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From the Editor

Dear IEJES reader,

We are excited and happy to publish the last issue of 2020 (Volume 4, Issue 8). We will be with our readers in the same excitement in each of our future issues.

Many thanks to the authors who have shared their studies from Turkey, Indonesia and Israel with us as well as to the referees who have made contributions with their valuable ideas, IEJES's editorial board and DergiPark Team.

In the present issue, there are ten articles. Eight of them are research articles only two studies are review articles. All of these studies are in English full texts.

We look forward to seeing you in 2021 Volume 5 Issue 9 of the International e-Journal of Educational Studies (IEJES). We are inviting submission of manuscripts for the forthcoming issue.

We offer our get well wishes to everyone who has been affected during the pandemic period.

We wish you good health

Yours Sincerely

Editor-in-Chief

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Research Article

The Effect of Job Satisfaction and Commitment on Organizational Citizenship Behavior for High School Teachers in Makassar City *

Thurayah THURAYAH, [1] **Sylviana MURNI** [2] **Suparno Eko WIDODO** [3]

Abstract

This research to know the effect of organizational trust and commitment to organizational citizenship behavior of high school teachers in Makassar City. This study aims to contribute to an organizational commitment to organizational citizenship behavior among high school teachers in Makassar City. This research uses a quantitative approach with a survey method. The population in this study were all high school teachers in Makassar City. The target population is all teachers from 22 state high schools in Makassar, which amount to 1088 teachers. The sample in this study was 292 respondents. The data collection technique uses a questionnaire with a Likert scale. The results of this study indicate there is a direct effect on job satisfaction on organizational citizenship behavior, there is a direct effect on organizational commitment to organizational behavior, and there is a direct effect on job satisfaction on organizational commitment.

Keywords: Job satisfaction, commitment on organizational, citizenship behavior

1. INTRODUCTION

Senior High School (SMA) is a formal educational institution whose job is to carry out a national education program. Schools must be able to translate and capture the essence of the macro education policy, as well as understand the condition of the school environment both in terms of weaknesses and strengths, and then through the planning process, schools formulate policies at the school level in the form of priority programs that must be implemented and evaluated by schools that are concerned, by the vision and mission of the school (Marsh & Farrel, 2015)

Organizational Citizenship Behavior is an informal, voluntary rule. With organizational citizenship behavior, it is expected that teachers in educational institutions can be more integrated with the work environment. organizational citizenship behavior is the behavior taken by the teacher to increase the effectiveness of the educational institution, but it is not a formal responsibility of the teacher. Kacmar, Carlos, Thompson, & Zivnuska (2019) suggested that organizational citizenship behavior often referred to as contextual performance, organizational citizenship behavior. This can be in the form of early-coming behavior, leaving early and helping coworkers to do their work.

Meanwhile Kemal & Setyanto (2017) states that any social system that relies solely on the standard design of a particular form of behavior will be very vulnerable and suggests the need for extra behavior to guarantee the survival and success of the social system. Thus, not only business organizations, the entire social system will benefit greatly from the extra effort put in by individuals in

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a social system. Teacher compliance and participation in educational institutions can determine the level of organizational citizenship behavior of teachers.

The need for organizational citizenship behavior of teachers is to improve teacher performance, increase trust, increase job satisfaction, and increase organizational commitment, which can be an effective means of coordinating the activities of teacher working groups, in improving the organization's ability to maintain organizational citizenship behavior. School organizations that have good organizational citizenship behavior, will try to involve teachers and all other school members. organizational citizenship behavior. The teacher will be seen in the contribution of teachers to have deeper behaviors, such as helping other teachers, helping organizations to achieve goals of efficiency and effectiveness, and volunteering for extra tasks. Implementation of organizational citizenship behavior the teacher must be of mutual concern, in order to improve the teacher's work performance. Teachers who have organizational citizenship behavior) will be able to realize the hopes and desires of all parties, especially the general public in fostering students (Heikonen, Pietarinen, Pyhältö, & Soini, 2017).

According to Kemal, Suryadi, & Rosyidi (2019) that organizational citizenship behavior can be in the form of behavior to help fellow teachers who are inconvenienced in their work, replace fellow teachers who do not go in or take a break, help fellow teachers whose work is overloaded, help do the work of other teachers when not entering teaching, help the orientation process of new teachers even if not asked, do not spend time for conversation outside his work as a teacher, willingness to tolerate without complaining, refraining from complaining and cursing activities, paying attention to meetings that are considered important. But organizational citizenship behavior teachers in high schools (SMA) in Makassar City that researchers have conducted in the form of preliminary research by distributing questionnaires and interviews to high school teachers in Makassar City. Initial research was conducted to determine the problem, whether there are problems related to organizational citizenship behavior high school teacher in Makassar City.

1.1. Theoretical Framework

1.1.1 Job Satisfaction

According to Tabatabei, Takapoo, & Leilaeyoun (2015) job satisfaction is the desired emotional and positive condition obtained from assessment or work experience. this concept has different dimensions, aspects, and factors that all parts must be considered. Among these factors, among others, employee characteristics, type of work, work environment and human relations. Job satisfaction is a general attitude towards one's work as the difference between the number of rewards received by workers and the number of rewards believed to be received. The results of the study Dyne & Ang (2017) showed that employees who were satisfied with their work tended to adopt organizational citizenship behavior. This shows that job satisfaction has a direct effect on organizational citizenship behavior. Based on the descriptions above, it can be synthesized that job satisfaction is a pleasant or positive emotional state resulting from job evaluation or someone's experience at work, with indicators: (1) mentally challenging work; (2) supportive working conditions; (3) adequate salary or wages; (4) compatibility of personality with work; (5) supporting co-workers.

1.1.2. Commitment on Organization

According to Berkovich (2018) that organizational commitment is a psychological construct that is characteristic of the relationship of members of the organization with its organization, and has implications for the individual's decision to continue his membership in the organization. Kreitner & Kinicki (2014) suggested that organizational commitment is a reflection where an employee recognizes the organization and is bound to its goals. This is an important work attitude because committed people are expected to show their availability to work harder to achieve organizational goals and have a greater desire to keep working in a company.

Based on the descriptions above, it can be synthesized that organizational commitment is a condition where a person employee takes sides with the goals of the organization and has a desire to maintain his membership in the organization, with indicators: 1) affective commitment; 2) continuance commitment, 3) normative commitment.

1.1.3. Organizational Citizenship Behavior

According to Tirtasari (2014) said that organizational citizenship behavior translated into Indonesian with the name organizational citizenship behavior (PKO), is the contribution of workers above and more than formal job descriptions. Whereas Greenberg, Robert, & Baron (2003) argues that organizational citizenship behavior is that an employee completes work outside of his responsibilities. While Özdem (2012) illustrates organizational citizenship behavior that is doing more efforts on behalf of the organization. Meanwhile Demir (2015) defines organizational citizenship behavior is an individual voluntary behavior (in this case employees) that are not directly related to the rewarding system but contribute to organizational effectiveness. Organ argues that organizational citizenship behavior is the behavior of individuals who have the freedom to choose which is indirectly recognized by the formal reward system, and contribute effectively and efficiently in the organization. According to (Somech & Izhar, 2015) divides organizational citizenship behavior into 5 dimensions, namely: 1) altruism (voluntary actions); 2) courtesy; 3) sportsmanship (tolerance); 4) civic virtue (moral citizenship); 5) conscientiousness (self control). Further explained by (Euwema, Wendi, & Hety, 2007) that aspects of organizational citizenship behavior, namely: 1) altruism (altruism), is the behavior of employees in helping coworkers who experience difficulties in situations that are facing both regarding tasks in the organization as well as other people's problems; 2) listening to conscience, is behavior that is shown by trying to exceed what is expected by the company. Voluntary behavior that is not an obligation on the duties of employees; 3) sportsmanship, is behavior that tolerates less than ideal conditions in an organization without raising objections; 4) courtesy, is the behavior of maintaining good relations with colleagues to avoid problems interpersonally; 5) civic virtue, is behavior that indicates responsibility in the life of the organization (following changes in the organization, taking initiative to recommend how the organization's operations or procedures can be improved, and protecting the resources owned by the organization). For more details, you can see the image below.

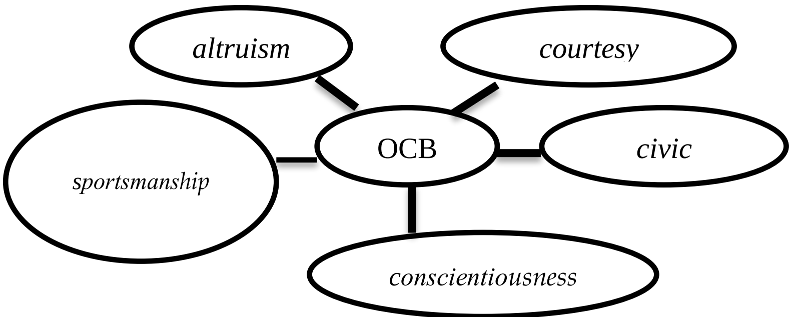

Figure 1. The Dimensions of organizational citizenship behavior

Meanwhile (Makvandi, Naderi, Makvandi, Pasha, & Ehteshamzah, 2018) argue organizational citizenship behavior is a set of voluntary behaviors that are not part of an individual's formal duties, but which someone does to promote an organization. From the description above it can be synthesized that what is meant by organizational citizenship behavior is a set of voluntary behaviors that are not part of an individual's formal duties, but which someone does to promote an organization, with indicators: 1) altruism (voluntary action); 2) courtesy; 3) sportsmanship (tolerance); 4) civic virtue (moral citizenship); 5) conscientiousness (self-control).

2. METHOD

This study uses a survey method with a causal approach to path analysis. This study analyzes the effect of one variable on another. The variables to be studied consist of two types, namely: exogenous variables and endogenous variables. Exogenous variables directly influence endogenous variables. While endogenous variables are variables that can affect other endogenous variables (Kuncoro, 2007).

The structural model depicted in this theoretical framework was used used as a working reference in analyzing further data, can be presented as follows:

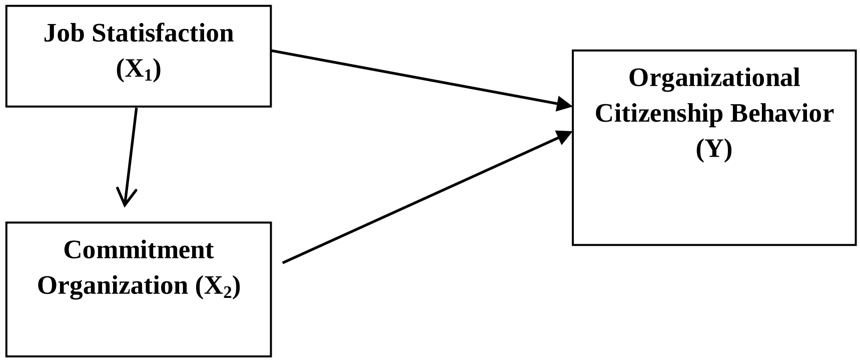

Figure 2. Analysis diagram

2.1. Population and Samples

The population in this study is all high school teachers in Makassar City. The target population is all teachers from 22 State High School in Makassar City with a total of 1088 public school teachers. Of the target population in this study were all civil servants of 22 State High School in Makassar City. With sampling techniques using proportional random sampling. The phases of the sample selection are: 1) Creating a sampling frame based on the number of teachers from 22 state high schools in Makassar City that have been assigned a number 1 through number 22. For more details see the table below.

Table 1. Data of state high school teachers in makassar city

No	Name of High School	Total Number of Teachers
1	SMAN 1 Makassar	67
2	SMAN 2 Makassar	64
3	SMAN 5 Makassar	60
4	SMAN 21 Makassar	60
5	SMAN 12 Makassar	58
6	SMAN 6 Makassar	54
7	SMAN 14 Makassar	54
8	SMAN 3 Makassar	53
9	SMAN 10 Makassar	52
10	SMAN 7 Makassar	51
11	SMAN 11 Makassar	50
12	SMAN 4 Makassar	50

13	SMAN 13 Makassar	48
14	SMAN 16 Makassar	47
15	SMAN 9 Makassar	47
16	SMAN 8 Makassar	45
17	SMAN 17 Makassar	45
18	SMAN 18 Makassar	45
19	SMAN 22 Makassar	42
20	SMAN 15 Makassar	39
21	SMAN 20 Makassar	30
22	SMAN 19 Makassar	27
	Total	1088

Data collection techniques were carried out using questionnaire research instruments, namely: (1) instruments of trust (2) instruments of job satisfaction, (3) organizational commitment; and (4) instruments of organizational citizenship behavior of teachers. Rating scale (branch scale) is used for all variables that have five categories of answer choices, namely: (a) very often, (b) often, (c) rarely, (d) rarely, (e) never and (a) strongly agree, (b) agree, (c) doubt, (d) disagree, (e) strongly disagree. Alternative answer choices are given a value of 5 to 1 for positive statements, and weight values of 1 to 5 for negative statements.

3. FINDINGS

Data description of each variable is presented in the following table:

Table 2. Teacher frequency organizational citizenship behavior frequency distribution (Y)

No	Interval Class	$f_{absolute}$	$f_{relatif}$	$f_{kumulatif}$
1	111 – 116	5	2	1.71
2	117 – 122	30	10	11.99
3	123 – 128	37	12.67	24.66
4	129 – 134	40	13.70	38.36
5	135 – 140	76	26.03	64.38
6	141 – 146	49	16.78	81.16
7	147 – 152	36	12.33	93.49
8	153 – 158	15	5.14	98.63
9	159 – 163	2	0.68	99.32
10	164 – 169	1	0.34	99.66
11	170 – 175	1	0.34	**100**
	Total	**292**	**100**	

From the table above we can see that the variable data for organizational citizenship behavior (Y) has the lowest score of 111 and the highest is 175. Thus, the range of scores is 64. The average score of organizational citizenship behavior of teachers is 136.51 with a median equal to 137 and a mode of 139. Based on the theoretical maximum score it can be stated that the average score of organizational citizenship behavior teacher by 94.59% of the theoretical maximum score of 185. Standard deviation or standard deviation of scores of organizational citizenship behavior teachers is 10.86 and variation is 118.15.

Table 3. Frequency distribution of job satisfaction scores (X_1)

No	Interval Class	$f_{absolute}$	$f_{relatively}$	$f_{cumulative}$
1	121 – 125	14	5	4.79
2	126 – 130	17	6	10.62
3	131 – 135	39	13.36	23.97
4	136 – 140	14	4.79	28.77
5	141 – 145	36	12.33	41.10
6	146 – 150	65	22.26	63.36
7	151 – 155	34	11.64	75.00
8	156 – 160	34	11.64	86.64
9	161 – 165	24	8.22	94.86
10	166 – 170	14	4.79	99.66
11	171 – 175	1	0.34	**100**
	Total	**292**	**100**	

From the data, it can be said that the data variable work satisfaction (X_1) has the lowest score of 121 and the highest is 173. Thus, the range of scores is 52. The average score of job satisfaction is 146.5 with a median equal to 148 and the mode is also 150. Based on the theoretical maximum score it can be stated that the average score of job satisfaction is 91.052 % of the theoretical maximum score is 190. The standard deviation of the job satisfaction score is 11,949 and the variance is 142,786.

Table 4. Frequency distribution of organizational commitment scores (X_2)

No	Interval Class	$f_{absolute}$	$f_{relatively}$	$f_{cumulative}$
1	122 - 126	11	4	3.77
2	127 - 131	17	6	9.59
3	132 - 136	30	10.27	19.86
4	137 - 141	42	14.38	34.25
5	142 - 146	60	20.55	54.79
6	147 - 151	48	16.44	71.23
7	152 - 156	30	10.27	81.51
8	157 - 161	28	9.59	91.10
9	162 - 166	19	6.51	97.60
10	167 - 171	3	1.03	98.63
11	172 - 176	4	1.37	**100**
	Total	**292**	**100**	

From these data, it can be said that the organizational commitment variable data (X_2) has the lowest score of 122 and the highest is 172. Thus, the range of the score is 50. The average score of organizational commitment score is 145,859 with a median equal to 145 and mode as well of 147. Based on the theoretical maximum score it can be stated that the average score of organizational commitment is 90.526% of the theoretical maximum score of 190. The standard deviation of the standard score of organizational commitment is 10.741 and the variance is 115.371.

3.1. Reqruitment Analysis Test

3.1.1. Estimated error normality

Normality Test for Estimated of Error Scores Organizational Citizenship Behavior Teacheron Job Satisfaction (Y on X_1)

Statistical calculation results Lilliefors, as shown in table obtained their highest $L_{count} = 0.046$. This value turns out to be smaller than L_{table} (n = 292; α = 0.05) = 0.051. Thus it can be argued that the distribution error estimates teachers' organizational citizenship behavior (Y) on job satisfaction(X_1)derived from a population that has a normal distribution.

Normality Test for Estimated of Error Score Organizational Citizenship Teacher Organizational Commitment (Y over X_2)

The statistical calculation results Lilliefors, as shown in Table obtained their highest or L $_{count}$ = 0.049. This value turns out to be smaller than L $_{Table}$ (n = 292; α = 0.05) = 0.051. Thus it can be argued that the distribution error estimates teachers' organizational citizenship behavior (Y) on organizational commitment (X_2) is derived from a population that has a normal distribution.

Normality Test for Estimated of Organizational Commitment Score for Job Satisfaction (X_2 over X_1)

The statistical calculation results Lilliefors, as shown in table 6.7, obtained the L_o highest L_{count} = 0.048. This value turns out to be smaller than $L_{table\ (n = 292;\ \alpha = 0.05)}$ = 0.051. Thus it can be argued that the distribution of the estimated error of organizational commitment (X_2) on job satisfaction (X_1) derived from a population that has a normal distribution.

i. *Teacher Organizational Citizenship Behavior (Y) Significance and Linearity for Job Satisfaction (X_1)*

Calculation of the estimation of a simple linear regression model of variables organizational citizenship behavior teacher (Y) and job satisfaction (X_1) produce the guessed model, which is **Y = 87,538 + 0.334X2.** The results of the analysis of variance (ANAVA) of this model are presented in table 4.8. In this table it can be seen that the $F_{calculated}$ regression model of **99.08** is greater than the $F_{table\ (\alpha = 0.05)}$ = **3.95.** Thus it can be argued that the alleged regression model is significant. Furthermore, the F value of the$_{count}$ matched tuna of **0.89** was smaller than the $F_{table\ (\alpha = 0.05)}$ = **1,650**. This shows that the relationship between Y and X_1 is **linear.**

Table 5. ANOVA results for tests of significance and linearity Y = 87,538 + 0.334X2

Source of Varian	Dk	JK	RJK	F_{count}	$F_{table(0,05)}$	$F_{table(0,01)}$
Total	292	34380.97				
Koefisien (a)	1	35470.79987				
Regresi (bIa)	1	1242.93	1242.93	99.08**	3.95	6.95
The rest of it	290	3638.04	12.54			
Tuna Match	37	419.74	11.34	0.89^{ns}	1,650	2339
Galat	253	3218.30	12.72			

ii. *Significance and Linearity of Organizational Citizenship Behavior Teachers (Y) for Organizational Commitment (X_2)*

Calculations estimating simple linear regression model variable organizational citizenship behavior teachers'(Y) and organizational commitment (X_2) produce models of allegations, namely Y = 78.519 + 0.397X3 Results of analysis of variance (ANOVA) to this model a re presented in this table it can be seen that the $F_{calculated}$ regression model of 83.31 is greater than the $F_{table\ (\alpha = 0.01)}$ = 6.95. Thus it can be argued that the alleged regression model is very significant. Furthermore, the F value of the$_{count}$ matched tunaof 0.71 turned out to be smaller than the $F_{table\ (\alpha = 0.05)}$ = 1,650. This shows that the relationship between (Y) and (X_2) is linear.

Table 6. ANOVA results for tests of significance and linearity Y = 76,519 + 0.334X_2

Dource of Varians	dk	JK	RJK	F_{count}	$F_{table(0,05)}$	$F_{table(0,01)}$
Total	292	34380.97				
Koefisien (a)	1	35913.1955				
Regresi (bIa)	1	1026.82	1026.82	83.31^{**}	3.95	6.95
The rest of it	290	3574.15	12.32			
Tuna Match	37	335.84	9.08	0.71^{ns}	1,650	2339
Galat	253	3238.31	12.80			

iii. Significance and Linearity of Organizational Commitment (X_2) for Job Satisfaction (X_1)

Calculation of the estimation of a simple linear regression model of variable organizational commitment (X_2) and job satisfaction (X_1) produces a model of guessing, namely X_2 = 89,494 + 0.385 X2. The results of the analysis of variance (ANOVA) of this model are presented in table 4.12. In this table it can be seen that the $F_{calculated}$ regression model of 79.41 is greater than the $F_{table\ (\alpha = 0.05)}$ = 3.96. Thus it can be argued that the alleged regression model is significant. Furthermore, the F value of the$_{count}$ matched tuna of 0.83 turned out to be smaller than the $F_{table\ (\alpha = 0.05)}$ = 1,650. This shows that the relationship between X_2 and X_1 is linear.

Table 7. ANOVA results for tests of significance and linearity X_2 = 89,494 + 0.334X_2

Source of Varians	Dk	JK	RJK	F_{count}	$F_{table(0,05)}$	$F_{table(0,01)}$
Total	292	33573				
Koefisien (a)	1	47717.024				
Regresi (bIa)	1	1150.7107	1150.7107	79.41	3.95	6.95
The rest of it	290	4202.53	14.49			
Tuna Match	38	469.79	12.36	0.83	1,650	2,339
Galat	252	3732.74	14.81			

Hypotesis testing

To find out the direct and significant effect between each variable can be seen in the table below.

Table 8. Summary of test result

No	Variabel	F_{count}	F_{table} (0.05)
1	$X_1 – Y$	0,89	1,650
2	$X_2 – Y$	0,71	1,650
3	X_1- X_2	0,83	1,650

Calculation of the path coefficient can be illustrated with a diagram like below:

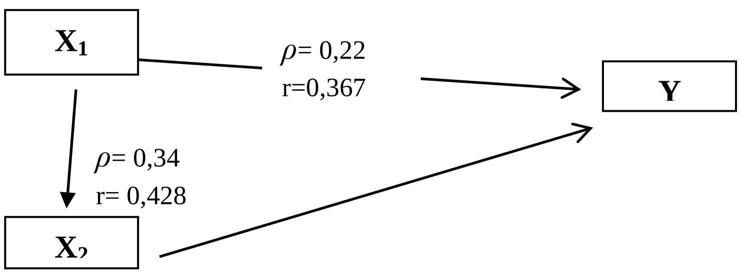

Figure 3. Path analysis diagram

Based on the model picture above, the path diagram of Kepuasan Kerja (X_1), Komitmen Organisasi (X_2), towards Creativity (Y). Based on the structural model, it can be explained as follows:

First Hypothesis: There is a direct influence of work satisfaction (x_1) on organizational citizenship behavior teacher (Y)

The direct effect of job satisfaction (X_1) on organizational citizenship behavior of teachers (Y), the hypothesis tested is as follows. H0: $\beta42 \leq 0$; H1: $\beta42 > 0$

The calculation results get that the path coefficient X_1 to Y (ρ_{42}) is 0.22 with a_{count} = 3.90. At α = 0.05 obtained t-$_{table}$ = 1.65. Because the value$_{calculated}$ (3.90)> t_{ttable} (1.65) reject H_0 and accept H_1, the path coefficient is significant. Based on these findings it can be stated that there is a real positive direct effect of job satisfaction on organizational citizenship behavior of teachers. This means that changes in increased job satisfaction will lead to an increase in organizational citizenship behavior of teachers.

The Second Hypothesis: There is a direct effect of organizational commitment (x_2) on organizational citizenship behavior teachers (Y)

The direct effect of organizational commitment (X_2) on *organizational citizenship behavior of* teachers (Y), the hypothesis tested is as follows. H0: $\beta 43 \leq 0$; H1: $\beta 43 > 0$

The results found that the path coefficient calculation X_2 to Y*(ρ_{43})*of 0.30 with $a_{t\text{-}count}$ = 5.30. At α = 0.05 obtained t_{table} = 1.65 Because the value of t-$_{count}$ (5.30)> t_{table} (1.65) reject H_0 and accept H_1, the path coefficient is significant. Based on these findings it can be stated that there is a real positive direct effect on organizational commitment (X_2) on organizational citizenship behavior of teachers (Y). This means that changes in increased organizational commitment will lead to an increase in organizational citizenship behavior of teachers.

The Third Hypothesis: There is a direct ınfluence of work satisfaction (x_1) on organizational commitment (X_2)

The direct effect of job satisfaction (X_1) on organizational commitment (X_2), the tested hypothesis is as follows. H0: $\beta 32 \leq 0$; H1: $\beta 32 > 0$

The calculation results get that the path coefficient X_1 to X_2 (ρ_{32}) is 0.34 with a_{count} = 6.27. At α = 0.05, a t-obtained $_{table}$ = 1.65 is. Because the value of t-$_{count}$ (6.27)> t-$_{table}$ (1.65) reject H_0 and accept H_1, the path coefficient is significant. Based on these findings it can be stated that there is actually a positive direct effect of job satisfaction on organizational commitment. This means that changes in increasing teacher job satisfaction will lead to an increase in organizational commitment.

4. DISCUSSION and CONCLUSION

4.1. Satisfaction and Organizational Citizenship Behavior of the Teacher

The direct effect of job satisfaction on organizational citizenship behavior of teachers amounted to 0.22. Job satisfaction also shows the indirect effect on organizational citizenship behavior of teachers through organizational commitment. The indirect effect of job satisfaction on organizational citizenship behavior of teachers through organizational commitment has a significance value of 3,197. Job satisfaction has a close relationship with Organizational Citizenship Behavior on employees. The results of research conducted by (Tirtasari, 2014) that empirically the results indicate that job satisfaction has a significant positive relationship to Organizational Citizenship Behavior. Research conducted by (Dwiastuti, 2013) also shows that the effect of job satisfaction on Organizational Citizenship Behavior (OCB) is positive, which means the higher job satisfaction the higher Organizational Citizenship Behavior of employees.

4.2. Organizational Commitment and Orgnizational Citizenship Behavior of the Teacher

Organizational commitment only directly affects the organizational citizenship behavior of teachers. The direct effect of organizational commitment on organizational citizenship behavior of teachers is equal to 0.30. Organizational commitment is important for running an organization in overcoming various existing problems. The relationship between the principal and teachers at school sometimes experiences obstacles and sometimes things that are not harmonious at work. For this reason, a school organization to avoid these problems requires an organizational commitment of every school member. To achieve goals in schools, it is necessary to have a common understanding between one individual and another individual, between the principal and the teacher, who must have good organizational citizenship behavior (Salas-Vallina, Alegre, & Fernandez, 2017). Organizational commitment also has benefits in schools that is establishing relationships with parties related to school organizations, such as the commitment of teachers to school principals or vice versa and commitment between teachers and other teachers.

Organizational commitment has an important role in an organization. Commitment is one of the variables that is widely known to have a close relationship with organizational citizenship behavior. Employees who have organizational commitment will not only do the tasks that have become their obligations but will voluntarily do things that can be classified by extra efforts (Hom, Lee, Shaw, & Hausknecht, 2017). Organizational commitment is a form of identification, loyalty, and involvement expressed by employees of the organization. Employees who are committed to the organization will show organizational citizenship behavior and a positive attitude towards the organization so that they feel happy at work, employees will perform their duties and obligations well which ultimately is expected to provide services and satisfaction to external consumers. According to (Nadiri & Tanova, 2010) Organizational commitment is one that influences organizational citizenship behavior, which is loyal to the organization. High organizational commitment will make employees loyal to their jobs and maintain their positions to be able to improve their performance in companies where the organization wants workers who are willing to do things that have not been done before. The organization only looks for workers who have organizational citizenship behavior.

4.3 Job Satisfaction and Commitment Organization

Job satisfaction has a direct effect on organizational commitment. The direct effect of job satisfaction on organizational commitment is 0.34. Organizational commitment is the desire of members of the organization to maintain membership in the organization, have a relatively strong relationship with the organization and are willing to work hard for the achievement of organizational goals and create a (sense of belonging sense of belonging) for workers of the organization. According to (Slocum & Hellriegel, 2011) job satisfaction shows the results of work experience and a high level of disappointment that helps show organizational problems that require attention, and work disappointment is closely related to absenteeism, employee turnover, and physical and mental health problems. Even more than that, when an employee is dissatisfied with his job work involvement is reduced, commitment to the organization is low, the atmosphere is very negative, and a series of other negative consequences will emerge. Employee job satisfaction is fulfilled or not their desire for work in the organization.

5. RECOMMENDATIONS

This research is recommended for principals and education offices to be able to organizational citizenship behavior guru. In addition it must also consider the factors that influence. Job satisfaction and teacher commitment in teacher organizational citizenship behavior. I hope this research can be a reference for future research

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The data used in this study was confirmed by the researchers that it belongs to the years before 2020.

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Research Article

Mindfulness: Views of Turkish Pre-service Early Childhood Teachers *

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Abstract

The present study investigates the views of 21 pre-service early childhood teachers regarding mindfulness and its practice in early childhood settings. The participants were senior students attending early childhood education programs in Ankara, Turkey. Data were gathered through semi-structured interviews. The students expressed positive views on mindfulness, for instance, that the early childhood teacher being more able to focus on current activities, more aware of themselves, and in control of negative emotions. Reservations included the practice requiring a long process, the risk of teachers becoming non-judgmental, or insufficiently aware of events in the past or the future. Overall, the participants agreed that mindfulness can be readily applied in education and is useful for reaching teachable moments. They also felt that mindfulness practices in the classroom would have a positive impact on children in terms of their future lives, their cognitive development and social-emotional development. Teachers and parents would also benefit personally and professionally, and their family relations would improve. All of the participants in the study indicated that they would like to practice mindfulness in the classroom. However, many had hesitations which were related to implementation and teachers' efficacy.

Keywords: Early childhood education, mindfulness, pre-service early childhood teachers, teacher views

1. INTRODUCTION

Most of us are so busy living our lives that we seem to have difficulty concentrating on the present moment. In a sense, we can find ourselves dwelling in the past or the future instead of the present. When we are so distracted, we can forget about ourselves and neglect our emotions, feelings, and thoughts. Even when we try to understand our emotions, we may find ourselves mostly preoccupied with those that are negative. However, with the aid of the science of psychology, people have been trained to cope with their feelings and negative emotions. Elsewhere, people of the Buddhist tradition have long applied a concept of mindfulness that helps them to feel better by accepting the existence of their negative emotions (Carmody & Baer, 2008). Jon Kabat- Zinn (2003), who first applied mindfulness in psychological therapy describes mindfulness as, "The awareness that emerges through paying attention on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment by moment" (p.144). He aimed to reduce stress levels in patients who suffered from chronic pain (Kabat- Zinn, 2003). Thereafter, the approach has been tried in many other contexts in which people face with stress, and it has been found that those who have met with mindfulness and utilize it in their lives can cope with daily life stress more readily than those who have not (Donald, Atkins, Parker, Christie, & Ryan, 2016).

1.1. Mindfulness in Education

The practice of mindfulness has spread from medicine to other areas such as education (Meiklejohn et al., 2012). Students, teachers, and parents also suffer from stress, and mindfulness practices have been observed to both decrease stress levels and to have positive effects on attention,

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regulation of emotions, the invocation of empathy and relaxation. Attention can be enhanced by using mindfulness, the result being that individuals better perform their tasks and responsibilities (Chiesa & Serretti, 2009; Sedlmeier et al., 2012). Mindfulness is considered to be closely related to emotion regulation, as a brain that is affected by mindfulness undergoes significant changes to activate emotions (Goldin & Gross, 2010; Roemer, Williston & Rollins, 2015). Besides, when people are trained with mindfulness, they also develop their self-compassion skills (Birnie, Speca & Carlson, 2010). Other studies have noted a calming effect of mindfulness that helps subjects to feel more relaxed and to decrease their stress level in difficult situations (Chiesa & Serretti, 2009; Hoge et al., 2013). Buchanan (2017) contributed to the related literature by finding that mindfulness enhances the relationship between teachers and their students. Importantly, he also stated that a teachable moment is related to the concept of mindfulness. In 2012, Capel emphasized the importance of mindfulness in terms of how it affects the quality of learning. It was found that mindfulness fosters child-centred education by providing teachable moments rather than concentrating on the previously fixed activity plans and the practice of mindfulness enhances the learning experiences of children. All of these studies supported the practice of mindfulness in education by providing details of its benefits.

1.2. Mindfulness Practices in Early Childhood Education

Given the above-mentioned benefits, training in mindfulness has also been applied to early childhood education. Children’s learning and well-being were seen to have been enhanced and the practice has given them a powerful start in terms of development (Duncan & Magnuson, 2013). In these sensitive years, mindfulness can be utilized to familiarize children with some positive behaviors such as kindness, tolerance, and peace (Whitehead, 2011).

As children’s future development is significantly affected by receiving an appropriate education in early childhood, the application of mindfulness is likely to have lasting benefits (Pholphirul, 2017). Children meet with their teachers and begin to interact and socialize with them, carefully observing and embodying their teacher’s emotions, language, and behaviors. The benefits of this vital early learning phase depend on the performance of such teachers which can be compromised in various ways. Long working hours have, for example, been reported to decrease their performance, well-being and to affect teachers negatively in terms of increasing their level of stress and burnout (McCallum & Price, 2010). Teachers’ well-being has been found to affect their instructional performance and children’s motivation (Hooker & Fodor, 2008; McCallum & Price, 2010). In this respect, mindfulness can be a good way to increase teachers’ psychological well-being (Meiklejohn, et al., 2012; Whitehead, 2011). By using mindfulness, their physical and mental state is relaxed (Whitehead, 2011). Psychological well- being is one of the significant products of this relaxation and the psychological well-being of early childhood teachers has been observed to affect the quality of education that they provide to children (Hooker & Fodor, 2008). Moreover, the practice of mindfulness helps teachers to arrange appropriate classroom environments and to develop supportive relationships with their students. When teachers become more emotionally and socially competent, they can manage their classrooms better than before (Jennings, 2015).

1.3. Mindfulness in Teacher Training

Although several studies mention many beneficial aspects related to the application of mindfulness in educational settings, only a few are related to teacher training. According to Albrecht et al. (2012), teachers tend to practice mindfulness in their classrooms. However, it was found that teachers would like to embody and practice mindfulness to enhance their self- efficacy toward mindfulness practices before the application of mindfulness with children. This showed that there is a growing need for mindfulness training for teachers. In 2017, Hartigan conducted a study with pre-service teachers whose early childhood special education curriculum included mindfulness practices and found that the mindfulness practices course reduced the stress level of pre-service teachers and they felt calmer. In another study that aimed to address the high stress-low performance phenomenon known as burnout in teaching, a mindfulness-based program was applied to pre-service teachers and their stress level was seen to have decreased (Miyahara et al., 2017).

