology management and resource utilization to increase productivity and family income through the development of *kecombrang*

become to the home industry, beverage and products as “*Syrup Kecombrang Josani Aneka Rasa*” in glass packaging and bottles, and the results of documentation, articles, and research reports.

1. Joke Model is the result of the development of writer with the instrument *Joke Model* as the result of development of the PlompModel and the Kirkpatrick

Model. Joke Model consists of seven components, namely the preliminary findings, design of the development, realization/formation model/prototype, test validation and revision, implementation, evaluation (reaction, learning, behavior, results), and dissemination of products. Joke Model with chart as follows:

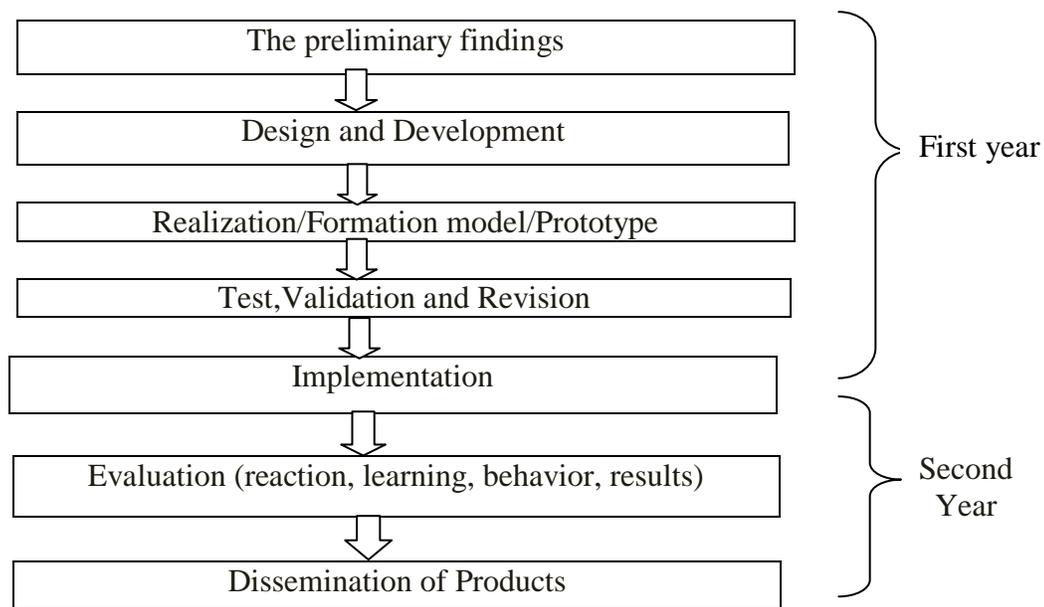


Figure 2. Model development Resultsby writer of the General Model (Plomp, 1982) and Kirkpatrick Model (1996)

Joke Model is result of the development and evaluation of training load. Plomp Model (1982) that the model is a General Model for Educational Technology development is a model that can be used in education and training. Kirkpatrick Model (1996: 21) is a

model for the evaluation of the training program. Both of them were developed according to the needs of this research become to the JokeModel. It has been validated by expert validator and tested in the field, then revised so worthy to be

aplicated. Joke Model with seven components are applied as follows:

a. Preliminary findings

In the field observation, literature study, preliminary findings thus obtained can be explained about the problems, the analysis of the circumstances, the purpose of the research, the implementation process, and the results already achieved from this research.

b. Design and Development

At this stage designed what should be developed and upgraded or repaired, forms of activities, strategies used in research both in the laboratory and in the field, including all the devices needed for research, materials, model product design, test instruments, instrument evaluation in need. It is followed by setting up the panelists who will perform organoleptic tests of experimental results. Results of experiments designed into the training of teaching materials and textbooks.

c. Realization /Model Formation /Prototype)

At this stage of research conducted in the PKK laboratory experiments to test will produce a prototype model of

the product to be trained in the next period. At this stage the results of experiments conducted organoleptic tests, to prepare training materials/textbooks, processing tools, tool packaging, testing and validation of the test device.

d. Test, Validation and Revision

At this stage of trials conducted validation and revision. Experiments carried out twice because the first test result quality is not maximized. In the second trial was carried out with the development of taste, flavor, color, texture, revision of material composition, and longer durability, extremely popular with the public. This is the training of teaching materials.

