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PROCEEDING

HYBRID INTERNATIONAL CONFERENCE 1ST MULTIDICIPLINES BOSOWA INTERNATIONAL CONFERENCE (MBIC): CALL FOR PAPER

Volume 1 Number 2 2023

PROCEEDING

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HYBRID INTERNATIONAL CONFERENCE 1ST MULTIDICIPLINES BOSOWA INTERNATIONAL CONFERENCE (MBIC)

“Leveraging Sustainable Digital Economy, Entrepreneurship, and Future Energy Systems role in the post COVID-19 Era”

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EDITORS:

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Welcoming Note

I am delighted to present to you the proceedings of the 1st Multidisciplines Bosowa International Conference (MBIC) with the theme "Leveraging Sustainable Digital Economy, Entrepreneurship, and Future Energy Systems role in the post COVID-19 Era." It gives me immense pleasure to share the valuable insights and knowledge that emerged from this significant event.

The conference served as a platform for scholars, researchers, industry experts, and policymakers to converge and explore the potential of sustainable digital economy, entrepreneurship, and future energy systems in the post-COVID era. The proceedings encapsulate the essence of the conference, encapsulating a wealth of research papers, presentations, and discussions that took place during the event.

The COVID-19 pandemic has reshaped our world and brought forth new challenges and opportunities. As we navigate through these unprecedented times, it becomes increasingly crucial to foster sustainable economic models that leverage the power of digital technologies. The proceedings shed light on the role of the digital economy in driving growth, innovation, and resilience, while emphasizing the importance of sustainability, inclusivity, and environmental responsibility.

Entrepreneurship, another key focus of the conference, emerged as a powerful tool for economic recovery and development. The proceedings feature a wealth of research and case studies that highlight the role of entrepreneurship in post-pandemic revival. They showcase innovative entrepreneurial ventures that have adapted to the changing landscape, creating new opportunities and addressing emerging needs.

Future energy systems play a vital role in securing a sustainable future for our planet. The proceedings delve into the exploration of clean, renewable, and sustainable energy sources. They showcase research and technological advancements in the field of energy systems, highlighting their potential for mitigating climate change and building a greener and more sustainable world.

I extend my deepest appreciation to the authors whose contributions have enriched these proceedings. Their research, insights, and recommendations are invaluable resources for academia, industry professionals, policymakers, and all those invested in creating a sustainable and prosperous post-COVID era. I would also like to express my gratitude to the organizing committee for their relentless efforts in ensuring the success of the conference and the production of these proceedings.

I encourage all readers to delve into the content of these proceedings, engage in critical discussions, and explore collaborative opportunities. Let us utilize the knowledge and insights contained within to shape our collective future, foster sustainable development, and navigate the challenges and opportunities of the post-COVID-19 era.

Once again, I extend my warmest gratitude to all contributors and readers. May the knowledge shared in these proceedings inspire innovative solutions and contribute to a sustainable, inclusive, and prosperous future for all.

Sincerely,
Prof. Dr. Ir. Batara Surya, ST.,M.Si.
Rector of Bosowa University, Indonesia

Preface

The COVID-19 pandemic has transformed our lives in ways that we never imagined. It has disrupted economies, healthcare systems, and social structures around the world. The pandemic has also shown us the fragility of our existing systems and the need for innovation and sustainable solutions. In this context, the role of digital economy, entrepreneurship, and future energy systems has become more important than ever. These three factors are key in building a resilient and sustainable post COVID-19 world.

The digital economy has revolutionized the way we live, work, and communicate. It has transformed traditional business models, created new opportunities for entrepreneurs, and opened up new markets. During the pandemic, the digital economy has enabled many businesses to continue operating remotely, and it has facilitated the delivery of essential goods and services. As we move forward, the digital economy will play an even greater role in shaping our future. Its potential to create new jobs, drive innovation, and improve efficiency is enormous.

Entrepreneurship is another critical factor in building a sustainable post COVID-19 world. Entrepreneurs are the drivers of innovation and change, and they have the ability to create new opportunities and solutions in times of crisis. The pandemic has demonstrated the resilience and adaptability of entrepreneurs, as many have pivoted their businesses to meet new demands and challenges. Going forward, we need to support and encourage entrepreneurship, particularly among women and underrepresented groups, to drive economic growth and development.

Finally, future energy systems are essential in creating a sustainable post COVID-19 world. The pandemic has highlighted the need for cleaner and more sustainable energy sources, as the world shifts towards a low-carbon economy. Future energy systems, such as renewable energy and energy storage, will play a critical role in reducing greenhouse gas emissions and mitigating the impacts of climate change. They will also create new opportunities for innovation and entrepreneurship in the energy sector.

The three factors – digital economy, entrepreneurship, and future energy systems – are interconnected and mutually reinforcing. A sustainable digital economy requires innovation and entrepreneurship, which in turn rely on a reliable and sustainable energy supply. Future energy systems also rely on innovation and entrepreneurship to drive their development and deployment. These three factors form a virtuous cycle that can create a more resilient, sustainable, and equitable post COVID-19 world.

This book aims to explore the role of sustainable digital economy, entrepreneurship, and future energy systems in shaping our post COVID-19 world. It brings together contributions from experts in these fields, who offer insights and solutions for building a more sustainable future. The book covers a range of topics, including digital transformation, innovation and entrepreneurship, renewable energy, and sustainable development. It also provides case studies of successful businesses and initiatives that are leveraging sustainable digital economy, entrepreneurship, and future energy systems.

The book is intended for a wide audience, including policymakers, business leaders, academics, and students. It offers practical insights and solutions for building a more sustainable and resilient post COVID-19 world. It is our hope that this book will inspire and inform readers, and contribute to a more sustainable and equitable future for all.

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Analysis of 4G LTE Network Performance on the Influence of Enode-B Distance with User Equipment at 1800 Mhz Frequency

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ABSTRACT

LTE is a standardization of telecommunication with a fully integrated IP-based system that can produce speeds of signal 100 Mbps to 1Gbps both indoors and outdoors with premium quality and high security. In this study, the performance analysis of the 4G LTE network with a frequency of 1800 Mhz was carried out using a driving test in urban and rural areas and then compared with the Telkomsel KPI parameter range. The parameters used are RSRP, SINR, and Throughput. The results of the analysis of the network performance of the two areas based on Nemo outdoor software show that the average quality of the 4G LTE provider Telkomsel network for urban areas are in the very good category with RSRP values the average value is -75 dBm, SINR values average 21 dB, throughput values are an average of 23700 Mbps for download speeds and 7900 Mbps for upload speeds, then analyzed using map info for urban areas the average network is in a good category with an average value of -96 dBm, to excellent with a value of -81 dBm. Then analyzed using map info for urban areas the average network is in a good category with an average value of -96 dBm, to excellent with a value of -81 dBm.

Keywords: eNode-B, LTE, RSRP, SINR, Throughput, Urban, user equipment, Drive test.

Introduction

The development of information technology and telecommunications is currently growing rapidly. Mobile communication services allow users to interact with each other. The development of this technology itself is developing rapidly from generation to generation. Starting from the Fixed wireline generation to the broadband generation. This development can be seen from the growth of cellular communication users in Indonesia which reached 307.1 million in January 2022. With the presence of 4G LTE technology which has great transmission capabilities, especially in terms of download and upload speeds, as well as the high public demand for smooth network quality. and quickly become an opportunity for telecommunications companies to improve and develop 4G LTE networks throughout the country.

PT. Telkomsel as a cellular service provider company has become a pioneer and developer of telecommunications network architecture in Indonesia. In monitoring cellular network conditions, providers will usually carry out a drive test method to check the performance of a network. Some of the information received during the driving test is the access failure rate and the failed call rate emitted by eNode-B. Software that is commonly used in conducting drive tests is Nemo Outdoor and Map info. From this application it can be known the value of the signal level received by the user or the Reference Signal Receiver Power (RSRP), the ratio between RSRP and wideband power or commonly called the Reference Signal Receiver Quality (RSRQ), the quality value of a signal that is disturbed by noise or Signal to Noise Ratio (SINR), and Throughput in an area, so that by carrying out a driving test, the signal quality of that area can be determined.

Several studies related to network performance have been carried out before, Pramulia (2015), in his research conducted research on analyzing the effect of the distance between a user equipment and eNodeB on RSRP (Reference Signal Received Power) values on LTE 900 MHz technology located in Denpasar, Bali. The research was conducted by analyzing three eNodeB, namely Sanglah eNodeB, Teuku Umar eNodeB, and Imam bonjol eNodeB. Of the three PCIs analyzed, namely PCI 84 eNodeB sanglah, PCI 233 eNodeB teuku umar, and PCI 89 eNodeB imam bonjol, it is known that the change in the RSRP value from the drive test results corresponds to the actual conditions in the field, apart from being influenced by the distance function, it is also influenced by the propagation environmental conditions, namely the presence of obstacles. variations cause signal fluctuations resulting in attenuation and affect the RSRP value received by the user equipment.

Farida and Yunianto (2020) in their research measured signal strength with a driving test, using the G-Net TrackPro software, from the research results it was obtained that the measurement of the drive test results was carried out several times so that the average value of the desired parameters can be obtained by the RSRP value. -83.48dBm. Based on the Telkomsel 4G network KPI standard, the RSRP value is included in the very good category, the RSRQ value is -11.18 dB belonging to the normal category, and the SINR value obtained at this drive test stage is SINR 6.71 dB so it can be classified in the good category. .

The two studies have something in common, namely to find out the RSRP value at a site that is needed in order to be able to serve the needs of communication network users. However, the first research difference is adding the calculation of the propagation model of Okumura Hatta and W.C.Y. Lee and only calculated RSRP values, while the second study analyzed the parameter values of RSRP, RSRQ, and SINR by determining the drive test routes in rural, suburban and urban areas. Therefore in this study, an analysis of the distance of an eNode-B and user equipment was carried out by taking into account the values of RSRP, SINR, and throughput in urban areas using Nemo outdoor software and Map info.

Method

The research design is a description of the flow of research to be carried out, starting from a literature study to preparing a results report. The following is the flow of the research design which is poured into the form of a flowchart.

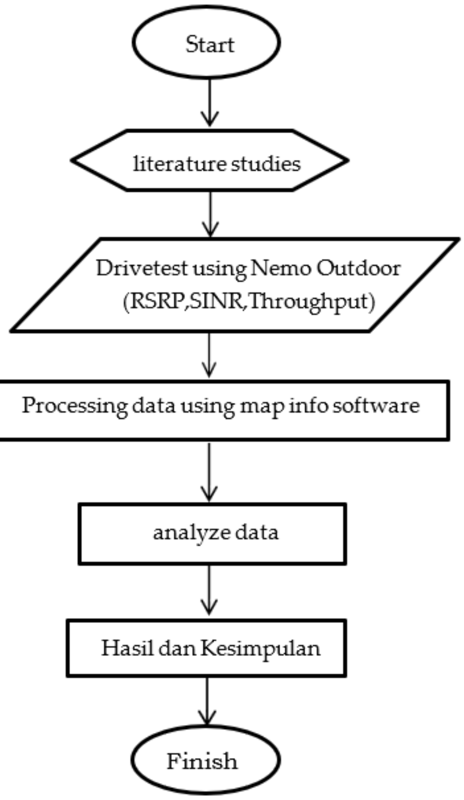

Figure 1. Research design

The research steps to be carried out are as follows:

1. The first step in this research is to conduct a literature study on the topics discussed in the research. Literary research is done by reading and gathering information about theory in journals, books, and dissertations. Location data collection and location configuration are carried out at PT. CCSI Makassar.

2. The next step after obtaining the site configuration data is to carry out a test drive in Urban and Rural areas by the PT.CCSI drive test engineer to obtain information about the RSRP, SINR, and Throughput parameter data using the Nemo outdoor software.

3. After getting the measurement data from the drive test results, the next step is to process the data using map info software.

4. The next step is to analyze the results of the data. The data is to carry out a comparative analysis of the RSRP, SINR, and Throughput values from the results of the drive test measurements with the results of Telkomsel's standard KPI values.