In order to contribute to the related literature about mindfulness in education, this study sought to obtain the views of pre-service early childhood teachers regarding mindfulness. Pre-service teachers were selected as participants because they are thought to be more open to new concepts and topical issues than in-service teachers. As expressed by Orakçı (2015), the quality of the education service depends on the quality of teacher training, as the teacher has a critical role in educational quality (Kayange & Msiska, 2016). Teacher training provides readiness for the field by making candidates confront and cope with challenges and problems (Ryan, 2016). Professional programs provide a wide variety of courses that develop pre-service teachers' knowledge. Pre-service teachers also have the opportunity to transform theory to practice when they undergo their practicum. In this way, teacher training both motivates and enables candidates for the profession. As Illingworth (2012) asserts, novice teachers start their work stronger if "they have some theoretical and practical learning before standing in front of a class" (p. 191). Clearly, appropriate training programs are vital to the preparation and on-going professional development of teachers and the quality of the education they provide. It is therefore important to incorporate new concepts and topical issues such as mindfulness into teacher training programs so that teachers can become familiar with them before working with children.

The aim of this study was to investigate the views of pre-service early childhood teachers regarding mindfulness and its practice in early childhood settings. The study sought answers to the following research questions:

- What are the views of pre-service early childhood teachers regarding mindfulness?
- What are the views of pre-service early childhood teachers on mindfulness practice in early childhood education settings?
    - How can mindfulness be practiced in early childhood education to include activities undertaken both in the classroom and at home?
    - What can be the effects of the practice of mindfulness in early childhood education on children?
    - What can be the effects of the practice of mindfulness in early childhood education on teachers?
    - What can be the effects of the practice of mindfulness in early childhood education on parents?
- What do pre-service early childhood teachers think about mindfulness practice in their future teaching practices?

2. METHOD

2.1. Participants and Procedures

In total, 21 female pre-service teachers participated in the study. They were recruited from six universities (two private and four state institutions) that have a department of early childhood education in Ankara, Turkey. There is not any course that addresses mindfulness in these universities. The participants have anonymously ascribed titles from P1 to P21 and their universities U1 to U6. The researchers gathered demographic data about the pre-service early childhood teachers prior to the interview. The age range of the participants was between 20 and 40 years and all were senior students with some teaching practice experience obtained in early childhood education settings. The researchers applied purposive sampling that is generally employed in qualitative research. In this way, the researcher picks people and locates them for study so that they can decisively notify a comprehension of the research problem and essential phenomenon in the research (Creswell, 2007).

2.2. Data Collection and Analysis

The data for this study were collected by the first author between December 2017 and April 2018, following the approval of the University Research Center for Applied Ethics. The researchers used a semi-structured interview protocol as the instrumentation. The interview questions were developed by the researchers following a review of the literature. The application of the interview with the participants lasted approximately 20-30 minutes. The interview protocol consisted of three sets of questions. The first was designed to gain personal information from the participants and to set the tone for the interview. The second set of questions was developed to collect data about the views of the participants on the concept of mindfulness. The final set of questions was arranged in order to reveal the views of the participants about the concept of mindfulness and its practice in early childhood education (Examples of interview questions can be seen in Appendix A). As mindfulness is a novel term in Turkey, some participants have never heard about the concept. However, few of the participants have some ideas about mindfulness. For this reason, the researchers gave the most popular definition of mindfulness to the participants before the interview questions. And then, the participants were asked to deduce from this definition by considering the questions related to mindfulness and early childhood education. In other words, it can be said that the researchers tried to create awareness toward mindfulness for its practice in the early childhood period by asking the interview questions to the early childhood teachers of the future.

The researchers consulted expert opinion and conducted a pilot study with seven participants prior to administering the interviews. The pilot study enabled the researchers to validate the questions and to determine any amendments thought necessary. In order to provide for the reliability of this current study, the inter-coder agreement was utilized. One of the coders was the first author and the other was a research assistant who was undertaking a master's program at the department of early childhood education. At first, these two coders read the transcripts separately and determined their codes and categories. They then met to share and discuss their codes and categories with the aim of working to achieve a consensus while determining the final codes and categories to be used.

Three steps were utilized which are recommended by Creswell (2007) in order to analyze the data. Firstly, we formed the data by preparing transcripts of the interviews for analysis. Secondly, we classified the data into categories by using codes and abbreviating the codes. The coding was used in order to reach the specific pieces of the broad data set (Merriam, 2009). Lastly, we provided tables and figures in order to express the data.

3. FINDINGS

The results of the study are introduced in the order in which the research questions were asked.

3.1. Views of Pre-service Early Childhood Teachers Regarding Mindfulness

As many of the participants have not had detailed information about mindfulness, the researchers gave the most popular definition of mindfulness to the participants in order to make them more familiar with the concept. Besides, it was thought that this definition can facilitate deducing and interpreting about the practice of mindfulness in early childhood education. The given definition is that "The awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment" (Kabat- Zinn, 2003, p.144). With this definition, participants who have heard about mindfulness before can check their previous knowledge and participants who have never heard about mindfulness can have an idea about the term. After they were given this definition, the participants were asked, "What do you think about the concept of mindfulness after considering this definition?" The answers of the participants were labelled in terms of the positive or negative views they expressed (See Table 1).

Table 1. Views of pre-service teachers after the definition of mindfulness was given

Positive views	Negative views
Controlling negative emotions (n=4)	Non-judgmental (n=1)
Living the present moment (n=11)	Lack of thinking about the past or the future (n=2)
Focusing on the present and heightened concentration (n=6)	

3.1.1. Positive views

After hearing its definition, many participants ventured to share their positive views about mindfulness. The definition helped them to reflect on the concept, and they appreciated the opportunity to explore this term during the interview.

3.1.1.1. Controlling negative emotions

Some pre-service early childhood teachers (n=4) felt that people may be able to better control their negative emotions such as sadness or stress through mindfulness.

3.1.1.2. Living in the present

Living in the present, which is also referred to as carpe diem, is one of the most pressing issues (n=11). Many participants highlighted the importance of living in the present and appreciating what they have. According to the participants of this study, mindfulness may help individuals to feel more satisfied with their lives.

3.1.1.3. Focusing on the now and increasing concentration

Apart from appreciating the present moment, some participants shed light on the issue of concentration (n=6). They thought that mindfulness can provide individuals with a higher level of concentration.

3.1.2. Negative views

On the other hand, some of the pre-service teachers had negative views and expressed some hesitations in response to the definition.

3.1.2.1. Non-judgmental

One of the participants had negative views about mindfulness because it is non-judgmental. According to this participant, it is impossible to accept everything nonjudgmentally.

3.1.2.2. Not thinking about the past or the future

Some of the participants (n=2) believed that people are unable to focus on the present moment because our past shapes the present and the present shapes the future. Thus, the two cannot be separated.

3.2. Views of Pre-service Early Childhood Teachers on the Practice of Mindfulness in Early Childhood Education Settings

After the researchers asked participants to reveal their general views about the concept of mindfulness, the participants were questioned to investigate their views about how mindfulness can be practiced in early childhood education settings. Table 2 demonstrates teacher views on mindfulness practice in ECE.

Table 2. Views on mindfulness practice in ECE

Categories	Codes
Time awareness	Focusing on the present moment (n=2) No anxiety about future (n=2)
Teachable moment	Semi-structured activities (n=5) Process rather than product (n=3)
Different activity choices	Interesting activities (n=7)

3.2.1. Time awareness

Some of the participants (n=4) mentioned the harmony between a child's nature and mindfulness with respect to time awareness. They stated that mindfulness is suitable for children, as they tend to focus their attention on what they are doing, express less anxiety about the future, and occupy themselves with what they are playing with at the moment.

3.2.1.1. Focusing on the present moment

Several participants (n=2) explained that children focus on the present moment while they are playing or doing something. However, some might need assistance to focus on the current activity through mindfulness. Moreover, they felt that teachers and parents should encourage children to express themselves naturally and that mindfulness can facilitate this.

3.2.1.2. No anxiety about the future

Some of our sample of pre-service early childhood teachers (n=2) believed that children and adults differ in the way in which they experience anxiety. They felt that adults are anxious about their careers, families, or daily lives, while children are not. Therefore, mindfulness is more appropriate for children and can be practiced easily during childhood.

3.2.2. Teachable moments

Almost half the sample (n=8) mentioned the importance of focusing on teachable moments in early childhood education and the impact of this practice on children's long-term learning. These participants felt that, as children's needs and interests can change rapidly, their learning, as well as the learning environment, should be converted to teachable moments whenever possible.

3.2.2.1. Semi-structured activities

Several participants (n=5) argued that early childhood teachers prefer using well-planned activities. However, they also acknowledged that some of these are prepared by experts in publishing companies who do not know your children, their interests, or their ability levels. They supported their opinions by stating that, when children encounter structured activities, many just want to complete them and wait for the next one without having learned anything. In other words, pre-service teachers said that in order to integrate mindfulness into our classrooms, we should not use structured activities.

3.2.2.2. Process rather than product

Several of the pre-service teachers criticized the in-service teachers regarding a product orientation in early childhood education. They shared their views that, in most of the early childhood centres, teachers become anxious about the end-of-year exhibitions of children's work for which they are required to present children's completed art products. Thus, they cannot focus on the process and are likely to miss important developmental details about children. Participants came to this conclusion that with mindfulness, process-oriented education can be realized (n=3).

3.2.3. Different activity choices

In using mindfulness in the classroom or in-home environments, some participants felt that they would mostly apply it to those activities where the teacher needs to attract the attention of the children. Others felt that both teachers and parents can provide various types of activities for children that can help them to meet with mindfulness. These can even be amusing and would make mindfulness more permanent in their lives.

3.2.3.1. Interesting activities

Many of the pre-service teachers (n=7) thought that teachers and parents need to prepare and apply interesting activities for children and these activities can include mindfulness. Besides, children learn by focusing on the present moment while they are performing the activities. Some of the participants explained their ideas by giving examples from their yoga, dance and drama experiences. They also liken these experiences to mindfulness concerning present time awareness. Moreover, a few of the participants also correlate mindfulness practice with art and literature activities.

3.3. Views of Pre-service Early Childhood Teachers on the Effects of Mindfulness Practice in Early Childhood Education Settings

According to the views of participants, the effects of mindfulness practice in early childhood settings can benefit children, teachers, and parents in various ways. (See Table 3)

Table 3. Views on the effects of mindfulness on children, teachers, and parents

On children	
Future life	Learning at an early age (n=3) Getting into the habit (n=3)
Cognitive development	Problem-solving skills (n=4) Better academic skills (n=7)
Social-emotional development	Being aware of own and others' emotions (n=8) Better communication skills (n=5) Self-regulation skills (n=3)
On teachers	
Personal benefits	Dealing with problems in daily life (n=5) Time management (n=4)
Professional benefits	Decreasing the level of stress (n=4) Classroom management (n=11)
On parents	
Personal and professional benefits	Dealing with problems in daily life and work-life (n=5) Time management (n=3)
Relationship in the family	Knowing the child (n=4) Democratic family (n=7) Quality time (n=5)

3.3.1. Views on the effects of mindfulness on children

3.3.1.1. Future life

Many of the pre-service teachers thought that learning in early age plays a vital role in gaining a new lifestyle that can be maintained into the future (n=6). After the change occurs, the individual accepts this new lifestyle as a habit. Participants added that after individuals change their lives with the help of mindfulness, it really affects their future lives. It means that they learn to focus on the present moment and this increases their awareness.

3.3.1.1.1. Learning at an early age

As the participants were pre-service early childhood teachers, they knew the importance of children's development between the ages of 0 and 6. Some of them shared their opinions regarding the issue and emphasized the function of teaching mindfulness to children in early childhood (n=3). They asserted that children are open to learning new things in this period. Therefore, teachers have a vital role. If they can teach mindfulness to children at their early age, they can easily absorb and integrate it with their lives. In addition, this early learning can be more permanent and be transferred to their future lives. In short, teaching mindfulness to a 4-year-old child and a 30-year-old person is very different.

3.3.1.1.2. Getting into the habit

Several participants explained that it is very difficult to make people gain new habits or change previous habits (n=3). They added that if children learn mindfulness in their pre-primary education, they learn to concentrate on the present moment from the beginning of their educational lives and they can do everything with more awareness. Children can maintain it throughout their lives and it can become a habit for them.

3.3.1.2. Cognitive development

According to the participants (n=11), children's whole development is very important, and each developmental area is concentric to each other. Mindfulness affects children's cognitive development. The participants established a connection between children's minds and cognitive development. They added that mindfulness can contribute to children's cognitive development in terms of both enhanced and assimilation learning and an increase in learning quality.

3.3.1.2.1. Problem-solving skills

According to several participants, children are faced with various problems, and they try to deal with them by searching for solutions and trying them out (n=4). In this way, they find new ways to solve problems. Thus, the skills that are required for problem-solving can be enhanced via mindfulness.

3.3.1.2.2. Better academic skills

Under the title of cognitive development, the most repeated code is better academic skills (n=7). Children can learn rational thinking, and they can establish a logical connection between ideas when they practice mindfulness in their own lives. While a child is focused on a situation, they think deeply. Participants added that when children start to think critically and solve problems easily, their academic skills are enhanced because they are more able to conduct self- assessments.

3.3.1.3. Social-emotional development

Most of the study participants stated that children's social and emotional development is as important as cognitive development (n=16). If children are supported socially, their other developmental areas can be positively affected. Participants especially emphasized that children meeting with mindfulness are more aware of their own and others' emotions. With this awareness, they can have better communication skills. In this way, their social-emotional development is affected positively by mindfulness.

3.3.1.3.1. Being aware of own and others' emotions

Some of the participants asserted that because mindfulness is related to focusing on the present moment, people also learn to focus on their and others' emotions in this present time (n=8). The important point is to be aware of whether the emotions are positive or negative. For instance, happiness, sadness, stress, anxiety or wonder can be some of the examples and all of these emotions are normal. In addition, it is vital to learn that emotions are visitors that come and go. In early childhood classrooms, children might have some problems understanding their peers because of egocentrism, which makes them tend to think about themselves only. For this reason, mindfulness can be beneficial to their social emotional development by increasing their awareness of others' emotions.

3.3.1.3.2. Better communication skills

Five of the participants in the study mentioned that better communication is provided with a better understanding. If people learn to be aware of their own and others' emotions, they easily understand each other. It increases the level of empathy. People can express themselves and the relationship between people is also enhanced. Early childhood education is a critical period to gain social skills. If we can prepare children for understanding others with mindfulness, it also affects society positively. People start to communicate better and live in a peaceful environment.

3.3.1.3.3. Self-regulation skills

Participants (n=3) mentioned that self-regulation is the controlling of emotions, thoughts, and behaviors. This skill is related to behaving with mindfulness because thoughts and emotions are affected by each other.

3.3.2. Views on the effects of mindfulness on teachers

3.3.2.1. Personal benefits

Some of the participants (n=9) associated mindfulness with the personal benefits of teachers. They thought that if children meet with mindfulness, they can transfer it to their own life and personal benefits occur. They are able to cope with daily life problems easily. They can arrange their time and it prevents time being wasted.

3.3.2.1.1. Dealing with problems in daily life

Participants (n=5) mentioned that teachers have a lot of problems in their lives like other people and they have difficulty in coping with these problems. Mindfulness teaches those teachers to focus on these problems and their reasons. In this way, teachers might deal with difficulties by considering their causes and their life quality can be improved.

3.3.2.1.2. Time management

Some participants (n=4) mentioned teachers need to manage their time well in order to be efficient.

3.3.2.2. Professional benefits

Apart from personal benefits, many of the participants thought that mindfulness should bring professional benefits to teaching (n=15). Teachers' work life is affected positively when they apply mindfulness. They tend to have a good working environment, know their children well and have enhanced classroom management skills. Also, thanks to mindfulness, such teachers have less stress.

3.3.2.2.1. Decreasing the level of stress

According to four of the participants, society places significant responsibility on the shoulders of teachers. For this reason, teaching can be a very stressful occupation involving families, curriculum, activities, and children. Practicing mindfulness reduces stress in their lives and at work.

3.3.2.2.2. Classroom management

Eleven of the participants expressed their opinions that mindfulness has a huge impact on teachers' classroom management skills. Many of the teachers might have difficulty in managing classrooms in early childhood education because children face with rules and authority that differ from the ones they are familiar within their home environment. In addition, children are obliged to share everything with other children in the classroom. Some can find the environment in a classroom makes them uncomfortable and they want to leave it. Teachers must learn to deal with such classroom management problems, especially in their first years of teaching experience. Pre-service teachers in the study claimed that mindfulness enhances the classroom management skills of teachers. They mentioned various aspects such as knowing children well, focusing on calm children, child-directed activities, a teachable moment, rules, assessment, and problem-solving.

3.3.3. Views on the effects of mindfulness on parents

3.3.3.1. Personal and professional benefits

According to participants, the practice of mindfulness also affects parents and their personal and work life (n=8). Parents tend to learn from their children and they transfer this learning to their lives. They believe that if children acquire information about mindfulness at school and they transmit the knowledge to their parents, these parents have a chance to understand mindfulness. In this way, they are able to deal with daily life problems, succeed in work and manage their time.

3.3.3.1.1. Dealing with problems in daily life and work life

Problem-solving skills are important characteristics of individuals. Five of the participants mentioned that mindfulness helps parents to enhance their problem-solving skills by focusing on the problem. They learn to look for different viewpoints and try to find various solutions, they are more able to resolve their difficulties. In addition, people need to see the reasons for a problem in order to solve it. All the steps of this process require present time awareness which is a component of mindfulness.

3.3.3.1.2. Time management

Three of the participants mentioned the effects of mindfulness on time management at home and work. With the help of present time awareness, people grasp the idea that using their existing time to full potential is vital. The participants added that if individuals learn to utilize the present time with their full potential, they are able to arrange their time more successfully because they start to spare necessary time to a specific work with full focus rather than giving much time to many works at the same time without focusing to each of it.

3.3.3.2. Relationship in the family

Sixteen of the pre-service teachers in the study mentioned that mindfulness affects relationships in the family. This includes the bond between all family members rather than just the one between a child and its parents. According to participants, when parents know their children well, their relationship can be stronger, family members can express their opinions freely and children feel that they are independent people. Present time awareness brought by mindfulness is seen to help families to make the best use of their time and this helps them to increase the quality of their time together.

3.3.3.2.1. Knowing the child

Participants (n=4) emphasized the importance of knowing the child when they mentioned the relationship between child and parents. Children's academic skills, cognitive development, interests, and potential are affected by such knowledge. According to pre-service teachers', every parent should be able to say what their child can do and what they have difficulty with. With this knowledge, parents can arrange their learning environment. Moreover, when parents know their children well, they can decrease the number of problems which can occur among them and make the relationship stronger.

3.3.3.2.2. Democratic family

Seven of the participants emphasized that mindfulness affects relationships in the family by providing a democratic environment. With mindfulness, family members learn to place emphasis on all members' ideas equally and they try to understand each other respectfully. Such emotional awareness reduces criticism between family members as they tend to try and find mutual ground when giving their thoughts. In addition, according to participants, democratic families help children to become more independent. They thought that unfortunately, "helicopter parenting" is a common problem among mothers who follow their children's progress too intently and, in this way, deny their children's opportunities to do things independently and learn from making mistakes. This restriction affects children's development negatively. Participants believe that mindfulness might help parents to realize that their children can do things independently and their children also have emotions, ideas, needs, and interests like adults. They thought that the relationship in the family can be enhanced when children have more freedom and are less dependent on their parents.

3.3.3.2.3. Quality time

Five of the participants thought that mindfulness increases the quality of time that parents and children have together and this makes their relationship stronger. They believe that in today's world, most mothers and fathers are working and have only 2 or 3 hours with their children when they come home from work. Many parents do not spend quality time with their children and their relationship is impacted negatively. If they practice mindfulness at home, they learn to focus on the present moment. This provides that parents start to use the limited time which they have with their children more efficiently.

3.4. Views of Pre-service Early Childhood Teachers on Practice of Mindfulness in Their Future Teaching Practices

After the general question about the practice of mindfulness and its effects on children, teachers, and parents, the researcher asked the pre-service teachers to express their views about practicing mindfulness in the future. All of them indicated that they would like to practice mindfulness in the classroom. However, many had hesitations which were related to implementation and teachers' efficacy (See Table 4).

Table 4. Views about mindfulness practice in the future

Categories	Codes
Concerns in implementation	Appropriateness for national ECE curriculum (n=3) Permission from the school administrators (n=2)
Teachers' efficacy	Knowledge of mindfulness and its implementation (n=18) Internalizing mindfulness (n=3)

3.4.1. Concerns in implementation

According to participants in the study (n=5), they would hesitate to use mindfulness because some problems may arise in the application. They mentioned that new things cannot be adopted and applied easily. For this reason, inevitable problems can occur when somebody tries to implement mindfulness.

3.4.1.1. Appropriateness for national ECE curriculum

According to several pre-service teachers (n=3), the ECE curriculum applied in Turkey may not be suitable. While it provides a flexible framework for teachers, the participants emphasized they were unaware of the application of mindfulness in any program related to teacher training or delivery of the national ECE curriculum.

3.4.1.2. Permission from school administrators

Participants (n=2) mentioned that in order to implement mindfulness practices in class, they would need to obtain permission from school administrators. Even if the early childhood education curriculum was determined by the Ministry of National Education, administrators are the control mechanisms of teachers' practices whether they are in line with daily, and monthly activity plans or not. For this reason, the participants came to this conclusion that teachers might find it difficult to integrate mindfulness with the rigid implementation of pre-planned activities.

3.4.2. Teachers' efficacy

All of the pre-service teachers in the study criticize teachers' efficacy (n=21). They mentioned that mindfulness can be used but the most important point is teachers' knowledge, implementation, and internalization of mindfulness. They added that teachers cannot teach something if they do not have any information about it or any experience of it. Even if teachers gain knowledge about mindfulness and its implementation, they should also internalize it within their own lives before applying it with children.

3.4.2.1. Knowledge of mindfulness and its implementation

Most (n=18) of the participants emphasized the importance of having knowledge about mindfulness and its implementation before they use it with their children. They mentioned that even if individuals have enough information about something, they might need additional assistance to apply it because early childhood teachers touch children's lives and they need to do so with care. Teachers can enhance their knowledge with courses, education, seminars or social media, but they also need to have some implementation knowledge.

3.4.2.2. Internalizing mindfulness

Three of the participants mentioned that they wanted to use mindfulness but teachers should internalize it and apply it in their own lives before they do so with children. According to these participants, teachers are role models for children and children focus on all the behaviors of their teachers. In this way, teachers can transmit their behaviors or thoughts to children unconsciously. Therefore, teachers need to apply mindfulness to their life and then they can practice it in the classroom.

4. DISCUSSION AND CONCLUSION

Participants expressed views on mindfulness such as it requires a non-judgmental attitude. This finding echoes previous definitions such as those of Kabat- Zinn (1990) who defined mindfulness as "paying attention to the present moment non-judgmentally" or Davis and Hayes (2011) who defined mindfulness as "a moment-to- moment awareness of one's experience without judgement". Some participants may not have understood what these definitions seek to express or what being non-judgmental means in this context.

The participants thought that mindfulness can be practiced in early childhood settings, school, and home environments. A few studies have found that mindfulness practices can be applicable and integrated into early childhood classroom settings successfully and with positive effects on children (Devcich, Rix, Bernay, & Graham, 2017). Similar to the literature, the participants in the current study thought that mindfulness would positively impact 3-6-year-old children's social-emotional development, well-being and various skills such as self-regulation or gaining pro-social behavior (Flook, Goldberg, Pinger, & Davidson, 2015). It is known that children can be aware of their emotions with the help of mindfulness and they can also realize, understand and describe these emotions (Davis & Hayes, 2011; Kabat-Zinn, 1990; Saltzman & Goldin, 2008; Whitehead, 2011).

Participants also emphasized the importance of mindfulness on cognitive development. Their views mirror those of previous studies that have examined the effect of mindfulness on cognitive development. Mindfulness provides better academic skills by enhancing executive functioning, remembering, information processing (Lu, Huang, & Rios, 2017), capacities in attention (Corcoran, Farb, Anderson, & Segal, 2010), information processing speed (Moore & Malinowski, 2009), focusing on one task, and by decreasing the effort required to complete a task (Lutz et al., 2009). In terms of effects on social-emotional development, the views of participants are consistent with the findings of previous studies. Participants asserted that mindfulness can affect teachers in terms of personal and professional benefits. In accordance with the present findings, previous studies have demonstrated that in daily life and work life, mindfulness improves the way we cope with stressful situations and problems (Treadway & Lazar, 2009). This affects the classroom environment. Teachers can create a calm classroom climate and prepare activities that accord to the needs and interests of children (Mazza- Davies, 2015). Elsewhere, Jennings (2014) found that teachers' social and emotional competencies can be enhanced with mindfulness and an emotionally supportive classroom can be created with these competencies. Thus, teachers with high social and emotional competence can manage their classrooms better.

In the current study, pre-service teachers' views about the effects of mindfulness on parents were divided into two categories: personal and professional benefits and relationship in the family. They accord with earlier studies, which showed that parents can easily cope with daily life or work-life problems due to the fact that mindfulness practice helps to reduce parental stress (Bogels & Restifo, 2014; Whitehead, 2011). It was also shown that parents can manage their time at work and home with the help of mindfulness because it develops parents' self-regulation skills (Treadway & Lazar, 2009). In terms of the effects on relationships in the family, participant views relating to the benefits of mindfulness to relationships in the family mirror those of previous studies that have examined the effects of mindfulness on parents. According to Whitehead (2011), and Treadway and Lazar (2009), children's interests, needs, ideas, feelings or potentials can be realized by parents with the help of mindfulness because they learn to be aware of these issues by focusing on their children from a wide-angle.

All of the pre-service teachers mentioned that mindfulness can be seen as a new and effective technique in early childhood education and they were likely to use it in their teaching in the future. However, they had some concerns about implementation which may be explained by these pre-service teachers feeling that they would not be free to apply such concepts in their classrooms. They also queried the efficacy of existing teachers who probably have little to no knowledge of mindfulness. This finding parallels previous recommendations by Hooker and Fodor (2008) that before teachers start to teach mindfulness to children, they need to learn what mindfulness is, where it comes from and what benefits it can bring. Our participants also emphasized the importance of teachers gaining knowledge on mindfulness implementation. This concern is consistent with other studies which concluded that teachers should learn how to teach mindfulness to young children (Albrecht et al., 2012; Meiklejohn et al., 2012). Participants also mentioned that teachers need to use appropriate language for the children's developmental stage and apply appropriate activities. They felt that internalizing mindfulness in teachers' own lives before applying it with children is important because they are being role models for children in their classrooms and for this reason they should realize the benefits of mindfulness in their own lives. These sentiments accord with earlier findings, which showed that teachers' personal practice and experience make mindfulness more useful because they can appreciate the differences in their well- being before and after mindfulness (Whitehead, 2011).

To conclude, participants generally thought that mindfulness practices can be utilized in education because the concept of mindfulness is effective for experiences of teachable moments. In addition, they felt that if mindfulness can be applied in education, there would be various benefits of it on children, teachers, and parents. According to participants' views, mindfulness positively affects children's future lives, their cognitive and social-emotional development. Teachers and parents would also benefit personally and professionally, and their family relations would enhance. Apart from the effects of mindfulness, participants were also asked about their future preference related with the practice of mindfulness. All of the participants in the study indicated that they would like to practice mindfulness in the classroom. However, many had hesitations which were related to implementation and teachers' efficacy.

The current study has some limitations which are mainly associated with its participants. The first limitation is the homogeneity of the participants in terms of gender. No male senior students could be reached by the researchers for interviews. If there were some male participants, the views of both genders could be presented equally. Another limitation is that only the views of pre-service teachers were collected. In-service early childhood teachers could enrich the findings because they are more experienced and more knowledgeable than pre-service teachers. In addition, they could contribute to the current study by explaining their experiences in the classroom rather than relying solely on theoretical knowledge. Another limitation is the sample size of the study (N=21) and the place where the data was gathered. A more representative sampling of trainee teachers from a wider range of institutions would have enhanced the quality of the data collected. For these reasons the current findings cannot be generalized or assumed relevant across Turkey.

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Appendix A

Examples of Interview Questions

Main Issues	Example Questions
Demographic Information	Which university are you enrolled at? How old are you? How many times have you undertaken teaching practice?
Views about Mindfulness	Have you ever attended any course, seminar or training about mindfulness? Have you ever heard the concept of mindfulness? What does mindfulness evoke for you?
Views about Practice of Mindfulness	How can mindfulness be practiced in early childhood education both in the classroom and at home? What can be the effects of the practice of mindfulness in early childhood education on teachers? Would you like to practice mindfulness in your future teaching practice?

Review Article

Policy Evaluation of Child-Friendly Schools in Depok City; Indonesia *

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Abstract

This study aims to look at how to evaluate child-friendly school policies in the city of Depok, Indonesia. This study used qualitative evaluation research methods. Data analysis techniques using observation, interviews, and documentation. This study looks at the antecedents, transactions, and outcomes of child-friendly schools in the city of Depok, Indonesia. The respondents in this study were the Depok City Education Office, school principals, and community leaders. Thus the child-friendly school in Depok City has been realized culturally and naturally, not the result of program intervention.

Keywords: Policy evaluation, child friendly school, depok city

1. INTRODUCTION

The main function of education is to develop capabilities and shape the character and civilization of a dignified nation in the context of intellectual life of the nation. The main goal of education is to develop the potential of students to become human beings who believe in and be devoted to God Almighty, have good character, be healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Getting educational services is a basic right of every Indonesian citizen. Therefore, every Indonesian citizen has the right to receive education in accordance with their interests and talents regardless of social status, economic status, ethnicity, ethnicity, religion, and gender (Rifa'i, 2019).

Schools as education implementation units are required to carry out quality education and have quality assurance, which is maintained by the internal quality assurance of schools and external quality control by the School / Madrasah Accreditation Board. In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 59 of 2012 concerning the National Accreditation Body, article 2, emphasizes that accreditation is carried out by the government which is directly given authority to BAN-S / M for schools and madrasas, BAN-PT for universities, and BAN - PNF for informal and informal. The micro education process is carried out in schools. According to Engkoswara (2002) schools are educational institutions that are held in a very organized time, very rich and systematic programs, carried out by professional education staff in their fields and equipped with adequate facilities. According to Uhar (2010), the school is an organized educational institution with a clear system and the role diffraction with various facilities provided for its activities. The complexity of relationships in schools raises the culture and climate of the school. Wayne (2014) calls it concretely the culture and climate of the school in the form, ceremony, character of one school with another school, communication system, its own uniqueness at school.

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Furthermore, the Indonesian Child Protection Commission (KPAI) inventory the types of violence, namely: (1) twisting; (2) pinching; (3) kicking; (4) hitting with the hands; (5) hitting with objects; (6) punishes until fainting ill; (7) injuring with dangerous objects; (8) other physical violence; (9) comparing with other siblings/children; (10) shouting loudly and harshly; (11) insults in the presence of friends; (12) mentions “stupid”, “lazy”, “naughty”; (13) labeled bad/evil; and (14) other psychological violence. Data (International Centre Waterspout Research (ICWR), 2015) m states that 84% of students claimed to have experienced violence at school and 75% of students also claimed to have committed violence at school. Some students claimed that the perpetrators of violence in schools were teachers and school officials. (UNICEF, 2015) mentions 40% of students aged 13-15 claim to experience physical violence from peers. In addition, UNICEF also said that 50% of students reported experiencing bullying at school.

Schools as an educational institution, require good governance by applying standards outlined by the government, in various regulations. (Epstein, 2010) outlines some areas that schools must work on by applying educational management principles, including: students, education staff, curriculum, facilities and infrastructure, finance, partners and special guidance. The arable sector is managed by the stages of planning, organizing, staffing, coaching, coordinating, communicating, motivating, budgeting, controlling, controlling, evaluating, and reporting systematically to achieve quality educational goals.

Good management and quality-oriented become the vision of school management. School managers are determined and try their best to provide the best for students, parents of students, and partner institutions. Learners and their parents in education management are school customers who must be wholeheartedly served (Emery, Kramer, & Tian, 2001). Students certainly get a pleasant educational service. The administration of education services carried out is adjusted to the standard standards that have been set as quality assurance at the school level. According to (Douglas, Douglas, & Barnes, 2006) satisfaction and standard standards in schools required a quality assurance system, especially to measure the level of achievement of standards. Bradshaw (2015) outlined effective school interventions against bullying, including taking a holistic approach, developing social and emotional competence, and learning the right way to respond to bullying behavior, providing support and professional development for teachers and ensuring systematic program implementation and evaluation.

Child-Friendly Schools (SRA) according to (Ni'am, 2016) are schools that consciously strive to guarantee and fulfill children's rights and protection in every aspect of life in a planned and responsible manner. The purpose of Child-Friendly Schools (SRA) is to create schools that can guarantee and fulfill the rights and protection of Indonesian children. The Child-Friendly School implemented in Zimbabwe emphasizes the quality of education and the child-based education system, as stated by (Mandiudza, 2013):

> *Child-friendly schools must be effective with children. They must promote good quality teaching and learning, provide good quality materials and resources, enhance teachers’ capacity, moral, commitment, status, income and promote quality learning outcomes. Educational leadership for CFS must monitor the processes. It should be a continuous process not a one shot operation if at all implementation is to succeed. Strengths and weaknesses must be identified and make proposals for action basing on what is considered to be of “quality”. The fundamental rationale and most critical reason for monitoring and evaluation is to enable implementing organizations (schools) to gauge progress and determine whether the model is working as expected. Innovations are often judged as failures when in fact they simply have not been properly implemented or given a chance to work.*

Every country needs to embrace this concept of quality which goes well beyond pedagogic excellence and purely academic performance outcomes. The focus should be on the needs of the child as a whole not just academic performance dimension that educators have concentrated on. People must dwell on a multi-dimensional coverage of quality and a holistic concern for the child's needs.

The Depok City Education Agency has issued Decree Number 421/98/Disdik/2016 concerning the Depok City Child-Friendly School as the organizer of the 2016/2017 Child-Friendly School education. And in the 2017/2018 Academic Year, the Depok City Education Office established 80 (eighty) elementary schools that received the title of Child-Friendly School (SRA), by issuing Decree Number: 421/007-Disdik / 2018 concerning the Establishment of Child-Friendly Schools City of Depok As Educational Provider for Child-Friendly Schools 2017/2018 Academic Year. (Decree of the Head of Depok City Service Number 421/007-Disdik/2018 Regarding the Establishment of the Depok City Child-Friendly School as the Provider of Child-Friendly School Education for the 2017/2018 Academic Year).