e. Implementation

At this stage of training makes drinks kecombrang implemented in the community as a basis for the development of home industry for entrepreneurship drinks with food lokal. Then it is followed by *kecombrang* plant cultivation.

f. Evaluation (reaction, learning, behavior, results)

At this stage, an evaluation was carried out of the participants' reactions, motivations, what they've got, which is fun and useful. What they have learned and get, which can increase knowledge, changed their attitude and improve their skills, after following the training program. What is the process that occurs during training and empowerment to change the behavior of participants. Results achieved participants to increase production, improve quality and selling price, profit / revenue, reduce costs, damages, losses and can increase the productivity and alleviate poverty.

g. Dissemination of products.

In this part dissemination of research results and outcomes were done through seminars, advertising and marketing of products, exhibitions, written reports, articles published in scientific journals and proceedings. The device is organoleptic test instrument, observation, interviews, focus group discussions, questionnaire.

2. The design of the research and development tailored to the seven steps in the research and development of the

Joke Model. Develop models and instruments, conducting research experiments in the lab to get a prototype model of the product, organoleptic test, develop models of training and teaching materials, conduct training and empowerment, to motivate people to cultivate crops kecombrang and entrepreneurship in the field of beverage *kecombrang*, independent activities, evaluation and dissemination of kecombrang products through seminars and exhibitions.

3. The results of laboratory test of the first and the second

The first laboratory test results in the form of experiment produces four different flavors of drinks with low sugar levels (1: 1) is the original fruit juice kecombrang, native fruit juice kecombrang + flower, native fruit juice kecombrang + wooden secang, native fruit juice kecombrang + three drops of dye red. These results are not overly appreciated by the public. The second laboratory test results in the form of experiments generate six kinds of flavored drinks kecombrang namely fruit juice kecombrang original, native fruit juice kecombrang + tamarillo, native fruit juice kecombrang + wooden cup

(secang), native fruit juice kecombrang + strawberry, native fruit juice kecombrang + cinnamon, native fruit kecombrang + ginger. Sugar content was increased to 2: 1 so that the results obtained are *Syrup Kecombrang Josani Aneka Rasa*. The result is very originally, not added with chemical spices or artificial spices. The result is very liked by the public so that the result is used as teaching materials for training and empowerment of public community. For get

kecombrang drinks that you can drink direct, should be diluted with cook water in accordance with the needs of the desired sweetness. Laboratory test results organoleptic tested by panelists to determine the preference level society against for products of *kecombrang* beverage *Josani Aneka Rasa* (various flavors) 4. Prototype models of *kecombrang* drinks in glass packaging and bottles



Figure 3. *Syrup kecombrang Aneka Rasa* laboratory test results as a prototype models

Syrup Kecombrang Josani Aneka Rasa, packaged in a bottle with a label corresponding development of a sense (*Syrup kecombrang Josani* original taste, flavor wooden cup (secang), the taste of ginger, cinnamon, tamarillo flavor, strawberry flavor). *Kecombrang* drinks *Josani Aneka Rasa* potable directly because it is thawed, packaged in a glass with a label corresponding flavor (drinks of *kecombrang*

Josani original taste, wooden cup (secang), taste of ginger, cinnamon, tamarillo, strawberry) and pressed.

5. Model of Training / Village Community Empowerment Based Home Industry

Women and PKK Mothers as part of the village society were targeted to accelerate training and local empowerment. Training is a process to make an individual

better than before (Slameto, 2003: 8), to improve the knowledge, attitudes and skills. Empowerment is an activity that is carried out to make people who are powerless or unproductive to be productive or forceful. Models as tools and strategies to create a

learning process so that there will be an interaction between teachers and learners.