5. After obtaining the final results, the next stage is concluding and preparing reports.

Results and Discussion

Based on the results of the research that has been carried out, the following are the results that have been designed during this study, namely network quality data collection based on 4G LTE parameters in predetermined areas, namely RSRP, SINR and Throughput. Before carrying out the drive test, a field survey was carried out to obtain information regarding the location of the 4G LTE tower.

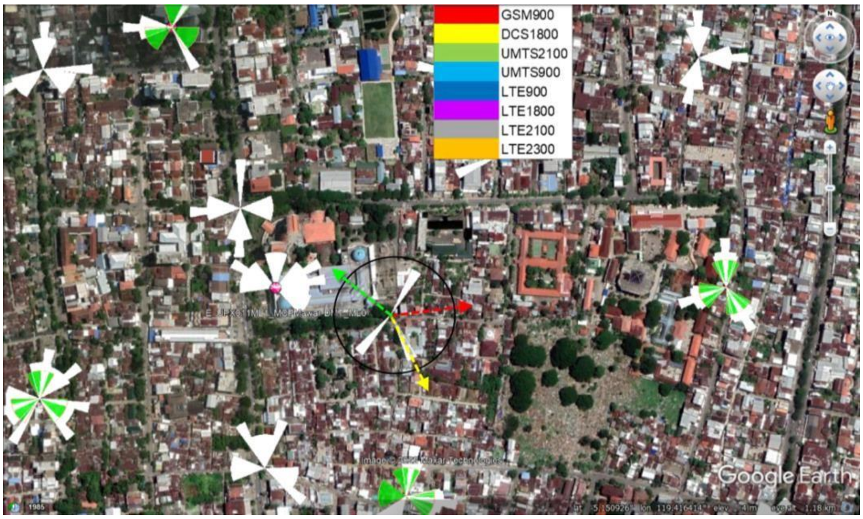

Figure 2. Mamajang district map

Figure 2 shows a map in the Mamajang district. In this study, the selected urban area was Mamajang Luar district where the route to be passed was based on a densely populated in Makassar city.

1. Physical cell identity (PCI)

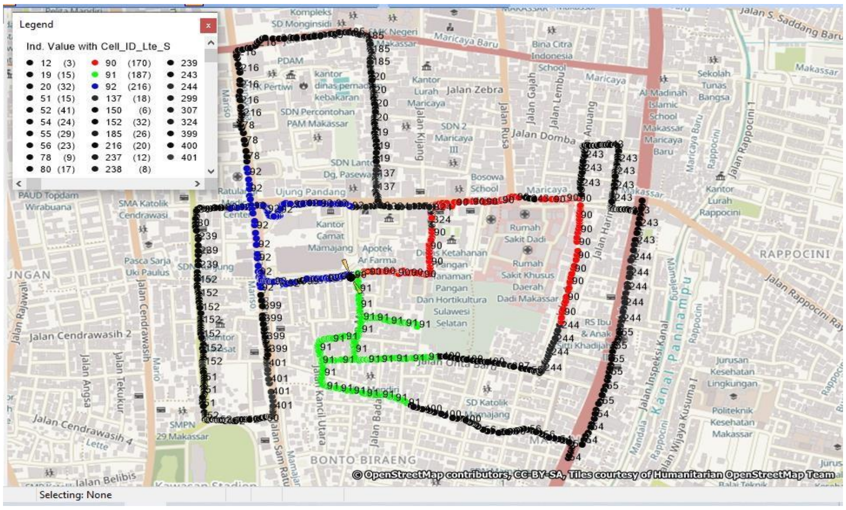

Figure 3. PCI of Urban areas

Figure 3 shows that there are 29 cells that support the 4G LTE network in the Mamajang Luar district area. Each cell has an identifier which makes it easy to find the signal area for each site. The sites used in this study have cell identities number 90, 91 and 92.

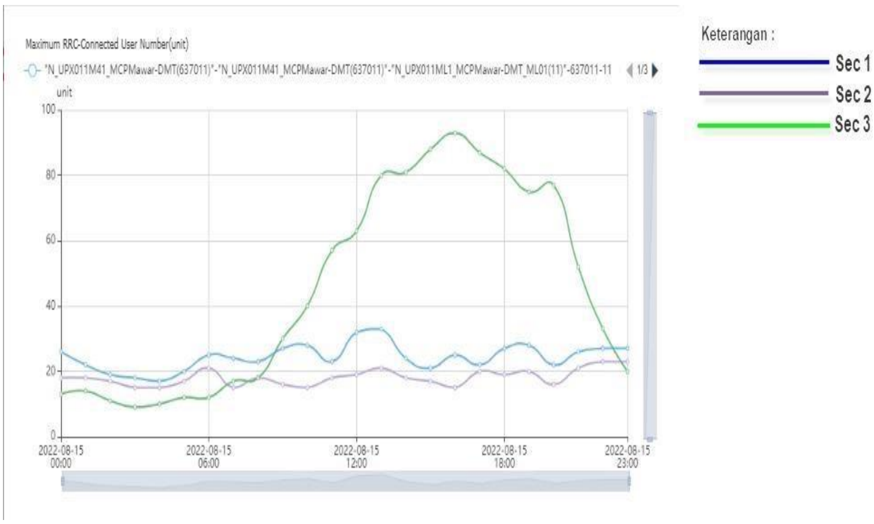

Figure 5. Graph of network users from urban drive test results

Figure 5 shows a graph of the number of network users based on the measurement of the drive test results in urban areas. Monitoring of measurement results data is taken one day starting at 00.00-23.00 WIT. Where users are around 90 units at 16.00 WIT.

2. RSRP, SINR and Throughput Values

Table 1

RSRP, SINR and Throughput

Jarak (Km)	RSRP	SINR	Throughput
0.3	-96.2 dBm	-1.7 dB	8.163.49
0.4	-87.8 dBm	6.4 dB	4.043.37
0.5	-86 dBm	5.2 dB	4.511.49
0.6	-74.7 dBm	11.7 dB	7.469.28
0.7	-81.5 dBm	8 dB	7.621.65
0.8	-74.5 dBm	9.6 dB	8.681.01

The RSRP value for urban areas is in accordance with the standard Telkomsel KPI parameter range. The results of the RSRP value in urban areas at a distance of 0.3 Km, the RSRP value decreased -96 dBm due to the density of high-rise buildings on the route that was passed, and the RSRP value increased at a distance of 0.6 Km to 0.8 Km with a value of -74 dbm, this could be caused by the presence of assistance from neighboring sites (Re-Frequency).

SINR value in urban areas with the results of the drive test in table I has a condition where the SINR value fluctuates and varies, from very bad (-1.7 dB), very good (5 and 6 dB) to extraordinary (11 dB). Where there is a SINR value point that is not in accordance with the standard range of Telkomsel KPI parameters, namely at a distance of 0.3 Km the value of -1 dB in urban areas occurs due to the influence of differences in tower height and density of buildings from the two areas, where in urban areas there is a lot of building density and height the antenna is only 20 meters. From the results of the overall analysis the SINR value which is seen from the geographical location of an area can also affect network transmission.

Throughput values based on the results of the drive test in table 1 is in accordance Telkomsel's KPI standards, namely in the very good (4000 Kbps) to good (7000) category. This can happen due to the influence of the difference in tower height and density of buildings from the two areas, where in urban areas there is a lot of building density and the tower height is only 20 meters.

Conclusion

Based on the analysis of the results of the nemoutdor drive test, the average quality of the Telkomsel provider's 4G LTE network for urban areas is in the very good category, where for urban RSRP values the average value is -75 dBm, the average SINR value is 21 dB and the throughput value is average -average 23700 Mbps for download speed and 7900 Mbps for upload speed. Then analyzed using map info for the urban area the average network is in the good category with an average value of -96 dBm, to extraordinary good with a value of -81 dBm. There are several urban area network quality that are in accordance with theory and some are not in accordance with theory, namely at a distance of 0.3 Km the value is -96 dBm then the value is higher at a distance of 0.8 Km -74 dBm which is due to the influence of geographical location such as dense high-rise buildings and residential areas in urban areas.

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Vocational High School Mapping Based on Excellent Potential of The District of Luwu

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ABSTRACT

The objectives of this study are: (i) to find out the skills competencies possessed by vocational schools represent the potential of the Luwu regency, (ii) to know the skills competencies that are still needed based on the potential of Luwu regency, and (iii) to find out the location of vocational schools in relation to their location and Vocational skills competencies in Luwu Regency. This type of research is a descriptive study using survey methods in gathering data to reveal the phenomenon of the number of skills competencies possessed by vocational schools representing the potential of the Luwu Regency and vocational mapping locations related to the location and competency of the expertise in Luwu Regency and the required competencies based on the potential of Luwu Regency. Data collection techniques carried out were observation, interviews, questionnaires and documentation needed. The results of this study indicate that: (i) the skills competencies possessed by Vocational Schools represent regional potentials are food crop agribusiness and horticulture in Luwu 4 Vocational High School, Luwu 3 Vocational High School, and Al-gazali Luwu SMKS, (ii) the required skill competencies based on potential Luwu Regency area is brackish and sea water fisheries, and seaweed agribusiness because as many as 37 villages from 9 sub-districts have sea and are directly adjacent to Bone bay. However, there are no skills competencies possessed by vocational schools in Luwu regency, even though one of the potentials in Luwu Regency is in the fisheries sector and (iii) the location of vocational school mapping in relation to the vocational expertise and vocational competence in Luwu is 6 subdistricts that have not have public and private vocational schools. The strategic location of the establishment of Vocational Schools in 6 sub-districts is in Kamanre Subdistrict located in Kamanre Village, West Bajo District located in Marinding Village, Bastem District located in Sinaji Village, Bastura District Located in Salubua Village, Latimojong District located in Pangi Village, and West Walenrang District in Lempe Village

Keywords: Mapping of Vocational Schools, Regional Potential

Introduction

Indonesia's presence in the new center of global economic gravity, namely the East Asia and Southeast Asia regions, requires Indonesia to prepare itself better to accelerate the realization of a developed country with development and prosperity results that can be enjoyed as a whole by all Indonesian people. It is in this context that the government realizes the need to draw up a Master Plan for the Acceleration and Expansion of Indonesia's Economic Development (MP3EI) by pursuing three (3) main strategies, namely first, developing regional economic potential through six (6) economic corridors covering Sumatra, Java, Kalimantan, Sulawesi, Bali-Nusa Tenggara, and Papua-Maluku. Second, the development of intra and inter-corridor connectivity on a national and international scale. Third, increase in human resources and science and technology in the corridor. This step was taken to build a solid economic structure based on competitive advantage by realizing a smart and competitive Indonesia blueprint by 2025 (Slamet, 2013). This is directed in the context of regional development.

Regional development does not only cover physical development aspects, but also economic, institutional and human aspects. Regional development through regional development requires the creation of quality human beings who have intellectual abilities, work skills, and high competitiveness. One of the problems of regional development through regional development is due to the low quality of its human resources. The role of educational institutions in the context of improving the quality of Human Resources (HR) in relation to the development and development of their region/region has attracted attention recently. Regional development planning is aimed at achieving harmony and balance in development between regions in accordance with their natural potential and utilizing this potential in an efficient, orderly and safe manner (Riyadi, 2000).

Riyadi (2000) stated that increasing human resources in the regions through appropriate education and training facilities could trigger regional development. Educational institutions are not only limited to carrying out education and research, but also play an important role in supporting regional development through regional development in the economic, social and cultural sectors (Arbo and Benneworth, 2007).

Government policy in the context of increasing Indonesia's economic stability, will selectively utilize many quality factors of production including labor. The government's macro policies regarding the regional economy and financial balance between the center and the regions really need the support of quality production technical capabilities and reliable managerial capabilities in order to revive the wheels of the national economy. Therefore, the decentralization of government requires that each region cultivate natural resources and human resources according to the needs of the region, thus an education is needed that leads to an increase in the standard of living of people who are more prepared and more competent by creating vocational high schools. Bambang (2006) explains that in the decentralization of education an institution with a lower position receives the transfer of authority to carry out all educational tasks, including the use of existing facilities and the formulation of policies on financing. So, the most important issue of the decentralization of education is the administration of education, in this case schools gain authority or authority to manage their schools.