1.1. Theoritical Framework

1.1.1 Policy evaluation

The evaluation would be an investment to improve an ongoing program. evaluation is the systematic assessment of the worth or merit of some object (Stufflebeam, 2000). Systematic assessment of the advantages and disadvantages of an object. The essence of evaluation is photographing the advantages and disadvantages of an object. The object in question is a unit that is used as a program, as a product policy. The policies mean various, policies project programs of goals, volumes, practices (G.Titler, et al., 2001). Policy is an action that leads to the goals proposed by a person, group or government in a particular environment in connection with certain obstacles while looking for opportunities to achieve the desired goals (Matland, 1995).

The program plays a role in two functions, namely (1) it can internally change *inputs* into *outputs*; (2) externally a program can *survive* if it interacts continuously with its environment. The program is not only defined as a set of activities but by Fitzpatrick, interpreted as (1) a set of plans arranged systematically, (2) using resources, (3) achieving a final goal *(goals)*, (4) based on needs, (5) has specificity, (6) in a specific context, (7) has documented results as *outputs*, *outcomes*, and *impacts* (8) has a credible follow-up system (Chen, 2005).

1.1.2. Policy Evaluation Model

An alternative view based on a phenomenological paradigm displays many evaluation models. Of the many evaluation models put forward, tests and measurements no longer occupy a decisive position. Its use is only for certain purposes, no longer a necessity, like when the first model is displayed. Tests and measurements are no longer a parameter of the quality of an evaluation study conducted. Another interesting development in this evaluation model is the existence of an effort to be eclectic in the use of both positivism and phenomenology, which Patton calls the paradigm of choice (Alexander, 2006). The evaluation model was developed to help teachers and evaluators conduct a comprehensive evaluation. Understanding of the evaluation model, is very helpful for teachers and educational evaluators, so that evaluations can be done comprehensively, both regarding input, process, output, and outcomes (Chinta, Kebritchi, & Ellias, 2016). The evaluation model that the researchers chose to evaluate government policy regarding the implementation of the Child-Friendly School (SRA) in the city of Depok is the Countenance Evaluation model or Client-Centered Evaluation Approach. This evaluation model was developed by Robert E. Stake. (Stake, 2014) said that Responsive Evaluation is a general perspective in the search for quality and the representation of quality in a program. Responsive evaluation is a general perspective in looking for quality and quality representation in a program. A responsive evaluation package produces justification, qualifies a policy package, and represents policy in general.

2. METHOD

This study uses a qualitative evaluation method. Research location in Depok City, West Java Province. Data collection techniques use observation, interviews and documentation.

3. FINDINGS

3.1. Antecedent

Evaluation phase *Antecedents* indicate the early stages of the required conditions to implement the Child-Friendly School based on *congruence* empirical data aspect evaluated with predetermined criteria and objectives to be achieved. The initial stage of the environment (input) in the implementation of the Child-Friendly School program in Depok for child-friendly cities is an indicator to determine whether a city is awarded a city worthy of being child-friendly or not. The Office of Education and the Office for the Protection of Children Community and Family Empowerment have an important role in the success of the Child-Friendly School program.

Field observations show that (1) the legal basis of the Child-Friendly School program in Depok City has a strong legal basis, in which the national regulation Law Number 35 of 2014 which amended Law Number 23 of 2002 concerning Child Protection is based and made the basis refer to the Decree of the Depok City Education Office and the Office of Child Protection and Community and Family Empowerment in making policies on Child-Friendly Schools in Depok City. Joint Decree of the Office of Education and the Office of Child Protection for Community and Family Empowerment Regarding the appointment of a pilot *project* Child-Friendly School is strictly guided by the School Superintendent and the Principal appointed. The joint decree was changed every year starting from 2015 until this research was written in 2019. Evaluation findings found in the field are as follows:

Table 1. Findings for basic aspects of policy and normative philosophy

Unit Analysis	Evaluation Aspects	Indicator	Criteria	Findings
Antecedent	Basic Policy; philosophical normative	• UU No. 35 of 2014	Reference / Action	UU no. 35 of 2014 concerning Child protection is used as a guideline in drafting regulations in the City of Depok, in terms of the preparation of Child-Friendly Cities and the derivation of Child-Friendly Schools.
		• PPPA Regulation N0. 8 of2014	Reference / Action	PPPA Regulation No. 8 of 2014 concerning Child-Friendly Schools is used as a reference and guide in developing and developing Child-Friendly Schools programs and the establishment of Child-Friendly Schools pilot projects
		• Decree of the Depok City Education Agency	Reference / Action	Periodic monitoring and evaluation is used as a reference in the appointment and designation of Child-Friendly Schools in the City of Depok
		• Decree of the Depok City PAPMK Office...	Reference / Action	The PAPMK Office collaborates with the Education office in the fostering, mentoring, evaluation of the appointment and designation of Child-Friendly Schools in the City of Depok..

Based on the results of interviews with the Depok City Education Office, Depok City Education Office has learned that Law number 23 of 2014 concerning Child Protection, guides and refers it in making policies on Child-Friendly Schools. Likewise, the Minister of Women's Empowerment and Child Protection Regulation number 8 of 2014 concerning Child-Friendly Schools was made by the Department of Education in making a Joint Decree with the Office for the Protection of Children and Community Empowerment (DPAPMK) regarding the appointment and designation of Child-Friendly Schools in the City of Depok.

Field observations show that Law Number 35 of 2014 and Minister of Women Empowerment and Child Protection Regulation Number 8 of 2014 concerning Child-Friendly Schools have been made an explicit legal basis in the issuance of Joint Decree of the Education Office and the Child Protection Office for Community and Family Empowerment (DPAPMK) in the city of Depok in the appointment and stipulation of Child-Friendly Schools in the City of Depok. This Joint Decree has also become a reference for schools in declaring themselves to be Child-Friendly Schools for students' parents and local communities in the school environment.

3.2. Transaction

Transaction evaluation stages indicate the stages of the conditioning process carried out in the implementation of Child-Friendly Schools based on the congruence of empirical data aspects that are evaluated with predetermined criteria and objectives to be achieved. The Declaration made a public announcement to the public about child-friendly schools and emphasized the importance of the program being implemented, the declaration was carried out at the City, Cluster, and Education Unit levels.

In the Child-Friendly School program the aspect of which is the declaration of a child-friendly school and which is an indicator of evaluation (1) the declaration of a child-friendly school for the City of Depok level, researchers measure it with an observation sheet related to whether or never; (2) the declaration of a child-friendly school for cluster level, the researcher measures it with an observation sheet related to whether or not it has been; (3) the declaration of child-friendly schools for the level of education units, researchers measure it with observation sheets related to ever or never.

Empirical data in the field that researchers encountered are as follows:

Table 2. Declaration of child friendly schools

Unit Analysis	Evaluation Aspects	Indicator	Criteria	Findings
Transaction	Declaration of Child Friendly Schools	• Depok City Declaration	• Ever • Never	Of the 31 (thirty-one) schools that were made respondents consisting of the Depok City Public Elementary School which was made a pilot project for Child-Friendly Schools in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, gave an answer that never = 67.74%; and never = 32.25% and error = 0% with a score of 67.74 (68), thus the education unit, in general, has followed the declaration at the Depok city level.
		• Cluster Declaration	• Ever • Neve r	Of the 31 (thirty-one) schools that were made respondents consisting of the Depok City Public Elementary School which was used as a Child-Friendly School pilot project in Limo Subdistrict, Pancoran Mas, Cimanggis Subdistrict, Sukmajaya Subdistrict, gave an answer ever = 51.61%; and never = 48.38% and error = 0% with a score composition of 29.03 (29) thus the education unit, in general, has followed the declaration at the cluster level.
		• School Declaration	• Ever • Never	Of the 31 (thirty-one) schools that were made respondents consisting of the Depok City Public Elementary School which was used as a Child-Friendly School pilot project in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, gave an answer that never = 54.83%; and never = 41.93% and error = 3.22% with a score composition of 54.83 (55) so that more than half of the education units have implemented the declaration of child-friendly schools.

From the interviews of researchers with the Depok City Education Agency, Depok City Community and Family Empowerment Child Protection Agency, Supervisors, School Principals, Teachers, Child-Friendly School Implementing Personnel in the education unit, information that researchers found that the Education Office and the Child Empowerment Child Protection Office and Families have participated in the implementation of the Declaration of Child-Friendly Schools at Depok City level and also at the cluster level in each school. Besides at the city and cluster level, the school also organizes declarations at the education unit level, inviting all parents/guardians of students and the community in the school environment.

3.3. Outcomes

The stages of outcome evaluation indicate the stage of results seen in the education unit after conditioning carried out in the implementation of Child-Friendly Schools, based on the congruence of empirical data aspects that are evaluated with predetermined criteria and objectives to be achieved.

The Child-Friendly School Program which is an aspect of assessment is a child-oriented school activity, this is an indicator of (a) child-oriented flag ceremony activities, evaluated with instrument sheets, the evaluation criteria given include very friendly, quite friendly, less friendly and not friendly; (b) child-oriented sports activities, evaluated with an instrument sheet, the evaluation criteria given include very friendly, quite friendly, less friendly and not friendly; (c) child-oriented scout activities, evaluated with an instrument sheet, the evaluation criteria given include very friendly, quite friendly, less friendly and unfriendly; (d) child-oriented performing arts activities, evaluated with an instrument sheet, the evaluation criteria given include very friendly, quite friendly, less friendly and unfriendly; (e) child-oriented marching activities, evaluated with instruments, the evaluation criteria given include very friendly, quite friendly, less friendly and unfriendly; (f) child-oriented religious activities, evaluated with an instrument sheet, the evaluation criteria given include very friendly, quite friendly, less friendly and not friendly; (g) child-oriented out of school activities, evaluated with an instrument sheet, the evaluation criteria given include very friendly, quite friendly, less friendly and unfriendly. The field findings found by researchers are as follows:

Table 3. Child-oriented school activities in child friendly schools in depok

Unit Analysis	Evaluation Aspects	Indicator	Criteria	Findings
Outcome	Activities which berorietasi children in Child Friendly Schools	• Flag ceremony	• Very child oriented • Quite child oriented • Less child oriented • Not child oriented	Of the 31 (thirty-one) schools that were respondents consisting of the Depok City Public Elementary School which was turned into a Child-Friendly School pilot project in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, giving very child-oriented answers = 70.2%; quite child-oriented = 29.8%; less child-oriented = 0.55%; and not child-oriented = 0% with a score of 86.42 (86) score thus it can be seen that the child-friendly school in Depok City is very child-oriented in holding flag ceremony activities.
		• Sport	• Very child oriented • Quite child oriented • Less child oriented • Not child oriented	Of the 31 (thirty one) schools that were respondents consisting of the Depok City Public Elementary School which was used as a Child Friendly School pilot project in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, giving very child-oriented answers = 56.4%; quite child-oriented = 39.2%; less child oriented = 4.97%; and not child-oriented = 0% with a score of 86.88 (87) score thus it can be seen that the child-friendly school in Depok City is very child-oriented in organizing sports activities.
		• Scout	• Very child	Of the 31 (thirty one) schools that were respondents consisting of the Depok City Public Elementary School which was made a pilot

	oriented • Quite child oriented • Less child oriented • Not child oriented	project for Child Friendly Schools in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, giving very child-oriented answers = 50.8%; quite child-oriented = 48.1%; less child oriented = 1.1%; and not child-oriented = 0% with a score of composition 83.46 (83) thus it appears that the child-friendly school in Depok City has been very child-oriented in organizing scout activities.
• Performing art Festival	• Very child oriented • Quite child oriented • Less child oriented • Not child oriented	Of the 31 (thirty-one) schools that were respondents consisting of the Depok City Public Elementary School which was made a pilot project for Child-Friendly Schools in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, giving very child-oriented answers = 41.4%; quite child-oriented = 53.6%; less child-oriented = 5.52%; and not child-oriented = 0% with score composition 83.46 (83) thus it can be seen that the child-friendly school in Depok City is very child-oriented in organizing arts performance activities.
• Line of march	• Very child oriented • Quite child oriented • Less child oriented • Not child oriented	Of the 31 (thirty-one) schools that were respondents consisting of the Depok City Public Elementary School which was turned into a Child-Friendly School pilot project in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, giving very child-oriented answers = 35.9%; quite child-oriented = 51.9%; less child-oriented = 11.6%; and not child-oriented = 0.55% with a score of 80.19 (80) composites thus it can be seen that the child-friendly school in Depok City has been very child-oriented in conducting marching activities.
• Religious	• Very child oriented • Quite child oriented • Less child oriented • Not child oriented	Of the 31 (thirty-one) schools that were respondents consisting of the Depok City Public Elementary School which was turned into a Child-Friendly School pilot project in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, giving very child-oriented answers = 56.9%; fairly child-oriented = 41.4%; less child-oriented = 1.66%; and not child-oriented = 0.55% with a score of 88.11 (88), thus it can be seen that the child-friendly school in Depok City is very child-oriented in organizing religious activities.
• Out of school	• Very child oriented • Quite child oriented • Less child oriented • Not child oriented	Of the 31 (thirty-one) schools that were respondents consisting of the Depok City Public Elementary School which was turned into a Child-Friendly School pilot project in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, giving very child-oriented answers = 27.6%; fairly child-oriented = 65.7%; less child-oriented = 6.63%; and not child-oriented = 0.55% with a score of 79.50 composites (80) thus it appears that the child-friendly school in Depok City is very child-oriented in carrying out activities outside of school.

The results of interviews with the Depok City Education Office, Child and Family Empowerment Child Protection Office, School Inspectors, School Principals, Teachers, School-Friendly Guides and School Organizers, School Committee Managers, all informants stated that the activities carried out by the school were in the form of flag ceremonies, sports, scouting, performing arts, marching lines, religion and activities outside of school, are all carried out by the children. Indicators of these activities can be held by the school if it does not conflict with children, children are a priority in organizing activities.

The researchers' evaluation related to 0utcame on aspects of school services in children who did not perform the observation was done by observation and measuring through a questioner related to indicators of school treatment of children, school services to children and school policies regarding public services and personal services to children, this aspect was found in quantitative data forms as much as 98.17 (ninety-eight point seventeen), with very good category. From the qualitative data that researchers obtained through interviews with principals, teachers and parents, in general informants stated that the services provided by schools to children were very good, did not treat children's differences either in social status, religion, gender, and social functions. Schools have treated children fairly and wisely. The parents of the students asked about this matter said that the school was very friendly to children, there was no difference in treatment between one child and another child, there was no difference in the treatment between official children and ordinary children in the school said miss Marni guardian student of SD Negeri Tugu 10 Cimanggis Depok.

In terms of child-friendliness, the school guarantees that there is no zero violence. Researchers do this by observing and measuring it through a questionnaire related to indicators of the relationship between school principals, principals, heads of business with children, teacher and student relationships, school staff and student relationships, and student relations with students, this aspect was found in the form of quantitative data of 91.16 (ninety-one point sixteen), with very good categories. From the qualitative data that researchers obtained through interviews with principals, teachers, and parents, in general informants stated that the relationship between various parties with children was very good, there had been no acts of violence against children. Schools have treated child-friendly services and interactions, since morning leaders and teachers greet children kindly at the front gate of the school, accustom children to literacy and polite language, politely no bullying, teasing, jokes that lead to acts of violence.

Aspects of activities that are oriented towards children, researchers do with observations and measure them through a questioner related to sports indicators, scouts, performing arts, marching lines, similarity and activities outside school, this aspect is found in the form of quantitative data of 84.09 (eighty four-point) zero nine), in either category. From the qualitative data that researchers obtained through interviews with principals, teachers, and parents, in general, the informant stated that the activities carried out by the school were oriented towards the interests of children. There are no activities based on the interests of teachers and education personnel. Everything is designed in accordance with the interests of children.

4. DISCUSSION AND CONCLUSION

4.1. Antecedents

Before the program is implemented: what conditions/events exist before the program implementation? Will this condition/event affect the program? In this phase, it is divided into two parts: (1) description, including: (a) intents, what goals have been set, what are the desired effects and (b) observation, namely data relating to reality and events that occur in the phase this description/description of the real conditions; (2) Judgment of; (a) standard that is the criteria used as a basis for comparison; and (b) judgment, which is the process of comparing intense, observational with standards.

The phase *antecedent* evaluation of the implementation of the Child-Friendly School policy in the City of Depok all aspects evaluated in this unit of analysis has not met the standards outlined, which is very good with *scoring* ranging from 86-100 (eighty-six to one hundred), in the findings, the data obtained with actually in the field (*observation*) ranged from 63.38 (sixty-three point thirty-eight) to 79.91 (seventy-nine point ninety-one) with the average in-unit *antecedent analysis* this 64,077 (sixty-four point zero seven-seven) with fewer categories. The organizers, in this case, the Depok City Education Office and the Depok City Community and Family Empowerment Protection Agency (PAPMK) have not been optimal in building the foundation of the Child-Friendly School policy in Depok City. Program development that is still not optimal includes; philosophical strengthening, regulative programs, program strategy planning, strengthening and fostering Human Resources for organizing and implementing programs and program budgeting.

4.2. Transaction

Implementation of the program being carried out? Is the program being implemented by the program plan? This phase is divided into two parts, namely: (1) description includes (a) the intended actions to be taken; and (b) observation, which is the behavior of program organizers and program implementers in implementing the program; (2) judgment, consisting; (a) standard criteria used as a basis for comparison; and (b) judgment, which is the process of comparing intense, observation with standards.

Transaction evaluation phase of the implementation of the Child-Friendly School policy in the City of Depok all aspects evaluated in this unit of analysis do not meet the standards outlined, which is very good with scoring ranging from 86-100 (eighty-six to one hundred), in the findings, the data obtained by actually in the field (observation) ranges from 16.12 (sixteen points ninety-one) to 79.23 (seventy-nine point twenty-three) with an average in this unit analysis transaction of 62.36 (sixty two-point thirty-six) with fewer categories. The organizers, in this case, the Depok City Education Office and the Depok City Community and Family Empowerment Child Protection Office (PAPMK), are less prepared conceptually, procedurally and in the infrastructure of the School by the Child-Friendly School policy standards in Depok City.

4.3 Outcomes

Knowing the consequences of implementation is the end of the program. Is the program implemented as expected? Have principals, teachers, and education personnel exhibited higher levels of behavior compared to when they were before the program was implemented? This phase is divided into two parts, namely: (1) description includes (a) the intended actions to be taken; and (b) observation, which is the behavior of program organizers and program implementers in implementing the program; (2) judgment, consisting; (a) standard criteria used as a basis for comparison; and (b) judgment, which is the process of comparing intense, observation with standards.

The outcome phase of evaluating the implementation of the Child-Friendly School policy in Depok City in general aspects that were evaluated in the unit analysis have almost all reached the standard outlined, which is very good with scoring ranging from 86-100 (eighty-six to one hundred). actually obtained in the field (observation) ranged from 84.09 (eighty-four point zero nine) to 96.17 (ninety-seven point seventeen) with an average in this unit analysis of outcomes of 90.48 (ninety point forty-eight) in the very good category.

The culture or culture of the child-friendly education community in the city of Depok has been created naturally. The equality of service and treatment of children has been created very well with scoring 96.17 (ninety-six point seventeen), nonviolent actions have been embedded into high value, scoring 91.16 (ninety one point sixteen), and the relationship between parties at school, leaders with children, teachers with children, school officials with children running with harmonies there is absolutely no violence in it, scoring 84.09 (eighty-four point zero nine). Thus the child-friendly school in Depok City has been realized culturally and naturally, not the result of program intervention.

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Review Article

Curriculum and Learning Policy in Sustainable Completed Class System in Gowa Regency, South Sulawesi*

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Abstract

This study aims to describe the curriculum and learning of Sustainable Completed Classroom System Policy (SKTB) in Gowa Regency, South Sulawesi. This research used a qualitative approach that emphasis on a detailed and in depth study, seeking data collection, search and discovery of meaning. Emphasizing more on the process than on the results and using the logic of thinking inductively, the reason is that the approach can be used to understand the symptoms as a whole, deeply, and what they are and in accordance with the thinking of the people in them. Data collection techniques include interview, observation and documentation. Data analysis using analysis techniques from Miles and Huberman includes data reduction, data presentation, and drawing conclusions. The results showed that Sustainable Completed Class System in the implementation approach curriculum KTSP and Curriculum 2013, through a planning process syllabus, lesson plans, learning, assessment and follow up required school environment. In the implementation of instructional learning adapted to the context. Implementation of this policy develops a curriculum that is at the level of junior high school, the burden of learning with SKS. Thus the SKS learning burden for junior high schools can be determined that each learning load is in semester credit units, one credit load includes one hour face-to-face learning, one hour structured assignment and one hour of independent or unstructured activities. Learning load that must be taken by students is at least 102 credits and a maximum of 114 credits during the six semester learning period.

Keywords: Curriculum and learning, sustainable completed class system, policy

1. INTRODUCTION

Education is one of the efforts to build and improve the quality of human resources towards the modern era 4.0 which is full of challenges. Therefore, improving the quality of education services must receive more serious attention in an era of increasingly fierce competition. For this reason, it is only natural that policy issues relating to improving the quality of education services in Indonesia become a major concern by both the central and regional governments. This is in line with Riant Nugroho's statement that a country's superiority is determined by the country's ability to develop superior public policy (Nugroho, 2008).

Based on these principles, it can be interpreted that the responsibility for organizing up to the quality control of education is not solely resting with the government, but rather being a joint responsibility between the central, regional and community governments, even the contextual implementation of education rests on the commitment and policies of the local government and the active role of the community. In principle, it can be interpreted that the responsibility for organizing up to quality control of education does not rest solely with the government but rather becomes a shared responsibility between the central, regional and community governments, even the contextual implementation of education rests on the commitment and policies of the local government and the active role of the community.

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Decentralization and regional autonomy encourage regions to create and innovate in managing available resources optimally, including management of educational resources (Muchlis, 2011). The implementation of the autonomy of education management is not without gaps. From the initial intention to provide access to quality educational equity, the implementation of educational autonomy is not impossible, it will actually sharpen the inequality of access and quality of education. According to Sajid Ali in a research journal that state authority in the capacity to carry out educational policies has followed the process and pressure of globalization. Educational policy in Pakistan as a national authority in education policy making in the context of global demands. The policy issued by the Ministry of Education of this study seeks to expand through a 'soft' governance approach even though the material and financial constraints in which it operates require high costs (Ali, 2017). This is based on various social differences between regions in Indonesia which include human resources, government perceptions and commitments, the amount of the Regional Budget (APBD), the role of the community, to the potential of the region.

To realize equitable access to and quality of education services, the implementation of the autonomy of education management must be based on an education standardization policy as well as the certainty or guarantee of fulfillment of citizens' basic rights to education services. Education standardization is formulated through the National Education Standards (SNP) namely the minimum criteria of the education system in the entire jurisdiction of the Unitary Republic of Indonesia which includes the content standards, processes, competencies of graduates, educators and education personnel, facilities and infrastructure, management, financing, and education assessment .

The education rules were then translated into Minister of Education and Culture Regulation No.23 of 2013 concerning Minimum Service Standards for basic education in the Regency and City. SPM is determined by the Government and applies to all Provinces and District or City Governments. The Sustainable Completed Class System (SKTB) policy, in line with the application of SPM by regional governments which are part of the delivery of basic education services and the realization of the national education system. The regional government of Gowa Regency, South Sulawesi, is well aware that the education system, especially basic education is the foundation of all existing levels of education, the largest from cities to remote villages that should have power. Basic education is a force that can deliver children to further education levels and become a force to develop children into full human beings. The Sustainable Completed Class System (SKTB) policy emphasizes on comprehensive and complete education services for consumers, namely the community and students who prioritize students as subjects in learning, providing learning experiences that are able to develop the potential of learners to the fullest. Education should be able to provide contextual responses in accordance with the orientation of regional development, so it can be understood if the implementation of education needs to show the characteristics, aspirations and needs of the community, where the service transaction is carried out.

Benchmarking of educational services through formal education channels organized by the government of Gowa Regency, South Sulawesi, refers to the achievement of educational services that are in line with Minimum Service Standards (MSS) and National Education Standards (NES). The basic education MSS indicators are generally divided into two groups, namely basic education services by districts and cities consisting of 14 indicators, and basic education services by education units consisting of 13 indicators.

The Sustainable Completed Class System as a learning service process that develops the potential of students to master the competencies required by the curriculum completely, move up classes automatically, and complete studies on time or faster because they have more abilities and skills. Curriculum diversification holds the principle that learning activities that exist in curriculum diversification are basically designed so that the study material is able to provide knowledge, skills and behavior for students so that students have a solid insight about the state of the environment and community needs in accordance with norms, values, and the rules that apply in the region and at the same time support the continuity of regional development and national development.

In the context of curriculum diversification, it means the diversification / differentiation of the curriculum in each region but the corridor still refers to the national standard curriculum. Thus it can be interpreted that the intended curriculum variety is that the study materials / competencies, learning materials, learning approaches, and assessment approaches contained in the concept of the national curriculum can be elaborated, enriched, and added or modified and adjusted to the circumstances, characteristics and needs of the region , students or schools. Diversification of curriculum in the context of writing this article is how the national curriculum must be developed in more detail to suit the demands of regional needs. The contents of the curriculum should reflect what the region wants to achieve with the education it builds (Sutjipto, 2015).

Therefore, the potential of human resources, culture and existing social institutions also shape the values and at the same time become the goal of education in the region. Whereas in the context of the characteristics of learners can be seen from various aspects concerning such as the will or interest, talents and abilities, socio-economic background, and culture that is adopted. While the context of the education unit can be seen from the perspective of the resources owned, and the location. Thus it can be said that curriculum diversification is the activity of curriculum compilation in regions or schools by describing, enriching, deepening, adding to, extending, and modifying the national curriculum due to the diversity of regional characteristics. Based on the above review, curriculum diversification within the framework of educational decentralization in this article is the delegation of the government of rights, authority and obligations to autonomous regions in the education sector, which in this case focuses on developing a diversity of educational curricula with regional characteristics. The delegation in question, namely the granting of authority to the regional government, both provincial and district / city level, to take care of their own development and preparation of curriculum diversity that is adjusted to the circumstances, characteristics and needs but still refers to the national curriculum.

Discussion As the construct designed above that this scientific study will present the diversification of the curriculum, the discussion is limited to the specific curriculum diversification of formal education pathways for basic education and secondary education. Therefore, the discussion in the next sections refers to these dimensions. Therefore in this article, we will discuss how the process of curriculum diversification in the policy of the classroom system is complete and sustainable in Gowa Regency.

2. METHOD

This research was conducted in September 2018 until April 2019. The duration of the study was not based on the planned time, but based on the complete consideration of the data required. Thus the deadline for research is determined in the field. This is in accordance with the characteristics of qualitative research, which determines the length of the study is the completeness of the required data collected as long as the data is incomplete, so long as the research process takes place. This research was conducted in the scope of the Gowa Regency education office. Election of Gowa Regency with the consideration that Gowa Regency has implemented various policies in the field of education, one of which is the sustainable completed system (SKTB) and Gowa Regency will prepare to become an education district in South Sulawesi. This type of research is an evaluation research using a qualitative approach that emphasizes in detailed and in-depth studies, seeking data collection, search and discovery of meaning. Emphasizing more on the process than on the results and using the logic of thinking inductively, the reason is that this approach can be used to understand the symptoms as a whole, deeply, and what it is and in accordance with the thinking of the people in it (Miles & Huberman, 2013)

Researchers use a qualitative method approach because some of the characteristics of this study according to Bogdan and Bikien (Sugiyono, 2009) emphasize the natural environment, are descriptive, and put more emphasis on meaning. Meanwhile Erickson stated that the qualitative research method was carried out intensively, by carefully recording what happened, conducting a reflexive analysis of various documents in the field, and making a detailed research report / thick description. To get a broad and in-depth understanding of the focus and sub focus of research, researchers act as the main instrument in data collection, for that researchers have a flexible and adaptive role. The techniques used for data collection are participatory observation, interviews and documentation.

3. FINDINGS

Curriculum of all levels of school education at this time, is being developed to match the potential and needs of the region and maintain the relevance of national development guidelines. Curriculum development in a diversified corridor is in turn expected to produce a variety of simpler curriculum types, which have a value of relevance to the demands and needs and the real life of students, the community, regional developers, and the next level of education. The curriculum used in sustainable completion classes is the current curriculum. The curriculum consists of a national level curriculum that has been stipulated in Minister of National Education Regulation number 22 of 2006 concerning content standards and Minister of National Education Regulation number 23 of 2006 concerning the standard of competence of graduates. The content standard contains the standard structure of competencies, basic competencies and curriculum development principles which are further developed by the education unit into the education unit level curriculum (KTSP). The implementation of sustainable completion classes is the implementation of the SBC and the character education curriculum.

Based on the interview that curriculum SKTB policy essentially born as viewed from the function and goal oriented education quality and the quality level of education. So the local government namely education authorities formulates an educational program called SKTB which functions to provide optimal educational services to students through a strategy to complete all standard competency bills and basic competencies in each subject in a sustainable manner. Based on the results of interviews the researchers concluded that the curriculum can be established nationally but the curriculum is possible to be adjusted to the needs of the level of education units or students. With the authority of the local government to be able to develop curriculum in accordance with the needs and potentials of the region, therefore the Gowa Kabipaten government implements educational policies that are unfamiliar with class and allows students to complete their education faster.

Teaching material is a set of teaching material that is arranged systematically, showing a complete figure of the competencies that will be mastered by students in learning activities. Teaching material or teaching- material, consists of two words namely teaching or teaching and material or material. Teaching is defined as the process of creating and maintaining an effective learning environment. While material is material/ resources that can be used in teaching . In order to prepare subject matter used by teachers and students in the learning process, it must be arranged systematically. Understanding of teaching materials as all material arranged systematically, which presents a complete figure of the competencies that are controlled by students and used in the learning process with the aim of planning and studying the implementation of learning.

The learning load of each subject in the package system is expressed in units of learning hours. The burden of learning with the package system only gives one possibility, namely all students are required to use the same method to complete their learning activities. Unlike the package system, the burden of learning with SKS provides the possibility to use a more varied and flexible way according to the abilities, talents and interests of students. Teaching material in a sustainable and complete classroom system policy is a set of learning material that is arranged systematically, showing a complete figure of the competencies that students will master in learning activities.

In connection with that, the interview results are shown that, the aim of making teaching materials there are four main things to make teaching materials based on general guidelines for the selection and utilization of teaching materials, namely: Assisting students in learning teaching materials, Providing various types of teaching material choices so as to prevent the emergence of a sense bored with students, Facilitate students in carrying out learning so that learning activities become more interesting.

Based on the results of the interview the researchers argued that teaching materials have a very important position in learning. His position is as a representation of the teacher's explanation in front of the class. Teacher information, descriptions and information that must be presented are collected in teaching materials. Thus, the teacher will be able to reduce his activities to explain the lesson. In class, the teacher will have plenty of time to guide students. On the other hand, teaching material is domiciled as a means to achieve competency standards and basic competencies. Therefore, the preparation of teaching materials should be guided by Competency Standards (SK), Basic Competencies (KD), and Graduates Competency Standards (SKL). Preparing teaching materials that are not based on SK, KD, and SKL will not provide much benefit to students. Teaching material is also a form of education unit services to students. Services for students dealing with documented material with consistent information. Students who are quick to catch, will be able to optimize their abilities by learning teaching material. Conversely learners who are slow at catching power, will be able to learn the subject matter repeatedly. Thus, the optimization of teaching services to students can occur through the preparation of teaching materials. In order to help students achieve the content standards and competency standards of graduates, the implementation or learning process needs to be endeavored to be interactive, inspiring, enjoyable, and motivate students to participate actively, as well as provide sufficient opportunities for initiative, independence according to their talents, interests and development physical learners. To achieve the objectives and principles of learning, it is not uncommon to find students who need excessive challenges to optimize their potential. Therefore, to anticipate each education unit it is necessary to conduct enrichment learning activities.

In line with the above explanation, opinions informant interviews pen eliti with the statement that system is very good, because there is a strengthening of the process of learning including early detection, early clinical, remedial and enrichment. These four components that strengthen the implementation of a continuous and complete classroom system so that students avoid class stays or even drop out of school, because the teacher at all times provides assistance to every student who has a problem. Thus in the learning of the classroom system, the motivation and performance of the teacher is primary, when the motivation and desires of a teacher are weak it can hamper the achievement of the objectives of this policy, besides that parent or community support is also very important for the existence of this policy, so what the goals and desires of teachers and students in schools in accordance with the conditions at home and in the community. In line with the results of the informant interview that in the learning process can run well, one of the strategies that must be owned by educators is to master the form of teaching materials to make teaching materials in accordance with the needs of students and the expected objectives, it is necessary to pay attention to the elements which include: Instructions learning, competencies to be achieved, supporting information, exercises, work instructions or worksheets, and evaluation.

Based on the results of the research interviews, it was concluded that the application of learning in the sustainable completion system system is expected to be able to accommodate the diversity of potential learners, by identifying the type of material carried out so that the compiler of teaching materials is appropriate according to the types of material to be presented. The identification results are then mapped and organized according to the approach chosen. Mapping material is based on competency standards, basic competencies, learning objectives. Inside there are indicators of achievement that have been formulated when compiling the syllabus. When compiling the syllabus has been mapped well, then the learning process can make it easier for students to understand well. The curriculum is a learning system that is used to achieve goals, because the success or failure of the learning system is measured by the number of objectives achieved.

The development of educational curricula in each region is possible to do that the material is adjusted to the potential and characteristics of each region, and the needs of students have been mandated in Law Number 20 of 2003 regarding the National Education System as stipulated in Article 36, Paragraph (2) which reads the curriculum at all levels and types of education are developed with the principle of diversification in accordance with the education unit, regional potential, and students. This principle can be said that the learning activities that exist in the curriculum are basically designed so that the study material is able to provide knowledge, skills and behavior for students so that students have a good insight about the state of the environment and community needs in accordance with norms, values, and the rules that apply in the area that can support regional and national development.

Curriculum development in an area is something that needs to be considered for the progress of the region concerned. Therefore, a complete classroom system policy continues curriculum development to answer the challenges and dynamics of change in accordance with the development and needs of the community. The quality of education can be related to policies such as organization and learning, teacher management, planning and funding sources as well as the development of the education curriculum. The curriculum is all experiences and learning activities that are planned and organized in such a way for students to achieve their goals. (Lubis, 2001). One important component in education that is often overlooked is the curriculum. The curriculum has a strategic position because in general the curriculum is a description of the vision, mission and educational goals of a nation. This also positions the curriculum as the central content of values that will be transformed to students. The curriculum is part of a set of learning plans consisting of content and subject matter that are structured, programmed and well planned related to various activities and social interactions in the environment in organizing teaching and learning activities with the aim of achieving educational goals (Bahri, 2017).