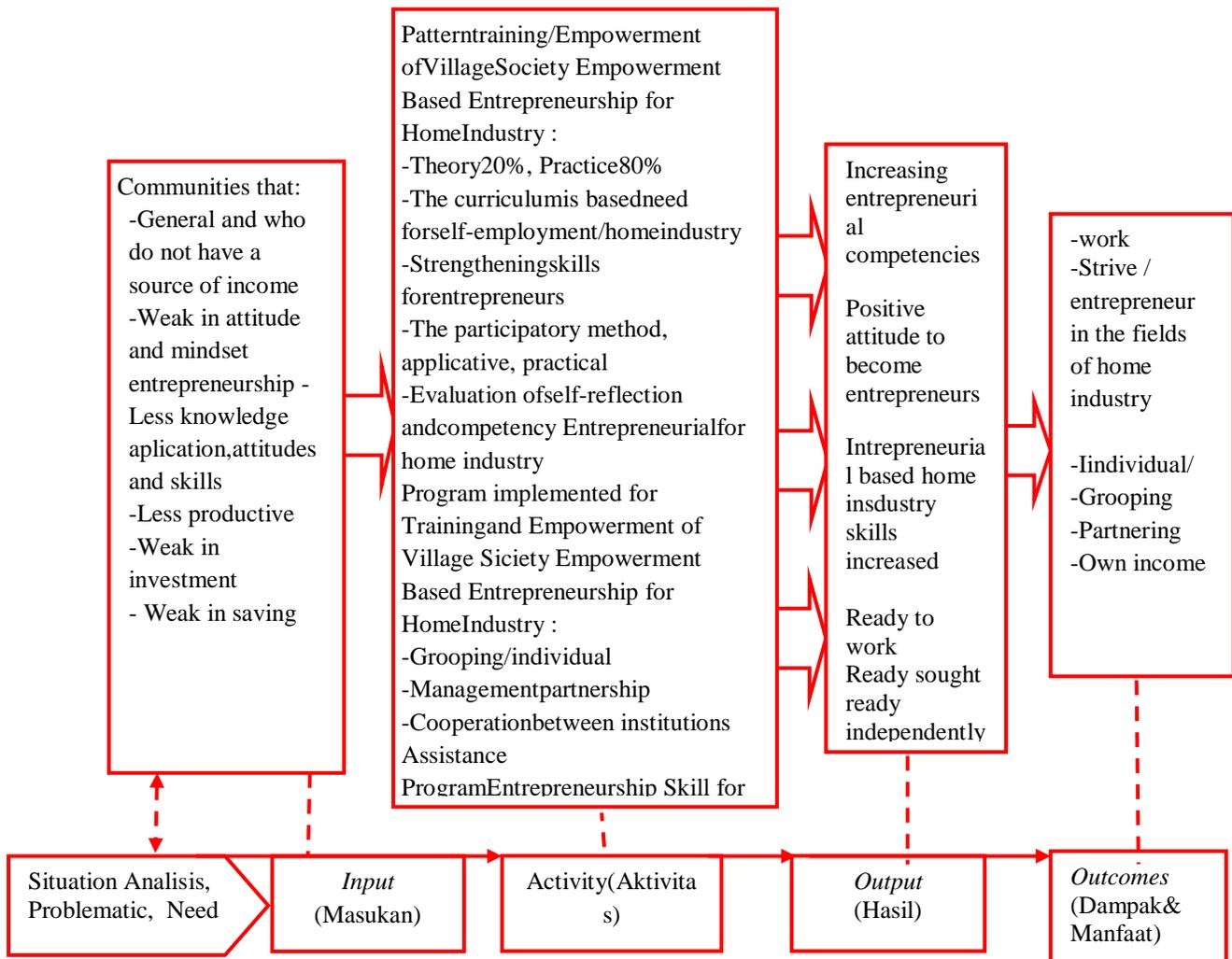


Figure 4. Training learning Model of strengthening vocational life skills-based entrepreneur who has developed from a learning model of life skills oriented (Diklusemas, 2002: 12). This model is developed according to the training and empowerment needs on this research.



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According to Suryana (2010: 85) on the training methods commonly used to acquire dexterity or skill from what has been learned. It is hoped that the society can be empowered and productive to earn income from their work whether independent or self-employed partner in managing the home industry in the field of beverage *kecombrang* various flavors.

Christopher, Bryan, and Davies (1997: 287) states that income is money received by a person in the form of salaries, wages, rents, interest, profits and so on. Partodiredja in Hasriah (2002: 6) states that, "income is the factors of production used as the perfect remuneration may take the form of rent, and salary." Teaching materials used in training and empowerment have been produced in the form of textbooks.