Utilization of regional potential as a basis for development, equity, and expansion of education must be seen from three main aspects, namely: (1) geographical potential which includes natural wealth, location of the region, and. artificial resources, (2) cultural factors, beliefs, moral values, and norms that determine the personality of the people, (3) social and economic conditions, and the level of progress of the people. These three aspects exist in every region and sometimes show similarities, but very often there are differences or variations. The opening and expansion of education requires a supportive climate, a source of practice or training, and an atmosphere of acceptance and use by the community. Therefore, every effort to establish educational facilities or institutions needs to be adjusted to the existing conditions of the area, so that it does not seem redundant.

Regions have the authority to determine policies for the development of vocational education programs in accordance with the regional context. In this case, the government must see the superior potential of the region in establishing SMKs in Luwu Regency. So that the SMK education program can be directed to produce a workforce or human resources (HR) that is more productive and able to utilize the potential of the regional economy, is able to increase economic turnover, so that in the long run it will increase regional independence. The SMK education program is oriented towards preparing students to be able to work in certain fields, therefore the opening of the program must be based on very specific reasons (justification). The justification for opening a SMK education program is determined by the real need that is felt in the field in the form of workers who need to be educated at SMK. Vocational schools are actually not feasible if in the field there is no need for staff to be educated at these schools.

The opening of new skill competencies in SMK has increased significantly. This is evidenced by the increasing number of skills competencies in SMKs in various regions in recent years. The opening of SMK is carried out by public or private agencies. This is done to meet the ratio of the number of SMK and SMA spread across Indonesia. This development should be carried out with consideration and analysis adjusted to the local potential of each existing area. This is a very important issue so that the development of SMKs in various places can be carried out accordingly and respond to the challenges and potentials in each of these regions.

The development of competitive vocational schools should be a reference for the development of vocational education. The opening of SMK should be based on the characteristics and needs that exist in each region. The current reality regarding the opening of SMKs is more impressed to meet the ratio demands that have been planned and deviate from the substance that should be. This is an important discussion because it relates to the competence of the workforce produced by vocational education institutions that are developed in each region.

Based on the description above, the opening of SMK or new majors at SMK is important to meet the needs of graduates in the industrial world. Some of the reasons for establishing new SMKs, new skills competencies, or changing public schools into vocational schools include, (1) vocational schools are schools with their own brand, namely with the slogan "SMK Can" which is able to attract the attention of parents who want their children to graduate and go straight to work ; (2) the availability of facilities from the government that support "vocational" programs; and (3) fulfilling the needs of the workforce or supplying employment for industrial needs. The development of SMK is very important to increase the nation's competitiveness and optimize the potential and local wisdom of each region.

SMK development should pay attention to regional needs. Some of the considerations in opening a SMK are as follows: (1) public interest in the vocational school being built means that it is based on the request of the local community, (2) high regional potential means the development of a SMK is based on the characteristics of the industry in the area, and (3) government mandate which has been studied in various ways means a decision from the local government considering that there are no vocational schools around the area. Based on the description above, the development of SMKs in the regions should have development references. This aims to direct the principled development of the needs and sustainability of the implementation of vocational education. Several things that need to be considered in developing SMK are regional characteristics, local government regulations, community awareness, school readiness, and local industrial characteristics. These five things are very important to support the implementation of the development of competitive vocational education in accordance with the local wisdom of each region.

The results of the researcher's initial observations regarding the existence of vocational high schools, which generally exist in the province of South Sulawesi, are that most of the schools that exist today were born without having to consider the potential of the region in South Sulawesi, so that graduates from these

Vocational Schools have not been fully absorbed by the industrial world and have not been able to increase the stability of development. regional economy. Management of vocational schools in Luwu Regency until 2017 recorded 25 schools. Of the 25 SMKs, they are divided into 6 areas of expertise, namely; technology and engineering, information and communication technology, health and social work, agribusiness and agrotechnology, business and management, and tourism. Luwu Regency has 25 SMKs divided into several areas of expertise, expertise programs and expertise competencies. Some of the competency skills in SMKs throughout Luwu Regency include machining engineering, automotive light vehicle engineering, heavy equipment engineering, electric power installation engineering, motorcycle engineering and business, refrigeration and air conditioning engineering, welding engineering, building construction, sanitation and maintenance, building modeling and information design, computer and network engineering, telecommunications transmission engineering, nursing assistant, agribusiness of food crops and horticulture, forest inventory and mapping techniques, commercial ship engineering, online business and marketing, office automation and management, accounting and finance institutions and hotels. Of the 25 SMKs, there are only 2 SMKs that are in accordance with regional potential, namely SMKN 4 Luwu which has expertise competencies such as agribusiness of food crops and horticulture as well as forest inventory and mapping techniques and SMK Algazali Seppong located in Seppong Village which has competency expertise such as agribusiness of food crops and horticulture . Even though BPS data for Luwu district shows that the most prominent regional potentials in Luwu district are agriculture, plantations, forestry, fisheries, and mining.

The potential of Natural Resources (SDA) and Human Resources (HR) of Luwu Regency is quite large, the population is 353,277 people, this population is the potential for Human Resources (HR). Of the total population, 6.22% have never attended school; 22.12% did not finish elementary school; 25.87% graduated from elementary school; 20.44% graduated from junior high school, 16.16% graduated from high school, 2.47% graduated from vocational school, 1.12% graduated from D3, and the remaining 5% graduated from S1-S3 (BPS Kabupaten Luwu, 2021). This shows that the human resources of Luwu Regency are classified as low. If the human resources are developed into skilled workers through vocational education, then the potential for human resources is very large to support regional development. For this reason, there needs to be harmony between regional development policies and regional potential development and also supported by human resource development. The implementation of the policy is to prioritize the existence of vocational schools that can accommodate middle school age residents to obtain vocational school education and then graduates of these vocational schools can develop regions and carry out development in Luwu Regency. If this can be implemented, the positive impact that will be obtained is the achievement of an increase in human resources, so that people will be concentrated on natural resource processing activities in their area and then people are reluctant to look for work in big cities and reduce urban levels.

It is hoped that the above will become the main basis that needs to be studied regarding the regional potential of Luwu Regency so that vocational high schools are born according to regional potential, so that they are able to improve people's living standards and improve the regional economy. In addition, synergy between the world of education and the world of industry and stakeholders in Luwu Regency is urgently needed. The knowledge and skills developed in schools need to be adapted to the needs of the community. With the hope that the vocational high school can reduce the social problems faced as it is today. For example, there is unemployment in the area and high crime rates that occur because it is only a matter of survival (finding food), moreover education must be able to increase knowledge so that it can solve contextual problems faced daily. Based on the description above, it is necessary to study the mapping of regional potential areas so that they can be used as a basis for mapping regional potential-based SMKs. The purpose of the research is to identify the competency skills possessed by Vocational High Schools representing the regional potential of Luwu Regency. To find out the competency skills that are still needed based on the regional potential of Luwu Regency. To find out where the location of the SMK mapping is in relation to the location and competence of the SMK expertise in Luwu Regency.

Research methods

This type of research is qualitative with a descriptive approach using a survey method, namely by collecting data at a certain time with the aim of describing the actual situation, or identifying existing standards compared to existing conditions, or determining the relationship between specific events. Revealing facts, circumstances and phenomena regarding the existence of regional potential-based SMKs and describing the most suitable regional potentials for developing regional potential-based SMKs.

Place and time

The research location was in Luwu Regency with the research subjects being the Head of the Regional Office Branch IX of Luwu-Palopo-Toraja Utara, principals of SMKs throughout Luwu Regency, teachers of vocational expertise in Luwu Regency. The time of implementation of this research was carried out in July - October 2022Populasi dan Sampel

The population in this study were Heads of Services related to the revitalization of vocational education, school principals, teachers of SMK expertise in Luwu Regency and regional potential in Luwu Regency, namely secondary data taken in each sub-district including the level of community education, employment, agricultural potential, fishery potential, livestock potential, mining potential as well as natural and cultural tourism potential in every sub-district of Luwu regency. While determining the sample using purposive sampling technique.

Data collection technique

The data collection techniques used in this study are:

1. Observation

Observations were made at every SMK in Luwu district to look objectively at: school facilities and infrastructure, teaching and learning activities, completeness of laboratory equipment, competency skills, implementation of production units at SMKs and areas of expertise developed at SMKs.

2. Interview

Interviews were conducted with the head of the Luwu-Palopo-Toraja Utara Regional Office branch, the principal of each SMK in Luwu district. In this interview, the researcher collected information about the response of the government and school principals to the presence of SMKs, the achievement of quotas for SMKs announced by the government, the availability of teaching staff at SMKs, equipment facilities, competency skills and laboratory practicum, which are in SMKs and the implementation of production units in SMKs..

3. Documentation

Documentation techniques, namely secondary data obtained from each sub-district and agricultural UPTD in Luwu district include the level of education of the community in each sub-district, the most dominant community occupations, agricultural potential cultivated, plantation potential cultivated, livestock potential cultivated, fishery potential cultivated, mining potential that can be managed, natural tourism potential, cultural tourism and historical culture in Luwu district.

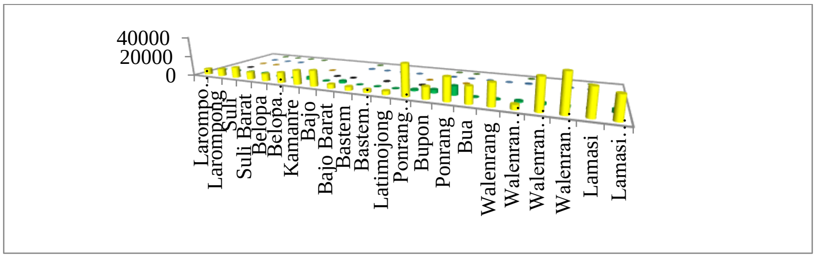
Data analysis technique

There are several steps that must be taken in qualitative data analysis, namely data reduction, data presentation, and drawing conclusions.

Results and Discussion

Results

Identification of Skills Competency Owned by Vocational Schools Representing the Regional Potential of Luwu Regency



Graph 4.2. Agriculture Sector of Luwu Regency (Tons)

Based on graph 4.2. then it can be synthesized that of the 22 sub-districts, there are 13 sub-districts that produce rice in large quantities, 8 sub-districts that make corn as the main crop, 6 sub-districts that grow peanuts, there are 5 sub-districts that grow green beans, there are 5 sub-districts that have total production cassava plants in large quantities, and there are 4 districts that have a large amount of sweet potato production.

Based on graph 4.2. it was explained that the most prominent production of vegetables and fruits in Luwu Regency was cayenne pepper and rambutan. Long beans, tomatoes, kale are vegetables that are also in demand by the public, while durian, bananas and olives are also still in demand by the public.