The curriculum used in the sustainable completion class is the curriculum currently in force, namely the SBC and curriculum 13, then developed by schools and teachers in the form of syllabus, learning implementation plans in each class that are tailored to the characteristics and needs of students. The curriculum consists of a national level curriculum that has been established in the Minister of National Education Regulation number 22 of 2006 concerning content standards and Minister of National Education Regulation number 23 of 2006 concerning the standard of graduate competence. The content standard contains the structure of competency standards, basic competencies and curriculum development principles which are further developed by the education unit into the education unit level curriculum (KTSP). The implementation of continuous completion classes is the implementation of the SBC and the character education curriculum. The learning load of each subject in the package system is expressed in units of learning hours. The burden of learning with the package system only gives one possibility, namely all students are required to use the same method to complete their learning activities. The implication of this is that students who have abilities above the average will be forced to follow other students who have the ability and speed of learning standards. Such a learning system is considered to lack a democratic runag for the development of the potential of students which includes abilities, talents and interests.

Implementation of this policy develops a curriculum that is at the level of junior high school, the burden of learning with SKS. Thus the SKS learning load for junior high schools can be determined that each learning load is in semester credit units, one credit load includes one hour face-to-face learning, one hour structured assignment and one hour of independent or unstructured activities. Learning load that must be taken by students is at least 102 credits and a maximum of 114 credits during the six semester learning period. This system provides the possibility to use more varied and flexible ways according to the abilities, talents and interests of students. Therefore, the application of SKS is expected to accommodate the diversity of potential learners. Through SKS students are also possible to complete their education faster than the study period specified in each education unit. Semester credit units in the standard content are defined as a system of organizing educational programs where students determine their own load and subjects followed each semester in the education unit. This is in accordance with government regulation Number 19 of 2005 concerning national education standards in article 11 regulating that learning expenses for SMP/ MTs/ SMPLB, or other equivalent forms can be stated in semester credit units (SKS).

4. DISCUSSION and CONCLUSION

Sustainable completion classes system in their implementation use the curriculum approach KTSP and Curriculum 2013, through a syllabus planning process, lesson plans, learning processes, assessments and follow-up required by the school environment. In the implementation of teaching and learning tailored to the context in the environment for example: the agricultural environment, marine. The development of curriculum diversification in an area is something that needs to be considered for the progress of the region concerned. Diversification of curriculum developed in the region, especially to answer the challenges and dynamics of change in accordance with the development and needs of the community, is a policy that has been implemented to encourage diversity to develop continuously without denying the objectives of national education (Sutjipto, 2015).

Curriculum of all levels of school education at this time, is being developed to match the potential and needs of the region. The curriculum offered by the school or teacher in learning is in accordance with the students' environment, for example: the agricultural environment discusses much about agriculture, as well as coastal or marine areas and the industrial environment, this maintains the relevance of the world of work and national development guidelines. Curriculum development in a diversified corridor is in turn expected to produce a variety of simpler curriculum types, which have a value of relevance to the demands and needs and the real life of students, the community, regional developers, and the next level of education. In accordance with government policy regarding character education, the syllabus and RPP development process refers to the values of character education. Therefore the syllabus and lesson plans for continuous completion classes are syllabi and lesson plans that have been enriched with the values of character education.

The implementation of this policy develops curriculum at the junior secondary level, the burden of learning with SKS. Thus the SKS learning load for junior high schools can be determined that each learning load is in semester credit units, one credit load includes one hour face-to-face learning, one hour structured assignment and one hour of independent or unstructured activities. Learning load that must be taken by students is at least 102 credits and a maximum of 114 credits during the six semester learning period. Implementation of sustainable classroom learning, consisting of four stages of the process, namely: analysis of learning, preparing learning plans, class management, and assessment of learning completeness. In order to help students achieve content standards and standards of graduate competence, implementation or learning process, teachers need to design models in learning that are interactive, inspiring, enjoyable, and motivating students. Thus students can actively participate, as well as sufficient opportunities for initiative, independence in accordance with the talents, interests and physical development of students. To achieve the objectives and principles of learning, it is not uncommon to find students who need excessive challenges to optimize their potential. Therefore, to anticipate students who have problems in completing learning, each educational unit must organize enrichment learning activities.

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Research Article

Thinking Styles of New Mathematics Teachers and their Relation to Self-Esteem*

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Abstract

The teacher's self-esteem affects his point of view, his thinking style, and his attitudes towards education. It also generally influences the teacher's behavior during the lesson session, his relationship with students, his teaching style, and also his expectations of the students as well as the decisions that he makes in his teaching plans. It can also have a significant impact on his students in developing their thinking style, and in helping students to overcome their educational difficulties and their fear of the subject they are studying. This research aims to determine the contribution of self-esteem in forecasting thinking styles among new mathematics teachers. The significance of this study is to determine the contribution of self-esteem in forecasting thinking styles in order to draw the attention of educators and researchers when preparing teacher training programs including their syllabus and the teaching material, because it will affect their performance and their students in the future. The researcher used the quantitative method and Thinking Styles Inventory to check the contribution of self-esteem in forecasting the thinking styles of the new mathematics teachers. The researcher will also use the Self-esteem scale to check the contribution of self-esteem in forecasting the thinking styles of the new mathematics teachers. The study sample consisted of 169 participants (79 males, 90 female): new mathematics teachers in Israel. The results show that the correlation coefficients between the legislative thinking style and self-esteem were significant (1.4%). and show that the correlation coefficients between the executive thinking style and self-esteem was significant at (2.8%).

Keywords: Mathematics, new teachers, self-esteem, thinking style

1. INTRODUCTION

The phenomenon of human thinking is very complex because it includes all types of mental activity, or cognitive behaviour. The research in the field of human thinking has received great attention from scientists and philosophers, and has been addressed in different fields in many ways depending on the interest in each of those fields. Thinking is one of the most important processes that help the individual to function in his daily life. In addition to being a mental process, it reflects the different components that compose the personality structure, and appear in a particular lifestyle that distinguishes the individual. The individual's way of thinking is often determined by his or her way of life (Ciarrochi, Heaven & Davies, 2007). According to this growing interest in the phenomenon of thinking, some theories emerged which focused on the individuals' thinking styles used to deal with life problems. They reflected the individuals' favourite ways of thinking, which is irrespective of their abilities. So it is important to draw people to the type of education or profession commensurate with both their capabilities and their thinking styles (Brand, Felner, Seitsinger, Burns, & Bolton, 2008).

It is clear that theories and models of cognitive methods led to finding a link between capabilities and personalities. That the methods of thinking are one of the topics that psychologists have focused on in recent decades, trying to understand them, and study their nature and characteristics. Despite what has been written about thinking methods, there are still many educators and researchers in the field of psychology posing questions about the definition of methods, their

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impact on life, and the factors affecting them. Predictively, the significance of these questions seems to use the term 'method' in different ways, with different concepts and multiple perceptions. This can be presented and explained below.

Grigorenko and Sternberg (1995, 63) defined method as the preferred style or manner of doing something. More specifically, Grigorenko and Sternberg (1995) see that cognitive style is the "individual way of processing information". Thinking styles as one of the distinct variables in human behavior began to gain interest in the late fifties and increased in the early seventies, where many models and theories that discussed methods appeared. In 2006 the term 'intellectual style' emerged in Zhang research to describe "the individual's preferred method of processing information and dealing with tasks", a general term that appeared to include both cognitive, learning, and thinking styles. This term covers these concepts in the different attitudes related to it, which consider the individual's preferred cognitive method of processing information and perception, while the learning method is the individual's preferred method of learning information (Zhang ,2006; 2001).

This theory was introduced by Robert Sternberg (1988, p 28:30) and was then called the Theory of Thinking style in 1990.The main idea in this theory is that cognitive methods or methods of thinking are the method in which the individual controls the thoughts of his mind, and at the same time it is an internal mirror of the types of governments that this individual sees in the outside world. This theory is based on the assumption that the forms of governments existing in our world are not the same or represent a single pattern, but rather reflect or display the different methods that enable individuals to control their own methods of thinking, and Sternberg's theory is similar to the methods of thinking used by the governments or authorities that exist in any society. The parallels as presented in five dimensions in terms of functions, forms, levels, scopes, and leanings. In terms of the main functions of governments or authorities, they are three: legislative, executive, and judicial. The main forms of government are four: monarchic monarchy, hierarchical hierarchy, anarchic minority, and oligarchic anarchism. Also, governments have two levels: global and local. There are also two areas for governments: internal and external. Governments have two tendencies: conservative and liberal (Sternberg, 1988, 95). As presented by Sternberg, (1988) the methods of thinking are divided into five dimensions and thirteen styles of thinking. The first dimension, which is the function dimension, has three styles:

The legislative style: A student that has a legislative style has the tendency to do a task such as projects, situations and problem solving that require creativity and formulation and planning of ideas and strategies.

The executive style: A student that has an executive style has the tendency to do a task such as projects, situations and problem solving that provide him with a structure, procedures, or rules for dealing with them, and they can act, although adjustable, as guidelines for measuring progress.
While a student with a legislative style likes to decide what to do and how to do it, an executive-style student often prefers to be told what to do, and then gives the best performance and doing it well.

The judicial style: A student with a judicial style has a penchant for tasks, projects, and situations that require evaluation, analysis, comparison, contrast, and judgment on existing ideas, strategies, projects, and the like. This student tends to rate others, sometimes on the basis of minimal information.
Now we will talk about the dimensions and the styles without elaborating their details.

The second dimension, which is the forms dimension, has four styles: *monarchic* - *hierarchic* - *oligarchic* – and *anarchic.* The third dimension is the levels dimension that has two styles: global and local. The fourth dimension is the scope dimension that has two styles: internal and external. The fifth dimension is the leanings dimension that has two styles: conservative and progressive.

Sternberg (1988: 92-94) developed a set of characteristics that distinguish methods of thinking:

- Cognitive methods are preferences in the use of capabilities, not capabilities themselves.
- The interconnectedness of methods and capabilities creates a greater factor that enables an individual to achieve goals better.
- Life tasks need to align thinking styles with abilities in order for individuals to be compatible and able to accomplish them.
- There is a profile of thinking styles that distinguishes the individual from others. The individual usually does not depend on a single thinking style, but rather on a set of cognitive methods.
- Cognitive methods vary across tasks and situations. Individuals have their preferred methods, but they may adopt other methods to adapt to the methods imposed on them.
- Individuals differ in the strength of their preferences for thinking styles.
- Individuals differ in their stylistic flexibility. Where some individuals can easily change their thinking methods so that they can meet the requirements of any particular situation or task, while others seem closed to a small set of methods, which reduces their ability to adapt to various tasks and multiple life situations.
- Strengthening social and environmental situations.
- Cognitive methods vary across time and place. Values of value at a particular time may be of no value at another time, and methods of value in a particular place may be of no value elsewhere.
- Cognitive methods are measurable.
- Cognitive methods can be taught. This prompted Zhang (2002a) to focus on teaching students' thinking methods so that students can use them to achieve a better achievement.
- Cognitive methods are generally neither good nor poor, but the value of the method varies with the extent to which it is appropriate for situations and tasks.
- Individuals tend to agree with others who agree with them in thinking styles, and realize that they are highly capable and vice versa, that is, individuals are evaluated based on the extent of symmetry or asymmetry between the methods of their thinking and those of their evaluators.

In general, styles of thinking are considered value-free, because the same way of thinking that a person can use it in a particular situation well, may hamper the same person in another position.

The Ministry of Education is greatly concerned with the topic of mathematics when it contributes to helping students in analytical thinking. When solving math problems, data are collected, parts are dismantled, and then relationships are linked to find a solution to them. The teacher makes a very big contribution to enrich the thinking style of his students. Yousef Methkal Abd Algani (2018; 2019a; 2019b), in his articles speaks about the impact of teacher on learning mathematics and its relationship with learning patterns and thinking styles and the fear of mathematics among students and about increasing their motivation to study mathematics. He pointed to the strong relationship between difficulties in mathematics and the thinking style, which leads to a fear of mathematics and math tests which he sees as a cycle: Ritual Learning ↪ Difficulties in Mathematics ↪ Math Anxiety ↪ Ritual Learning. He also pointed out the importance of the teacher's role in refining the students 'personality through his thinking style.

This research article concerns the relationship between the thinking styles and self -esteem. The self-esteem of an individual clearly influences his determination of his goals, directions, and responses towards others and towards himself, which calls for emphasizing the importance of self-esteem in the lives of individuals. Self-esteem reflects an individual's ability to satisfy his psychological needs. In our contemporary society, people feel the need to have a positive conception of themselves, and that depends on their positive evaluation of themselves and the appreciation of others. Satisfying the need for self-esteem leads to the confidence of the individual in himself, his sense of value of himself, and his personal compatibility. On the contrary, the inability of the individual to satisfy this need may lead to a sense of inferiority and weakness which leads to his feeling of frustration (Weber, Puskar, & Ren, 2010).

Researchers and scientists have provided many definitions of self-esteem that clarify its nature and its impact on the behavior of the individual and his interaction with the environment. Some of these definitions can be presented as follows:

Pryor (1994) emphasizes that an individual's judgment of himself is based on his experiences and feelings intertwined with his emotional responses, which results in the individual's self-evaluation, and affects his positive and negative relationships with others. Lawrence (1996:71) believes that self-esteem is "what an individual feels about the gap between his reality and what it should be. Barry, Grafeman, Adler, & Pickard (2007:44) define self-esteem as "a comprehensive assessment of oneself made by the individual himself.

From the above definitions, it may be said that self-esteem expresses the degree of congruence between the ideal self and the real self, as Lawrence (1996) have indicated, self-esteem also expresses the individual's attitude towards himself as he or she understands it, and reflects the individual's self-confidence through the individual's evaluation of himself and his good and bad qualities.

Many studies have revealed the existence of factors that distinguish individuals from non-innovators such as: self-realization, self-worth, self-assertion, self-sufficiency, autonomy, and the concept of self-esteem which called innovative factors, and this indicates that self-esteem is one of character traits that can be associated with certain ways of thinking can be acquired by the individual. Daniel David Martinez and Wagner Sternberg (2018) showed that, statistically, significant differences have been discovered between the genders in relation to what they prefer to do and the way they perceive themselves. Knowing this can help improve class planning, as it identifies strengths and weaknesses that may not have been discovered. According to the results of the study by (Keşan & Kaya, 2018) there were important relationships between self-esteem in mathematics and high levels of academic success as nearly 60% of academic success depended on high self-esteem. A study by Hareesol Khun (2017) concluded that self-esteem is one of the reasons that leads to the identification of methods of student's thinking.

A study by (Sellah, Jacinta & Helen, 2018) showed that students who have a high self-esteem have very high levels of cognitive styles. There is no doubt that identifying the ways of thinking of individuals and the predictive factors are important matters that help in developing their capabilities in a way that enables them to face the changes that affect their personalities and behaviors. This research aims to determine the contribution of the self-esteem in forecasting thinking styles in the function dimension among new mathematics teachers. Thinking styles express the individual's preferred methods of employing his capabilities. Individuals do not have only one type of thinking methods, but they have many of them. Individuals may have the same level of capabilities, but they differ in their thinking styles, which affects the performance of different tasks. Individuals may prefer to rely on certain thinking methods that are not appropriate for the tasks they perform, and then they fail to perform these tasks despite their capabilities to do so because their thinking methods do not correspond with their abilities. Hence it is important to guide individuals to the type of education or profession that is appropriate both to their thinking styles and to their capabilities.

Sternberg himself and many researchers have called for the need to pay attention to the variables that affect thinking styles, which helps to build programs to develop these methods. Among these variables is culture, whether it is at the level of the individual or group, gender, age, parenting attitudes, academic climate, and other variants.

In response to the calls of Sternberg and other researchers in the necessity of paying attention to studying the relationship between thinking methods and the variables affecting them, the researcher chose self–esteem as a variable to study the extent of predictability of some thinking methods through them, and the percentage of their contribution to the prediction process. Individuals with high self-esteem consider themselves valuable and important, which helps them take advantage of the energies and potentials they have to the fullest extent possible. These individuals are characterized by their differentiation and the ability for independence from the group, the ability to adopt unconventional trends or methods in solving the problems facing them, and to make and implement their decisions and bear liability. Previous studies (within the limits of the available survey) confirmed the existence of a correlation between methods of thinking and self-esteem, and from these studies the study of Zhang (2002b), all of its results indicated that the methods that are characterized by innovation and cognitive complexity such as the method of legislative thinking and judicial thinking, are more closely related to individuals with high self-esteem.

The researcher's sense of the problem has crystallized from the following:

1) What is the contribution of the self-esteem in forecasting the legislative thinking style of the new mathematics teachers?
2) What is the contribution of the self-esteem in forecasting the executive thinking style of the new mathematics teachers?

The objective of the research is to determine the contribution of the Self-esteem, in forecasting thinking styles in function dimension among the new mathematics teachers in Israel.

The significance of this study: To determine the contribution of self-esteem in forecasting thinking styles and attracting the attention of educators and researchers when preparing training programs and researches that seeks to develop thinking styles. It is also important for building a curriculum; this must include directions as to how to develop thinking styles. Also the results of this research guide and direct decision-makers about the importance of the role of education colleges in the development of thinking styles. And the research hypotheses can therefore be defined as follows:

1) The contribution of self-esteem in forecasting the legislative thinking style of new mathematics teachers.
2) The contribution of self-esteem in forecasting the executive thinking style of new mathematics teachers.

2. METHOD

2.1. Methodology

The researcher used the quantitative approach which aims to examine the contribution of self-esteem in forecasting the legislative thinking style and the contribution of self-esteem in forecasting the executive thinking style of new mathematics teachers.

2.2. Population and Samples

The study sample consisted of (169) new mathematics teachers spread in 50 primary, middle and high schools from ministry of education in Israel (79 men, 90 women). The current study was limited to the mathematics teachers only for the following reasons:

1) There are some studies that have proven that students of mathematics had their own thinking styles that distinguish them from others.
2) Mathematics is a creative scientific discipline underlying deductive thinking processes.

2.3. The Instruments

The researcher used the Thinking Styles Inventory to measure the method of thinking, and used the Self-Esteem Scale to measure the self-esteem as follows:

2.3.1. Thinking Styles Inventory

This list was prepared by Sternberg and Grigorenko (1997) to measure thirteen methods of thinking, revealed by the theory of mental self-control presented by Sternberg (1997) or the theory of thinking styles. The list consists of 104 items that measure thirteen methods of thinking: legislative, executive, judicial, royal, minority, chaotic, hierarchical, macro, local, progressive, conservative, internal, and external. Each item has a degree: the first alternative (which does not apply completely) is given the degree (1); the second alternative (which does not apply to a large degree) is given the degree (2); the third alternative (which does not apply to a small degree) is given the degree (3); the fourth alternative (I don't know) is given the degree (4); the fifth alternative (applies to a small degree) is given the degree (5); the sixth alternative (applies to a large degree) is given the degree (6); the seventh alternative (applies completely) is given the grade (7).

Each thinking style is measured by eight paragraphs randomly distributed within the list, and each thinking style is given its degree by adding the grades of its paragraphs in the answer sheet, thus becoming the lowest (8) and the largest (56) for each method.

Sternberg and Grigorenko (1997) calculated the alpha coefficient after applying the list to five different samples that were used in calculating the internal consistency of the sub-measures, and the stability coefficients ranged between 0.51 and 0.88. The bottom line is that the list of thinking styles is highly stable. Therefore, we find that the list of thinking styles is honest and stable.

2.3.2. Self-esteem scale

The measurement of self-esteem prepared by the researcher intended to discover/ reveal the opinion of the individual about himself and his work, which reflects the extent of the individual's confidence in himself, his ability to carry out the tasks entrusted to him, his ability to social interaction with others, and how satisfied he is. The self-esteem scale, consists of 113 items that fall into four main dimensions:

- Self-confidence: The individual's need to self-esteem in the various situations. This dimension consists of 28 items, 12 of which are positive (expressing the power of self-confidence), and 16 negative (expressing poor self-confidence).
- Personal competence: This dimension consists of 32 items, 13 of which are positive (expressing the power of feeling personal competence), and 19 negative (expressing weak feelings of personal competence).
- Relationship with others: This dimension consists of 32 items, 17 of which are positive (expressing good social interaction), and 15 negative (expressing poor social interaction).
- Feeling happy: This dimension consists of 21 items, of which 11 are positive items (expressing the individual’s feeling of contentment and happiness), and 10 negative items (expressing the weakness of feeling dissatisfied).

The total number of items in the scale in its initial form was 113, of which 53 were positive items (expressing high self-esteem), and 60 negative items expressing (low self-esteem). The researcher calculated the stability of the scale as a whole (67 singles) using the Alpha Cronbach equation, and the value of the stability coefficient was 0.875 which is a high stability coefficient, Therefore, we find that the measure of self-esteem has the necessary validity and consistency for its use.

The Statistical Methods that the researcher uses are the correlation coefficients to calculate the internal consistency of the Thinking Styles Inventory, Alpha Cronbach coefficient and Factor analysis to verify the validity.

The *Research Variables* are classified into two types:

The independent variable is self-esteem

The dependent variable is some styles of thinking according to Sternberg's theory of thinking styles, the legislative, executive, and judicial thinking styles.

3. FINDINGS

The researcher can discuss and interpret the results of the hypotheses of the study, in light of the theoretical framework and previous studies. The following is a presentation of the results of the study's hypotheses and their interpretation.

The first hypothesis states: The contribution of self-esteem in forecasting the legislative thinking style of new mathematics teachers. The researcher estimated the coefficients of the multiple associations between the legislative thinking style and the school climate. The results were as in the following table:

Table 1. Multiple correlation coefficients and square correlation coefficients between the total degree of legislative thinking style and the Self-esteem variable

Independent variable	Coefficient of multiple correlation	Multiple correlation coefficient squared	F	Connotation of F.
Self-esteem	0.454	0.191	3.912	0.050

From the previous table it is clear that the correlation coefficients between the legislative method and self-esteem were significant at (1.4%).

The second hypothesis states: The contribution of self-esteem in forecasting the executive thinking style of new mathematics teachers. The researcher evaluated the coefficients of the multiple associations between the executive thinking style and self-esteem. The results were as in the following table:

Table 2. Multiple correlation coefficients and the square correlation coefficients between executive thinking and independent variable in the study sample

Independent variable	Coefficient of multiple correlation	Multiple correlation coefficient squared	F	Connotation of F.
Self-esteem	0.365	0.117	6.310	0.013

From the previous table, it is clear that the correlation coefficients between the executive thinking style and self-esteem was significant at (2.8%).

4. DISCUSSION AND CONCLUSION

One of the important factors in developing the professional identity of new teachers is their thinking style, which reflects their self-esteem and self-confidence. The teacher’s identity is the result of his interaction with the proposed programs in colleges of education, which are supposed to contribute to developing his thinking style which will affect their students in the future. The research results showed the following:

First: The results of verification of the first hypothesis and its interpretation state that the contribution of self-esteem in forecasting the legislative thinking style of new mathematics teachers is upheld.

The result of the contribution of the self-esteem variable in predicting the legislative thinking style that encourages innovation, and the optimal use of capabilities can be explained by the fact that self- esteem increases the ability of individuals to use and employ their competence and capabilities, including their innovative capabilities in an optimal manner, which encourages the acquisition of the legislative thinking style.

This finding is consistent with the findings of Zhang (2001) in his research which found a correlation between legislative thinking with self-esteem. The researcher explains it that the creative methods are consistent with the characteristics of high self-esteem. Those with high self-esteem are characterized by being more connected and elevated in mutual social relationships and enjoying love than others, and they want to do many things, they are flexible in adapting to social situations, and they are sensitive to the interests of others. Many of these characteristics intersect with the distinctive features of legislative thinking.

Second: The results of verification of the second hypothesis and its interpretation states that the contribution of self-esteem in forecasting the executive thinking style of new mathematics teachers is upheld. It can also be explained by the result of the contribution of the self-esteem variable in prediction negatively by the style of executive thinking that encourages dependency and submission and the preference for non-change. Individuals with low self-confidence believe that others work better than them, and that they accomplish what is assigned to them easily, and rely heavily on others to observe their actions. And these individuals are encouraged to acquire methods of thinking related to these characteristics that depend on the group, including: the executive style**.**

These results differ from the result of Twashemly Rasha (2008), which showed that there is no correlation between executive thinking style and self-esteem. It also differs with the findings of Bolkamedy Abbas (2012) that there is no correlation between executive thinking style and self-esteem. This is based on the premise that the thinking style of the teacher is related to the curriculum and to other teachers.

The researcher explains that the teacher's way of thinking would make him more restricted to the curriculum and the competency found in the educational books, which enhances his self-esteem in doing what is required of him to the fullest extent. Through the research conducted by the researcher on the new teachers, the direct impact between his thinking style and his self-esteem became clear. It is therefore important to work on programs in colleges of education that will develop the thinking style of their students because of the impact on society in the future. It is clear from the results of the analysis that:

1) The thinking style is an influencing factor in shaping the professional and personal identity of the new teacher.

2) The study showed the importance of research tasks and their impact on building the personality of the new teacher, and the teacher who adopts a specific teaching method and thinking style will ensure his success in the educational institution.

5. RECOMMENDATIONS

The current study examined the importance of the thinking style of new teachers, because of the importance and preference in building their personality and a strong community. The thinking style and self-esteem of the new teacher especially in the topic of mathematics reflects the competence of the teacher and thus will be reflected on the learning method of their students and prevent their difficulties and fear of mathematics.

In light of what was mentioned previously, the researcher suggested a number of recommendations:

1) It is important for colleges of education to build programs that improve and develop the thinking style of students of colleges of education.
2) Developing assignments and methods for evaluating students in colleges of education to develop their thinking levels.
3) The Ministry of Education is required to build completion courses for new teachers so that they are based on the foundations of their level of thinking.
4) More investment in new teachers by the Ministry of Education in order to integrate them faster into the educational system.
5) Conducting more research in self-esteem for students in the academies of education.

5.1. Suggested Researches

The researcher suggests conducting the following research:

1) Carrying out other studies aimed at studying the predictors of unused thinking styles in this study.

2) Conducting cross-cultural studies in thinking styles between Arab eastern and western societies.
3) Studying the relationship between thinking styles and other variables such as: emotional traits, self-efficacy, and intelligence.
4) Preparing study and educational programs to develop innovative thinking style.

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Research Article

Plyometric Training Methods and Hand Eye Coordination on Volleyball Smash Skills in Sport Education Students, Tadulako University*

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Abstract

This study aims to determine the impact of the plyometric training method and hand eye coordination on the volleyball smash ability in the sports education students Tadulako University. This research method uses an experiment of *treatment by level* 2x2 design. The population in this study was 160 students of the sports education study program. Sampling in this study using a randomized group design technique, namely by means of 160 populations randomized and taken 110 samples then tested with the coordination of his hand. This means that in determining this sample of 160 students from a significant level of 5% there are 110 students. The result of this study indicate that: (1) there is a significant difference in influence between from box jump and knee tuck jump to the volleyball smash skill , (2) there is a significant interaction influence between plyometric and hand eye coordination to the volleyball smash skill, (3) there is a significant differences of the smash volleyball skill using a from box jump and knee tuck jump in groups of students with high hand eye coordination, and (4) there is a significant differences of the smash volleyball skill using a from box jump and knee tuck jump in groups of students with low hand eye coordination.

Keywords: Plyometric training method, hand eye coordination, volleyball smash skill

1. INTRODUCTION

Obstacles in sports coaching include weak coordination between sports stakeholders at the national and regional levels as well as low ability, knowledge and skills of sports personnel, weak institutions and management of sports coaching. Firmansyah Dlis said that sport has a natural place in education through formal, non-formal and informal approaches. In physical education schools are a key component of quality education and can be used to promote activities among young people (Dlis, 2015). Coaching is a business activity carried out in an efficient and effective manner in order to obtain better results. Achievement is a result achieved after going through the training process and displayed through the arena of competition. Fostering achievement is an effort or action and activity carried out efficiently and successfully in order to obtain better results achieved after going through the training process and displayed through the arena of competition.

The pattern of sports coaching is one aspect that becomes a facilitator in promoting sports. Therefore, achievement especially in volleyball sports especially smash skills will succeed more optimally if supported from all the physical elements involved in it (Saparia, 2011: 98). Sports development is carried out through the formation and development of the working relationships of the parties involved in harmony, openness, reciprocity, synergy, and mutual benefit (Bobi, 2015).

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The principles that must become a necessity in fostering and transparency and accountability are directed to encourage the availability of accessible information so as to provide an opportunity for all parties to participate in sports activities, enable all parties to participate in sports activities, enable all parties to carry out their obligations optimally and with certainty to obtain their rights, and allow the operation of control mechanisms to avoid flexible and comprehensive national deficiencies.

Coordination is a person's ability to integrate different movements into an effective single movement pattern. So that coordination is the body's ability to assemble or combine several elements of movement into an effective and harmonious movement in accordance with the objectives. Bompa (2009) suggested that eye-hand coordination will produce timings and accuracy. Timing is oriented on punctuality while accuracy is oriented on target accuracy. Through good timing, the wearing of hands and objects (Manuel, Lima, & Nikolaidis, 2016) will be in accordance with the wishes in this case the wearing of hands on the ball, so that it will produce an effective movement. Accuracy will determine the exact and whether the object at the intended target in this case the accuracy of the direction and placement of the ball on the target. Therefore eye-hand coordination is very important in the ability to do a smash so that the smash can be precisely on the desired target.

Volleyball especially smash skills can be used as a means to educate, because with volleyball, sports can form a sportive, honest person, cooperation, responsibility, all of which are educational values that can be instilled, therefore the volleyball smash skill game it is a must to be programmed in the curriculum that is now used in every tertiary institution. Mastery of the basic techniques of perfect smash skills is the basis for developing the achievements of the game itself (Engetou, 2017). Mastery of the basic techniques of smash skills in volleyball is one of the elements that determine the victory or defeat of a team. The application of appropriate training methods in the process of training the basic techniques of volleyball smash skills. His findings will provide opportunities for trainers to make the most of available facilities (Klentrou, 2015). So there is no reason for the volleyball smash skills coach because the obstruction of the practice of volleyball smash skills is a factor in the inadequacy of the volleyball smash skill facility available at volleyball clubs. The selection and application of methods in training the basic technical skills of volleyball smash skills for students of the Sport Education Program Tadulako University in Palu, so that the methods applied are able to improve the results of training in mastering smash skills, then in this study two types of methods will be applied in the game training patterns. Volleyball smash skills are training methods that include plyometric exercises, and hand eye coordination is also applied. However, this article will only discuss knee tuck jump plyometric training methods and high hand eye coordination.

The plyometric training method is an exercise method that can be used to improve the bio motoric freshness of athletes, including strength and speed which has a very wide application in sports activities, and in particular this exercise is very useful for increasing power. Some forms of plyometric exercises that can be used to increase the explosive power of the lower limbs are bounds, hops, jumps, leaps, skips, ricochets, jumping-in places. Standing jumps, multiple hops and jumps, box drills, bounding, and knee tuck jumps (Radcliffe and Farentinos, 1985). Within the scope of physical education, one of which is the formation of motion, which includes the desire to move, to live in time and form including the feeling of rhythm. Motor development is very closely related to physical activity. Motoric is the development of controlling body movements through a coordinated activities between the nervous system, brain, and spinal cord (Tangkudung, 2018).

The training method that will be applied can be well design, the pattern of movement in plyometric exercises mostly follows the concept of power chain and most exercises, specifically involving the muscles of the lower limbs, because the movement of these muscle groups is clearly the center power. In principle, plyometric exercises are based on the principle of pre-stretching the muscles involved during the completion stage of the response or shock absorption from the tension exercised by the muscles while working.

Plyometric training is also called stretch reflexes or regular muscle reflexes combined with the sprinting, which is running and suddenly running as fast as possible to the front (Radcliffe & Farentinos, 1985). Plyometric exercises can be done with a prefix or without a prefix, with one repulsion leg or two repulsion legs (Sneyer, 1988). This repulsion uses deep jumps that can maximize plyometric so that the training objectives are more optimal. Jensen & Russell (2013) explained in their quote that execute a depth jump means to drop from some specified height and upon landing immediately spring into a maximum vertical jump.

Plyometric method use gravity to store energy in muscles and immediately release opposing energy (Thomas & Nelson, 2001). The concept of plyometric exercises uses an initial stretch in the muscle quickly before eccentric contractions in the same muscle. Radcliffe and Farentinos divide three groups of plyometric exercises, namely: (1) exercises for lower limbs (hips and legs), (2) exercises for the torso, and (3) exercises for upper limbs (Radcliffe & Farentinos, 1985). Plyometric is one of the favorite training performed by trainers at this time, especially for sports that require explosive power of leg muscles or arm muscles (Lubis, 2005). Another term for plyometric training is stretch shortening cycle (Ngurah, 1998). Referring to some of the definitions above, it can be concluded that plyometric training is a form or method of training to increase muscle power with a combination of isometric and isotonic exercises that use the body's own burden. Strains that occur suddenly before the muscles to contract again or a training that allows the muscles to reach maximum strength (Marynowski, 2013).

Front box jump training is one of plyometric training. Front box jump is the practice of jumping up to the box, then jumping back down to the front like the initial attitude by using both legs together (Chu, 1992). Front box jump exercises require a specified intensity, so this movement should be done by jumping not by stepping on a box or box, in addition to height and the process of increasing pressure when landing. Height control and control the ability to jump above the box. M. Furqon and Muchsin Doeswes also explained that knee tuck meet was an exercise that was carried out on a flat and rushed surface such as grass, a mat, or a mat. This exercise is done in a fast explosive leap (Furqon & Doeswes, 2002). Based on the opinion above, it can be interpreted that the plyometric training method is a form of training in improving volleyball smash skills. Central Sulawesi Province is a province that has potential in the field of sports in the eastern region. But the pattern of coaching in the field of sports is still too far from what is expected by the government, due to the still thick culture that has so that it affects the existing life and sports human resources that are still lacking.

This must start from the coaching pattern Tadulako University which has a Sports Education study program with students from various regions in Central Sulawesi with young talents in volleyball. The pattern of sports training for volleyball smash skills in Central Sulawesi, especially in of Physical Education students in Tadulako University, is quite good but there is still a need to improve, especially the system of sports training methods that involve sports science and technology in coaching. The synergy between human resources and involving sports coaching technology will bring a more efficient and effective feel to advance the sport of the volleyball smash skills in Central Sulawesi.