6. Training Results and Dissemination.

Training results have been disseminated at the National seminar of Institute for Research of UNM on June 13, 2015, at North Torajain PKK Jamboree on June 27, 2015 and exhibits PKK on the 54th Dies Natalis of UNM, have all been well documented in the form of photographs and proceedings.

7. Materials and *kecombrang* plant seeds have been cultivated by some people who are ready to follow up on further training for the second year of study.

Conclusion

Research under the title "Prospects of development of *kecombrang* fruit become home industry, is kind of research and development in the form of experiment. It began with the development of the model which are used as guidelines to direct the conduct of research and development. This model was developed in accordance with the purposes and research problems. It is followed by experiments in the laboratory to develop a prototype model of the product while developing teaching materials, training models, and training / society empowerment appropriate laboratory results. Joke Model is very suitable for product development in the laboratory, training and society development, and evaluation of the results of the development program. This research has produced a model of research and development, product *kecombrang* shaped "Syrup *Kecombrang Josani Aneka Rasa*" is the original flavor, strawberry flavor, tamarillo flavor, the taste of ginger, cinnamon flavor and taste of the wooden

cup (secang). Organoleptic been tested and validated by expert panelists, trained or untrained, and the results are highly favored by the people even have been disseminated by the icon used in the exhibition Jamboree PKK at Northern Torajaon June 27, 2015 (FGD with the Chairman of PKK and the public turned out to prevail as champions number one in the field of food processing). It is one of the efforts to socialize *kecombrang* products ranging from roots, stems, leaves, flowers, and fruit both food and for beverages. It turns out that *kecombrang* fruit has very good prospects for development of home industry to be made.

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ISBN : 978-602-9075-05-2



**THE EFFECTIVENESS OF MOTORIC SKILL ASSESMENT USING VIDEO IN
THE SUBJECT OF BASIC SOUTH SULAWESI DANCES**

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ABSTRACT

The purpose of this study was to produce an effective assessment system using video recording as a support tool in providing an assessment of the student dance performance by lecturers or examiners. This study is a literature study conducted by reviewing some research on the effectiveness assessment of motoric skills of students by using several methods. From the literature review and test, it shows that it is possible for a lecturer or examiner to use video recording as a supporting tool in doing assessment in the practice exams of the basic dance South Sulawesi subject more effectively. This is because a lecturer can make an assessment repeatedly, anytime, and anywhere, so that the results of the assessment will be an accurate assessment.

Keywords: Assessment, Motoric Skills, Video.

A. Introduction

Assessment is an activity that cannot be separated in the implementation of the lecture. Assessment is a collection of some valid and reliable information. Assessment is used for the purpose of obtaining measurement results, making decisions based on accurate data, so as to obtain good results of the assessment is the obtained information should be valid and reliable.

In addition, assessments are used in an attempt to see a student's success in achieving the objectives of lectures. In general, assessments are shown in the form of grades and scores, as the data to obtain the objectives of achievement in learning. Therefore, the assessment must be conducted fairly, and should be linked to the goal. There are some important steps that should be carried out in the

assessment process. They should include goals, objectives poured in as parts of behavior, successful in the expected targets and criteria, achieve goals through specific strategies, maintain and develop the skills of students, especially motoric skills in demonstrating the basics of South Sulawesi dance.

The nature and motor skills assessment techniques in the basics of South Sulawesi dance subject are used as an attempt to facilitate faculty and educational units in order to carry out assessments of the quality of motoric skill learning achievement in higher education. In reality, the assessment system which has been used in the subject is only using motoric assessment system through direct observation of the movements of the dance students during the practice exams.

Results of preliminary observations indicate that motoric skills assessment conducted through direct observation can be said to have not been effective. This is quite reasonable because the assessment process by direct observation may affect the observers' focus on the skills of the students. For example, a teacher must provide an assessment for each participant during practical exam the basics of dance that normally done in simultaneous way. The dance demonstration cannot be stopped at that point, so it is likely there are aspects of the dance moves that were not seen by the observers.