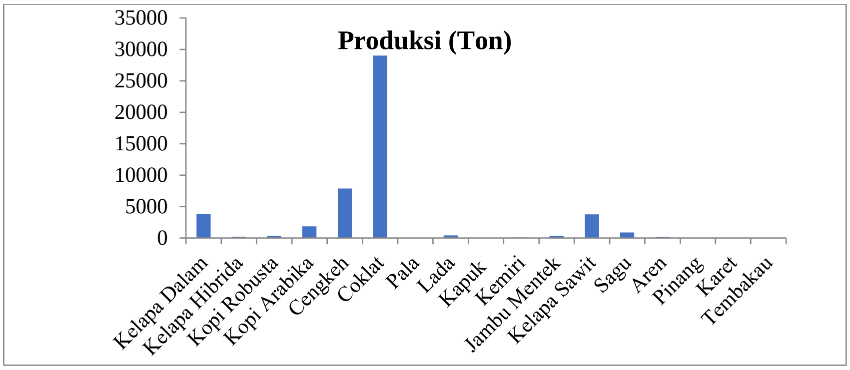
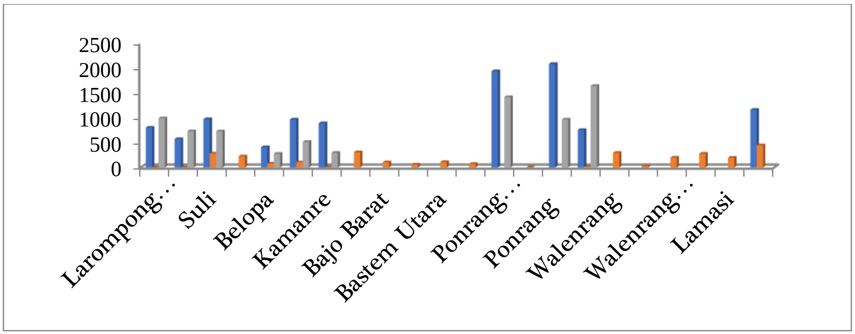
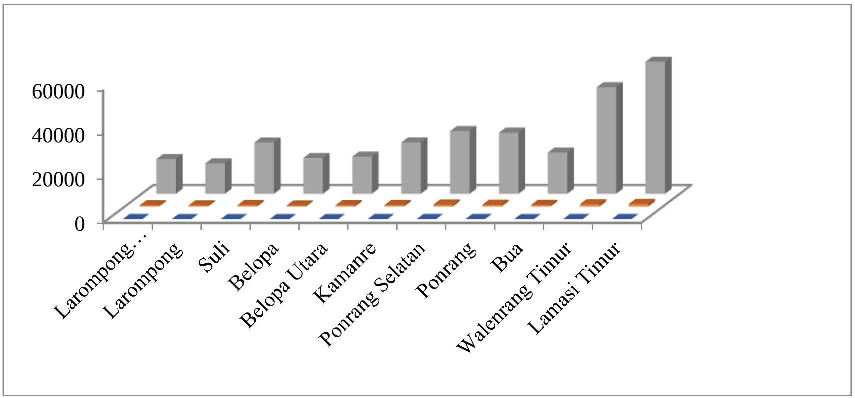


Figure 4.3. Luwu Regency plantation crop production (tons)

Based on graph 4.3. The most prominent plantation crop production in Luwu Regency is cacao with a production of 28,989 tonnes. Cocoa plants in almost all sub-districts in Luwu Regency plant this type of plantation crop.



Graph 4.4. Total area of fish farming land in Luwu Regency (Ha)



Graph 4.5. Capture fisheries production in Luwu Regency (Tons)

Luwu Regency is an autonomous region that has land and sea which has the potential to be developed, out of 22 sub-districts there are 10 sub-districts that have sea areas with different potential for sea utilization

SMK and Skills Competency

SMK 8 Luwu

1. Teknik kendaraan ringan otomotif
2. Teknik computer dan jaringan

SMKS Batara Panrita

1. Asisten Keperawatan

2. Teknologi laboratorium medic

SMK 6 Luwu
1. Teknik kendaraan ringan otomotif
2. Teknik computer dan jaringan

SMKS Mitra Utama
1. Teknik computer dan jaringan
2. Akuntansi dan keungan lembaga

SMK 7 Luwu
1. Teknik computer dan jaringan
2. Otomatisasi dan tata kelola perkantoran
3. Akuntansi dan keuangan lembaga

SMK 2 Luwu
1. Teknik Instalasi Tenaga Listrik
2. Teknik dan Bisnis Sepeda Motor
3. Teknik Kendaraan Ringan Otomotif
4. Teknik Komputer dan Jaringan
5. Otomatisasi dan Tata Kelola Perkantoran
6. Teknik Pemesinan

SMKS Gow
1. Perhotelan
2. Usaha perjalan wisata

SMK 1 Luwu
1. Teknik Komputer dan Jaringan
2. Teknik Kendaraan Ringan Otomotif
3. Teknik Instalasi Tenaga Listrik

SMKS Rakhmat Abadi
1. Asiten Keperawatan
2. Teknologi Laboratorium Medik

SMK Al-Gazali
1. Agribisnis tanaman pangan dan Holtikultura
2. Teknik computer dan jaringan
3. Asisten keperawatan
4. Kebidanan

SMK 10 Luwu
1. Teknik dan Bisnis Sepeda Motor
2. Teknik Instalasi Tenaga Listrik
3. Teknik Komputer dan Jaringan

4. Otomatisasi dan Tata Kelola

SMKS Amaliyah

1. Teknik kendaraan ringan otomotif
2. Otomatisasi dan tata kelola perkantoran

SMK 5 Luwu

1. Konstruksi Gedung, Sanitasi dan Perawatan
2. Desain Pemodelan dan Informasi Bangunan
3. Teknik dan Bisnis Sepeda Motor
4. Teknik Komputer dan Jaringan
5. Akuntansi dan Keuangan Lembaga
6. Perhotelan
7. Bisnis Daring dan Pemasaran

SMKS YPN Noling

1. Asisten keperawatan
2. Teknologi laboratorium medic

SMK 13 Luwu

1. Teknik Komputer dan Jaringan
2. Teknik Pendinginan dan Tata Udara

SMKS Kristen Padang Sappa

1. Teknik kendaraan ringan otomotif
2. Teknik computer dan jaringan

SMK 11 Luwu

1. Teknik Komputer dan Jaringan
2. Akuntansi dan Keuangan Lembaga
3. Otomatisasi dan Tata Kelola Perkantoran

SMK 3 Luwu

1. Teknik Komputer dan Jaringan
2. Teknik Kendaraan Ringan Otomotif
3. Teknik dan Bisnis Sepeda Motor
4. Teknik Pengelasan
5. Akuntansi dan Keuangan Lembaga

SMK 4 Luwu

1. Agribisnis Tanaman Pangan dan Holtikultura
2. Teknik Alat Berat
3. Teknik Komputer dan Jaringan
4. Teknologi Produksi Hasil Hutan
5. Teknik Transmisi Telekomunikasi

SMK 12 Luwu

1. Teknik computer dan jaringan
2. Agribisnis tanaman pangan dan holtikultura

SMK 9 Luwu

1. Teknik Kendaraan Ringan Otomotif
2. Teknik Komputer dan Jaringan

SMKS Nusa Unggul Husada

1. Asisten Keperawatn
2. Teknologi Laboratorium Medik

SMKS Harapan lamasi

1. Teknik Kendaraan Ringan Otomotif
2. Teknik computer dan jaringan
3. Asisten keperawatan

SMKS Nusa Prima

1. Teknik kendaraan ringan otomotif
2. Teknik computer dan jaringan
3. Akuntansi dan keuangan lembaga

SMKS Kristen Seriti

1. Teknik kendaraan ringan otomotif
2. Teknik computer dan jaringan
3. Otomatisasi dan tata kelola perkantoran

B. Expertise Competencies needed based on the Regional Potential of Luwu Regency

1. Sektor pertanian

The agricultural sector is a sector that has the potential to be developed in Luwu Regency, considering that all 22 sub-districts in the area have agricultural land. In addition, the majority of the main occupation of the people of Luwu whose education level is only up to junior high school is farming. There are several sub-districts that have total rice production above 20 tons, such as South Ponrang, Ponrang, Walenrang, East Walenrang, North Walenrang, Lamasi and East Lamasi sub-districts. There are 10 sub-districts that have a total corn production of over 1000 tons. Based on this, the competency skills that are suitable to be developed in SMK are food crop and horticulture agribusiness, plantation crop agribusiness, and agricultural product processing agribusiness..

2. Marine and fisheries sector

Maritime and fisheries have great potential to be developed in Luwu Regency, there are 10 sub-districts that have enormous marine potential and even the area is directly adjacent to Bone Bay. The majority of people in the 10 districts work as fishermen. However, there are some people who take advantage of this potential by doing milkfish, seaweed and tiger prawns. Seeing the potential in the area, the competency skills that can be developed in SMK are brackish water and marine fisheries agribusiness, seaweed agribusiness, and fishery product processing agribusiness.

C. Location of SMK Mapping in Relation to Location and Expertise Competencies in Luwu District

1. Kamanre District is a sub-district which has an area of 52.44 km2. The number of people in the Kamanre sub-district is 11,748 people consisting of 5,618 people who are male and 6,130 women. The main job for men is a farmer with a junior high school education level. As for women, the main jobs are housewives and farmers. This means that most of the Kamanre people work in the agricultural sector. Kamanre sub-district has 1 Sub-District and 7 Villages including Cilallang Sub-District, Salu Paremang Village, South Salu Paremang Village, Bunga Eja Village, Kamanre Village, Tabbaja Village, Wara Village, and Libukang Village.
2. Kecamatan Bajo Barat is a kecamatan that has an area of 66.30 km2. The total population of the West Bajo sub-district is 10,429 people, consisting of 5,179 men and 5,250 women. The main occupation for men is farming with elementary and junior high school education levels. Meanwhile, the main occupations for women are housewives and farmers. This means that most of the people of West Bajo work in the

agricultural sector. West Bajo sub-district has 9 villages including Marinding Village, Sampeang Village, Tumbu Bara Village, Tettekang Village, West Bonelemo Village, Kadong-Kadong Village, Saronda Village, North Bonelemo Village and Bonelemo Village.

3. Kecamatan Bastem is a kecamatan that has an area of 178.12 km2. The population of Kecamatan Bastem is 7,090 people, consisting of 3,614 men and 3,476 women. The main occupation for men is farming with an elementary and junior high school education level. Meanwhile, the main occupations for women are housewives and farmers. This means that most of the people in Bastem work in the agricultural sector. Bastem sub-district has 11 villages, including Kanna Village, North Kanna Village, Tabi Village, Bolu Village, Lange Village, Sinaji Village, Mappetajang Village, Andulan Village, Buntu Batu Village, Ledan Village, and Lissaga Village.
4. Kecamatan Bastem Utara is a kecamatan that has an area of 122.88 km2. The population of Kecamatan Bastem Utara is 8,378 people, consisting of 4,378 men and 4,000 women. The main occupation for men is farming with a primary school education level. Meanwhile, the main occupations for women are housewives and farmers. This means that most people in North Bastem work in the agricultural sector. Bastura sub-district has 12 villages, including Bonglo Village, Tede Village, Barana Village, Uraso Village, Karatuan Village, Salubua Village, Pantilang Village, Buntu Tallang Village, Dampan Village, Maindo Village, Tasangtongkonan Village, and Taba Village.
5. Kecamatan Latimojong is a kecamatan that has an area of 467.75 km2. The population of Kecamatan Latimojong is 5,576 people, consisting of 2,868 men and 2,708 women. The main occupation for men is farming with elementary and junior high school education levels. As for women, their main occupations are housewives and farmers. This means that most Latimojong people work in the agricultural sector. Latimojong sub-district has 12 villages including Rante Balla

Village, Lambanan Village, Tabang Village, Pangi Village, Ulu Salu Village, Boneposi Village, Kadungdung Village, Pangi Village, Tobarru Village, Tolajuk Village, Buntu Sarek Village, and Tibussan Village.

6. Kecamatan Walenrang Barat is a kecamatan that has an area of 247.13 km2. The population of Kecamatan Walenrang Barat is 9,455 people, consisting of 4,945 men and 4,510 women. The main occupation for men is farming with elementary and junior high school education levels. Meanwhile, the main occupations for women are housewives and farmers. This means that most people in West Walenrang work in the agricultural sector. West Walenrang sub-district has 6 villages including Lempe Pasang Village, Lewandi Village, Lempe Village, Lamasi Hulu Village, Ilan Batu Uru Village, and Ilan Batu Village.

Discussion

A. Identification of Expertise Competencies of Vocational Schools Representing the Regional Potential of Luwu Regency

Vocational education is education that directs each of its graduates to be able to think creatively, be innovative and be able to become human beings who are beneficial to humans. The presence of vocational high schools is expected to be able to answer the future challenges of the nation's children so that they have qualified skills so that they can be absorbed in the business world and the industrial world. Apart from the expectations above, SMK is also expected to be able to improve the regional economy by developing its own region through independent activities based on regional potential.