Achievement of coaching that has not been maximized in volleyball in Central Sulawesi, especially in students of Tadulako University's sports education in Palu due to facilities and infrastructure factors and the pattern of coaching has not been of good quality and the supporting factors for increasing sports coaching are inadequate. This is what needs to be studied and explored through this research, so that later it will provide an overview and contribution of thoughts about the method of plyometric training and eye hand coordination.

2. METHOD

2.1 Research Design

The research method used is the experimental method with the design of treatment by level 2 x 2. According to Sudjana that factorial experiments are experiments that almost or all levels of a factor are combined or crossed with all the levels of each of the other factors that exist in an experiment (Sudjana, 2002).

2.2 Sample

The population in this study came from sports education study program students department of education Tadulako University, Palu, with 160 people consisting of 4 classes, each class consisting of 40 students. While the sampling in this study was carried out by randomized group design technique, namely by means of 160 populations randomized and 110 samples taken and then tested with the coordination of his hand. This means that in determining this sample of 160 students from a significant level of 5% there are 110 students.

2.3 Data Collection and Data Analysis

Data collection is carried out to obtain empirical data as material to test the truth of hypotheses. In this study, data that must be collected using tests and measurements is data about:

a. Pliometric training methods which include Front box jump exercises and Knee tuck jump exercises
b. Hand eye coordination
c. Smash skills in volleyball game. Researchers need test staff who will help come from fellow lecturers so that the results of data collection are more accurate as a result of research.

2.4. Data Analysis

The data analysis techniques used in this study are prerequisite tests using liliefors test and Bartlet test, while for hypotheses to test using ANOVA and Tukey test.

3. FINDINGS

3.1. Normality and Homogeneity Test Results

Normality and homogeneity tests are prerequisites before testing hypotheses. For the normality test was using the Liliefors test, while for the homogeneity test was using the Bartlet test.

3.1.1. Normality test

From the results of the Liliefors test conducted at the smash ability level, the following results are obtained:

Table 1. Normality test results

Group	Sample	L_{count} (L_0)	L_{table} (α=0,05)	Info
A_1	20	0,121	0,190	Normal
A_2	20	0,094	0,190	Normal
A_1B_1	10	0,176	0,258	Normal
A_2B_1	10	0,220	0,258	Normal
A_1B_2	10	0,198	0,258	Normal
A_2B_2	10	0,102	0,258	Normal

Based on Table 1 it can be seen that overall test results are significant with $L_{count} > L_{table}$, so the population is normally distributed.

3.1.2. Homogeneity Test

In the testing of homogeneity with Test Bartlet data level smash skills on the four group exercise methods plyometric students study Program Sports Education Department of Science

Education Tadulako City Palu acquired value Bartlett χ2count = 5.297 and $X2_{tab}$ = 16.91 and smaller than the value of = 0.05 or at a rate of 95%. Thus, the four Data group has the same variance or score from to 4 groups is homogeneous.

Table 2. Homogeneity test result

Sampel	N	Db	1/db	si2	log si	db.log(si2)
A_1B_1	10	9	0,11	8,61	0,935059	8,415532738
A_2B_1	10	9	0,11	8,25	0,916454	8,248085537
A_1B_2	10	9	0,11	23,28	1,366942	12,30247366
A_2B_2	10	9	0,11	6,94	0,841638	7,574737571

3.2. Hypothesis Test Results

Differences in From Fox Jump and Knee Tuck Jump Method on Volleyball Smash Skill

Table 3. Analysis $A_1 – A_2$

Plyometric Method (A)	Plyometric Method (A)	Mean Difference	Std. Error	Sig.
A1	A2	3,19	13,995	,002

This hypothesis is accepted after it is obtained through the results of data calculations, the results of Tukey Test analysis are obtained Q_{OA} 3.19 > Q (tab) 2.86 or H_0 is rejected. There is a significant difference sig (p) is 0.021 (0.021 <0.05), to be seen in the column table Sig (p) is 0.021 or the probability above α = 0.05. So the decision can be taken to reject H_0 and accept H_1. there is a difference in the average smash skills of the groups who were given the Front box jump training method and the Knee tuck jump training method in the Department of Sport Education Students in Tadulako University. Thus the method of Front box jump training is higher than the Knee tuck jump training method.

The interaction between the Plyometric Method and Hand Eye Coordination

Based on a summary of the results of the analysis of variance analysis, the value of F-interaction interaction $F_{(OAB)} =$ 1.750 was obtained with p-value = 0.007 < 0.05 or Ho was rejected. Thus there is a very significant interaction effect between plyometric training methods (Factor A) and hand eye coordination (factor B) on smash skills in volleyball. Thus the research hypothesis states that there is an interaction between plyometric training methods and hand eye coordination to the level of smash skills tested.

Difference in From Box Jump and Knee Tuck Jump Method with High Hand Eye Coordination

Table 4. Analysis of $A_1B_1 – A_2B_1$ groups

Group (B1)	Group B1)	Mean Difference	Std. Error	Sig.
A_1B_1	A_2B_1	5,50	13,995	0,02

This hypothesis was accepted after it was obtained through the results of data calculations, the results of the Tukey Test analysis obtained that the Q_{count} was 5.50> Qtable 2.95, this meant that H_0 was rejected and H_1 was accepted. There is a significant difference sig (p) is 0.020 (0.020 < 0.05), to be seen in the column table Sig (p) is 0.020 or the probability is far below α = 0.05. So the decision can be taken to reject H_0 and accept H_1. Thus it can be concluded that the volleyball smash skills taught by the Front Box Jump (A_1) Plyometric training method are lower than the Knee tuck jump (A_2) plyometric training method in groups that have low hand eye coordination (B_2).

Difference in From Box Jump and Knee Tuck Jump Method with Low Hand Eye Cordination

Table. 5. Analysis of A_1B_2 – A_2B_2 groups

Group (B1)	Group B1)	Mean Difference	Std. Error	Sig.
A_1B_2	A_2B_2	4,71	13,995	0,008

This hypothesis is accepted after it is obtained through the results of data calculation, the Tukey Test analysis results obtained that the Q_{count} is 4.71> Q_{table} 2.95, this means that H_0 is rejected and H_1 is accepted. There is a significant difference sig (p) is 0.008 (0.008 < 0.05), to be seen in the column table Sig (p) is 0.008 or the probability is far below α = 0.05. So the decision can be taken to reject H_0 and accept H_1. Thus it can be concluded that the volleyball smash skill between the plyometric Front box jump training methods is higher than the plyometric Knee tuck jump training method in groups that have low hand eye coordination

4. DISCUSSION and CONCLUSION

The purpose of this study is to find differences and interactions of plyometric method and hand eye coordination in skills of smash on Volleyball. The following discussion is as follows: 172

Differences in From Fox Jump and Knee Tuck Jump Method on Volleyball Smash Skill

There is a difference in the average smash skills of the groups who were given the Front box jump training method and the Knee tuck jump training method in the Department of Sport Education Students Tadulako University. The plyometric training method is a form of Explosive Power exercise with the characteristics of using muscle contractions that are very strong and fast, the muscles always contract both when elongated (Eccentric) or when shortened (Concentric) in a fast time, so that during work the muscles there is no time for relaxation. Plyometric refer to exercises that are characterized by strong muscle contractions in response to rapid and dynamic loading or stretching of the muscles involved. Muscle speed when elongating and shortening affects the energy produced so that this training is really needed in improving the volleyball smash skills that rely on the elements of speed and strength (power).

As we know, plyometric methods include Front box jump and knee tuck jump which both have the same goal, namely to increase muscle strength. Front box jump is the practice of jumping up to the box, then jumping back down to the front between the box as the initial attitude by using both legs together then jumping to the next box in the lower box and so on. While Knee tuck jump is a form of exercise that is done by jumping up repeatedly while the body is in the air, knees bent until it touches the chest and ends in posture as before. This knee tuck jump exercise relies more on maximum jump strength, flexibility and balance and is more significant on the smash movement patterns in volleyball games.

Based on the treatment of the plyometric training method, students who were given the Front box jump training method were better compared to the Knee tuck jump training method in improving the volleyball smash skills. Thus, it can be concluded that the level of volleyball smash skills in the group method of front box jump training. Students of the Educational Study Program of Sport

Education Tadulako University, can be said to have a significant effect compared to the Knee tuck jump training method.

The interaction between the Plyometric Method and Hand Eye Coordination

There is a significant difference between plyometric method and hand eye coordination on Smash Volleyball students. The method of training is a continuous and systematic process of practicing or working that is done repeatedly with increasing day by day increasing workloads aimed at improving the appearance of athletes in training and in competition. Training becomes very effective and efficient if done with a good program and adapted to the dominant training component of a particular sport. The ability factor in volleyball athletes is very much needed and can be improved through training. One model of training to improve athlete's stamina is to use a structured training model that can have a positive impact on the athlete being trained. The right training method is a training system that can develop simultaneously so that the physical components can change quickly.

The selection of appropriate and suitable training methods according to the needs of athletes and specific sports is the responsibility of a trainer. The trainer must be able to determine the training methods that are appropriate and relevant to the training objectives such as the plyometric training method of pyramiding box jump, front box jump and knee tuck jump which are considered in improving smash skills in volleyball games. Besides the characteristics of athletes in improving volleyball smash skills can also be a basic reference in selecting athletes according to certain sports such as volleyball which in its implementation is almost the game's elongation is determined by hand movements such as hand accuracy and hand strength etc.

Hand eye coordination is an aspect that must be possessed by a volleyball athlete, especially in making a smash. Eye-hand coordination of smash skills is a very important component because eye-hand coordination is a form of ability and speed as well as accuracy in conducting smash skills including motion coordination that can change positions as quickly as possible to achieve maximum smash blows. Eye-hand coordination is a motor skill that is very complex in demonstrating steady patterns of motion so it can be assumed that eye-hand coordination affects smash skills in volleyball. This can be proven by the important role of coordination in making every body movement in volleyball smash even the coordination of other body parts also has a role in the basic technique of volleyball game. Hand eye coordination provides a very complex influence in supporting the performance of volleyball smash skills. Thus the research hypothesis states that there is an interaction between plyometric training methods and hand eye coordination to the level of smash skills tested.

Difference in From Box Jump and Knee Tuck Jump Method with High Hand Eye Coordination

There is a significant difference in the value of volleyball smash skills between groups of students who use the Front box jump training method and groups of students who use the Knee tuck jump training method and the volleyball smash skill scores of groups of students trained with plyometric training methods more Knee tuck jump superior or high than the value of groups that are trained by the method of front box jump training on students.

The method of training and eye hand coordination is a training method that involves all physical elements. As we know, plyometric training methods include Front box jump exercises and knee tuck jump exercises that both have the same goal of increasing muscle strength. Front box jump exercises are exercises to jump up to the top of the box, then jump back down to the front between the boxes as the initial attitude by using both legs together then jumping to the next box in the lower box and so on. While Knee tuck jump is a form of exercise that is done by jumping up repeatedly while the body is in the air, knees bent until it touches the chest and ends in posture as before. This knee tuck jump exercise relies more on maximum jump strength, flexibility and balance and is more significant on the pattern of smash movements in volleyball than with the Pyramiding box jump exercise which prioritizes leg strength to maximize jumps. While eye-hand coordination which is a form of coordination that involves elements of strength and accuracy in making smash punches involving body components, especially in the upper body.

The physical component that is very instrumental is the arm that must have strength with good coordination, so as to produce maximum smash skills. A volleyball player with good hand eye coordination is not only able to perform smash skills but is also able to perform techniques perfectly. The ability to coordinate good motion can change and move quickly from one pattern of motion to another pattern of movement so that the movements can be done efficiently and not drain more energy. Thus based on the results of the study, it can be concluded that the Knee tuck jump training method of the high hand eye coordination group is better than the Front box jump training method in the high hand eye coordination group in an effort to improve smash skills in volleyball games.

Difference in From Box Jump and Knee Tuck Jump Method with Low Hand Eye Coordination

There is a significant difference in the value of volleyball smash skills between groups of students who use the Front box jump training method and groups of students who use the Knee tuck jump training method and the volleyball smash skill scores of groups of students trained with plyometric training methods more superior / high Front box jumps than the value of groups that are trained by the Knee tuck jump training method on students. The final goal that an athlete wants to achieve in a sport is a high achievement. High achievements are difficult and even impossible to obtain if the training process is not serious. In addition, supporting factors to achieve high achievement also include trainers who have broad insights so as to provide training methods and treat their students properly and appropriately. One of the training methods that can be used specifically for volleyball smash exercises is the plyometric training method including Front box jump and knee tuck jump exercises.

Plyometric training methods include Front box jump exercises and knee tuck jump exercises that both have the same goal of increasing muscle strength. Front box jump is the practice of jumping up to the box, then jumping back down to the front between the box as the initial attitude by using both legs together then jumping to the next box in the lower box and so on. While Knee tuck jump is a form of exercise that is done by jumping up repeatedly while the body is in the air, knees bent until it touches the chest and ends in posture as before. This knee tuck jump exercise relies more on maximum jump strength, flexibility and balance and is more significant on the pattern of smash movements in volleyball games compared to Pyramiding box jump exercises that prioritize leg strength to maximize jumps.

Besides that the success factor of athletes or students in volleyball games especially smash training is also greatly supported in terms of eye-hand coordination which is a form of coordination that involves elements of strength and accuracy in making smash punches involving body components especially in the upper body. A very important physical component is the arm that must have strength with good coordination, so as to produce maximum smash skills. A volleyball player with good eye hand coordination is not only able to perform smash skills but also able to perform techniques perfectly. The ability to coordinate good motion can change and move quickly from one pattern of motion to another pattern so that the movement can be done efficiently and does not drain more energy and vice versa if hand eye coordination is low it will experience smash training well, fast and efficient.

Thus based on the results of the study, it can be concluded that the method of Front box jump training is better than the Knee tuck jump training method in the low hand eye coordination group in an effort to improve smash skills in volleyball games.

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Research Article

A Study on the Effect of the Social Skill Education on the Academic Self Respect and Problem Solving Skills of the Pre-School Children*

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Abstract

The study was conducted to determine the effect of the Social Skills Education Program applied to the preschool children in the ages of 48 to 60 months on their academic self-respect and problem solving skills. The study had a single group with the pretest-posttest experimental model. The study group consisted of 16 preschool children in the ages of 48 to 60 months. Since there was no other group with equivalent qualities as the experiment group, the study was planned in a single group experimental model. "Personal Information Form, Interpersonal Problem Solving Scale and Academic Self Respect Scale were used as the data collection tools. In the study, Social Skill Education Program was applied to the children for two days a week during 14 weeks. The problem solving and academic self-respect levels of children were measured before and after the program. As a result of the analyses, a significant difference (p<0.05) was determined in favor of posttest between the scores of children before and after the Social Skill Education Program. Upon the permanence test, it was concluded that the Social Skill Education Program was permanent.

Keywords: Social skill, academic self respect, problem solving, preschool

1. INTRODUCTION

Preschool stage is the period in which the children experience socialization and the form the basis of their social relations regarding with their future life. In this period, the children form the basis of their later social life as well as they begin to learn about how interpersonal relations and social rules are. Social development and getting social skills of children support growing as their showing the behaviors that they are expected to do by society (Çubukçu & Gültekin 2006).

The matter of how the support should be for having social skills during development stage is tried to be expounded by many theorists. As to Vygotsky's Sociocultural Theory, the children's cognitive development is to be developed through interactions with the persons around their and with relations between them (Gülay, 2004). According to Vygotsky, as the child's cognitive development is to be improved up to 2 years old through aging, after the age of 2, it is progressed by interactions with specifications and cultural structures of the society in which they live. According to Vygotsky, children acquire social and cognitive skills under the guidance of more skillful children or their parents or teachers in their environment (Özbey, 2009). In regard with Erikson's physiological development theory, the first two years of the child are very important for the child's personality formation. Erikson declares that he encountered 8 critical stages which establish the basis of each one's personality as well as forming and changing their personalities and raise up over one another (Rosenthal, Gurney & Moore, 1981). In the stage between 1 year and 3 years old and called as "Autonomy versus Shame/Douobt", if the children acting freely according to their wishes are not

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restricted and punished their exhibited behaviors, they can act independently; the unsupported and restricted children lack the ability to act independently and develop feelings of doubt and shame. This situation is described as a condition that prevents the socialization of the child. Social Learning Theory developed by Bandura explains the formation of learning based on the concepts of modeling, observation and imitation. According to this theory, children acquire their first social behaviors through their interactions and observations with adults around them. The Social Ecology Theory focuses on the role of different environments in which children are involved in their socialization. The child acquires social skills as a result of the interactions between the child's family and school (Özbey, 2009).

Social skills are the skills such as planning, taking responsibility, assertiveness skills, decision making, emotion-oriented skills, self-management, peer relationships, communication and problem-solving. Children with good social skills succeed in helping people around them, building good relationships, working and sharing with people they live with; children who are not good enough in terms of social skills experience adaptation problems at home and at school; and face many problems with healthy communication with the people around them, social relations, academic and professional life (Arı, Çağdaş & Seçer, 2002). From the moment the child is born, the child’s interaction with his/her social environment starts to increase by his/her interaction with the mother or the person taking care of him / her. The child has many experiences through social interactions and as these experiences increase, so does the child's perception of his or her environment. The communication and interactions that the child establishes with the people around him allow the child to recognize his own self as well as socialize. Self is a structure acquired through maturation and socialization and gained as a result of communication with living and environment. As the child perceives the environment, he/she assimilates the appropriate experiences and changes the inappropriate ones to suit the self-concept and makes them most important determinant of behavior (Kenç & Oktay, 2002).

Self-respect is the state of admiring that person gains as a result of self-evaluation. Self-respect is a positive emotional situation making the person trust herself/himself and feel to be worthy of being loves and liked. The self-respect of child contains of some factors being related with each other. As a result of their study on self-respect, Shavelson, Hubner and Stanton categorize the self-respect in two divisions, academic self-respect and nonacademic self-respect. As the academic self-respect concept is divided to subdivisions such as Science, English and Mathematics; the nonacademic self-respect concept is divided into emotional, social and physical selves. Academic self-respect is defined as the emotion of personal ability and academic performance (Smith, Sapp, Farrell & Johnson 1998). Smith and Sapp (1998) found that academic performance of the child increases as the level of academic self-respect goes up. In the study of Johnson and Taylor, it is emphasized that interactions based on cooperation with peers in learning environment has an effect on academic self-respect (as cited in Walker, 2006). Children's social emotional adjustment is directly related to their academic self-respect. Studies have shown that children with high self-respect are more successful in interpersonal relationships (Warash & Markstrom, 2001); it was found that children with low academic self-respect had higher levels of asocial behaviors such as disliking to be in social settings and avoiding the tasks assigned to them (Kaytez & Kadan, 2016). As having pre-school education, children begin an academic process. The child's social emotional adjustment and social skills are also closely related to academic self-respect. In research, it is seen that children having high self-respect are socially compatible, independent, creative, self-confident, successful and healthy, able to express their ideas easily (Brown & Mann, 1991;Warash & Markstrom, 2001) children having low academic self-respect have higher levels of asocial behaviors such as dominance of the idea that their ideas will not be accepted, disliking to be in social environments and avoiding the tasks assigned to them (Kaytez & Kadan, 2016).

All social behaviors of the individual develop and is to be formed in the process of socialization. As the perception and degree of interpersonal interactions of children are different, the forming and development levels of self-respect as well as their approach to the problems encountered are different. The children face their first interpersonal problems at preschool which they begin to socialize. As some of children fail, some of them refer to effective solutions. When the children try to come through these problems, they benefit from their social skills and their interpersonal problem solving capacity giving them the opportunity to live concordantly and effectively (Spence, 2003, s. 84). The basis of social adaptation theories depends on child's skills to deal with the problems in social relations (Koruklu & Yılmaz, 2010). Children solve the problems they encounter in their social environments by taking advantage of their problem solving capacity. In order to solve the problem, the child should first determine the existence of the problem, consider the possible alternative ways for the solution of the problem and evaluate the possible results of the alternatives and attempt to solve the problem (Anlıak & Dinçer, 2005, p. 123).

Problem solving skills, which are very important in supporting the social development of children, are defined as preventing conflicts in social life, producing strategies that can be useful for self-development and applying these strategies (Berk, 2013). Children with problem-solving skills are able to establish healthy relationships with their friends, understand the emotions of the people around them, and look at events from the perspective of others.Children being lack of experience to contribute to their social development do not have sufficient level of self-confidence and self-discipline development as well as the skills of problem solving and dealing with these problems (Uysal & Kaya-Balkan, 2015). Putallaz and Gottman (1981) stated that lack of social skills or inadequacy causes various problematic behaviors such as aggression, tendency to crime and failing to be successful at school; Beyazkürk, Anlıak and Dinçer (2007) found that children who do not have sufficient social skills exhibit aggressive behaviors and are less accepted by their peers. In addition, social behaviors that are not learned in time disrupt the social adaptation of children and cause the child to exhibit undesired behaviors. In the studies, it was found that children who do not have sufficient social skills have high problem behavior levels and they are children who cannot solve problems (Özbey, 2009).

For children, learning social skills as starting at preschool stage is very important to sustain healthy social relations in their further life stages. In the studies investigating the social skills education programs, it was found that the applied programs had positive results for children in many ways. It was found that school non-compliance problems, substance and alcohol use, self –harm and harming the others, vandalism, aggressive behaviors and stress symptoms were seen less at children in the program groups (Kiselica, Baker, Thomas & Reedy, 1994). The study by Kılıç and Güngör Aytar (2017) found that the Social Skill Education Program had positive effects on the social skills of the children participated in the program. Avcıoğlu (2004) states that the social skills learning program is effective on children's social skills; Ekinci-Vural (2006) found that the family participation social skills program had a positive effect on the development of children's social skills and Yukay (2006) found that the social skills education program was effective in developing the peer relationships of children. In his study (2008), Dereli (2008) says the social skills training program has a positive effect on social problem solving skills of 6-year-old children; Günindi (2010) and Durualp and Aral (2010) stated that social adaptation skills training program has a positive effect on children's social adaptation skills; Webster-Stratton and Reid (2004), Teglasi and Rothman (2001), in their studies, they found that social skills programs applied to children have a significant effect on gaining behavior control and decreasing aggressive behaviors of these children. Özbey (2009) found that the social skills training program had an effect on improving children's social skills and reducing their problematic behaviors. In their study, Tagay, Baydan and Voltan Acar (2010) found that social skills program (Blocks) had a significant effect on the social skill levels of secondary school students. Frey, Nolen, Edstrom and Hirschstein (2005) stated that there was a decrease in the level of aggressive behavior of children through social skills intervention program. In addition to the education programs that support social emotional development applied to children in early childhood, similar education programs are found to support children in many ways. Samur and Deniz (2014) aimed to examine the effects of the values education program that includes social values such as peace, responsibility, sharing and cooperation applied to preschool children on their social emotional development. The study results showed that the post-test scores of children in the experiment group on social trust, school readiness, social emotional development and emotional regulation were higher than that of the children in the control group. Topçu Bilir (2019) found that the life skills program which includes the subdimensions of Healthy and Safe Life (health and safety), Self and Emotional Management (self-awareness and coping with emotions and stress) and Social Life Skills (empathy, communication, interpersonal relationship, problem solving, decision making and critical and creative thinking) on the children aged five significantly increased the life skills of the children.

Social skills development and education in early childhood is of great importance for children to lead a healthier and more positive life. Starting from the preschool period, it is seen that children taking social skills education are at peace with themselves, problem solving and at most self-confident individuals (Jamison Kristen, Forston & Stanton Chapman, 2012). Having social skills at adequate levels is essential for success in both social and academic relationships. As developing social skills healthily improves academic skills, being successful, establishing positive relations with the environment and thus producing solutions to the problems they face;inadequate social skills of children cause academic failures in children, they have difficulty in solving the problems they face and exhibit various problem behaviors (Elksinin & Elksinin, 1998). For this reason, the aim of this study is to investigate the effect of the “Social Skills Training Program” on children's academic self-respect and problem solving skills.

2. METHOD

In the study, the effect of the training program on academic self-respect and problem solving skills of preschool children was measured by applying “Social Skills Training Program”. For this reason, one group pretest posttest control group quasi-experimental design was used. In this model being one of the pre-experiment models, the acceptance of independent variables is applied to a randomly chosen group (Karasar, 2014).

2.1. The Group of the Study

The group of this study consists of 1 child (6.25%) of 51 months of age, 3 children of 52 months of age (18.75%), 2 children of 54 months of age (12.50%), 2 children of 55 months of age (12.50%), 3 children of 56 months of age. 18 children (18.75%), three children (57.7 months) (18.75%) and two children (58.50 months) (12.50%) were 16 children aged 48-60 months. Seven (43.75%) of the children were girls and 9 (56.75%) were boys.

2.2. Data Collection Methods

In this study, Personal Information Form, Interpersonal Problem Solving Scale and Academic Self-Respect Scale were used as data collection methods.

2.2. 1. Personal Information Form

Personal Information Form includes subjects for learning the information of the children’s demographic specifications. They were filled up by the teachers in accordance with the information obtained from the personal files of children. Form contains information about child’s gender and age.

2. 2. 2. Interpersonal Problem Solving Scale

The scale which was formed by Özdil (2008) to determine the children’s problem solving levels comprises two sub-dimensions as Destructive Problem Solving and Constructive Problem Solving. Before forming the scale, Özdil (2008) determined the interpersonal problems which may be occurred by asking the preschool teachers to give at least 10 examples of interpersonal problem and examining examples in the literature of preschool children's conflict with each other that they encounter or they may during their activities. The scale having 72 items was presented to 5 specialists and number of items was decreased to 53 according to their opinions. The scale having two sub-dimensions as Destructive Problem Solving and Constructive Problem Solving is a kind of 4 point Likert scale. The choices of items are graded as "extremely unlikely", "some likely", likely", "very likely". Teachers filled up the scale by making observations for each child separately three times at two-week intervals. After data is applied to SPSS packet program, the result is obtained by averaging these three observations. As a result of factor analysis made for the scale validity, it is found that the sub-dimension of Destructive Problem Solving consists of 16 items. The loads of items change between 0902 and 0.556 and that sub-dimension explains 42% of total variance. On the other hand, there are 8 items in sub-dimension called as Constructive Problem Solving and loads of items change between 0.749 and 0.584 and that sub-dimension explains 15% of total variance. Özdil (2008) found that the Cronbach Alhpa internal consistency coefficient is 0.95 for Destructive Problem Solving sub-dimension, and 0.83 for Constructive Problem Solving sub-dimension. Cronbach Alhpa reliability coefficients of Problem Solving Scale were calculated again for this study and found that it was 0.93 for Destructive Problem Solving sub-dimension, and 0.88 for Constructive Problem Solving sub-dimension. If the scores of Destructive Problem Solving sub-dimension are high then it means child solves the problems in a negative manner; if the scores of Constructive Problem Solving sub-dimension are high then it means child solves the problem in a positive, in other words, in a constructive method.

2.2. 3. Academic Self-Respect Scale

Cevher and Buluş (2006) developed "Academic Self-Respect Scale" in order to measure the academic self-respect of 5-6 aged children attending to preschool by benefiting from Behavioral Academic Self-Respect Scale developed by Coopersmith ve Gilbert (1982) and Evaluation Inventory advanced by Hamachek (1995). The choices of the 5 point likert scale are graduated as "always", "often", "sometimes", "rarely", and "never". The choices of items were translated to Turkish by Cevher and Buluş and 3 experts were consulted. Just one scale was filled up by teachers for each child.

The factor structure of the scale was analyzed by the principal-component method and a basic factor having eigenvalues of 11.89 was found, representing 54.08% of the total variance. For the other two factors, eigenvalues were found at 1.45 and 1.07. It was observed that all items gathered at the main factor. In the internal consistency reliability analysis of the scale, Cronbach Alpha was found to be 0.95. For reliability, two half test reliability analyzes were performed; The reliability coefficient for the first half of the test was 0.90; the second half coefficient was 0.93; Spearman Brown correlation coefficient between two halves was 0.86 and Guttman Split-Half reliability coefficient was 0.92. It was determined from the results that both halves of the test measured the same feature. The total number of items of the scale was 22 and the score range was 22 - 110. The low scores obtained from the scale indicated that academic self-respect was low; high scores meant that academic self-respect was high. The Cronbach Alpha reliability coefficient of the scale was 0.93 for this study.

2. 2. 4. The appliance process of the program

Socail Skill Training Program was developed by Özbey (2009). During the program development process, foreign preschool education programs prepared for acquiring social skills and dealing with problematic behaviors were examined and methods and techniques used in used in education programs such as music, drama, painting, story, cooperation, etc. were considered. While preparing the activities, the gains and indicators for social, emotional, cognitive, language, psychomotor development areas and self-care skills in the Preschool Education Program of the Ministry of National Education were selected. The program consists of 74 social activities integrated with Music, Art, Story, Play, Turkish, Science-Nature, Drama activities. The program was revised by

Özbey by taking into consideration the gains and indicators, learning process and other program features to support the social skills in the renewed Preschool Education Program 2013; the expert opinion was achieved and the program was finalized in that way.

Social skills supported in the program comprise of Understanding and expressing his / herself and others' feelings and telling the reasons, Empathy, Realizing his / her mistake and correcting it, Finding solutions to problems in different situations, Anger control, Respecting differences, Respecting the rights of others, Interpersonal relations, Responsibility, Sharing, Social harmony, Dealing with situations such as shyness and prudency etc., and Themes related to social skills. These relevant social skills were implicated in stories and the social skills discussed in each story were supported by songs. Songs consists of themes such as friendship, anger control, shyness and prudency and so on. After each story, songs are studied by the support of musical instruments. Lyrics support social skills and offer a suggestion for anger control. Therefore, when combined with the story, it provides more permanent learning in children. The stories and songs were reinforced with art, drama and play activities. Before applying the Social Skills Education Program, permission were took from Özbey (2009). Before conducting the Social Skills Education Program, Academic Self-Respect Scale was used to measure the children's academic self-respect levels and Interpersonal Problem Solving Scale was used to measure their problem solving skills by teachers' filling up the forms for each child separately. After that pre-test, the Social Skills Training Program was conducted 2 days a week for 14 weeks. After the program, Academic Self-Respect Scale and Interpersonal Problem Solving Scale were completed again by teachers in order to measure the effectiveness of the program; and 4 weeks after the end of the program, the retention test was performed.

2.3. Data Analysis

Pretest and posttest were carried out to determine the effect of Social Skills Education Program on children's academic self-respect and problem solving skills and Wilcoxon signed rank test was applied to find the difference between the scores of posttest and retention test. And also there indicated descriptive statistics related with pretest-posttest and retention tests.

3. FINDINGS

3.1. Social Skills Education / Children's Academic Self-Respect

The results of the Wilcoxon Signed Ranks Test applied to determine the difference between the scores obtained by children participating in social skills education from the Academic Self-Respect Scale before and after the education program are given in Table 1.

Table 1. Wilcoxon signed ranks test related to pretest-posttest scores obtained by children participating in social skills education from the academic self-respect scale

	Pretest-Posttest	n	Mean Rank	Sum of Ranks	z	p
Academic	Negative Ranks	0	.00	.00		
Self-Respect Scale	Positive Ranks	16	8.50	136.00	-3.52	**.000***
	Equal	0				
	Total	16				

* $p<0.05$

When Table 1 is examined, it is seen that there is a significant difference between the pre and posttest scores obtained by the children from the Academic Self-Respect Scale ($z = -3.52$; $p <0.05$). When the sums of difference scores are taken into consideration, it is seen that the difference is in favor of positive rankings, in other words in favor of posttest. The results of Wilcoxon Signed Ranks Test applied to determine the difference between posttest and retention test scores of children as finding whether the effect of social skills education on children's academic self-respect is permanent in the period after the education are given in Table 2.

Table 2. Wilcoxon signed ranks test related to pretest-retention test scores obtained by children participating in social skills education from the academic self-respect scale

Retention-Posttest		n	Mean Rank	Sum of Ranks	z	p
Academic	Negative Ranks	0	.00	.00	-3.411	
Self-Respect Scale	Positive Ranks	15	8.00	120.00		**.001****
	Equal	1				
	Total	16				

*p<0.05

When Table 2 is examined, it is seen that there is a significant difference between retention and posttest scores obtained by children from the Academic Self-Respect Scale (z = -3.41; p <0.05). When the sums of difference scores are taken into consideration, it is seen that the difference is in favor of positive rankings, in other words in favor of retention test.

Descriptive statistics related to pretest-posttest and retention test scores obtained by children from Academic Self-Respect Scale are given in Table 3.

Table 3. Regarding with descriptive statistics of pretest-posttest and retention test scores obtained by children participating in social sills education from academic self-respect scale

Academic Self-Respect Perception Scale	n	$\bar{x}$	ss
Pretest	16	68.93	11.07
Posttest	16	92.62	11.24
Retention Test	16	100.18	12.82

When examining the table 3, it is seen that the mean of pretest is 68.93 the mean of posttest 92.62 and the mean of retention test is 100.18. After Social Skills Education, there happened a significant progress in children's academic self-respect. It may be interpreted that this progress increased in the retention test by the use of social skills.

3.2. Social Skills Education / Children's Interpersonal Problem Solving Skills

The results of the Wilcoxon Signed Ranks Test applied to determine the difference between the scores obtained by children participating in social skills education from the Interpersonal Problem Solving Scale before and after the education program are given in Table 4.

Table 4. Wilcoxon signed ranks test related to pretest-posttest scores obtained by children participating in social skills education from the interpersonal problem solving scale

Posttest-Pretest		n	Mean Rank	Sum of Ranks	z	p
Destructive Problem Solving sub-scale	Negative Ranks	6	6.58	39.50	-.039	.969
	Positive Ranks	6	6.42	38.50		
	Equal	4				
	Total	16				
Constructive Problem Solving sub-scale	Negative Ranks	0	.00	.00	-3.522	**.000***
	Positive Ranks	16	8.50	136.00		
	Equal	0				
	Total	16				

*p<0.05

When Table 4 is examined, it is seen that there found no significant difference between the pretest and posttest scores obtained by the children from the Destructive Problem Solving Sub-Scale (z= -.039; p>0.05). But for the Constructive Problem Solving Sub-Scale, it is seen that the difference is in favor of positive rankings, in other words in favor of posttest scores (p<0.05).

The results of Wilcoxon Signed Ranks Test applied to determine the difference between posttest and retention test scores of children as finding whether the effect of social skills education on children's interpersonal problem solving skills is permanent in the period after the education are given in Table 5.