Assessment of motoric skills in basics of dance subject is a very important element, because the dance cannot be separated from the aspect of physical movement to train and develop the students' motoric skills. In general, an aspect of the assessment of motor assessment is difficult to do, especially in determining the appropriate assessment of what to be assessed. This is in line with the statement of Triana (2006), that the judgment in psychomotor domains, especially the art of dance is sometimes difficult to measure. Assessment as a process of evaluation of the performance of activities (dance works) related to learning outcomes, often not objective

anymore, because many things that can affect the appearance.

Thus, the assessment of motoric skills in subject of basics of South Sulawesi dance in general is difficult to obtain an accurate assessment result, especially if it was done by providing an assessment through direct observation of the object. It required a technique in the assessment process of motoric skills in order to get results which are accurate and effective in subjects basics of dance by using video recording. This is in line with the Standard Assessment of Education (in the Minister of Education and Culture of the Republic of Indonesia Number 66 Year 2013 About the Standard Assessment of Education) that the assessment standards aim to ensure the implementation of the assessment of learners in a professional, open, educational, effective, efficient, and in accordance with the context socio-cultural; and reporting of student assessment results in an objective, accountable and informative ways.

With other descriptions, students are given a test and should do a dance performance in the form of a video recording for further assessed by the lecturer or examiner. The observation will be then conducted by viewing the video recording. It is expected that the process of observation done by lecturer on the video



recordings can be assessed carefully, anytime, anywhere, and can be repeated many times to obtain accurate measurement results.

The description above is in line with the statement (Bonwell and Eison within Stix & Hrbek, 2006), that an observer can only maintain the focus of the object being observed for 15 minutes. More than the time, the observers will begin to feel bored and allow the provision of assessment unnoticed by reason or obvious consideration

South Sulawesi Dances

Dance created by the basic gestures or motoric skills of human body. Humans can explore and manage his body to be created a dance work. The activities to create dances are often referred to as choreography. The person who is arranging choreography called choreographer. Choreographer task is to develop and showcase the work of dance that includes the meaning, either creating new works as well as overhauling a dance work (Murgiyanto 2002). Meanwhile, according to Hidajat (2005) dance that developed in the community can be divided into traditional dance and modern dance. Traditional dance is a procedure applicable in the traditional culture that is hereditary. South Sulawesi is a region rich in culture traditional dance. One of the

dances is *PattuktukKumbav* which is very well known in ethnic *Mandar* (formerly the South Sulawesi region is now a West Sulawesi).

PattukdukKumbadance is a dance which has meaning in every movement within the dance according to the *Mandar* people. Therefore, when the lecturer or examiner conduct an assessment of motoric movement for each student in their performance, they need a more effective evaluation system, due to the differences displayed by the student movement. The difference could shift the basic meaning of the dance movement. In the presence of an effective evaluation system for the movement of each motion can be observed specifically and accurately. The most effective way to do motoric skills evaluation system is by using a system with video recording as a tool in observing students in practice exams.

Assessment by Using Video Recording

Video is a type of media used in the study which were able to show moving images integrated with sound elements. These media types have features or an exceptional ability as a medium of communication. Video is capable of displaying information and knowledge in realistic impressions. Video is also able to show the events and objects recorded significantly.

Prudent use of these media types will provide tremendous learning experience for faculty and students effectively. Heinich, et al. (2002) suggested some of the advantages that can be provided by the video medium in communicating information and knowledge that are:

1. Video can display moving images (motion pictures), and can reveal information that contain elements of motion in it. The ability to display a moving image element is an attribute of the video medium.
2. Video may show a gradual process. Gradual movements can be shown effectively through this medium. For example the movement of a dance can be displayed with slow-motion techniques.
3. Video can be used as a secure medium of observation. The pictures of objects are recorded in a video program can be safely observed by the viewers. The recorded object might pose a danger if it were observed directly. For example, chemicals used in an experiment would be dangerous if observed from nearby. However, if the chemical experiments were recorded in the video program, then it can eliminate the danger effects.
4. Video can be used to learn a particular skill or proficiency. Dance lessons, for example, can be studied effectively

through the medium of video. Existing facilities at the video as well as the ability to slow motion (slow motion) and dismiss a moving image (freeze frame) can be used to analyze specific parts or processes of a movement.