Decentralization of education expects regions to manage regional potential by empowering vocational graduates to become technical staff and experts in managing regional potential. Therefore, the existence of SMKs in the regions must be able to synergize with the existing regional potential. So that later each graduate is able to improve the regional economy by opening up independent business opportunities and entering the business world based on regional potential.

The existence of SMK in Luwu Regency, which totals 25 educational institutions, is expected to be able to synergize with the direction of regional development through local government programs. In general, government programs plan employment based on regional potential, therefore SMKs must be able to meet regional needs through existing SMK graduates. However, this is still very far from an expectation because based on the data that the researchers obtained in the field through questionnaires and interviews as well as in-depth observations, the researchers obtained an overview of the existence of vocational skill competencies in Luwu Regency. From the data of 25 existing SMKs, only 3 SMKs pay attention to regional potential, namely SMK 3 Luwu, SMK 4 Luwu, SMKS Al-Gazali.

SMK 3 Luwu, which is located in the Walenrang sub-district, is a SMK that pays attention to regional potential, because the majority of the population around the SMK work as farmers. Therefore, the Vocational High School opens the competence for agribusiness expertise in food crops and horticulture at the school. As is the case at SMK 4 Luwu, located in Walenrang sub-district, which opened up competences for agribusiness expertise in food crops and horticulture.

So the expertise competencies possessed by SMKs representing regional potential are food crop agribusiness and horticulture at SMK 3 Luwu, SMK 4 Luwu and SMK Al-Gazali Luwu. Vocational High Schools in Luwu Regency are not fully based on regional potential and are still far from expectations. Of the 25 SMKs in Luwu Regency, only 3 SMKs have competency skills according to regional potential or in other words, only 12% of SMKs have competencies that match their regional potential.

B. Skills competencies required based on regional potential in Luwu Regency

Based on the above, after mapping the regional potential in Luwu Regency, the competency skills needed are based on regional potential, namely:

Appropriate skill competencies developed in the sub-districts of Larompong Selatan, Larompong, Suli, Belopa, Belopa Utara, Kamanre, Ponrang Selatan, Ponrang, Bua are seaweed agribusiness and fishery product processing agribusiness because as many as 37 villages from 9 subdistricts have seas and are directly adjacent to the bay. bones. However, there is no expertise competency possessed by Vocational High Schools in Luwu Regency, even though one of the regional potentials owned by Luwu Regency is in the fisheries sector.

C. Location of SMK mapping in relation to location and skill competencies in Luwu District

The location of SMK mapping must be seen from the potential of natural resources and human resources. Therefore, the researcher presents data for each sub-district with each potential area:

1. Larompong Selatan District is a sub-district which has an area of 131 km2. The number of people in the South Larompong sub-district is 16,078 people consisting of 7,884 people who are male and 8,194 women. The main job for men is farming with elementary and junior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the people of South Larompong work in the agricultural sector. The people of South Larompong also work in the fishing sector. The location for the establishment of the SMK in Larompong Selatan is located in Babang Village, namely SMKN 8 Luwu
2. Larompong District is a sub-district which has an area of 225.25 km2. The number of people in the Larompong sub-district is 20,335 people consisting of 10,150 people who are male and 10,185 women. The main jobs for men are farmers and fishermen with elementary and junior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the Larompong people work in the agricultural and fishery sectors. The location of the establishment of the SMK in Larompong is located in Bilate Village, namely the Batara Panrita Vocational School

3. Suli District is a sub-district which has an area of 81.75 km2. The total population of the Suli sub-district is 18,936 people consisting of 9,006 men and 9,930 women. The main jobs for men are farmers and fishermen with junior and senior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the Suli people work in the agricultural and fishery sectors. The location of the establishment of the SMK in Suli is located in Cimpu, SMK 6 Luwu and Lempopacci Village, SMKS Mitra Utama.
4. West Suli District is a sub-district which has an area of 153.50 km2. The number of people in the West Suli sub-district is 9,108 people consisting of 4,589 people who are male and 4,519 women. The main job for men is farming with elementary and junior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the people of West Suli work in the agricultural sector. The location for the establishment of the SMK in West Suli is located in Buntu Barana Village, namely SMK 7 Luwu
5. Belopa District is a sub-district which has an area of 59.26 km2. The number of people in the Belopa sub-district is 17,121 people consisting of 8,003 people who are male and 9,118 women. The main jobs for men are farming, fishing and offices with junior and senior high school education levels. As for women, the main job is housewives and small trades and restaurants. This means that most of the Belopa people work in the agricultural sector. The location of the establishment of the SMK in Belopa District is located in the Tampumia Radda Village, namely SMK 2 Luwu and SMKS Gow
6. North Belopa District is a sub-district which has an area of 34.73 km2. The number of people in the North Belopa sub-district is 16,666 people consisting of 8,118 people who are male and 8,548 women. The main jobs for men are farming and fisheries with junior and senior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the people of North Belopa

work in the agricultural sector. The locations for the establishment of SMKs in North Belopa are located in Lebani Village, Pammanu Sub-district, and Seppong Village, namely SMK 1 Luwu, SMKS Rakhmat Abadi, and SMKS Al-Gazali

7. Kamanre District is a sub-district which has an area of 52.44 km2. The number of people in the Kamanre sub-district is 11,748 people consisting of 5,618 people who are male and 6,130 women. The main job for men is a farmer with a junior high school education level. As for women, the main jobs are housewives and farmers. This means that most of the Kamanre people work in the agricultural sector. The location for the establishment of the SMK in Kamanre District is in Kamanre Village because the population in the village is quite large and the distance between villages is very close..
8. Bajo District is a sub-district which has an area of 68.52 km2. The number of people in the Bajo sub-district is 15,668 people consisting of 7,389 men and 8,279 women. The main job for men is farming with elementary and junior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the Bajo people work in the agricultural sector. The locations for the establishment of SMKs in Bajo District are located in Rumaju Village and Pangi Village, namely SMK 10 Luwu and SMKS Amaliah
9. West Bajo District is a sub-district which has an area of 66.30 km2. The number of people in the West Bajo sub-district is 10,429 people consisting of 5,179 people who are male and 5,250 women. The main job for men is farming with elementary and junior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the West Bajo people work in the agricultural sector. The strategic location for the establishment of the Vocational High School is in Marinding Village because the village has quite a large population and good road access. The distance between villages to other villages is not too far.
10. Bastem District is a sub-district which has an area of 178.12 km2. The number of people in the Bastem sub-district is 7,090

people consisting of 3,614 people who are male and 3,476 women. The main job for men is farming with elementary and junior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the people of Bastem work in the agricultural sector. The location for the establishment of the Vocational School is in Bastem District, namely Sinaji village because the distance between villages is quite close.

11. North Bastem District is a sub-district which has an area of 122.88 km2. The number of people in North Bastem sub-district is 8,378 people consisting of 4,378 people who are male and 4,000 women. The main job for men is a farmer with an elementary education level. As for women, the main jobs are housewives and farmers. This means that most of the people of Bastem Utara work in the agricultural sector. The location for the establishment of the SMK in Bastura District is Salubua Village because the population is the largest of all the villages in Bastura District.
12. Latimojong District is a sub-district which has an area of 467.75 km2. The number of people in the Latimojong sub-district is 5,576 people consisting of 2,868 people who are male and 2,708 women. The main job for men is farming with elementary and junior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the Latimojong people work in the agricultural sector. The strategic location for the establishment of the SMK is in Tabang Village because the population is quite large and the road access is quite good and the potential for the area is quite good.
13. South Ponrang District is a sub-district which has an area of 99.98 km2. The number of people in the South Ponrang sub-district is 24,510 people consisting of 11,777 people who are male and 12,733 women. The main job for men is farming with elementary and junior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the people of South Ponrang work in the agricultural sector. The location of the establishment of the

SMK in the Ponsel District is located in South Pattedong Village, namely SMK 5 Luwu.

14. Bupon District is a sub-district which has an area of 182.67 km2. The total population of the Bupon sub-district is 14,425 people consisting of 7,147 people who are male and 7,278 women. The main job for men is farming with elementary and junior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the Bupon people work in the agricultural sector. The location of the establishment of the SMK in the Bupon sub-district is located in the Noling Village, namely the YPN Noling Vocational High School
15. Ponrang District is a sub-district which has an area of 107.09 km2. The total population of the Ponrang sub-district is 27,100 people consisting of 13,469 people who are male and 13,631 women. The main jobs for men are farming and the fisheries sector with elementary and junior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the Ponrang people work in the agricultural and fishery sectors. The location of the establishmenpt of the SMK in the Ponrang sub-district is located in the Padang Sappa Village and the Buntu Nanna Village, namely Padang Sappa Christian Vocational School and Luwu 13 Vocational School.
16. Bua District is a sub-district which has an area of 204.01 km2. The total population of Bua sub-district is 34,873 people consisting of 15,822 people who are male and 18,051 women. The main jobs for men are farming and the fisheries sector with elementary and junior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the Bua people work in the agricultural sector. The location of the SMK in Bua District is located in Karang-Karangan Village.
17. Walenrang District is a sub-district which has an area of 94.60 km2. The number of people in the Walenrang sub-district is 19,039 people consisting of 9,406 people who are male and 9,633 women. The main job for men is farming with

elementary and junior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the Walenrang people work in the agricultural sector. The location of the establishment of the SMK in Walenrang District is located in two villages, namely Barammamase Village and Kalibamamase Village. The SMKs in the area are SMK 3 Luwu and SMK 4 Luwu

18. East Walenrang District is a sub-district which has an area of 63.65 km2. The number of people in the South Larompong sub-district is 15,422 people consisting of 7,634 people who are male and 7,788 women. The main job for men is farming with elementary and junior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the people of East Walenrang work in the agricultural sector. The location for the establishment of the SMK in East Walenrang District is located in the Chain of Peace Village, namely SMK 12 Luwu.
19. Walenrang Utara District is a sub-district which has an area of 259.77 km2. The population of North Walenrang sub-district is 18,211 people consisting of 9,115 people who are male and 9,096 women. The main job for men is farming with elementary and junior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the people of North Walenrang work in the agricultural sector. The locations for the establishment of SMKs in the Walut sub-district are located in Bosso Village and Siteba Village, namely SMK 9 Luwu and SMKS Nusa Unggul HusadaKecamatan Walenrang Barat merupakan kecamatan yang memiliki luas daerah 247,13 km2. Jumlah masyarakat kecamatan Walenrang Barat adalah 9.455 orang yang terdiri dari 4.945 orang berjenis kelamin laki-laki dan 4.510 perempuan. Pekerjaan utama bagi laki-laki adalah petani dengan tingkat pendidikan SD dan SMP. Sedangkan untuk perempuan pekerjaan utamanya adalah ibu rumah tangga dan petani. Artinya sebagian besar masyarakat Walenrang Barat bekerja pada sektor pertanian. Lokasi pendirian SMK baru terletak di Desa Lempe karena desa

tersebut memilik jumlah penduduk yang banyak dan jarak antara desa cukup dekat..

20. Lamasi District is a sub-district which has an area of 42.20 km2. The number of people in the Lamasi sub-district is 20,777 people consisting of 10,300 people who are male and 10,477 women. The main job for men is farming with elementary and junior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the Lamasi people work in the agricultural sector. The location of the establishment of the SMK in Lamasi sub-district is located in To'pongo Village and Setiarejo Village, namely Harapan Lamasi Vocational School and Nusa Prima Vocational School.
21. Lamasi Timur District is a sub-district which has an area of 57.65 km2. The number of people in East Lamasi sub-district is 12,332 people consisting of 6,061 people who are male and 6,271 women. The main job for men is farming with elementary and junior high school education levels. As for women, the main jobs are housewives and farmers. This means that most of the people of East Lamasi work in the agricultural sector. The location of the establishment of the SMK in the eastern Lamasi sub-district is located in Seriti Village, namely the Seriti Christian Vocational School

Conclusion and Suggestion

Conclusion

1. The results of the study show that the competency skills possessed by Vocational Schools represent the regional potential of Luwu Regency, namely food crop agribusiness and horticulture at SMKN 4 Luwu, SMKN 3 Luwu, and SMKS Al-Gazali Luwu.
2. The results of the study show that the competency skills that are still needed based on regional potential in Luwu Regency are brackish water and marine fisheries agribusiness, and seaweed agribusiness because as many as 37 villages from 9 sub-districts have sea and are directly adjacent to Bone Bay. However, there is no expertise competence possessed by

Vocational High Schools in Luwu Regency, even though one of the potentials possessed by Luwu Regency is in the fisheries sector

3. The results of the study show that the mapping location of SMKs is related to the location and competence of SMK expertise in Luwu Regency, there are 6 sub-districts that do not yet have public or private SMKs. Strategic locations for the establishment of SMKs in 6 sub-districts are Kamanre District located in Kamanre Village, West Bajo District located in Marinding Village, Bastem District located in Sinaji Village, Bastura District located in Salubua Village, Latimojong District located in Pangi Village, and West Walenrang District located in Lempe Village.