Table 5. Wilcoxon signed ranks test related to pretest-retention test scores obtained by children participating in social skills education from the interpersonal problem solving scale

Retention test- Posttest		n	Mean Rank	Sum of Ranks	z	p
Destructive Problem Solving sub-scale	Negative Ranks	14	7.50	105.00	-3.302	.001*
	Positive Ranks	0	.00	.00		
	Equal	2				
	Total	16				
Constructive Problem Solving sub-scale	Negative Ranks	14	10.38	41.50	-.693	.488
	Positive Ranks	0	6.35	63.50		
	Equal	2				
	Total	16				

*p<0.05

When Table 5 is examined, it is seen that Social Skills scores of children showed a significant difference at Destructive Problem Solving Sub-Scale in favor of positive rankings, in other words in favor of retention test (z=.-3.302; p<0.05). But for Constructive Problem Solving Sub-Scale, it is seen that there is no significant difference between retention test and posttest scores (z=-.693; p>0.05). 183

Descriptive statistics related to pretest-posttest and retention test scores obtained by children from Interpersonal Problem Solving Scale are given in Table 6.

Table 6. Regarding with descriptive statistics of pretest-posttest and retention test scores obtained by children participating in social sills education from interpersonal problem solving scale

Destructive Problem Solving Scale	**n**	**x̄**	**ss**
Pretest	16	25.37	9.385
Posttest	16	24.93	6.464
Retention Test	16	19.62	2.918
Constructive Problem Solving Scale	n	X	S
Pretest	16	12.68	2.441
Posttest	16	22.93	3.151
Retention Test	16	23.43	5.240

When Table 6 is examined, the Destructive Problem Solving Sub-Scale scores of children participating in Social Skills Education decreases from pretest (X=25.37) – posttest (X=24.93) to retention test (X=19.62).

4. DISCUSSION and CONCLUSION

According to the results of the Wilcoxon Signed Ranks Test applied to determine the difference between the scores obtained by children participating in social skills education from the Academic Self-Respect Scale before and after the education program, there found a significant difference between the pretest and posttest scores in favor of posttest (Table 1) and there is also a significant difference between posttest and retention test scores in favor of retention test (Table 2). The form teachers of the education program expressed their opinion that the children acquired the social skills handled in education program such as sharing, helping, empathy, emotion management and so on and during the process, the practicing level of those social skills got higher. This result supports the idea that social skills education given to children positively affects academic self-respect. Academic self-respect scores of children continued to increase in retention test. This can be interpreted as the fact that children continue to use the social skills gained during the education program and that these skills contribute positively to increasing their academic self-respect.

As a result of the literature review, academic achievement of children with social skills was found to be higher than other children without social skills. In this context, it is possible to evaluate the acquisition of social skills as the first step of academic success (Choi & Kim, 2003; Danielson & Phelps, 2003). In the studies of Peisner-Feinberg, Burchinal, Clifford, Culkin, Howes, Kagan and Yazejian (2001), the social, emotional and cognitive development of children aged 4-8 were affected positively by the education given in preschool education institutions and it was determined that the effect of the education on the language and academic skills continues in primary school years. Webster-Stratton and Reid (2004) state that social and emotional support of children through social skills education has a significant impact on school attendance and success in their later terms of education process. As a result of determining the effect of social skills on academic achievement through The High Scope Preschool Education Program, which finds the starting point of the failure of socially and emotionally disadvantaged children in schools, it was developed in the United States, in 1962 and started to be applied by Weikart (Weikart & Schweinhart, 2005).

In studies of Uz-Baş and Siyez (2011), they received student opinions about solutions to the conflicts occurred. It was found that children who were accepted by their peers solved their problems with more constructive behaviors; children not accepted by their peers solved in a destructive way by negative methods such as threatening, shouting, beating, etc. Öksüz (2012) found his study of 4th and 5th grade primary school students that the children who are compatible in social relations had higher self-respect and that children had difficulty in achieving social cohesion as their self-respect decreased. In studies of Kaytez and Kadan (2016), it was found that the preschool children having high self-respect solve the problems in a more positive way; in the study of Kayal (2018) which examines the relationship between the self-respect, perceived social support and social skills of roman children being educated between 3rd and 8th grades of primary school, the scores of social support perceived by roman children and social skills significantly effects their levels of self-respect. As evaluating all studies totally, it supports the idea which improvement of children’s social skills has an effect on academic self-respect as being a basis of academic success.

It is seen that as a result of Wilcoxon Signed Ranks Test applied to determine the difference between posttest and retention test scores obtained by children participating in Social Skills Education from Interpersonal Problem Solving Scale in the period before and after the education, there found no significant difference between pretest and posttest scores of Destructive Problem Solving Sub-Dimension Scale, and there is significant difference in favor of positive ranks, in other words posttest scores at Constructive Problem Solving Sub-Dimension Scale (Table 4), and significant difference in favor of positive ranks, retention test at Destructive Problem Solving Sub-Dimension Scale, and found no significant difference between retention and posttest scores at Constructive Problem Solving Sub-Dimension Scale (Table 5). Additionally it also seen that the scores obtained by children attending to Social Skills Education from Destructive Problem Solving Scale decreases gradually from pretest-posttest to retention test; however their scores obtained from Constructive Problem Solving Scale pretest-posttest and retention test increase (Table 6).

That result may be interpreted as that we may consider there is a moderate and negative relationship between social skills and problem behaviors (Tozduman Yaralı & Özkan, 2016; Özbey, 2009), so when social skills are to be used continuously overtime it may reduce problematic behaviors assimilated by children. In other saying, assimilation of problematic behaviors by child affects the disappearing process of these behaviors. As the child learns the positive behavior samples he/she may replace with problematic behaviors and begins to practice them, the problematic behaviors disappear as giving way to positive behaviors by the time and slowly. Therefore, studies revealing a moderate and negative relationship between social skill behaviors and problematic behaviors support this research result. As social skills are used, it eliminates problematic behaviors. It was observed that there is a significant decreasing of Constructive Problem Solving Skills of children after social skills education. However, children do not immediately give up their established Destructive Problem Solving behaviors. In order to reduce the Destructive Problem Solving Behaviors, social skills are needed to be used. Hence, there made an interview with the form teacher of the class which the social skills program related with children's problem solving skills was conducted and asked for evaluation of children's problem solving skills. The form teacher stated that the children continued to use the social skills they learned during social skills education both at school and at home and reminded each other about positive behaviors in the process. It was stated that they used expressions about *which behavior is correct and how to behave* in problem situations and that destructive problem solving behaviors continued to decrease in time.

Özbey (2009) and Alisinanoğlu, Özbey and Kesicioğlu (2012) found that after the social skills education given to children, there was an increase in children's social skills and a decrease in their problematic behaviors and the decrease in problematic behaviors continued in the retention test. Özdemir-Topaloğlu (2013) examined the effect on children's peer relationships after social skills education given to children and found that after the program, children improved their positive peer relationships and decreased their negative behaviors towards their peers. Durualp and Aral (2010) found that social skills education increased children's positive social adaptation behaviors and reduced social non-compliance behaviors. Reio, Maciolek, Lyn and Weiss (2002) emphasized that the anxiety and fear increased because of the anxiety of success of children in the programs focused on academic skills and prosocial behaviors decreased; in child-centered programs, they state that problematic behaviors are reduced because all development fields of children are supported. Denham and Weisberg (2005) stated that the support of social emotional development may reduce the problematic behaviors; Hoop, Horn, Mccraw and Meyer (2000) declared that developing interpersonal skills and gaining responsibility feeling is important for child's development of behavior controlling skill and Beland, Anderson, Frank and Mayhew (1991) stated that as prosocial behaviors increase in children, they seek different alternative solutions to problems and reduce problematic behaviors. In the study of Dereli (2008), he applied the social skills education program to the group of children aged six and found that the program contributed to the development of children's social problem solving skills. Dikici Sığırtmaç and Şahin (2009) stated that children who shared their toys with their friends were more active in the classroom and found that children being not accepted to play exhibited undesired behaviors. Based on the results of the research, it may be stated that the social skills acquired positively affect the interpersonal problem solving skills of children. Stevens (2009) found that children with good cognitive flexibility skills were able to solve social problems better and their social skill levels were higher. In the study of Özmen (2013), as long as children's social problem solving skills increase, it was found that there exhibited positive improvement in peer relationships and they showed social behaviors in relations with persons around and their peers, and they may also solve the social problems more healthy; as the problem solving skills decrease their aggressive behaviors increase. In his study which psychosocial development based education program was conducted, Şahin (2015) found that children with high problem solving skills scores had also high emotional intelligence scores. Dinçer, Baş, Teke, Aydın, İpek and Göktaş (2019) conducted a study to assess interpersonal problem-solving skills and friendship relationships of preschool children with the lowest and highest social skills scores, and found a statistically significant negative correlation between the social skills and non-social peer solutions of children. In other words, children with high social skills displayed more positive behaviors in their peer relationship while children with low social skills preferred more negative methods and behaviors in their peer relationships. Umay (2019) found a positive medium level correlation between the problem solving skills and social skills of the children.

As considering the results of this research, the following suggestions may be made;

- The study was limited to 48-60 months old 16 children who attended to the institution's kindergarten. The effectiveness of the program can be compared by applying the educational program used in this study to children who are in different age groups and who attend different educational institutions.
- The effectiveness of the educational program implemented in the study can be compared by applying it simultaneously on children with different cultural characteristics.
- As considering the broad impact of social skills programs on development fields, the necessity of education programs that support social emotional development and prevent violence and reduce behavior problems can be highlighted both through in-service education and through different projects.
- By attracting attention to the contribution of programs supporting social emotional development to academic achievement, educators may be encouraged to apply that kind of programs.
- Education programs may be organized for parents that emphasize that the child, whose social and emotional development is not supported, may experience problems in terms of academic success and solving problems over time.
- Seminars and workshops may be organized for educators to teach parents about how to support and develop children's problem-solving skills from birth.
- Researchers can examine children's academic self-respect ranks and problem solving skills in their education environment that supports social emotional development.
- By conducting studies examining the contribution of the teacher to social emotional development, trainings can be planned to support both professional and personal development in the subjects that teachers need.

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Research Article

The Influence of Work Supervision on Job Rotation (Case Study on Post Office Manager in Regional IV Jakarta)*

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Abstract

Job rotation is a way undertaken by companies to motivate employees, especially employees who are in structural positions (managers). However, the rotation of positions that has been programmed by this company does not always run smoothly. Sometimes, the job rotation program planned by the company has caused protests from managers who feel that they have mastered the job in their current position. Therefore the job rotation program carried out by the company must be based on data and an accurate track record of the manager's performance, because this affects the supervisory tasks performed by the manager in the new place. This study aims to analyze the effect of supervision on the effectiveness of job rotation in PT Pos Indonesia Regional IV Jakarta. The results showed that work supervision variables had a significant positive effect on job rotation (p = 0.006). Model fit with existing data based on Goodness-of Fit Index criteria with the results of Chi Square evaluation of 1100,906, with a significance level of 0.056 and RMSEA values (0.021), GFI (0.783), AGFI (0.762), CMIN / df (1.071), TLI (0.983) and CFI (0.984).

Keywords: Work supervision, job rotation, pos indonesia

1. INTRODUCTION

The role of managers in a company in this case the Post Office is very important. Managers at a Post Office are the lowest/foremost structural hierarchy functions in a company. Through the manager at the post office, the company's work programs can be well known and understood by all employess. This is in line with research conducted by the Gallup research institute conducted in 2012, which states that incompetent managers have an impact on the cost of billions of dollars aech year, which can even bring down companies. He added that form a study conducted over two decades and involving almost 27 million employees in the United States, it was found that managers with a low level of competency occupy 82% of teh number of exixtis managers. Managers contribute to at least 70 % of the variance in the value of employee engagement in all business units. This means tha it can be concluded that the presence of bad manager in a company causes most employees to fail to develop and contribute to the place where they work. For this reason, in order to improve the performance of its managers, the company needs to pay attention to improving the quality of managers, in order to obtain the appropriate competencies as expected by the company. Where One way to develop and improve competencies possessed by managers, is through job rotation. According to Dressler "Job Rotation is to move managers from one department to another, in order to broaden their understanding of the business and to test their abilities" (Dressler, 2015). The above implies that one of the development methods that can be implemented by the company to develop the capabilities (qualifications) possessed by its managers, is through job rotation (job rotation). With the hope that through the rotation of positions will improve and develop the competencies of managers. A job that is

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routine and monotonous and only do the same thing for a long period of time can certainly lead to boredom or boredom where this will impact on morale and enthusiasm for work that will decline.

Roger Chevalier in his book entitled A Manager's Guide to Improving Workplace Performance, said that: "Job rotation is another way to add / renew employee motivation, by moving employees to other divisions to different divisions, from the previous field. It is hoped that by moving to these different sections, employees will get additional insights and broader and more comprehensive (overall) knowledge about operations that occur in the company. Of course it is expected that with the enrichment of skills like this, the results of the work obtained will be even better" (Chevalier, 2007). However, job rotation or rotation does not always run smoothly. It could be the job rotation plan (job rotation) that has been programmed by the company, causing protests from employees who feel they are already well-established in their current positions. Therefore the policy must be based on accurate data and information on individual performance, because it will affect the success of the supervisory duties performed by the employee (manager) affected by the mutation.

Robbins and Judge state that "Supervision is the monitoring of activities carried out to ensure that what is done is as planned, and correct any important deviations that ocur" (Robbins and Judge, 2015). Based on the description of the theory put forward by robbins and judge, waht is meant by work supervision both in quality and quantity is, ensure the duties and responsibilities carried by employees are caried out accordingly to the applicable SOP (standard operational procedure), the evaluate teh result of the implementation of supervision carried out, as well as coaching and also mentoring so that employees can complete their task as expected by management. The influence of supervision on the success of job rotation has been done by researcher before one of them is Austin O. Opanrama and Lawrence I. Nwaeke (2015) result show that work supervision has an impact on the sucess of job rotation conducted by companies (Opanrama & Nwaeke, 2015).

1.1. Literature Review

1.1.1. Job Rotation

Human resource management is a part of management science that specialize in the discussion of the regulation of human roles in an organization. Dessler states that human resources management is the process of recruiting, training, evaluating and paying employees, and managing in terms of industrial relations, helath, safety, and matters related to employee development (Dessler, 2011). Meanwhile, according to armstrong "Human resource management can be defined as a concept that is strategic, integrated, and also an interrelated approach, related to the development and welfare of employee who work within the organization". (Armstrong, 20120).

From some of the above understanding, it can be concluded that Human Resource Management (HRM) is a concept of how to be able to manage human resources (HR) in an organization/company, in order to achieve the goals set. One form of management that aims to develop exixting HR in the company, so that it can always display optimal performance is through job rotation. As it is known that job rotation is one of the ways that is often taken by an organization, in order to develop, enrich, and alaso expand the ability of employees regarding work in the organization. In addition, the job rotation program carried out by the organization also aims to anticipate or prevent boredom that engulfs employees due to too long, working in a work unit.

Job Rotation is part of one of the functions of human resource management, which is the development function. Job rotation in general includes the activities of finding, placing and utilizing the existing human resources in a company effectively and efficiently. Good job rotation is not only useful for the employees themselves, it is also useful for the company in achieving its goals. Ivancevich, Konopaske, and Matteson (2014) suggested that "job rotation / job rotation, is able to improve skills in a variety of jobs. Meanwhile, according to Newstrom (2015), "Job rotation is by assigning employees periodically, to be placed in a completely different part from the previous section. Griffin and Moorhead (2014) stated that "the implementation of job rotation carried out systematically" moving "employees from one job (part) to another job (part), is in order to minimize the monotonous conditions and boredom that descends on employees. In line with Griffin and Moorhead, George and Jones (2012) also said that "job rotation is carried out by assigning employees to different jobs, and is carried out regularly. McShane and Von Glinow (2010) stated "Job rotation is a practice carried out by companies in order to keep employees excited by moving employees, from one job to another. Meanwhile, Locke (2012) states "Job rotation is a program carried out by a company by moving employees from one departement to another, to do different jobs. Agreeing with Locke, Lepak and Gowen (2013) states "The meaning of job rotation is the transfer of employees from one job to another within the organization, in order to provide a complete and comprehensive understanding of all operational aspects in the organization.

1.2. Work Supervision

Supervision has important meaning for every organization. Supervision aims to get the results of the work carried out in an efficient (efficient) and effective (effective) manner, in accordance with a predetermined plan. Supervision is very important for every job in the organization, because through supervision can be monitored a variety of things that can harm the organization, such as mistakes in the implementation of work, shortcomings and weaknesses in the way of working, as well as obstacles experienced. According to Certo "Supervision is controlling the various tasks that are being completed and ensuring that employees complete their work in the specified ways" (Certo, 2013). Leslie and Byars argue "Supervision is the initial activity carried out by management within an organization, in order to encourage all work units to make a positive contribution, so that organizational goals can be achieved immediately. Supervision is arguably the most important part in an existing process in the organization, because without proper supervision will certainly produce unsatisfactory results, both for the organization itself and for its employees "(Leslie and Byars, 2010).

While Williams said "Supervision is a process of monitoring an activity that is happening towards the achievement of objectives, and taking corrective action (rectification) when the monitored activity is not going in the forward direction (in the right direction). The process of control over the activities being monitored, of course, uses standard reference regulations. Where, the standard standard reference provisions are used to compare actual performance with the achievements that should be obtained" (Williams, 2009). Williams added "The supervisory process starts when the manager sets goals that are indeed the stipulations of the company, such as setting targets to satisfy customers by up to 90%, or setting targets to increase sales by 5% over the previous period" (Williams, 2009).

1.3. Relationship between work supervision and job rotation

Austin O. Oparanma and Lawrence I. Nwaeke (2015) the purpose of his research was to examine the effects of job rotation, work supervision and employee performance in business organizations. With regard to assessing, evaluating, and ensuring the overall impact of job rotation on productivity, improving skills, talents, and monitoring corrections to irregularities, the results in his research explain that there is a significant and beneficial relationship between job rotation, work supervision and employee performance. That skills and knowledge gained from job rotation increases productivity, and that job rotation helps even management in detecting and correcting mistakes. Based on this, it is recommended that work rotations must be practiced and management must establish an appropriate and up-to-date system of internal control, and that employees who feel that they want to do wrong should be punished for it.

Novianita Rulandari (2017) in a study entitled The Effect of Supervision and Professionalism on Staff Performance at the Office of Social Affairs in East Jakarta Administrative City. This study was conducted to analyze the effect of supervision oversight and professionalism on staff performance in the Office of Social Affairs in the City of East Jakarta Administration. This study took a sample of 50 respondents 156 staff (study population). This research uses a quantitative descriptive approach where 2 independent variables and one dependent variable with dimensions and indicators are the basis of research in primary data collection through questionnaires. Each respondent was given a total of 36 closed ended questions. Research shows that there is a positive effect of work supervision, job rotation and professionalism on staff at the Office of Social Affairs in the City Administration of East Jakarta, both partially and simultaneously which ultimately builds a causal relationship mechanism ".

Supervision of work in an organization is very important. As we know that an organization, from time to time will continue to grow; developing in terms of size, number of businesses, and in terms of the number of individuals working in the organization. Therefore, in order to continue to exist and continue to grow in a positive direction, good competency is needed from all members of the organization. And one of the programs carried out by the company, in order to develop the competencies of its employees is through job rotation (job rotation). As the job rotation is done, it is expected that the skills / competencies of employees will increase because employees learn new types of work, with a variety of different tasks and responsibilities. With this complexity, it certainly will potentially lead to irregularities / deviations in the organization. That is why there is a need for good, measurable and planned supervision that will provide satisfying results, both for the organization itself and its employees.

This is supported by the theory put forward by Samuel C. Certo who states that “Controlling is overseeing the various tasks that are being completed and ensuring that they are done in the expected manner”. Supervision is the control of various tasks that are being completed and ensure that employees complete their work in the manner specified.

1.4. Research Hypothesis

The hypothesis is a conjecture or a temporary answer to a problem whose truth still needs further testing. Based on the above problems, as an answer while the authors make the following hypothesis:

Ha : Work supervision has a positive and significant effect on job rotation with managers at Regional IV Indonesia Post Office.

2. METHOD

2.1. Research Design

Data analysis used in this research is confirmatory factor analysis and full Structural Equation Model (SEM) with seven steps to evaluate goodness-of-fit criteria. It will also be explained about descriptive data obtained from research respondents. Descriptive research data are presented so that profiles of respondents' data and relationships can be seen between the variables used in the study. This descriptive data describes the condition or condition of the respondent as additional information to understand the results of the study.

2.2. Population and Sample

The population is the overall observation that is the concern of research, in this study the population is all employees who served as managers in the post office. Sampling by using purposive sampling method by determining the criteria for respondents. In this study the research respondents were managers who were in a Post Office in the Regional IV Jakarta area

2.3. Data Collection

Data collection methods are systematic and standard procedures for obtaining quantitative data. In this study, the data collection method used was an interview. Interview is a method of collecting data by holding questions and answers with respondents, namely by using a questionnaire to be filled in with information by respondents during the interview. The source of research data comes from primary sources. Primary data were obtained through direct interviews with managers who served in 12 Post Office located in Regional IV Jakarta. Data collection in this dissertation uses the following methods: First Stage (a) Preliminary survey, carried out in order to obtain the data needed in research to compile a list of questions, (b) Literature study of job rotation and job supervision issues, carried out by studying and reading the literature, to obtain theories that can be used as a source for the preparation of dissertations and secondary data as a comparison. The second stage, interviews using a questionnaire that has been prepared. The questionnaire was made in the form of a list of written questions to determine the extent of the manager's opinion regarding the effect of work supervision on job rotation, in a Post Office in Regional IV Jakarta area.

2.4. Validity test

Validity test is done to find out whether the instrument used is precisely measuring what should be measured or not, so it can be said that the higher the validity of a test, the more accurate the test tool will be regarding the target. The validity value is basically the correlation value, which in this study will use the bivariate pearson correlation test.

2.5. Reliability Test

Reliability Test is a measure of internal consistency of the indicators of a formation variable that shows the degree to which each indicator indicates a common formation variable (Ghozali, 2008). The reliability test aims to find out how far a measuring instrument can be relied on or trusted.

2.6. Data analysis technique

To analyze the research data used statistical analysis techniques. The statistics used are descriptive and inferential statistics. Descriptive statistics are used for variables singly. While inferential statistics are used to test research hypotheses using path analysis. Hypothesis testing uses a significance level of $\alpha = 0.05$. Based on the hypothetical model created that the endogenous variable in this study is job rotation (Y), while the exogenous variable is work supervision (X).

2.7. Statistics Hypothesis

Based on the research hypothesis formulation, the statistical hypotheses tested in this study are as follows: Test the hypothesis of the direct effect of work supervision (X) on job rotation (Y). Hypothesis tested: $H0 : \beta y1 \leq 0$; $H1: \beta y1 \geq 0$

3. FINDINGS

3.1. Data Descriptions

A total of 160 post office employees in the Regional IV working area of Jakarta were made as research respondents, the reason for choosing the regional IV work area as the research object was because this region could represent the condition / condition of PT. Pos Indonesia as a whole. In Regional IV Jakarta there are 12 (twelve) Big Post Offices, including the Central Jakarta Post Office, South Jakarta Post Office, West Jakarta Post Office, East Jakarta Post Office, North Jakarta Post Office, Bekasi Post Office, Tangerang Post Office, Division E -Commerce, Post Processing Center / Mail Processing Center, Philately Post Office, KTSH, and KTPL.

3.2. Profile of Respondents

Description of the identity or profile of respondents is one of the data analysis techniques used to provide an overview of the identity of respondents in this study by grouping research respondents into several groups including: gender, age, length of work and level of education,

Table 1. Respondent by gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Man	96	60.0	60.0	60.0
	Woman	64	40.0	40.0	100.0
	Total	160	100.0	100.0	

Table 2. Respondent base on age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 30 years old	20	12.5	12.5	12.5
	31 to 35 years old	13	8.1	8.1	20.6
	36 to 40 years old	13	8.1	8.1	28.8
	41 to 45 years old	17	10.6	10.6	39.4
	46 to 50 years old	52	32.5	32.5	71.9
	Above 50 years old	45	28.1	28.1	100.0
	Total	160	100.0	100.0	

Table 3. Respondent base on length of work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 6 years old	7	4.4	4.4	4.4
	6 to 10 years old	20	12.5	12.5	16.9
	11 to 15 years old	18	11.3	11.3	28.1
	16 to 20 years old	15	9.4	9.4	37.5
	21 to 25 years old	19	11.9	11.9	49.4
	Above 25 years old	81	50.6	50.6	100.0
	Total	160	100.0	100.0	

Table 4. Respondent base on education level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School equivalent	35	21.9	21.9	21.9
	Diploma (DI/DII/DIII)	73	45.6	45.6	67.5
	Bachelor (S1)	35	21.9	21.9	89.4
	Post Graduate (S2)	17	10.6	10.6	100.0
	Total	160	100.0	100.0	

3.3. Data Validity Test

Validity test is a test used to show the extent to which the measuring instrument used in measuring what is measured. Ghozali (2009) states that the validity test is used to measure the validity or validity of a questionnaire. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire. Test the validity of the questionnaire in this study using Pearson product moment correlation with the help of IBM SPSS program release 24. Following are the test results on 160 research respondents:

Table 5. Test variable validity (Y) job rotation correlations

		RT1	RT2	RT3	RT4	RT5	RT6	RT7	RT8	RT9	RT10	RT11	RT12	TotRT
RT1	Pearson Correlation	1	,628**	,608**	,591**	,565**	,551**	,601**	,476**	,473**	,508**	,492**	,490**	,764**
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
RT2	Pearson Correlation	,628**	1	,610**	,608**	,591**	,575**	,610**	,496**	,521**	,558**	,561**	,548**	,800**
	Sig. (2-tailed)	,000		,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
RT3	Pearson Correlation	,608**	,610**	1	,597**	,586**	,543**	,522**	,447**	,486**	,492**	,459**	,481**	,748**
	Sig. (2-tailed)	,000	,000		,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
RT4	Pearson Correlation	,591**	,608**	,597**	1	,632**	,601**	,629**	,478**	,547**	,554**	,546**	,500**	,802**
	Sig. (2-tailed)	,000	,000	,000		,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
RT5	Pearson Correlation	,565**	,591**	,586**	,632**	1	,604**	,633**	,487**	,545**	,484**	,500**	,457**	,782**
	Sig. (2-tailed)	,000	,000	,000	,000		,000	,000	,000	,000	,000	,000	,000	,000
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
RT6	Pearson Correlation	,551**	,575**	,543**	,601**	,604**	1	,631**	,416**	,551**	,514**	,499**	,487**	,765**
	Sig. (2-tailed)	,000	,000	,000	,000	,000		,000	,000	,000	,000	,000	,000	,000
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
RT7	Pearson Correlation	,601**	,610**	,522**	,629**	,633**	,631**	1	,537**	,572**	,565**	,539**	,560**	,812**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000		,000	,000	,000	,000	,000	,000
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
RT8	Pearson Correlation	,476**	,496**	,447**	,478**	,487**	,416**	,537**	1	,482**	,508**	,507**	,531**	,693**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000		,000	,000	,000	,000	,000
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
RT9	Pearson Correlation	,473**	,521**	,486**	,547**	,545**	,551**	,572**	,482**	1	,549**	,600**	,553**	,750**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000		,000	,000	,000	,000
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
RT10	Pearson Correlation	,508**	,558**	,492**	,554**	,484**	,514**	,565**	,508**	,549**	1	,622**	,491**	,750**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000		,000	,000	,000
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
RT11	Pearson Correlation	,492**	,561**	,459**	,546**	,500**	,499**	,539**	,507**	,600**	,622**	1	,538**	,749**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000		,000	,000
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
RT12	Pearson Correlation	,490**	,548**	,481**	,500**	,457**	,487**	,560**	,531**	,553**	,491**	,538**	1	,721**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000		,000
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
TotRT	Pearson Correlation	,764**	,800**	,748**	,802**	,782**	,765**	,812**	,693**	,750**	,750**	,749**	,721**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	
	N	160	160	160	160	160	160	160	160	160	160	160	160	160

**. Correlation is significant at the 0.01 level (2-tailed).

4. CONCLUSION AND DISCUSSION

The results obtained after analyzing the model are used as a basis for answering hypotheses and drawing conclusions in this study. The explanation of the hypothesis's answer can be described as follows:

The results of the first hypothesis analysis that knowledge has a direct positive effect on the role of stakeholders. Based on these findings, it was concluded that the role is directly affected positively by knowledge. Increased knowledge will result in increased role. As according to Bordeianu (2015) that the role is directly affected by the level of individual knowledge. Increasing knowledge results in an increase in the role that dominates a person. The same thing was expressed by Soekanto, (2002: 268-269) that the role is a dynamic aspect of the position (status). If someone carries out his rights and obligations according to his position, then this means he is carrying out a role. Both can not be separated and contradict each other. Every person has a variety of roles that come from the patterns of social interaction. This also means that the role determines what he does for society. This role can be related to one's knowledge in carrying out their role.

Dale (Sudarmato, 2009: 59) explains the knowledge possessed by a person can be categorized into two types, namely knowledge that is based and knowledge that is not based. The role determines what has been done for the community. Similarly explained by Donate and Pablo (2015), the role of determining what he does for society. This role can be related to a person's level of knowledge in carrying out his role. When a person plays a role in life, he will collect and learn facts, witness events, and get other pieces of information which are then added to the storage of memory and will be accessed when the person processes new information or prepares a reaction to an agency or other people, so that knowledge is information or information that is known or realized by someone (Agus, 2013). Therefore, Marta (2014) states that the role is a dynamic aspects, a person carries out his rights and obligations according to his position, so he carries out a role.The role is a dynamic aspect by carrying out rights and obligations according to his position, so it can be said that someone will carry out a role.

The results of the second hypothesis analysis produced findings that community participation had a direct positive effect on roles. Based on these findings it can be concluded that the role is directly affected positively by community participation. Increased community participation will lead to increased roles. The results of the study were supported by Hsu et al (2013) that community involvement in the implementation of the program cannot be separated from the role of the state apparatus in inviting and encouraging the community in the program.

Soekanto (2003) in Widodo (2009:9) also explains that in essence the role can also be formulated as a series of certain behaviors caused by a particular position. Then also, the role can be said as individual behavior that is important for the social structure of society. Where in each role aims that between individuals who carry out this role with the people around him who are involved, or, there is a relationship with that role, there is a relationship that is governed by social values that are accepted and obeyed by both parties so that it can make everyone those involved can participate in that role. Manzoor, Shah, and Saleem (2019) that policies that benefit the community will increase high participation from the community as well.

This emphasizes that if the policy benefits the community it will also increase high participation from the community. Robey et al (2018) support this and say the community's role is to provide input, implementation, supervision and evaluation. . . the community has an initiative where each member or community group participates horizontally with one another. Community involvement in the implementation of government programs cannot be separated from the role of the state apparatus in inviting and encouraging communities in the program. The community's role in providing something good is only input, implementation, supervision and evaluation. One form of community participation is horizontal participation, the community has an initiative where each member or community group participates horizontally with one another. This kind of participation is a sign of the beginning of the growth of a society that is able to develop independently so that it can affect one's role in efforts to encourage people to be involved both actively and passively (Siti Irene, 2001: 58).

Another explanation by Takyi (2015) explains that the role with the people around it is involved, or, in relation to that role, there is a relationship governed by social values that are accepted and adhered to by both parties so as to make everyone involved can participate in that role. This explains that every individual who carries out his role in synergy with the people around him so that he can establish relationships with the maximum governed by social values.

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The data used in this study was confirmed by the researchers that it belongs to the years before 2020.

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Research Article

The Role of Stakeholders in the Makassar Tidak Rantasa' Program: Knowledge and Public Participation*

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Abstract

The purpose of this study was to determine how the effect of the role of stakeholders in relation with knowledge and public participation in *Makassar Tidak Rantasa'* program. This research used quantitative with survey design. The population in this study were all Makassar city residents. The sampling technique used quota sampling technique. The research sample of 90 people were selected based on the representation of the population of each village. The results showed that there was a positive direct effect between the roles of stakeholders and knowledge Increased knowledge can lead to increased roles. Furthermore there is a positive direct effect of community participation on the role. This means that increasing community participation will increase the role of stakeholders. Therefore, there needs to be an effort to increase stakeholder roles through policies related to community knowledge and participation. It was intended for every community behave in accordance with knowledge, awareness and attitudes towards the MTR program with good impact on increasing the role of stakeholders. The government must invite the public to participate to contribute both ideas, thoughts, energy, and morale, provide relevant information about Makassar city government program.

Keywords: The role of stakeholders, Knowledge, Public paticipation

1. INTRODUCTION

The problem of urban waste is one of the problems of all countries, including in developed and developing countries. Indonesia is a developing country with the fourth largest population growth of 265 million. Indonesia has the largest population, so the waste problem in Indonesia is no longer a new thing. The increase in the volume of waste can be said to be due to the increasing population and limited land for the final disposal of waste so that it becomes a problem that must be solved immediately. So with increasing population growth, it is at risk of increasing the volume of waste or rubbish in the form of organic or inorganic waste (Widiyanto et al., 2019).

Berger and Goldfarb (2017) explain that waste must be handled wisely. It was explained that waste is a very big problem that must be faced. Bashir et al (2018) add that waste has a conceptual material that is not valuable to be disposed of by not ignoring the original function of the material. According to him, waste is material that is not valuable for the benefit of being disposed of 2 by not ignoring the original function of the material.

South Sulawesi is one of the provinces in eastern Indonesia that is stretching in infrastructure development, especially in the capital city of Makassar, the center of development as well as the center for districts / cities throughout South Sulawesi in terms of development. As a big city in eastern Indonesia, Makassar, which has a population of 1.4 million, has 14 sub-districts and 143 villages. With

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this population density, the resulting volume of waste is very large, both in the form of organic or inorganic waste. Thus, awareness is needed from the Makassar city government together with its citizens in managing waste and knowing the impact of losses that can be caused by waste problems.

Makassar city government made a regulation as an effort to overcome the waste problem, namely Perda No. 4/2011 concerning waste management in point b states that the problem regarding waste management needs to be carried out in a comprehensive and integrated management in order to provide economic benefits 3, be healthy for the community and be safe for the environment and be able to change behavior. From these regulations, then the community is expected to apply 6R system, namely Reduce, Reuse, Recycle, Repair, Refuse, and Rethink.

These activities can be successful not only by the government, but there must also be synergy between citizens and entrepreneurs in overcoming the waste problem. In 2014, there was a change of leadership of the mayor and vice mayor, namely Mr. Ir. H. Moh. Ramdhan Pomanto as mayor and Mr. Dr. Syamsu Rizal, S. Sos, M.Sc as vice mayor. With the change of leadership, it is expected that various ideas related to development can be generated and thus can be included in the RPJP (Short-term Development Plan). The cleanliness problem is not finished and is present every year and the right solution has not been found in overcoming the problem. Various programs were presented by the city government in overcoming these problems. One of the policies / plans promoted by the mayor of Makassar is the ‘Makassarta Tidak Rantasa’ (Gemar MTR). The program was presented in April 2014 by the Makassar city government as a form of commitment, care and at the same time proving to the community that Makassar can be a comfortable and clean city '. The presence of the MTR program is due to the dirty condition of Makassar city and people who are less concerned with cleanliness, where there are still people who are littering. With this phenomenon, resulting in an increase in the volume of waste.