5. Dramatization contained in a video program, can arouse the emotions of viewers. Video medium, therefore, can play a role in shaping the attitudes of individual and social attitudes. In the world of business and industry, the video medium is used to observe and analyze the social relations between individuals.
6. Video can be used to perform appreciation or appreciation of the culture of other nations or ethnic origin. This medium can be used to record the ceremony or ritual that is unique and the steps that take place in an ethnic, so that viewers can see the ceremony as learning experience.

As a medium, video can be used to provide the same experience (common experience) against a group of viewers who are in a different place. The same experience can be broadcast through the medium of video and it will encourage viewers to play an effective role in creating a discussion on a topic.

Based on above description, it can be believed that the use of video recording

can be more effective in providing an assessment of the student's motoric skills.

B. Research Method

This research is a research literature (research library). This research was conducted by collecting a wide range of literature on the learning assessment system of basic motoric skills and dance of South Sulawesi. This research was conducted in *Sendratasik* (Art, Drama, Dance and other Performances) Education Studies Program Faculty of Art and Design University of Makassar.

Motoric skills assessment system using the video in this research is the way where lecturers or examiners provide an assessment of the performance of motoric skills of students through the video recording, so the lecturer or examiner can make an assessment at anytime, anywhere, and can make an assessment repeatedly to obtain good judgment.

C. Results And Discussion

This research aims to produce effective assessment system using video recording of the dance performance presented by students of the Faculty of Education *Sendratasik* Art and Design University of Makassar. The results of studies that support this research making it possible to do well so as to obtain results that are as follows.

1. Research conducted by Triana in 2006 on a Measurement Scale Evaluation Tool in Assessing Student Work Dance (Measurement Scale as Instrument of Evaluation in Assessing Student's Piece of Dance). This study shows that the assessment by observation or observation only agreed with the figures which represent less quality, so that a quantitative calculation of the level of realism is still low. It can be seen through a retest with the aid of documentation in the form of video recordings, in which the results of the assessment will change and different. Observations through tools such as video recording actually required to retest assessment or presenting dance works. Even at a particular event in a way assessment is needed because of the cross-cultural dance festivals across the country.
2. Research conducted by Martawijaya in 2014 on the Physics Learning Model-Based Local Wisdom for Improving Character and Mastery Learning Students junior Lompo Barrang Island. This study shows that the use of video recording in its assessment of learners activity observation and observation of the psychomotor test support learners effectively in improving the character and completeness of learners.

3. Research conducted by Haryoko in 2009 about the effectiveness of Audio-Visual Media Utilization as Alternative Optimizing Learning Model. This study shows that by using audio-visual media, students can obtain learning outcomes at a very high category.
4. Research conducted by A. Padalia in 2015 on the Development of Basic Learning Tool Mandar-based Ethnic Dance Model Cooperative Learning STAD. This study shows that the use of video in the implementation of learning to provide effective support in achieving the learning outcomes of students, including the use of instructional video to be used as a model for students.
5. Research conducted by Izzudin in 2013 on the Effectiveness of Learning Using Video Interactive Media To Improve Learning Outcomes Practice Service Engine and its components. This study shows that by using the medium of video teaching, practice learning outcomes of learners can be increased. With instructional videos, learning outcomes learners practice can be measured and observed in detail and accurately.

Almost in every study mentioned above shows how successful studies conducted by researchers with the use of

video as an effective medium to reach the expected goals. Although some of the results of the investigation indicate the use of video as a medium of learning in order to achieve its objectives. It can be believed that assessment of motoric skills of students on the subject of the basics of South Sulawesi dance is more effective compared with the assessment of motor skills through direct observation.

D. Conclusion

Conclusions that can be obtained in this study is the use of video recording as an alternative to the observations in the assessment of motoric skills in the subject of basic dance South Sulawesi should be recommended to be done, both for faculty within the State University of Makassar, and outside of the State University of Makassar. Moreover, these conclusions drawn on the basis of rationality problems and study of theory about the concept of motor skills assessment and the use of video footage that showed success by researchers.

It is suggested that the lecturers or examiners who involved in the field of motoric skills in conducting an assessment based on considerations accurate and not subjective elements and gives judgment decisions that do not harm any party. In addition, the active audience in the world of learning can make the



results of this study as a reference to learn and make accurate assessment.

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ISBN : 978-602-9075-05-2