Suggestion

1. For the Government
    a. To open skill competencies or build a Vocational High School, attention must be paid to regional potential so that graduates are able to increase regional economic results through the production unit programs in Vocational High Schools.
    b. The government must pay attention to the existence of human resources for teaching staff before opening up expertise competencies or building SMKs.
    c. The government must be able to provide employment opportunities based on regional potential for each SMK graduate according to their needs
2. For Schools
    a. Schools are expected to be able to develop production unit programs based on regional potential
    b. Schools are expected to be able to meet the competence of teaching staff in accordance with their respective expertise competencies.

Recommendation

Mapping SMKs based on regional potential, so in building SMKs or opening skill competencies it must include 8 criteria namely

1. SMKs based on regional potential must develop superior programs that can be used as a reference for the development of SMKs in Luwu Regency and even in South Sulawesi in general. The agricultural and fisheries vocational schools that will be built in Luwu Regency must be able to become a reference for agriculture and fisheries schools in Luwu Regency through the development of the superior programs that have been developed.
2. SMK based on regional potential must function as a teaching factory/industrial based education model center. To become a teaching factory SMK, SMK must be able to organize education based on the world of work.
3. Regional potential-based SMKs must function as job training centers for anyone who needs them. SMKs must be able to become job training centers for both professionals and the community in Luwu Regency through agricultural counseling for the community and the development of superior agricultural and fishery seeds.
4. Regional potential-based SMKs must function as practical training venues for other SMKs, both for their teachers and their students. With the birth of regional potential-based SMKs, it is hoped that they will become places for internships for other SMKs and be able to become training places for other SMK educators.
5. SMKs based on regional potential must function as production centers, especially products based on regional excellence. The existence of regional potential-based SMKs must be able to process agricultural and fishery products into products that have high selling value in the market and in industry.
6. Regional potential-based SMKs can function as professional certification bodies that carry out work competencies and competency tests. The existence of this SMK is able to become a work certification institution for those who want to work in

the industrial world and the business world as well as a competency examination institution for agriculture, fisheries and mining SMKs.

7. Vocational schools based on regional potential can function as information centers for work sand/job market which are pursued through cooperation with the local labor and transmigration departments. Vocational High Schools must be able to become a center for information on the labor market for the community as well as output from other Vocational Schools who wish to work in the industrial world or the business world.
8. SMK based on regional potential can function as a center for the development of training materials. Vocational High Schools must be able to develop agricultural and fishery products both in terms of technology and increasing agricultural and fishery products through training for farmer and fisherman groups in the community.

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Analysis Of Movement Patterns of The Initial Serve in The *Sepak Takraw* Game of UPT SMA Negeri 4 Parepare.

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ABSTRACT

This study aims to determine the Movement Pattern of the Initial Serve in the Takraw Game of UPT SMA Negeri 4 Parepare. This type of research is descriptive with a quantitative approach. The research population was UPT SMA Negeri 4 Parepare students with a total sample of 30 people using purposive sampling technique. The data analysis technique used is descriptive analysis technique. The instrument used in the research is the observation sheet or assessment rubric. The results of the research on the ability of the Initial Serve Movement Pattern in the Sepak Takraw Game of UPT SMA Negeri 4 Parepare, out of 30 student samples it turned out that there were 3 students (10%) in the very good category, 6 students in the good category (20%), students with enough category as many as 9 people (30%), students with less category as many as 12 people (40%), and students with very less category 0 people (0%). Thus, it can be concluded that the results of the research on the Early Servicing Movement Pattern in the Takraw Game of UPT SMA Negeri 4 Parepare are categorized as "Less".

Keywords: Sepak Takraw, Movement

Introduction

Sport is a process of a person as an individual or a member of society which is carried out consciously through various physical activities in order to acquire skills and increase the degree of physical fitness. Sport is essentially an educational process that utilizes physical activity as self-formation, both physically and mentally. Sports activities cannot be separated from the terms in sports, namely walking, running, jumping and throwing which are accumulated by the term motion

One of the most popular sports and as an achievement sport is takraw. Takraw is a game sport in which there are elements of movement from other branches such as football, volleyball, badminton and gymnastics. This game is played by two opposing teams. Each team consists of three players separated by a net. As a team sport, takraw is a game that is played on a rectangular and flat field, both open (outdoor) and closed (indoor). In ancient times, the sport of takraw was played by nobles in South Sulawesi consisting of 6-9 people in a circle in an open place, as entertainment and as a spare time filler. According to Permana (2008: 1) takraw is a form of game played by two teams/teams, each team consisting of three players. kicking or using the whole body except the hands. According to Yusup, (2004: 30-42), the basic techniques of the game of takraw consist of precepts, horse kicks, badek kicks, gouging kicks, heading, thighs, sudden kicks, kicks, smashes and blocking.

The service in the takraw game is in the form of a kick from above or a kick from below. According to Jamalong (2015: 89) "service is the first way to get points and scores. Errors or failures in serving means not losing the opportunity for that team to score but also adding points to the opponent. The position of the players in the game of takraw is called tekong. Tekong has good skills regarding service so that he can find targets that are weak and difficult for opponents to accept or control.

With the readiness of the tekong can anticipate or predict how fast the ball is, power, and the placement of the ball direction, it is likely to produce a good first serve. In order to play takraw properly, it is necessary to support one of the basic abilities such as the ability to play soccer as a support for playing well such as rocking, controlling, and baiting. Sila Sila can also be used or functioned at the time of smashing.

In this regard, and on the basis of observations and observations specifically at UPT SMA Negeri 4 Parepare, the students are familiar with the learning material for the small ball game, both through the teaching and learning process at school (intra-curricular and extra-curricular). However, among the students themselves there is still a lack of understanding about the ability to perform basic starting kicks and a lack of student awareness in improving serving skills.

This can be seen when carrying out the learning process, it can be seen that students still lack understanding and are still accustomed to carrying out the training process individually or individually. Based on this background, the authors are interested in conducting research with the title "Analysis of Movement Patterns of Early Serves in the Sepak Takraw Game of UPT SMA Negeri 4 Parepare".

Method

The type of research used is descriptive research with a quantitative approach. This research was carried out in the odd semester of 2023. The research location was the place where the researchers studied it, so the location chosen for the research was UPT SMA Negeri 4 Parepare.

This study uses a research design with a quantitative descriptive approach

$\boxed{\mathbf{X}}$

Figure 3.1 Research Design

Information :

X : Early Service Pattern Ability

The population in this study were 330 students of class XI UPT SMA Negeri 4 Parepare. The sample used in the study was 30 students. The research sample is purposive sampling. Data collection techniques in this study were carried out by observation. Observations were made using an assessment rubric.

Data collection was carried out when the teaching and learning process took place in the takraw field of UPT SMA Negeri 4 Parepare. The data collected in this study are: Initial serve motion pattern test. Test form: first serve. The aim is to measure the movement pattern skills of the first serve in UPT students at SMA Negeri 4 Parepare. The instrument used in this study is the observation sheet or assessment rubric.

Data Analysis Techniques Descriptive research with a quantitative approach, the data analysis technique used is descriptive analysis techniques. The skill level of the movement pattern of the initial serve must be made into an assessment category, namely: very good, good, sufficient, lacking, very lacking using the conversion reference from Ngatman (2017: 112)

$$P = \times 100\ \%\ (1.3)$$

Information:

Q: The percentage you are looking for

F : The frequency that is being searched for the percentage

N: Number of respondents

In this study, five categorizations were used, namely using the categories "Very Good", "Good", "Enough", "Less", and "Very Less". To determine the score criteria using the following guidelines:

Table 3.2

Intervals and Scores for the Kick Takraw Service Category

No.	Norm Range	Category
1.	X+1,5 SD keatas	Very good
2.	X + 0,5 SD s/d X + 1,5 SD	Good
3.	X - 0,5 SD s/d X + 0,5 SD	Enough
5.	X - 0,5 SD s/d X - 0,5 SD	Not enough
6.	Kurang dari X – 1,5 SD	Very less

Information:

X = Earned Score

SD = Standard Deviation

Results and Discussion

Descriptive data analysis is intended to get an overview of research data. Descriptive analysis includes: total value, average, standard deviation, range, maximum and minimum. From these statistical values, it is hoped that they can provide an overview of the Analysis of Movement Patterns of the Initial Service in the Sepak Takraw Game for UPT SMA Negeri 4

Parepare. Descriptive analysis of each research variable can be seen in the following table.

Table 4.1.

The results of the analysis of the movement pattern of the initial serve in the game of takraw students of UPT SMA Negeri 4 Parepare students

Statistik	N	Range	Min	Max	Sum	Mean	SD	Varian
Sikap Awal	30	4,00	4,00	8,00	169,00	5,63	1,54	2,37
Pelaksanaan	30	5,00	4,00	9,00	171,00	5,70	1,44	1,07
Sikap Akhir	30	5,00	4,00	9,00	188,00	6,67	1,38	1,92
Servis Mula	30	11,00	14,00	25,00	532,00	17,73	3,9	15,37
Valid N (listwise)	30							

Based on table 4.1 on the previous page which is the result of a descriptive test of data about Movement Patterns of the Initial Serve in the Sepak Takraw Game of UPT SMA Negeri 4 Parepare. Of the 30 samples, a total value of 532 was obtained and the average obtained was 17.7333 with a standard deviation of 3.92106 from the data range of 11.00 between the minimum value of 14.00 and 25.00 for the maximum value.

An overview of the ability of the Early Serve Movement Pattern in the Sepak Takraw Game of UPT SMA Negeri 4 Parepare is described in various statements. From the results of these statements can be seen in the following table:

Table 4.2.

Recapitulation of Prefix Data Frequency of Initial Service Movement Patterns in the Sepak Takraw Game of UPT SMA Negeri 4 Parepare

Awalan			
Interval	Frekuensi	Presentase %	Category
>7,94	6	20%	Very good
6,40-7,94	8	27%	Good
4,86-6,40	6	20%	Enough
3,32-4,86	10	33%	Not enough
<3,32	0	0%	Very less
Total	30	100%	

Starting from the takraw game for UPT SMA Negeri 4 Parepare, it appears that there are 6 students (20%) in the very good category, 8 students (27%) in the good category, 6 students (20%) in the moderate category. , students in the less category were 10 people (33%), and students in the very lacking category were 0 people (0%).

Table 4.3.

Recapitulation of the Frequency of Data on the Implementation of the Initial Service Movement Pattern in the Sepak Takraw Game of UPT SMA Negeri 4 Parepare

Pelaksanaan			
Interval	Frekuensi	Presentase %	Category
>7,86	5	17%	Very good
6,42-7,86	6	20%	Good
4,97-6,42	14	46%	Enough
3,53-4,97	5	17%	Not enough

<3,53	0	0%	Very less
Total	30	100%	

Based on table 4.3 regarding the ability to implement the Initial Service Movement Pattern in the Sepak Takraw Game of UPT SMA Negeri 4 Parepare, it appears that 5 students (17%) have a very good category, 6 students (20%) have a good category, 6 students (20%) have a very good category. with sufficient category as many as 14 people (46%), students with less category as many as 5 people (17%), and students with very less category 0 people (0%).

Table 4.4.