The use of the word 'Rantasa' is Makassar language and means 'dirty'. From the naming, it is hoped that this MTR program can be an encouragement for the community in making Makassar even better in terms of cleanliness. This program is also an effort to raise awareness and change the mindset of the community in prioritizing hygiene aspects in daily life. Thus, the presence of this program as part of the culture of siri'na pace which is the philosophy of life of the Bugis and Makassar people. Based on this, a program was declared to overcome these problems and it was hoped that the community could prioritize aspects of cleanliness in daily life, because without the support of the community the "Makassar Tidak Rantasa’" Program could not run properly.

Makassar Mayor has made an instruction to SKPD and District throughout the main Makassar city sanitation department in order to implement programs that support MTR. The implementation of the MTR program is based on the decision of the Mayor of Makassar to the SKPD and the districts of Makassar city. According to the Mayor of Makassar, Mr. Danny Pomanto "This MTR is a moral reconstruction movement that is by reconstructing people's perspectives to live cleanly especially with regard to waste (Badan arsip, 2014). Based on the information obtained that there are complaints from the public regarding cleanliness issues. From April-June 2015 data there has been an increase in complaints, including those related to hygiene problems from 8 to 13 complaints (Humas Kota Makassar, 2015). From the results of observations, the implementation of the MTR program in several districts can be said to have not proceeded as expected. This is known after the program has been running for twelve months, the condition of Makassar city at that time was not very visible in terms of changes in cleanliness. There are still piles of garbage on the side of the road and also scattered, plus the lack of awareness from the public about environmental cleanliness.

So that the role of stakeholders and community support in the implementation of the MTR to overcome this waste problem is very necessary because without the synergy between stakeholders and the community, the program may not necessarily be implemented well. The city government can provide public service, as with increasing public knowledge and education. The explanation was explained by (Wibisono, 2017) that the people's demand for the government to implement good governance is to increase the level of knowledge and education. good governance.

Bryson (2004) defines stakeholders are any individual, group, or organization that has an interest in organizational resources or results or is also influenced by these results. Another definition of stakeholders is as a community, both individuals and groups, which have legitimacy, power, and importance to the success of the company (Chandra, Indarto, Wiguna, & Kaming, 2011). The role of stakeholders can be influenced by knowledge. In the current era of globalization, where information is open as wide as possible, so is the presence of knowledge that can be absorbed by various parties. Okioga (2013) also explained that the implementation of a solid and responsible state government, which is transparent, responsive, efficient and effective. Good governance can be carried out by perfecting the overall state administration system, so there must be commitment and active participation from various parties.

As a treasure of mental wealth obtained directly or indirectly, knowledge can enrich life on every front. Rajaratenam, et al, (2014: 225) said that someone who has knowledge can influence his behavior, so that if someone's knowledge is good then his behavior can be better. Danilewicz (2018) in his research said knowledge comes from the results of events after people have sensed a certain object. Furthermore, the factor considered to be able to influence the role of stakeholders is public participation. Policies or programs that are pro-public, can result in high levels of participation. Because the community is the main asset in every ongoing program implementation. As explained by Manzoor, Shah, and Saleem (2019) that, policies that benefit the public will increase high participation from the community as well ". The quote emphasizes that if the policy benefits the community it will increase high participation from the community as well.

Someone's desire to participate can be influenced by various factors, as said by Putman (1993) the factors that influence people's willingness to participate in development are a sense of interdependence, mutual trust, and the existence of a network of social organizations that facilitate cooperation for mutual benefit (Tartari, 2015). Kendal and Widodo (2018) argue a person who participates actually experiences the involvement of his / her ego which is more than involvement in work or tasks alone, which means the involvement of thoughts and feelings. Widiyanti and Airlangga (2017) assert that public participation has shifted the concept of participation towards a concern with various forms of citizen participation in policy making and decision making in various key venues that affect the lives of community members Anggriawan (2014) said that the term participation is spontaneous involvement in the form of thoughts, energy, goods or money accompanied by responsibility answer to the interests of groups to achieve goals.

From the background explanation above, it can be concluded that a scientific study is needed on the role of stakeholders in “Makassar Tidak Rantasa” Program 'as a link between knowledge and public participation.

2. METHOD

2.1. Research Design

In order to reach the aim of study above, the method which engaged in this research is survey method design. The data were collecting trough selecting sample from populations. Next step employed quantitative approach to describe the effect between each variable with path analysis technique.

2.2. Population and Sample

Sugiyono (2018) explained that the population is a generalization area consisting of objects / subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. Tangkudung (2016: 2) also said the population in the study was the subject as a whole to be studied.

The population is determined by dividing into two in accordance with what was said by Sumaatmaja in Lestari (2012: 40) that the population of the area which includes Biringkanaya sub-district which has 11 villages namely Bulurokeng, Daya, Paccerakkang, Pai, Sudiang, Sudiang Raya, Untia, Berua, Katimbang , Laikang, and Bakung. Then, the Biringkanaya sub-district has a population of 202,520 with a total of 72,230 households from 11 villages. The target population in this study is the population of Makassar City, while the affordable population is the population of each village in the Biringkanaya District of Makassar City.

Furthermore, in determining a sample that represents the number and characteristics of the population (Sugiyono, 2018) using the quota sampling technique. Morrisan (2012) said the quota sampling technique is the selection of respondents with the provisions that it has met a percentage, so that it will have a distribution with the same characteristics in the population that will be examined using a total sample. The sampling technique uses the Dixon and B. Leach formulas. From this calculation, a total sample of 90 people was obtained, with the distribution based on the number of residents per village proportionally. The following table is a breakdown of the number of samples per village.

2.3. Data Collection and Analysis

Based on the calculation of the validity and the reliability made total of questionnaire for variabel knowledge are 25. While the total of questionnaires for variable public participation are 26 and for variable of the role of stakeholder are 26.

Based on the framework of thinking that has been explained previously, a path chart can be drawn which shows the role of stakeholder, knowledge and public participation.

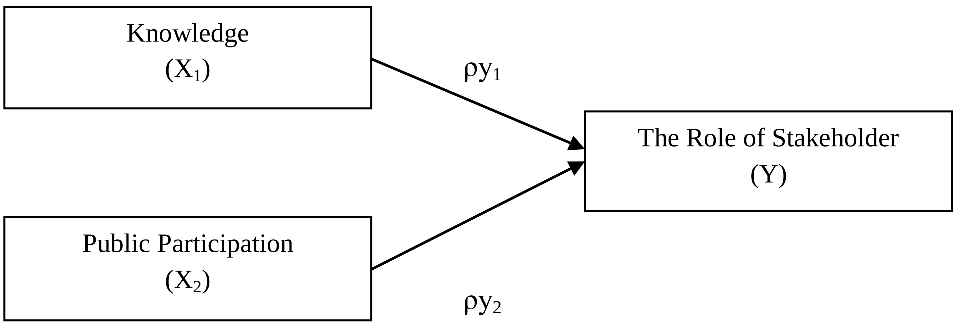

Figure 1: Research of constellation

Data collection in this study was conducted by using a Likert scale questionnaire. Questionnaires are arranged based on indicators from research variables. The alternative choice of questionnaire answers are strongly agree, agree, doubtful, disagree, and strongly disagree. Before it was used to collect the data, the questionnaire was first tested for its validity and reliability. Validity test was done by using Pearson Product Moment formula, while reliability test was done by using the Cronbach Alpha formula. Data analysis technique in this study used path analysis. Data from the research instruments were analyzed by descriptive statistics and inferential statistics. Testing the hypothesis started with the test requirements analysis which includes normality test, linearity test and significance test. Data was processed with n SPSS for Windows Ver. 25.00.

3. FINDINGS

3.1. Data Descriptions

Data description of each research variable is presented in the following table.

Table 1. Description of stakeholder role variable data (Y)

Mean	114,86
Standard Error	0,56
Median	115,0
Mode	115
Standart Deviation	5,35
Sample Varians	28,6194
Range	27
Minimum	99
Maximum	126
Sum	10337
Count	90

Table 1 shows that the range of empirical scores on the the role of stakeholder variable is beetwen 99 and 126, so the range of score is 27. Based on the results of the calculation it is known that mean is 114,86; median 115.0; standard deviation 5,35 and sample variance 28,6194.

Table 2. Description of knowledge variable data (X_1)

Mean	19,21
Standard Error	0,30
Median	19,5
Mode	20
Standart Deviation	2,82
Sample Varians	7,9437
Range	12
Minimum	13
Maximum	25
Sum	1729
Count	90

Table 2 shows that the range of empirical scores on the the role of stakeholder variable is beetwen 13 and 25, so the range of score is 12. Based on the results of the calculation it is known that mean is 19,21; median 19,5; standard deviation 2,82 and sample variance 7,94377.

Table 3. Description of public participation variable data (X_2)

Mean	105,80
Standard Error	0,74
Median	105,5
Mode	109
Standart Deviation	7,01
Sample Varians	49,0831
Range	27
Minimum	92
Maximum	119
Sum	9522
Count	90

Table 3 shows that the range of empirical scores on the the role of stakeholder variable is beetwen 92 and 119 so the range of score is 27. Based on the results of the calculation it is known that mean is 105,80; median 19,5; standard deviation 2,82 and sample variance 7,94377.

3.2. Requirements Analysis Tests

The requirements analysis tests used were the estimated error normality test, linearity test and significance test. The description of requirements analysis test result is as follows:

3.2.1. Estimated error normality

Estimated error normality test was done to see whether the sample that came from a population was normally distributed. In path analysis, sample errors must come from populations that are normally distributed. The statistical test used to test normality was done by using Lilliefors formula.

1) Normality Test for Estimated Error Data of The Role Stakeholder on Knowledge (Y on X1)

The results of Lilliefors statistical calculations showed that the normality for the estimated error Y on X1 obtained Lcount of 0,0644. Lilliefors critical value Ltabel for n = 90 at a = 0.05 is 0,093. Based on these results, it is known that the Lcount = Ltabel (0,0644 < 0,093), so it can be concluded that the distribution of the role stakeholder variable estimation error (Y) on the knowledge varable (X1) comes from a population that has a normal distribution.

2) Normality Test for Estimated Error Data of The Role Stakeholder on Public Participation (Y on X2)

The results of Lilliefors statistical calculations showed that the normality for the estimated error Y on X1 obtained Lcount of 0,0532. Lilliefors critical value Ltabel for n = 90 at a = 0.05 is 0,093. Based on these results, it is known that the Lcount = Ltabel (0,0532 < 0,093), so it can be concluded that the distribution of the role stakeholder variable estimation error (Y) on the public participation (X2) comes from a population that has a normal distribution.

3.2.2. Significance and regression linearity test

1) Significance and Linearity Test of The Role Stakeholder on Knowledge (Y on X1)

From the calculation data for the preparation of the regression equation model between roles of stakeholder and knowledge obtained a regression constant a = 97.037 and a regression coefficient b = 0.928. Thus the relationship of the simple regression equation model is $Y = 97.037 + 0.928X_1$. Before the regression equation model is further analyzed and used in drawing conclusions, first the significance and linearity of the regression equation is tested. The results of calculations of significance and linearity are arranged in the ANAVA table as in the following table.

Table 4. ANAVA for significance and linearity test
Regresi Y = 97,037 + 0,928X

Source of variance	Dk	JK	RJK	F_{count}	F_{table} a = 0,05
Total	90	1189809			
Coefficient(a)	1	1187261,88			
Regresi (b/a)	1	608,21	608,21	27,604 **	3,95

Residue	88	1938,91	22,03		
	10	175,29	17,53	0,775	1,95
Error	78	1763,62	22,61		

Regression equation Y = 97.037 + 0.928X1 for the significance test obtained F_{count} 27.604 > F_{table} (0.05; 1: 88) 3.95 at a = 0.05. The regression equation is declared significant. For the linearity test, the F_{count} is 0.775 < F_{table} (0.05; 10: 78) of 1.95 at a = 0.05. The estimated point distribution forming a linear line is acceptable.

2) Significance and Linearity Test of the Role Stakeholder on Public Participation (Y on X2)

From the calculation data for the preparation of the regression equation model between roles and community participation, the regression constant a = 77.209 and the regression coefficient b = 0.356 are obtained. Thus the relationship of the simple regression equation model is Y = 77.209 + 0.356X2. Before the regression equation model is further analyzed and used in drawing conclusions, first the significance and linearity of the regression equation is tested. The results of calculations of significance and linearity are arranged in the ANOVA table as in the following table.

Table 5. ANOVA for significance and linearity test
Regresi = Y = 77,209 + 0,356X2

Source of variance	**Dk**	**JK**	**RJK**	**F_{count}**	**F_{table} a = 0,05**
Total	90	1189809			
Coefficient(a)	1	1187261,88			
Regresi (b/a)	1	553,10	553,10	24,409 **	3,95
Residue	88	1994,02	22,66		
	26	648,77	24,95	1,150	1,67
Error	62	1345,25	21,70		

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Regression equation Y = 77.209 + 0.356 X_2 for the significance test obtained F_{count} 24.409 is greater than F_{table} (0.05; 1: 88) 3.89 at a = 0.05. Because F_{count}> F_{table}, the regression equation is declared significant. For the linearity test, the F_{count} of 1,150 is smaller than the F_{table} (0.05; 26: 62) of 1.67 at a = 0.05. Because F_{count} < F_{table}, the estimated point distribution forming a linear line is acceptable.

3.3. Hypothesis Testing

To know the amount of direct influence and significance test for each path can be seen in the following table.

Table. 6 Results of the first model SPSS

***Coefficient**					
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	sig
Constant	49,913	8,587		5,813	,000
Knowledge (X_1)	,646	,159	,341	4,098	,000
Public Participation (X_2)	,242	,064	,317	3,829	,000
The role (Y)					

The first structural model estimation results are then shown in the following figure:

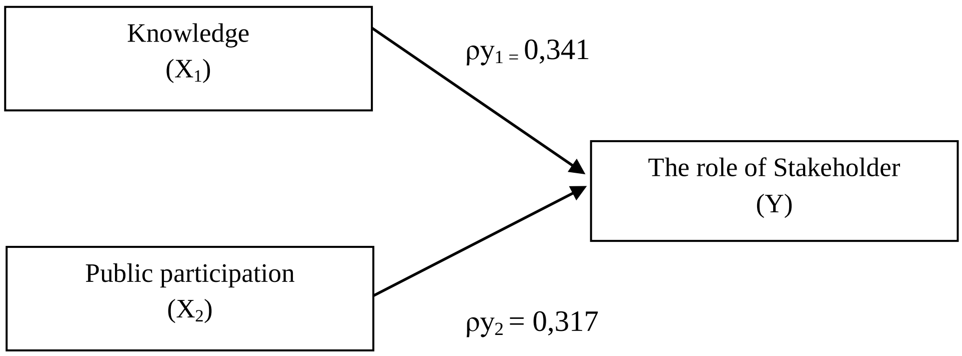

Figure 2. Empirical path diagram

1) Positive direct effect of knowledge on roles stakeholder
   The hypothesis being tested is:
   H_0: $ßy_1 = 0$
   H_1: $ßy_1 > 0$

The value of the knowledge path coefficient on the role of stakeholders is 0.341 with a t_{count} of 4.098. Therefore the value of t is greater than t_{tabel} on dk = 86 for a = 0.05 of 1.99 and the probability value of Sig. (0,000) < significant level (0.05), then H_0 is rejected and H_1 is accepted. It means there is a positive direct effect of knowledge variables on significant role stakeholders variables

2) Positive direct effect of community participation on roles stakholder
   The hypothesis being tested is:
   H_0: $ßy_2 = 0$
   H_1: $ßy_2 > 0$

The coefficient value of the path of community participation to the role of 0.317 with a t_{count} of 3.829. Therefore the value of t is greater than t_{table} value at dk = 86 for a = 0.05 of 1.99 and the probability of Sig. (0,000) < significant level (0.05), then H_0 is rejected and H_1 is accepted, which means that there is a positive direct effect of community participation variables on significant role variables.

4. CONCLUSION AND DISCUSSION

The results obtained after analyzing the model are used as a basis for answering hypotheses and drawing conclusions in this study. The explanation of the hypothesis's answer can be described as follows:

The results of the first hypothesis analysis that knowledge has a direct positive effect on the role of stakeholders. Based on these findings, it was concluded that the role is directly affected positively by knowledge. Increased knowledge will result in increased role. As according to Bordeianu (2015) that the role is directly affected by the level of individual knowledge. Increasing knowledge results in an increase in the role that dominates a person.

The same thing was expressed by Soekanto, (2002: 268-269) that the role is a dynamic aspect of the position (status). If someone carries out his rights and obligations according to his position, then this means he is carrying out a role. Both can not be separated and contradict each other. Every person has a variety of roles that come from the patterns of social interaction. This also means that the role determines what he does for society. This role can be related to one's knowledge in carrying out their role.

Dale (Sudarmato, 2009: 59) explains the knowledge possessed by a person can be categorized into two types, namely knowledge that is based and knowledge that is not based. The role determines what has been done for the community. Similarly explained by Donate and Pablo (2015), the role of determining what he does for society. This role can be related to a person's level of knowledge in carrying out his role. When a person plays a role in life, he will collect and learn facts, witness events, and get other pieces of information which are then added to the storage of memory and will be accessed when the person processes new information or prepares a reaction to an agency or other people, so that knowledge is information or information that is known or realized by someone (Agus, 2013). Therefore, Marta (2014) states that the role is a dynamic aspects, a person carries out his rights and obligations according to his position, so he carries out a role.The role is a dynamic aspect by carrying out rights and obligations according to his position, so it can be said that someone will carry out a role.

The results of the second hypothesis analysis produced findings that community participation had a direct positive effect on roles. Based on these findings it can be concluded that the role is directly affected positively by community participation. Increased community participation will lead to increased roles. The results of the study were supported by Hsu et al (2013) that community involvement in the implementation of the program cannot be separated from the role of the state apparatus in inviting and encouraging the community in the program.

Soekanto (2003) in Widodo (2009: 9) also explains that in essence the role can also be formulated as a series of certain behaviors caused by a particular position. Then also, the role can be said as individual behavior that is important for the social structure of society. Where in each role aims that between individuals who carry out this role with the people around him who are involved, or, there is a relationship with that role, there is a relationship that is governed by social values that are accepted and obeyed by both parties so that it can make everyone those involved can participate in that role. Manzoor, Shah, and Saleem (2019) that policies that benefit the community will increase high participation from the community as well.

This emphasizes that if the policy benefits the community it will also increase high participation from the community. Robey et al (2018) support this and say the community's role is to provide input, implementation, supervision and evaluation. . . the community has an initiative where each member or community group participates horizontally with one another. Community involvement in the implementation of government programs cannot be separated from the role of the state apparatus in inviting and encouraging communities in the program. The community's role in providing something good is only input, implementation, supervision and evaluation. One form of community participation is horizontal participation, the community has an initiative where each member or community group participates horizontally with one another. This kind of participation is a sign of the beginning of the growth of a society that is able to develop independently so that it can affect one's role in efforts to encourage people to be involved both actively and passively (Siti Irene, 2001: 58). Another explanation by Takyi (2015) explains that the role with the people around it is involved, or, in relation to that role, there is a relationship governed by social values that are accepted and adhered to by both parties so as to make everyone involved can participate in that role. This explains that every individual who carries out his role in synergy with the people around him so that he can establish relationships with the maximum governed by social values.

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The data used in this study was confirmed by the researchers that it belongs to the years before 2020.

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Research Article

Human Resources Development via Higher Education Scholarships: A Case Study of a Ministry of Public Works and Housing Scholarship Program *

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Abstract

This study aims to assess human resources development through a scholarship program in the Indonesian Ministry of Public Works and Housing (IMPWH). The study used document analysis methodology and personal interviews to identify the circumstances and objectives used by IMPWH in implementing the scholarship program. A program evaluation model, known as 'Context, Input, Process, and Product' (CIPP), was used alongside case study methodology to elaborate on and assess the scholarship program. Fifty participants, including employees, alumnus, lecturers and policymakers were involved in the study. The results showed that the scholarship program at MPWHI contributed significantly to enhancing the quality and competencies of human resources despite some shortcomings. Whilst the implementation of monitoring and evaluating the program was effective, the process of digital monitoring was insufficient and needs to be reconsidered for future iterations. This research has promoted a model for Human Resources Development (HRD) that will contribute to the improvement of scholarship programs used in government organizations.

Keywords: Evaluation, program, CIPP model, scholarship, government organization

1. INTRODUCTION

Human resource development is a significant undertaking in government organizations. A scholarship program is one method used to develop human resources. According to Ngasuko (2015), a scholarship aims to improve the Human Development Index (HDI in terms of life expectancy, literacy, education and standard of living). In 2018, Indonesia's HDI was less than Singapore, Malaysia, Thailand and The Philippines. In response, the Indonesian government applied regulations to enhance the quality of human resources, including implementing a rule for the use of a scholarship scheme. The IMPWH is public organization that provides a scholarship program to enhance the quality of its human resources. The scholarship consists of financial support for employees to continue their education.

Education is one of the most important factors in developing the professional skills necessary for employment. Education creates the kind of workforce demanded by employers who want employees with higher education qualifications (CS & HISC, 2012). Scholarship programs that assist employees in the continuing study can be one way of supporting workers in achieving their educational goals (Pathman et al, 2000). According to (Foreman, Perry, & Wheeler, 2015) providing employees with the opportunity to pursue higher education related to a higher profit for the organization. This study will investigate the impact of higher education scholarships on human resources development. Based on (Ganem & Manasse, 2011), scholarships from an employee's institution impacts positively on student success.

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Since 1952, the IMPWH has rewarded scholarships to its staff. The scholarship considered as an official education and vocational program, was provided to provincial or district employees of the IMPWH and public works. An assessment of the scholarship program was undertaken from 2010 to 2015 (Reinhard & Singh, 2011) and the subsequent review reported that the program was beneficial for students and the organization. However, the focus of the study was limited and did not elaborate on the competencies achieved by those in the program. Therefore, a broader evaluation of the program was needed. In recent years, the program has experienced many issues. First, the students did not develop as professional practitioners as intended by the design of the scholarships. This is the reason why the scholarship failed to reach its aim to develop students' professionalism (Republic of Indonesia, Government Regulation, 2010). Second, the monitoring and evaluation of students' study progress is considered ineffective because sanction have not been applied to students' academic report. Third, the impact of the program overall remains unknown as it has not been investigated in detail. No specific measures have been executed by the IMPWH to enhance the program. Therefore, this research aims to focus on these issues to explore the scholarship program by using the CIPP Model of evaluation.

The CIPP model was used in this study to identify the effectiveness of the scholarships in helping employees achieve future goals. According to (Stufflebeam, 2000), his model can give evaluation on the programs not only in education field, but also on various field such as the society, military and etc that can be used by the ministry and curriculum organizer. That is why this study used this model to evaluate the scholarship's program. The evaluation on this program is used for validating the accountability of the inputwhich is the scholarship with the human resources' development as the outcome (Zhang, et al. 2011). According to (Stufflebeam, 2000) this model was used to assess the quality of context, input, process, and product in school. Therefore, this research can identify the progress of the scholarship programs that organized by IMPWH. CIPP model can be applied in many fields by setting the criteria based on the objective of the university and study field (Shin, 2019). This study id entified a scholarship program in Indonesian Ministry of Public Works and Housing (IMPWH) based on the government regulation to improve the employees' quality.

The study identified Indonesian Employees known as Public Servants and used the Ministerial Degree of Empowerment of State Apparatus and Bureaucracy Reformation No. 38/2017 as the Standard of Job Competencies. Regarding on this, there are three groups of competencies: the managerial, socio-cultural and technical competency. Indonesian Constitution Act (2003) said that the success of an organization is based on its human resource planning process where the employees must have the appropriate skills and competencies. This is related with Kepmendiknas (2002) that define a competency is a series of intelligent actions with responsibility as the requirement in doing something at society. According to the Ministerial Decree of Empowerment of State Apparatus and Bureaucracy Reformation No. 38/2017, the managerial competency, socio-cultural competency and technical competency is defined as follows:

a. Managerial competency is knowledge, skills and attitude which could be observed, measured and developed for leading or managing the organization.

b. Socio-cultural competency is knowledge, skills and attitude/behaviour that can be observed, measured and developed, related interaction with the plural society.

c. Technical competency as knowledge, skills and attitude/behaviour that could be watched, measured and develop primarily related totechnical job and the primary function of the organization (Sistim Administrasi Negara, 2003) Furthermore, the group of managerial competency consists of eight competencies such as integrity, teamwork, communication, result orientation, public service, development of individual and other people, change management, and decision making. The socio-cultural competency consists of one competency that can integrate the nation. The technical competencys varies and depends on the needs of each organization. In this study, the technical competency adapts the IMPWH's Competency Dictionary which describes the competencies as the implementation of the knowledge in job.

Wijaya and Irianto (2018) indicated that technical and strategic competence of personnel significantly affected a firm's performance with moderate ties. On the other hand, the managerial competence affected a firm's performance negatively with weak ties. The organizations which apply technical competence into their implementation model, achieve higher business performance (Madapusi & Ortiz, 2014). However, Kaspersma, Alaerts, and Slinger (2012) point out that even if a specific professional has a "technical" orientation, they may have a keen interest in obtaining other competencies, specifically learning on meta competence and aggregate competence for management. Juhdi, Pa'wan, and Hansaram (2015) suggested that employers attribute the highest value on employees who were customer-service oriented. According to this author, three primary competencies were notified, such as results-orientation, interpersonal competence, and technical competence. Ngasuko (2015) concluded that the middle of public managers needed to devotion to laws and regulation, have multi stake-holders collaboration, mastering in the technical competencies such as technology management, Human Resources Management, and financial management.

In 2019 the "grand design" of formal education emerged within the IMPWH by the Ministerial Letter No. 02/SE/M/2019 (Kementrian PUPR, 2019). This policy arranged the implementation of formal education requirement includes the prerequisite of the master and doctoral programs. There are 34 programs of study needed by the organization to elevate the performance of the institution. According to Mondy (2008), the competency demand is a part of the human resources forecasting includes the skills needed and the supply of the resources, internally or externally. Moreover, the formal education implemented through the scholarship program from 2014 up to 2018. The amount of 22 programs studies or 65 % of the target were executed. They are increasing the capability of competency within the organization, as mentioned by Noe et al. (2010) These competencies are the effort of the institution to increase the competitive capability of their human resources through HR development within the changing environment. The achievement of competencies as the sum of 65 % from the target, was relatively appropriate. Mondy (2008) and Noe et al. (2010) said that this achievement could be an anticipation of the human resources requirement—also, an effort to enhancing the competitiveness of the organization. Besides, the achievement of competencies on the average reached the forth of the fifth level, especially the technical competencies give the perception or hypothesis that the alumnus of the program has a satisfying result.

Furthermore, the area of studies program applied since 2014 up to 2018 that listed in Table 1. Figure 1 showed the percentage of the area of study. Also, Figure 2 the realization of each area of study.

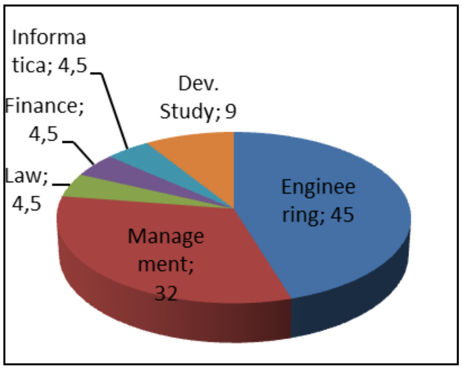

Figure 1. Percentage area of study implemented

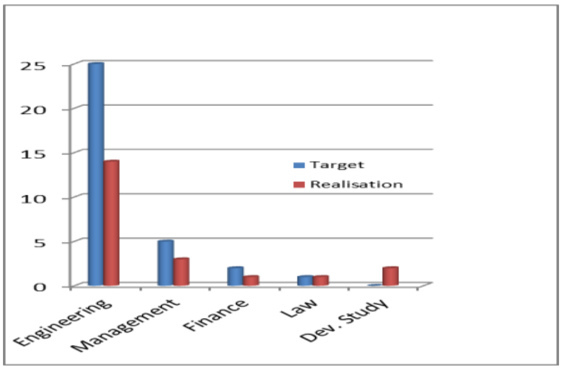

Figure 2. Realization of area of study

Table 1. Area of study (2014-2018)

Area of Study	No	Master Program
Engineering	1	Water Resources (2)
	2	Transportation
	3	Civil Engineering
	4	Road Engineering System
	5	Maintenance & Infrastructure
	6	Facilities & Material Tech.
	7	System &Transportation Technic
	8	Geology
	9	Construction Safety Engineering
Management	10	Water Resources Management
	11	Water Infrastructure Mgt.
	12	Project Construction Mgt.
	13	Management Infrastructure Eng.
	14	Technical Mgt. of Disaster
	15	Infrastructure Asset Mgt.
	16	Project Construction Mgt.
Law	17	Law (Engineering related)
Finance	18	Accountancy (Finance Report)
Informatica	19	Hydro Informatica
Development Study	20	Development study
	21	Urban study

Within this table 1, there are 22 programs implemented from 2014 until 2018. Diploma programs were not calculated since the ministerial policy on the program focuses only on master and doctoral programs.

The universities that applied the program are distributed to Java Island, Sumatera Island, and Sulawesi Island. In Java, there are 8 universities supported by 16 study programs. In Sumatera, 2 universities have 3 study programs, and in Sulawesi, one university has one study program. The universities were selected because of their quality and the location so the students can approach the MPWHI offices easily. These offices can be found the most in Java Island, Sumatera Island and Sulawesi Island respectively. These universities were accredited in national and international scale that shown in Table 2.

Table 2. The National & International ranking

No	University	The National Accreditation of Hıgher Edu.	Asian University Ranking	Qs World Class
1	ITB	A (SK 2017)	73	331
2	UGM	A (SK 2017)	74	391
3	UNPAD	A (SK 2018)	225	651-700
4	ITS	A(SK 2018)	229	≠ 801-1000
5	UNPAR	A (SK 2017)	451-500	No data
6	UNDIP	A (SK 2018)	271-280	≠ 801-1000
7	UB	A(SK 2018)	301-350	≠ 801-1000
8	UNS	A(SK 2018)	401-450	No data
9	UNHAS	A(SK 2017)	401-450	No data
10	UNAND	A(SK 2018)	No data	No data
11	UNSYIAH	A(SK 2015)	No data	No data

Table 2 presents that all of the universities involved in the program have an A accreditation within the national' higher education level. However, in the Asian University Ranking, the two of the top national university (ITB & UGM) include in the 100th rank. The others have the position less than

450th. However, the two of top national universities entered the rank of 400th at the global level, but others were in the 1000th. The data showed that in general, the universities which applied the program have a good rank in the Asian region or the global level. Nevertheless, some universities could not be assessed due to not available data. The writer assumes that universities have not any reputation both in the region and the global level. This study used the data from the universities on table 2 which applied the scholarship.

2. METHOD

2.1. Methodology

This study used a qualitative case study method of research. A case study is an in-depth investigation of a "bounded system" (e.g. an activity, event, process, or group) based on comprehensive data collection (Creswell, 2009). Creswell (2009) noted that a case study based on qualitative research methods, must select a particular location and include records, visual objects and participants.

2.2. Participants

This study used purposive sampling method which select the data was chosen because it related with the research problem (Creswell, 2009). This study involved a group of students who participated in the IMPWH scholarship program in 2014. Participants involved in this study about 50 persons include 30 postgraduate degree students, and 8 graduate diploma students and 12 lecturers and officials.

2.3. Data Collect and Analysis

Result of the study was the evaluation of the entire program components using CIPP Model: context, input, process and product. Context - the model assesses the background, vision and mission of the program's objectives. Input -the model evaluates human resources planning and objective of the project. Process-model to analysis implementation of the program; and product-model assess the results of the study. The data was elaborated by knowing general themes in data collection, interviews, and related documents. The data was delivered through the use of detailed illustrations, and quotes from data accumulation forms.

3. FINDINGS

Using the CIPP model of evaluation, the study found many issues. The findings of thispaper focused on six key areas: history and background, human resources planning, legislation and policy, adequacy of scholarship, and competencies. It recommended a model of scholarship as an approach for employees' development.

3.1. History and Program Oobjectives

The program was initiated in 1952 as a reaction to the Dutch's exodus after the Indonesia anniversary at 1945. The program aims to develop an employee to become a professional or technical staff. Since that time, formal education conducted by its owned or by collaboration with local universities. No specific vision or mission formulated during the development of the program—moreover, the numbers of IMPWH declined since 2005 (Badan Pengembangan Sumber Daya Manusia, 2015). Data showed that the total of employees in 2005 was 27.110 people, 2010 was 24.077 people) and 2015 was 21.472 people. There is no detail target of human resource development that appears before the program commenced in 2014. This practice is not compatible with the concept of human resources management. Paradeesh (2011) suggests that anticipating human resources needs to cover the estimation of the total and type of human resources required, at different levels of an organization, in a different unit. Ghazala & Habib (2012) resumed that the process of human resource planning ensured employees to have the needed skills and competencies for the organization to work out.

Moreover, Suryavanshi & Iszar (2017) argue that the business of HR planning is not only comparing present human resources to future needs but also to identify skill and competency gaps. Finally, the program was designed to provide professional staff and technical employees who have appropriate skills and competencies. The development of objective that covers organization needs to include the numbers and specific competencies that are not described in the program. This practice was not supported by many authors (Paradeesh, 2011; Ghazala & Habib, 2012; Suryavashi & Iszar, 2017).

3.2. Human Resources Planning

The study revealed that there was no comprehensive HR planning before the program is running. This program was designed based on the Ministerial Policy No. 13/PRT/M /2014. According to this policy, the program aims to enhance the capacity and skills of employees in delivering public jobs. Another letter of HRM Chief explains that the program objective is to expand the role of human resources in the public works and housing area (BPSDM, 2015). However, these objectives were not explained in quantitative measured. According to Price (2010), the lack of human resources data was a barrier to make an effective HR planning.

Moreover, there is no specific HR planning that prepared for the program. The project designed alike as a routine activity. One official explained:

"No grand design for the professional requirement as fundamental for formal education and vocational planning. Program is only as a regular activity and more focus on budget absorption"

(Interview with HRD Official, 12 April 2019).