Recapitulation of Closing Data Frequency Patterns of Initial Service Movement in the Sepak Takraw Game of UPT SMA Negeri 4 Parepare

Akhiran			
Interval	Frekuensi	Presentase %	Category
>8,34	8	27%	Very good
6,96-8,34	4	13%	Good
5,57-6,96	7	23%	Enough
4,18-5,57	11	37%	Not enough
<4,18	0	0%	Very less
Total	30	100%	

Based on table 4.4 regarding the closing ability of the Initial Service Movement Pattern in the Sepak Takraw Game of UPT SMA Negeri 4 Parepare, it appears that students who have a very good category are 8 people (27%), students in the good category are 4 people (13%), students with sufficient category as many as 7 people (23%), students with less category as many as 11 people (37%), and students with very less category 0 people (0%).

Table 4.5.

Recapitulation of the Data Frequency Ability of Movement Patterns of the Early Serve in the Sepak Takraw Game of UPT SMA Negeri 4 Parepare

Servis Mula			
Interval	Frekuensi	Presentase %	Category
>23,61	3	10%	Very good
19,69-23,61	6	20%	Good
15,77-19,69	9	30%	Enough
11,85-15,77	12	40%	Not enough
<11,85	0	0%	Very less
Total	30	100%	

Based on table 4.5 regarding the ability of the Early Serve Movement Pattern in the Sepak Takraw Game of UPT SMA Negeri 4 Parepare, it appears that there are 3 students who have a very good category (10%), students who have a good category as many as 6 people (20%), students with enough category as many as 9 people (30%), students with less category as many as 12 people (40%), and students with very less category 0 people (0%). Whereas in the form of a percentage graph about the results of the ability of the Initial Service Movement Pattern in the Sepak Takraw Game of UPT SMA Negeri 4 Parepare can be seen in the following figure:

Figure 4.1. Prefix Percentage Chart

Figure 4.2. Graph of Implementation Percentage

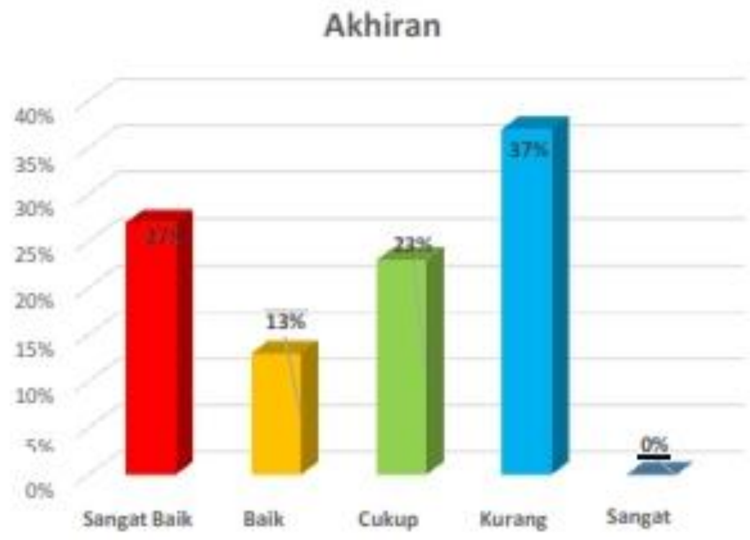

Figure 4.3. Suffix Percentage Chart

Figure 4.4. Initial Service Percentage Chart

Sepak takraw is defined as a sport that is played by kicking a ball made of rattan. Based on the form of the game, takraw is a mixed sports game of football and volleyball, which is played on a badminton doubles court, and players may not touch the ball with their hands.

To be able to play takraw well, one must master the basic skills of playing takraw, the ability in question is being able to play the ball with the feet (punching), with the head (heading), with the chest (suddenly), with the shoulders (shouldering), and treading. use the soles of the feet. In order to carry out the game of takraw properly, players need to know and master the basic techniques. Without mastering the basic techniques or basic skills in the game of takraw, the game of takraw cannot be played properly. Particularly the accuracy of the Movement Pattern of the First Serve in the Sepak Takraw Game of UPT SMA Negeri 4 Parepare, looking at the way the students perform the initial serve on target.

1. Prefix, categorized as lacking because of the lack of understanding of students in carrying out the initial movements in the initial serve of the takraw game.
2. Implementation, categorized as sufficient because students are able to demonstrate and hit the ball quite well.
3. Closing, categorized as lacking because students are less able to place ball targets.
4. Starting kick, in the poor category because students are less able to make good initial serve movements and on target.

Thus it can be concluded that the ability of the Initial Service Movement Pattern in the Sepak Takraw Game of UPT SMA Negeri 4 Parepare is in the poor category. This is due to a lack of understanding of basic techniques in playing takraw. Therefore, the basic skills of takraw in students need to be considered again, especially for teachers/trainers. With good basic skills, it can improve the game of takraw for UPT SMA Negeri 4 Parepare students.

Conclusion

The results of the decomposition in the discussion based on the problems posed, the following conclusions can be drawn: The

Ability Level of Early Serve Movement Patterns in the Sepak Takraw Game of UPT SMA Negeri 4 Parepare "Less".

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The Influence of The Implementation of Inquiry Learning Model on Natural Sciences Learning Outcomes at SDN Bontoramba in Somba Opu Subdistrict in Gowa District

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ABSTRACT

The aims of this study were (1) to find out the description of the application of the inquiry model in learning science at SDN Bontoramba, Gowa Regency, (2) to find out the description of the results of learning science for students at SDN Bontoramba, Gowa Regency, (3) to find out whether there is an effect of applying the inquiry learning model on learning outcomes. learning science for students at SDN Bontoramba, Gowa Regency. The type of research used is an experiment with a quantitative approach. The population in this study were all classes at SDN Bontoramba consisting of 12 study groups with a total of 332 students. The samples in this study were 28 class Va students as the control class and 27 class Vb students as the experimental class. . Data analysis techniques in this study are descriptive analysis and inferential analysis consisting of normality tests, homogeneity tests and hypothesis testing. Based on data analysis through learning achievement tests, it was found that there was an average difference in learning outcomes of 76.89 for the experimental class and 67.39 for the control class. The results showed that the score of science learning outcomes for experimental class students was in the high category with an average of 76.89 with a standard deviation of 8.450, students' activities in participating in the learning process were in the active category. The results of the hypothesis test show that there is an effect of applying the inquiry learning model to the science learning outcomes of SDN Bontoramba Somba Opu District, Gowa Regency.

Keywords: Inquiry Learning Model, Natural Sciences, Learning Outcomes

Introduction

The problem that often occurs in the learning process that takes place in schools is learning that is less effective. In general, the science learning process in elementary schools still tends to use an expository approach. That is, the learning carried out by the teacher only provides a definition of a word and provides the principles and concepts of the lesson. Teachers rarely provide opportunities for students to make observations or experiments. Students are only filled with concepts without any scientific process to find these concepts. So far, students' scientific literacy has received less attention from teachers in carrying out science learning (IPA). Teachers in learning very rarely provide opportunities for their students to understand the phenomena around them based on the concepts learned and vice versa in science concepts lessons, teachers in the teaching and learning process are more oriented towards the material listed in the curriculum and textbooks.

Based on the description of the problem in general, in the learning process a similar thing also happened at SD Negeri Bontoramba. Based on the reality in the field, it shows that learning science in class V SD Negeri Bontoramba has problems so that students' abilities to master the competencies that must be achieved and student learning outcomes are still not optimal, this can be seen from the results of observations and interviews with class VA teachers and class VB teachers, information is obtained that the science learning outcomes of students from both classes were stated to be not optimal in achieving the minimum completeness criteria (KKM) set, namely 75. The percentage of complete midterm test scores in science subjects in the two classes was only 62%, while the remaining 38% or 21 students from both VA and VB classes that get scores below the KKM can be seen in the table.

Table.1

Study results data

class	Amount student	KKM	complete	No complete	%
V A	28	75	18	10	64%
V B	27	75	16	11	59%
	55		34	21	62%

Source: VA and VB class teachers at SDN Bontoramba

Some of the problems that lead to not achieving optimal learning outcomes in science learning in class V SD Negeri Bontoramba are caused by several factors including when researchers make observations of a lot of material, especially in science learning where students should be required to construct their own thoughts and understanding. by collecting data and facts in groups (Cooperative), but in reality the teacher only uses conventional teaching methods. During the interview with the class V teacher at SD Negeri Bontoramba, the teacher already knew theoretically the science-based skills learning model, but only knew but rarely practiced in class so that he was used to the monotonous conventional learning paradigm. In addition to teacher problems, there are also learning facilities that do not support the learning process, existing learning facilities are not well maintained and their use is not optimal. Lack of classroom arrangement that is not adequate so that it becomes an obstacle for students in the learning process. The lack of use of the media provided in class to deepen the material, so that students are less interested in participating in class learning. From the observations of researchers, it appears that students' ability to solve problems is still low, this is evident when the teacher asks questions, many students cannot answer the teacher's questions.

Based on the factors causing the problems that arise, we need an application of learning that makes learning fun and the learning outcomes that will be achieved later are really useful for students. The inquiry learning model is one model that can be used to improve the quality of learning which can have implications for student learning outcomes, especially in science learning. Along with this explanation, it is also supported by expert opinion according to Khaeruddin and Eko (2005), that the inquiry learning model does not only pour information into students' memories, but seeks how important and very useful concepts are firmly embedded in students' memories. The inquiry learning model is a model that is widely recommended for use in the science learning process, because the inquiry learning model is one of the most considered capable of making learning more meaningful for students. The inquiry learning model has advantages as stated by Sanjaya (2010), that: There are several advantages in using the inquiry learning model in science learning, namely: a, the inquiry learning model emphasizes the development of cognitive, affective and psychomotor aspects in a balanced manner; b, provide space for students to study according to their learning style; c, in accordance with the development of modern learning psychology which considers learning to be a process of changing behavior due to experience; d, the inquiry learning model can serve the needs of students who have abilities above average.

The learning model developed by the teacher will help students gain learning experience and achieve their learning goals. Inquiry learning is a learning process in which students play an active role in finding answers to the questions posed so that students experience their own experiences in finding answers. According to Hamdani (2011), inquiry is a way of learning or studying that is looking for solutions to problems in a critical, analytical, and scientific way by using certain steps towards a conclusion that is convinced because it is supported by data or reality. This inquiry learning model is an effort to improve learning processes and outcomes that involve students in active learning to solve problems, plan and conduct experiments, collect and analyze data, and draw conclusions. The application of the inquiry learning model helps students to be more creative and think broadly (Jihad & Haris, 2012).

The characteristics of science learning in SD/MI always emphasize the provision of inquiry learning experiences. This is in accordance with Permendiknas No. 22 of 2006 concerning Content standards which explains that: Science learning in SD/MI should be carried out in a scientific inquiry with the aim of fostering the ability to think, work and act scientifically and communicate it as an important aspect of life skills.

Relevant previous research results regarding the application of inquiry learning models provide better results. This is supported by the results of research by Fitriyana Rachma (2012) who examined the effect of inquiry learning strategies on physics learning outcomes on the subject of motion. The conclusion in this study shows that there is a significant influence of inquiry learning strategies on physics learning outcomes. Another study conducted by Muh. Ishak (2017) entitled "The Influence of the Implementation of the Inquiry Learning Model on Science Learning Achievement of Grade V students of SD Inpres Multilevel Mamajang IV Makassar City" where the results showed that the learning achievement of the experimental group experienced a higher increase after being given treatment compared to the control group.

Based on the various problems that have been raised, the advantages and benefits of the inquiry learning model as well as the relevant research results that have been described, the researcher conducted a study related to this topic with the title "The Influence of Application of the Inquiry Learning Model on Science Learning Outcomes of Students of SD Negeri Bontoramba, Somba District" Opu Gowa Regency".

Method

This study uses a quantitative approach to the type of research is experimental. This study aims to provide treatment to a group that is used to seek the effect of applying the inquiry learning model on science learning outcomes for students of SD Negeri Bontoramba, Somba Opu District, Gowa Regency. The design of this study was that the experimental group was treated with the application of the inquiry learning model, while the control group was treated with direct (conventional) learning, namely learning that applied lecture and assignment methods.