The interview confirmed that no specific requirement of HR planning in terms of number and the program perceived as routine activities to spend budget. However, Mondy (2008) suggests a design with a specific target in HR planning. In 2016, the tailor-made approach of formal education applied meaning that program should adjust to the organization need.

"*In 2016, tailor-made approaches were implemented, which continued until 2019. Now the program has been regulated by Government legislation".*

(Interview of Official, 18 April 2019)

This interview states that in 2016, a tailor-made approach was used until 2019, and the program should match with work practices. Furthermore, Paradeesh (2011) pointed out that the strategic objective is needed in HR planning. According to Dessler (2011), this strategy is important to conduct the need analysis toward organization, employee, and task for effective development. The work from Amaratungga, et al. (2012) noted that the main function of HR planning is that the organization has sufficient staff to complete all work needed to achieve the organization's targets. Furthermore, Human Resources Development in Indonesia (2015) stated that HR planning has a significant benefit on organizational capability by anticipating and control future demands for human resources. The work from Cakar, Bititcj, and Macbryde (2012) stated that effective HR planning meets the organizations' requirements for qualified employees and minimize the expenses substantially, by managing stability between the demand for, and supply of, employees. The HR planning within the program applied without comprehensive planning in terms of the professional, technical staff, and competencies required. This practices not compatible with concept of many writer such as (BPSDM, 2008; Amaratungga, et al., 2012; Cakar, Bititcj, and Macbryde, 2012; Dessler, 2011; Mondy, 2008; Paradeesh, 2011). Therefore, organizations should undertake HR planning comprehensively to achieve organizational requirements.

3.3. Legislation and Policy

According to Constitution Act No. 20/2003, regarding the National Education System and Government Regulation No. 14/2010 relates to Official Education, and IMPWH Policy No.13/PRT/M 2014 regarding Apparatus Developments, the program should be managed by professional education.

However, it applied in academic education but added with the related content to the job requirement. The one of Chief Study explained:

"The curriculum content is adjusted to suit the needs of the Ministry of Public Works."

(Interview with the Chief of Study Program 6, 2 May 2019)

This interview explains that the curriculum of the program was designed not only as an academic approach but also added with organization need. Another statement from the former Chief of Study stressed this problem:

"*The curriculum designed to meet the academic requirement. After that, it develops to fill the IMPWH' needs, such as road engineering and the transport system".*

(Interview with the former Chief of Study, 2 -5-2019).

The interview confirmed that the content of program was already adjusted to suit the job requirements. In other words, the application of the scholarship curriculum was modified from professional education became the academic education that suits the specific requirement of the organization.

3.4. Curriculum Development

While professional education changed to academic approach, therefore the involvement of profession association replaced by the role of the practitioner as a lecturer. The issue of the practitioner is stated below:

"The practitioner from Ministerial of Public Work and Housing, Government of West Java and the Taxation Directorate, are invited in Curriculum design"

(Interview with the Chief Study of MAKSI-UNPAD, 26-4-'19).

This interview explains that practitioner was also involved in designing the curriculum. The practitioners come from an internal and external organization. Although this is not a general phenomenon, one study program invited the professional association in developing curriculum. One of Chief Study described as bellow:

"The Ministerial of Public Works and Ministerial of Transportation as Government Institution and Transport Association are invited to improve the curriculum"

(Interview the former Chief of Study of MSTT-UGM, 2 -5- 2019).

This interview states that, in some cases, the professional association involved in curriculum design. The Ministerial Public Works Degree No.13/PRT/M/2014 mentioned that curriculum should fulfil the work requirement in the Ministerial Public Work and Housing. However, students suggest this matter as follows:

"The curriculum should suit with the works, not only the theory."

(Student Reflective Journal 26, MAKSI-UNPAD,10-4-'19).

This statement stressed that the content of the curriculum should be more applicable than theoretical. Also, another student stated that the Subject should be related to the work requirements:

"Subject should focus more on work practices."

(Student Reflective Journal 4, MAKSI-UNPAD,10-4-'19).

This statement suggests that the Subject should be more related to work practices. The curriculum should be adjusted with the public work content and more practical or applicable. This adjustment includes the site works supported by related competencies.

The academic approach applied even though it was not suitable which professional education but delivered used the contents required by the organization. This condition allowed the student to comprehend not only the theories but also practices. However, the program remains many shortcomings. This condition compatible with Barnett (2006) who pointed out that the access to the theory of knowledge is essential in building the individual capability. According to this author, recently, the training, education and vocation only focus on work practices and ignore the complexities of works that can be comprehended only by the theory concept. The collaboration between theory and practice is the essence of professional education. However, some study program could handle optimally, and some could not. The latter may lead by the short-comings lectures from the practitioner. The vocational program also revealed that there were more theoretical than practical subjects related to the public works area. Hence, the curriculum development moderately applicable suit the Ministerial Degree No.13/PRT/M/2014, which require the usable curriculum.

Moreover, the program proposed has a distinguishing factor within its curriculum, such as a primary value and traits of apparatus (Ministry of Law and Human Right of Indonesia, 2017). Wheelahan and Moodie (2011) stated that "the equilibrium of theoretical knowledge and the practices of work as obligatory". However, they also stated that if this equilibrium leans too far to either side, the program will lose. Moreover, Barnett (2006) noted that the recent Vocational and Training program concern only on the practice of works, and as a result they do not mention the difficulties of work environments. Schon (2018) argued that professional education should strive continuously for life with learning by doing and problem-solving. Support from the government is necessary to promote the learning process of professional and vocational education.

3.5. Teaching Methods

There were three approaches in teaching, such as the teacher center, assignment method, and student center method. The teacher center focuses on lecturing; the assignment method gives students tasks, case study, and seminar assignment; the student center method obliges the students to make the presentation of their assignment (Interview with the Chief of Study MAKSI -UNPAD, 26- 4-'19). Moreover, the program used the case studies to increase the collaboration between theory and practices, for example, the Earth Quake of Palu, the City of The Central Sulawesi, Smart City of Bandung, and Infrastructure Accidents (Interview with the Chief of Study MMPK-UNPAR, 25-4-'19). Furthermore, a field trip or site visit can be executed to broaden the learning experiences. The locations that can be used for learning are Underpass Jatingaleh, Solo-Kertosono highway, MRT of Palembang, MRT of Jakarta." (Interview with the Chief Study of MMRI-UNDIP, 29-4-'19). The site visit was conducted overseas, for example, in Korea, Taiwan, Japan, China, and Germany. However, there are pros and cons to the implementation of a site visit overseas. The pro side suggested that this program applied not to broaden the learning experiences but to visit the selected countries that have moderate technologies (Interview with Student of MMPK-UNPAR, 14-4-2019). The cons argued that the program focused more on traveling overseas and wasting the budget. While the learning method of the program applied various approaches, but students, as described above, mentioned that the results of the study in some studies program were less applicable. However, authors in the learning concerned to promote the Work Integrated Learning (WIL) as the method that collaborates the formal education and work product as integration between theory and practices (Keleher, Patil & Chattopadhyay, 2011; Cooper, Ornell & Bowden, 2011). According to Cooper, Ornell, and Bowden (2011) other terms are used to describe WIL, such as practicum, internship, field works, cooperative education, field education, sandwich course, service learning, international service-learning. According to Keleher, Patil, and Chattopadhyay (2011), the benefit of WIL includes:

a. A greater understanding of the technical aspects of their profession,
b. Broader comprehension of their profession and their workplace, and
c. Become active learners rather than strategic /pragmatic participants.

These authors also mentioned that professional requires to develop and obtain knowledge which reflects current practice within the profession and workplace as well as a social norm. Hence, WIL's method is suggested as an approach to improve the learning delivery of the future program.

3.6. Adequacy of Scholarship

During the study, the student received a monthly allowance out of salary as an employee (Permen PU RI No. 13, 2014). Besides that, the book subsidy received yearly and research assistance accepted ones at the end of the study (BPSDM, 2019). The month allowance mostly criticized as less sufficient by students:

"The allowance is not enough, but it is sufficient only for a single person because there is a performance allowance that still paid in the amount of 70 % during the study."

(In-depth Interview with Participant 03 MTS-ITB, 30-4-2019).

This interview mentioned that the monthly allowance is not adequate but sufficient because there is another allowance that still paid as an employee named performance allowance. During the study, this performance allowance paid in the amount of 70%. The allowance of scholarship was not appropriate to cover spouse or children that joined the student during the study program. The monthly allowance paid about Rp. 1.400.000,- (US $ 140) per month. Besides, the minimum wages at a national level in 2014 are Rp.1.584.391-(US$160) (Indonesian Statistic 1997 – 2016). Based on the data, it is seen that the allowance was less than the minimum national wages. The illustration on how student spent the allowance is explained below:

"The student received an allowance sum of Rp. 1.400.000,-/month and cost for renting a single room nearby campus about Rp. 1.300.000,-/month"

(Reflective Journal of Participant 02, MAKSI-UNPAD,10-4-2019).

This interview stressed how difficult the student manages the allowance. The student requirement cost not only for accommodation but also for meals and transportation. Hence, without the payment of the performance allowance, the scholarship's allowance was far from the appropriate live. In sum, the adequacy of the scholarship is not sufficient. The performance allowance that still applied during study played a significant role in making the scholarship allowance sufficient. In contrast, Bryant & Stratton College produced scholarships for the military spouses after the Department of Defense suspended Military Spouse Career Advancement Accounts. The first 100 qualified military spouses who applied and accepted grants of $ 6,000 toward their degrees (Wiley, 2010). Also, in 2013, the American Society of Safety Professional Foundation established the Family Scholarship Fund to help a family that affected by a workplace accident. The grant is available to spouses and children who lost a loved one in a workplace and provided educational sponsors to minimize the cost impact of their loss and support them in sustaining their education (Professional Safety, 2020). Meanwhile, the Pioneer Services has collaborated with the National Military Family Association (MNFA) to help this military advocacy group's Military Spouse Scholarship Program in 2018-19. The program provides $ 1.000 and $500 educational and career scholarship to military spouses for career financing or continuing education (militaryfamily.org).

3.7. Managerial Competencies

There are four competencies found within managerial competencies such as teamwork, communication, public service, and decision making. The finding of these competencies described as follow:

a) The teamwork competency achieved was the third of the fifth level that can develop sufficient teamwork to enhance the organization's performance.

(Interview with Student, 23-4-2019).

b) The communication competency achieved was the fourth of fifth level that comprehended to present the multi-dimension thought through oral or written communication to reach consensus and increase the performance.

(Interview with the Student, 12-4-2019).

c) Competency of public service achieved was the third of the fifth level that able to use the team force and improving the standard of public services at the workplace.

(Interview with Students 2, 12-4-2019).

d) Competency of decision making reached was the fourth of fifth level that able to solve the problems that have high risk, anticipating the impact of the decision, applying the safety measure, and risk mitigation

(Interview with The Section Chief of Data System, 14-6-'19).

Hence, the managerial competency achieved by the program is adequate. These findings are compatible with the study of Gilley, et al. (2010) that require the managerial competencies to facilitate or develop the team. Also, appropriate with the work of Kinnon, et al. (2016) that described managerial competencies include teamwork, communication, and commitment with customers. The latter is related to the public services in the public organization. Meanwhile, Baron (2000) suggest that successful managers or entrepreneur shared a high degree of social competencies with the ability to interact with others effectively. They are good at social perception and adapting to the new social situation, which is vital to their business environment. Moreover, Sandwith (1993) argued that the five areas of managerial competency should include the capability of conceptual or creative, leadership, interpersonal, administrative, and technical competencies.

Also, Dragoni, et al. (2009) pointed out that managers with stronger learning orientations, especially those with access to growth assignments, were more likely to be in developmental assignments and achieve higher levels of competences based on this competency. As a result, managerial competency achieved by the program still needed to be integrated with the related capability, such as the capability of conceptual or creative, leadership, interpersonal, administrative, and learning orientation, as suggested by many authors.

3.8. The curriculum of Vocational

There are two of vocational classes within the program in 2014: the Management Asset in Politeknik Negeri Bandung (PNB) and the Civil Diploma in Politeknik Negeri Kupang (PNK). The Management Asset in the PNB carried out the degree of the Diploma Forth (D4), and the Civil Diploma of PNK performed the Diploma Third (D3). There were eight students enrolled in the Management Asset of PNB, and all passed. However, there were 15 students registered in the Civil Diploma in PNK, but only five students graduated. Moreover, the inquiry only focused on the orientation of the curriculum in that vocational program. The results revealed that the orientation of the curriculum was not suitable for the job's requirements. One student explained his statement:

"The content of the Asset Management did not 100 % suit the Public Works requirement yet."

(Interview with the Student of D4 -MA-Polban, 5-10-'19).

This interview described that the content of the curriculum did not fit yet with the IMPWH's demand for work requirements. Another student pointed out:

"The asset management should be approached as a technical application rather than as administrative practice."

(Interview with the student of D4 -MA-Polban, 5-10-'19).

This statement stressed that the applications were more needed than the administrative approached. The writer alleges that the learning method gave fewer practices related to the work environment. Therefore, the student perception of the curriculum was more theoretical than practical. One student comments on this matter:

"It is too theoretical and does not give a solution to the problems of the asset within IMPWH."

(Interview with student3, D4-MA-Polban, 5-10-'19).

This interview concludes that the curriculum was still more theoretical than practical. It suggested for the future; the program needs to improve the curriculum of the vocational and to apply the applicative method. The applicative method used the integration between theories and practices—this suggestion suited to the work of (Keleher, Patil, & Chattopadhyay, 2011; Cooper, Ornell, and Bowden, 2011). In the future, the curriculum was suggested to be more related to the practices in handling the government assets within the public institutions, primarily in the IMPWH.

Recommended model of HRD

Employee training and development is one of the essential roles of Human Resources Management. Moreover, this research focuses on the scholarship of IMPWH related to the issue of employee development. Noe (2017) pointed out that the development is similar to training, but it tends to be more future-oriented. Development refers to training, formal education, job experiences, relationship, and assessment of personality, skills, and abilities that help employees to prepare for future jobs or positions. Furthermore, to some extent, the scholarship is a program for improving the quality of the IMPWH's staff while implementing their jobs. In other words, a scholarship is a tool for the development approach in Human Resources Management, especially in IMPWH. Within HRM, Armstrong (2014) stated that the diversity of HRM models exists and practices within a different organization. The organization often only corresponded to the conceptual version of HRM in a few respect. From this perspective, a scholarship, as best practices within IMPWH, is recommended as an essential part of employee development within HRM or HRD models. The researchers develop the model, which involved two domains (organization and individual; and universities & organization). These domains embrace six activities, such as needs analysis, design, implementation, output, outcomes, and monitoring & evaluation. By this model, the HR practitioner may develop a better and quality program of scholarship. The model is shown below:

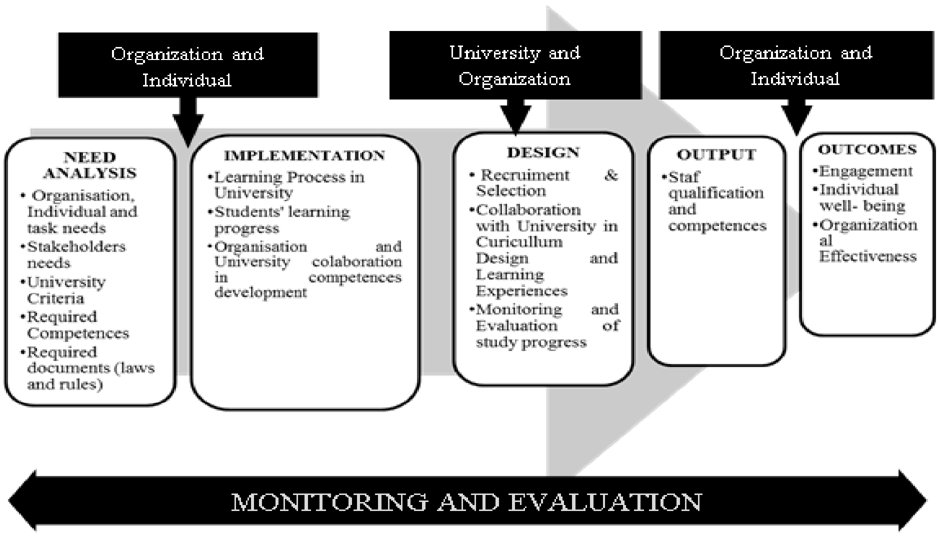

Figure 3. The scholarship model for HRD

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Within the domain of organization and individual, is required to analyze the need analysis towards:

a) Organization, individual and task.

According to Mondy (2008), the organizational analysis includes studying the vision, mission, organizational objectives, and HR strategic planning. Analysis of individual needs is studying to whoever has the competencies identified and who has not. Also, the individual needs to study to know who demand the required development and what the contents are. The task analysis study is to know the tasks to reach the organizational objectives (Noe, 2017).

b) Stakeholders needs.

These needs embrace the interest of the government, employee organization, and community (Beer, et al., 1984). The government has objectives or interests towards the public employees, such as the quality of the public services in any area related. However, the public employee also has its objective, such as the wellbeing of their life. Also, the community has the same concern, for example, in receiving effective, efficient, and benefict from the public services.

c) The University Criteria.

The University criteria described as the prerequisite of a student to enter the postgraduate program, such as academic achievement, previous university level of certificate or status, and English comprehension. These requirements aimed to make sure that one student has capabilities of the academic achievement, the level of university certificate where he or she studied, the English comprehended, and another requirement as needed.

d) The university Required Competencies.

The critical path is to design the required competencies at a very early time in the program. This requirement is essential for designing the curriculum, content, and the learning process. The required competencies should be designed comprehensively and detailed to suit the work environment.

e) Required Document

The program will be implemented without any barrier if it is supported by the contract document, which regulates the activities based on the laws, regulations, and rules related. The contract document arranges the duration of activities, the quantity and quality of the program, and budget allocation.

The second domain is the universities and organizations that manage the design and implementation of the program. Within the design phase, three activities need to be shaped accurately:

a) Recruitment and selection.

These activities played a vital role in developing organizational quality through scholarship. The quality of candidates should meet the organizational requirement and universities' prerequisites for a postgraduate student. The HR planning should consider the strategic objectives, the professional employee demand, and competencies requirements (Nyce, 2006).

b) Collaboration with university in curriculum design and learning experiences.

The main objective of the program enhances employee' competencies. Therefore, the design of the curriculum for achieving those competencies is essential. Furthermore, the inquiry recommended the use of Work-Integrated Learning (WIL) in the development program to help students "ready" to work. WIL can be broadly defined as educational approaches that integrated theoretical learning with its application in the workplace (Keleher, Patil & Chattopadhyay, 2011)

c) Monitoring and evaluation of study progress.

Monitoring and evaluation of the study progress are vital to make sure or control the achievement of the learning process. If there is a problem encountered, for instance, with the students learning results, the quick actions should be taken to solve the matter.

Moreover, within the implementation phase, there are three critical activities to be managed effectively:

a) Learning process in university.

Learning refers to an interactive process between student, lecturer, and learning resources within any environment. This study suggests that the learning process should be used in any method and materials that promote more on applied science or technology rather than the development of theory (Keleher, Patil & Chattopadhyay, 2011; Keleher, Patil & Harreveld, 2011)

b) Student learning progress.

During the program, it is essential to recognize the learning progress includes its barrier. This progress could be managed effectively by using digital technology.

c) Organization and university collaboration in competencies development.

The collaboration between the organization (the owner of the program) and the university (a partner) to implement the program is needed to make sure that the learning experience mainly from the job environments available as learning resources. This place could be an under-construction project using new technology that relevant to the curriculum. The project experience may be transferred for learning using their manager as a practitioner lecture and backed up by the academic lecture as well.

Furthermore, the output and outcomes of the program will be beneficial to individuals and the organization. The output is a qualified staff who have the competence to conduct the job.

The outcomes of the development program enhance:

a) Engagement.

Employee engagement refers to an individual's involvement and satisfaction with as well as enthusiasm for work (Armstrong, 2014).

b) Individual well-being.

Increasing the individual competencies may affect the individual to succeed within his or her job and or career-path. This result enhanced income and supported individual well-being to be better.

c) Organizational effectiveness.

Developing employee competencies is the main focus of the whole program. Therefore if an employee reached the planned competencies, it will affect the work performance and enhanced the organizational effectiveness. Finally, the model emphasized the monitoring and evaluation of every phase or activity for quality and better programs. The model, as a unity or system, consists of phases that will be dependent on each other.

4. DISCUSSION and CONCLUSION

The evaluation of the scholarship program for the human resources development within the Indonesian Ministry of Public Works aims to improve the quality of its policy program and have a better future scheme. The scholarship program for formal education and vocational education within the IMPWH planned to enhance the quality of employees in delivering public services. The project executed through cooperation with chosen domestic universities.

However, this inquiry revealed that HR planning is not design widely includes the professional staff demand and competencies requirement. Furthermore, the law and regulation formally regulate that formal education should follow the professional education, but, its curriculum is converted as academic education and plans to accommodate the demands of the work requirement.

This study found that the results of learning showed satisfactory advancement, particularly in technical competencies that reached by the scheme. This study recommended that the program could be enhanced by four actions. These actions are executing the broad human resources design, reforming the allowances, remedying curriculum, and enhancing the learning method that more integrated with work requirements. The integration can be done by transforming the academic education to vocational education or replace from graduate in master knowledge-oriented to master applied-oriented (profession). Finally, the study suggests the model of the scholarship program as a method toward employee development within the Human Resources Development.

Acknowledgement

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The data used in this study was confirmed by the researchers that it belongs to the years before 2020.

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ERRATUM

Research Article

Instructors' Awareness of the Syntactic and Morphological Differences between British and American English *

Saliha TOSCU [1]

Abstract

This study explores Turkish English as a foreign language (EFL) instructors' awareness of the syntactic and morphological variation in British English (BrE) and American English (AmE). The data were collected through a survey which was administered to 38 EFL instructors working at preparatory schools of different universities. The participants were asked to analyze 49 sentence-pairs in the survey to decide whether given sentences were correct or incorrect. The results indicated a) that the participants were better at recognizing the morphology and syntax of BrE than AmE, b) that of all the participants, the ones who were exposed to both varieties were better at recognizing the different uses of the syntactic and morphological forms in BrE and AmE than the ones exposing to the forms only in one variety, c) that the departments the participants graduated from did not have an impact on the recognition of the differences between BrE and AmE in syntax and morphology.

Keywords: Morphology, syntax, british english, american english.

Erratum

In our journal's Volume 3 Issue 6, the heading of the PDF article in the study of Saliha TOSCU named as "Instructors' Awareness of the Syntactic and Morphological Differences between British and American English" was mistakenly written as "Relationship between Emotional Intelligence and Exam Anxiety of Higher Secondary Students"

As a result of the writer's 7 May 2020 dated application to our journal, notice of correction related to the article's heading should be as below.

According to this, the heading of the Saliha TOSCU's article will be as "**Instructors' Awareness of the Syntactic and Morphological Differences between British and American English**" in Volume 3 Issue 6.

Received Date: 10/03/2019 **Accepted Date:** 12/04/2019 **Erratum Date:** 09/05/2020

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Research&Review Article

Without Changing the Format You Need to Put the English Title of Maximum 15 Words Here*

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Abstract

You need to insert an English abstract into this section by taking into account exactly the same format. The abstract should not exceed 250-words and should be in font size 9, and in justified. If your translation does exceed the given limitation, you should arrange your wording to keep within the 250-word limit. You need to insert an English abstract into this section by taking into account exactly the same format. The abstract should not exceed 250-words and should be in font size 9, and in justified. If your translation does exceed the given limitation, you should arrange your wording to keep within the 250-word limit. You need to insert an English abstract into this section by taking into account exactly the same format. The abstract should not exceed 250-words and should be in font size 9, and in justified. If your translation does exceed the given limitation, you should arrange your wording to keep within the 250-word limit. You need to insert an English abstract into this section by taking into account exactly the same format. The abstract should not exceed 250-words and should be in font size 9, and in justified. If your translation does exceed the given limitation, you should arrange your wording to keep within the 250-word limit.

Keywords: Keyword 1, keyword 2, keyword 3 (keywords should not exceed 3- 5 words)

Received Date: 00/00/2019 **Accepted Date:** 00/00/2019

* ***To cite this article:*** Surname, First name (Year). Manuscript name. *International e-Journal of Educational Studies (IEJES).* Volume (Issue), pp-pp.

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1. INTRODUCTION

Titles of the sections should be capitalized. Problem needs to be clearly stated in the introduction part. The introduction should be followed by method, findings, discussion and results respectively.

Page Style: All the sections after this point should be written in Times New Roman font with size 11 and single-spaced. Articles that fail to comply with the publication rules will be returned to the authors without being sent to referees. Margins should be set as top & bottom: 2,5 cm and left & right 2,5 cm. The title should be followed by an abstract of 150-250 words and 3 to 5 keywords. Footnotes should be avoided and endnotes kept to a minimum. All pages should be numbered. References should follow American Psychological Association (APA) (Sixth Edition) style.

***Paper template*:** Author(s) might use this template for their paper(s) (click the icon to download, and edit the template).

***Tables and captions to illustrations*:** Tables must be typed out on the same document. Tables and figures should be numbered. The approximate position of tables and figures should be indicated in the paper. Captions should include keys to symbols.

***Figures*:** All diagrams and photographs are termed "Figures" and should be numbered consecutively. Figures should be given short descriptive captions.

1.1. Second Level Subtitles Should Be in Lower Case

All subtitles should be in lower case, bold and in accordance with the above format. As is here, in other sub-sections, the same format needs to be considered.

1.1.1. Third level subtitles should be in lower case

Symbols for variables, marks, labels, *etc.* must be identical in the text, equations, figures, tables, and nomenclature. Variables must be in *italic* style**.**

For tables and figures, see below.

Tables in the article should be like the following example in terms of format. It must reflect the content; the title of the table should be placed on the top, aligned to the left and bold.

Table 1. Each word of the table subtitle should be in lower case (Font size:10)

Variables		**n**	$\bar{x}$
Class	1.	47	30.3
	2.	60	38.7
	3.	48	31.0
Gender	Female	117	75.5
	Male	38	24.5
Total		155	100

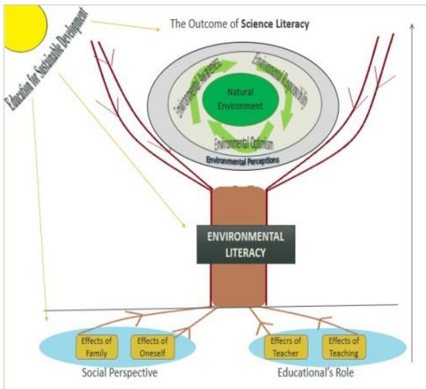

Figure 1. Design of research

Tables and Figures

• Please submit tables as editable text and not as images. • Place each table on a separate page at the end of your manuscript, after the reference list. • Place each figure on a separate page at the end of your manuscript, after any tables (or after the reference list, if there are no tables). • Margins depend on the size of the table but must be at least 1 inch (2.54 cm). • For tables and figures, use Times New Roman, font size 10 and single spacing. • Information necessary for understanding the table and/or figure, and definitions of abbreviations used must appear in a table or figure note. • Table and figure numbers should be typed as “Table 1” or “Figure 1”, and the headings should be in italics.

2. METHOD

In research or review articles, method should be placed here and the above mentioned principles should be considered.

3. FINDINGS

In research articles, findings should be given here and the above mentioned principles should be considered.

4. DISCUSSION and CONCLUSION

Discussion/conclusion should be written here, and above mentioned principles need to be taken into consideration.

Acknowledgment

Generally the last paragraph of the paper is the place to acknowledge people (dedications), places, and financing (you may state grant numbers and sponsors here).

5. REFERENCES

You should be prepared according to APA 6 – Citation Guide. The in-text references should be given in a way that accords with the language of the full text. For English manuscripts English referencing guidelines should be observed.

In-text citations

Use *and* in in-text citations between authors' names, instead of an ampersand (&). Ex:

Ismajli, and Krasniqi's (2018) research … (no apostrophe in parenthesis)
(Ismajli, & Krasniqi, 2018, p. 85)
(Ulukaya, Yildirim, & Eke, 2017, pp. 132–133)

For details please refer in the table below

Order of citations

Citations should be arranged in alphabetical order.

Ex: (Unveren-Bilgic & Argun, 2018; Gunduz & Kutluca, 2019; Kus, Gunes, Basarmak, & Yakar, 2017)

Secondary sources

A secondary source (one quoted from another source) should be cited as follows: (Torgerson, 1958, pp. 1–8 as cited in Baykul, 2000)

Type of citation	**In-text citation**	**Subsequent in-text citations**	**First citation in parentheses**	**Subsequent citations in parentheses**
One author	Magos (2019)	Magos (2019)	(Magos, 2019)	(Magos, 2019)
Two authors	Gynne and Persson (2018)	Gynne and Persson (2018)	(Gynne & Persson, 2018)	(Gynne & Persson, 2018)
Three authors	Yakinci, Gurbuz, and Yetis (2018)	Yakinci et al. (2018)	(Yakinci, Gurbuz, & Yetis, 2018)	(Yakıncı et al., 2018)
Four authors	Ozdemir, Aslay, Akar, and Baran (2016)	Ozdemir et al. (2016)	(Ozdemir, Aslay, Akar, & Baran, 2016)	(Özdemir et al., 2016)
Five authors	Nolan, Darcin, Nurmedov, Yulmaz, and Dilbaz (2015)	Nolan et al. (2015)	(Nolan, Darcin, Nurmedov, Yulmaz, & Dilbaz, 2015)	(Nolan et al., 2015)
Six and more authors	Bigatti et al. (2012)	Bigatti et al. (2012)	(Bigatti et al., 2012)	(Bigatti et al., 2012)
Abbreviation of institutions (for commonly used ones)	National Council of Teachers of Mathematics (NCTM, 1995)	NCTM (1995)	(National Council of Teachers of Mathematics [NCTM], 1995)	(NCTM, 1995)

Books

Book in Turkish

Karasar, N. (2011). Bilimsel arastırma yontemi. [Scientific research method]. Ankara: Nobel Yayın Dağıtım. [Ankara: Nobel Publishing House].

Book Translated into Turkish

Morgan, C. T. (1993). *Psikolojiye giriş* [English name of "Psikolojiye giriş"] (S. Karakaş, Trans.) Ankara, Turkey: Meteksan.

Edited Book

Saygili, G. (Ed.). (2015). *İlkokulda kullanılan strateji, yöntem ve teknikler* [English name of "İlkokulda kullanılan strateji, yöntem ve teknikler"]. Ankara, Turkey: Pegem Akademi.

Flavell, J. H. (1987). *Metacognitive aspects of problem solving*, In L. Resnick (Ed.), The nature of intelligence (pp.231-235), Hillsdale, NJ: Lawrence Erlbaum Associates.

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Yıldırım, A., & Şimşek, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri (5.Baskı)* [English name of "Sosyal bilimlerde nitel araştırma yöntemleri"]. Ankara, Turkey: Seçkin Yayıncılık.

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Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistic*. Boston: Pearson.

Bulliet, R.W., Crossley, P.K., Headrick, D.R., Hirsch, S.W., Johnson, L.L., & Northrup, D. (2011). *The earth and its peoples: A global history (5th ed.).* Boston, MA: Wadsworth.

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Cobb, P., Wood, T., & Yackel, E. (1990). Classrooms as learning environments for teachers and researchers. In R.B. Davis, C.A. Maher, & N. Noddings (Eds.), Constructivist views on the teaching and learning of mathematics (125-146). Reston, VA: National Council of Teacher of Mathematics.

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Zembat, İ. Ö. (2010). Ölçme, temel bileşenleri ve sık karşılaşılan kavram yanılgıları [English name of "Ölçme, temel bileşenleri ve sık karşılaşılan kavram yanılgıları"]. In E. Bingölbali & M. F. Özmantar (Ed.), *İlköğretim öğrencilerinin matematiksel zorlukları ve çözüm önerileri* [English name of "*İlköğretim öğrencilerinin matematiksel zorlukları ve çözüm önerileri"*] (pp. 127–154). Ankara, Turkey: Pegem Akademi Yayınevi.

Periodicals

Articles

Demir, O., & Duruhan, K. (2015). Psikolojik danışma ve rehberlik programında örtük program algısı (İnönü Üniversitesi örneği): Bir durum çalışması [Psychological counseling and guidance programs perception of hidden curriculum (Inonu University example): A case study]. *Journal of Computer and Education Research*, *3*(6), 32–60.

Ahmad, M. & Aziz, F. (2019). Relationship between emotional intelligence and exam anxiety of higher secondary students. *International e-Journal of Educational Studies (IEJES)*, 3 (6), 97-108. DOI: 10.31458/iejes.543549

Fedosejeva, J., Boce, A., Romanova, M., Ilisko, Dz., & Ivanova, O. (2018). Education for sustainable development: The choice of pedagogical approaches and methods for the implementation of pedagogical tasks in the anthropocene age. *Journal of Teacher Education for Sustainability*, *20*(1), 157-179. DOI: 10.2478/ jtes-2018-0010

Journal article with DOl, more than seven authors

Cobb, P., Wood, T., Yackel, E., Nicholls, J., Wheatley, G., Trigatti, B. & Perlwitz, M. (1991). Assessment of a problem-centered second-grade mathematics project. *Journal for Research in Mathematics Education*, 22(1), 3-29. DOI: 10.2307/749551

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Doctoral's Thesis, from a Commercial Database

Blackburn, C. A. S. (2009). The effect of brain-based instruction techniques on the reading skills of elementary school students (Doctoral dissertation, Walden University, College of Education, Minnesota). Available from ProOuest Dissertations and Theses database. (UMI No. 3359879).

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Thomas, P. B. (2001). The Implication of brain research in preparing young children to enter school ready to learn (Doctoral dissertation, The Florida Agricultural and Mechanical University College of Education, Florida, USA). http://search.proquest.com.

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Meetings and Symposia

Symposium

Contributor, A. A., Contributor, B. B., Contributor, C. C., & Contributor, D. D. (Year, Month). Title of contribution. In E. E. Chairperson (Chair), *Title of symposium.* Symposium conducted at the meeting of Organization Name, Location.

Paper Presentation or Poster Session

Presenter, A. A. (Year, Month). *Title of paper or poster.* Paper or poster session presented at the meeting of Organization Name, Location.

Symposium Contribution

McDonough, A., Cheeseman, J., & Ferguson, S. (2012, July). Striving to maksimize children's learning of mass measurement. 12th International Congress on Mathematical Education, Seoul, Korea.

Presentation in Turkish

Kutluca, T., Laçin, S. & Tuncel, C. (2017, October). Lise öğrencilerinin matematik öğretimine yönelik metafor algilari [The metaphorical perceptions of high school students towards math teaching]. Paper presented at the International Social Sciences and Education Conferences, Antalya, Turkey.