The research design used in this study was the Post-test Only Control Group Design. This design involved two groups of subjects, namely the experimental group and the control group. The experimental group will get treatment by applying the inquiry learning model, while the control group will be given conventional learning. Each class gets the same post test.

Table . 2
plans design study

Group	Treatment	Post test
Experiment	X	Y_1
Control	_	Y_2

The effect of the independent variable on the dependent variable can be seen from the difference in the post-test scores of the experimental group (Y1) and the control group (Y2). If there is a difference in scores between the two groups, where the score in the experimental group (Y1) is higher than the score in the control group (Y2), then it can be concluded that the treatment given has an influence or is effective on the changes that occur in the dependent variable. There are two types of variables used in this research, namely the independent variable and the dependent variable. The independent variable referred to in this study is the application of the inquiry learning model (X), while the dependent variable referred to in this study is the result of learning science (Y).

The data collection techniques used in this study were tests, observations, documentation, and interviews. There are two kinds of instruments used in this study, namely through learning achievement tests and observation sheets. The test instrument is used to measure student learning outcomes. The instrument used in this research was multiple choice objective questions with 22 questions. The researcher held one test, namely the post-test which was carried out at the end of the study with the aim of knowing and measuring the increase in learning outcomes after the treatment of the inquiry learning model by comparing the post-test results of the control class. While the observation sheet is used to observe the implementation of learning activities. The observation sheet for applying the inquiry learning model is based on the stages in the lesson plan. Observations were made starting from the initial learning activities, core activities and final activities with several descriptors for each aspect.

Results and Discussion

Based on the results of data processing, the results of this study can be explained as follows:

1. An overview of the application of the inquiry learning model in science learning for fifth grade students at SDN Bontoramba, Gowa Regency

At the first meeting it was seen that the implementation of learning by applying the inquiry learning model from the teacher's aspect was in the sufficient category. This is shown by the percentage of learning implementation at the first meeting, namely 66%, then experienced an increase in the second meeting, namely 80%. The implementation of learning at the third meeting was in the good category with a percentage of 84%, then it increased at the fourth meeting, namely 90%. Overall for the four meetings, the implementation of learning by applying the inquiry learning model can be said to be well implemented. This is shown by the average percentage of the implementation of learning using the inquiry learning model at the first meeting to the fourth meeting of 80%. It appears that the categories of student activity are the same in terms of improvement as the results of observations of teacher activity in the learning process by applying the inquiry model, which differs only in the percentage scores in each meeting where at the first meeting the percentage of student activity is 63%, then it increases in the second meeting, namely 75%. . As for the third meeting, it was in the active category with a percentage of 79%, then it experienced an increase in the fourth meeting, which was 88%. Overall for the four meetings, student activity in learning by applying the inquiry learning model can be said to be well implemented in other words active students. This is indicated by an average percentage of 76%.

2. Description of the science learning outcomes of fifth grade students at SDN Bontoramba, Gowa Regency.

Table 3

Descriptive Statistics Experiment Class Posttest

3. Statistics	class Experiment
Means	76,89
Standard	8,450
Deviation	77
Median	86
mode	71,410
Variance	91
Maximum Value	59
Min Value	32
Range	

Based on the results of descriptive statistical analysis on student learning outcomes in the experimental class after the posttest was carried out, the average value was 76.89 which was included in the high category, with a standard deviation of 8.450. This shows that the posttest of student learning outcomes is centered at 76.89 with a deviation of 8.450 from the average. Median 77 which describes 50% of students getting a score above or equal to 77 and 50% of students getting a score below or equal to 77. Mode 86 which describes the number of students who get a score of 86 and the variance is 71.410 which shows the variation of the data from the average score . The maximum value is 91, and the minimum value is 59. While the score range is 32.

Table . 4

Descriptive Statistics Control Class Posttest

Statistics	class Experiment
Means	67,39
Standard	9,923
Deviation	68

Median	68
mode	98,470
Variance	82
Maximum Value	50
Min Value	32
Range	

Meanwhile, based on the results of descriptive statistical analysis on student learning outcomes in the control class after the posttest was carried out, the average value was 67.39 which was included in the medium category, with a standard deviation of 9.923. This shows that the posttest of student learning outcomes is centered at 67.39 with a deviation of 9.923 from the average. Median 68 which describes 50% of students getting a score above or equal to 68 and 50% of students getting a score below or equal to 68. Mode 68 which describes the number of students who get a score of 68 and the variance is 98.470 which shows the variation of the data from the average score . The maximum score is 82, and the minimum score is 50. While the score range is 32. Based on this description it can be concluded that the science learning outcomes of students in the experimental group are higher than those in the control group. The posttest average in the experimental class is 76.89 while in control class of 67.39.

4. The Effect of Applying the Inquiry Learning Model on Science Learning Outcomes

Before testing the hypothesis, a normality test was first carried out using the SPSS 23 program. Based on the output of the Kolmogorof Smirnov test of normality, it shows that the data is normally distributed. The results of the analysis that have been declared to be normally distributed are then tested for homogeneity which shows that the sample comes from a population with a homogeneous variant. Then the final hypothesis testing is carried out, namely hypothesis testing using the independent Samples t-test assisted by the SPSS 23 program. To find out whether H1 or H0 is accepted or rejected is to look at the value of the sig.(2-tailed) column. The statistical hypothesis:

H0: There is no difference in science learning outcomes between the experimental group that applies the inquiry learning model and the control group that applies conventional learning.

H1: There are differences in science learning outcomes between the experimental group that applies the inquiry learning model and the control group that applies conventional learning.

Based on the results of hypothesis testing is the significance value in the sig column. (2-tailed) of 0.000 <0.05, then as a basis for decision making in the independent Samples t-test it can be concluded that H0 is rejected and H1 is accepted. Thus it can be concluded that there is a significant (significant) difference between the average student learning outcomes in the experimental group and the control group. which means there is an effect of applying the inquiry learning model to the science learning outcomes of SDN Bontoramba Somba Opu District, Gowa Regency.

In this section, a discussion of research results is presented which includes:

1. An overview of the application of the inquiry learning model in science learning for fifth grade students at SDN Bontoramba, Gowa Regency

Based on the results of the research that has been stated that the activity of applying the inquiry learning model carried out by teachers and students in the learning process is included in the good assessment category. This is because the application of the inquiry learning model in the learning process makes students active to seek and investigate by finding themselves about the concepts being studied, and finding answers to a questionable problem. In line with the view of W. Gulo (2005) the application of the inquiry model as a series of learning activities that maximally involve all students' abilities to seek and investigate or solve problems against questions or problem formulations by using critical and logical thinking skills. Based on the observed data, it was found that students in the experimental group were more active than the control class because in the teaching and learning process that applied the inquiry learning model in this class, it required students to seek and find information based on the problem formulation and initial hypotheses raised previously, besides that students were encouraged to ask questions. triggered by competition between groups in the process of testing hypotheses. Worksheets that are accompanied by pictures of animal locomotion organs increase the activity of students in finding data related to the material. Inquiry model learning in the affective and psychomotor domains can be seen from the responsibilities of each student in the process of group work and reactions of mutual respect in the teaching and learning process. Unlike the case with the control class which uses conventional learning, which makes students become passive listeners because the teacher dominates the teaching and learning process. So that the learning outcomes are not the same as using the inquiry learning model. Differences in student activity in the experimental and control classes were obtained from differences in class management. In the experimental class that uses the inquiry learning model the teacher can activate students in learning and the class atmosphere is more interactive while in the control class that uses conventional learning students tend to be passive and sometimes noisy during the learning process.

2. Student Science Learning Outcomes in Learning in Applying the Inquiry Model

Based on a comparison of the science learning outcomes of students who applied the inquiry learning model with the science learning outcomes that applied conventional learning, it could be concluded that the group that applied the inquiry model had better learning outcomes than the group that applied conventional learning. This is in line with the results of previous research regarding the effect of the inquiry learning model on science learning outcomes conducted by Safitri and Budhi (2017). The results showed an increase in students' science learning outcomes after the application of the inquiry learning model. Theoretically, when viewed from its philosophy, the inquiry learning model is based on discovery learning theory which suggests that students should learn through active participation with concepts and principles so that they gain experience and conduct experiments that allow them to discover the concepts and principles. Alone.

Knowledge obtained by self-discovery will have a good impact on students, including that knowledge lasts a long time or is long remembered, self-discovery will have an impact on good learning outcomes, and improve students' reasoning to think freely (Widyatmoko, 2008). The findings in this study provide an indication that the inquiry learning model has advantages compared to the application of conventional learning models in terms of improving student learning outcomes.

3. The effect of applying the inquiry learning model to the science learning outcomes of fifth grade students at SD Negeri Bontoramba

The application of the inquiry learning model strongly supports the improvement of students' science learning outcomes based on the model's indicators. The steps of the inquiry learning model used in the experimental class show that the model is effective in use because it involves all students to actively seek and find information directly about the material to be taught while the teacher's role is limited to guiding and directing students to find data other than that in In the learning process students actively express their opinions. In line with the theory in learning, students build their own knowledge through active involvement in the learning process (Sanjaya: 2013). Based on the results of monitoring carried out by observers in the experimental group, it can be seen that learning is more interactive and in accordance with the objectives that have been set in the learning design. This is what makes students have better learning outcomes than science learning outcomes in the control class. Based on this description, the application of the inquiry learning model can be applied to improve students' science learning outcomes, especially for class V SD Negeri Bontoramba, Somba Opu District, Gowa Regency.

Conclusion

Based on the results of the research that has been done about the effect of applying the inquiry learning model on science learning outcomes for fifth grade students at SD Negeri

Bontoramba, Somba Opu District, Gowa Regency, the following conclusions can be drawn:

1. Science learning for the students of SDN Bontoramba, Gowa Regency from the teaching aspect of the teacher was carried out in the good assessment category, while from the aspect of student learning activities it was in the active assessment category.
2. The science learning outcomes of SDN Bontoramba Gowa Regency obtained from the posttest results in the experimental class with an average learning outcome of 76.89 are in the high category, while the posttest results in the control class with an average learning outcome of 67.39 are in the high category. currently.
3. There is a significant effect of the application of the inquiry learning model on student learning outcomes in science learning at SDN Bontoramba, Gowa Regency.

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English for Airlines Teachers' Perceptions and Practices on CLT at Vocational Training Program

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ABSTRACT

This study explores the English for Airlines teachers' perceptions and practices of CLT at Indonesian Vocational Higher Education based on the teacher's and students' perceptions. The study focused on classroom interaction experiences as enacted by the teacher in the area of the study. Data were collected using observation, interviews, and documentation. The participants set are Indonesian vocational training program teachers majoring in Airlines. The teachers have issues with the language barrier and experience in English for Airlines. The problem affects the objectives of teaching and learning that impact the students' output. The results of this study support syllabus and material development and also teaching and learning methodologies.

Keywords: CLT; ESP; English for Airlines; Vocational Training Program.

Introduction

Teaching English for Airlines has little attention in the academic world globally. Teaching English for Airlines has a limited portion of time, particularly for non-English major students. Their English proficiency and fluency are very limited, even though they have already learned English since elementary (Rahmatillah, 2019). Today, English is an international language used in education, science, and business. English has an important role for the students to prepare themselves to get future work. The

English language used in educational institutions such as in Airlines Training Program has many differences from the high school (SMA), vocational school (SMK), and higher education (University). The students should be mastered the English language related to their daily communication, professions, and jobs and based on their needs (Masita, 2020; Masita & Fitri, 2020; Masita, et al. 2020). The English language continues as the lingua franca of education, science, media, technology, medicine, research, and business. The English subject in non-English programs has shifted from General English to be English for Specific Purposes (ESP).

English for Specific Purposes (ESP) has become an important area in English Language Learning (ELL). The ESP development has covered all English Learning areas, including English for Math, science, social, political, business, and economic sectors. There is an increasing demand for ESP globally and particularly within the Indonesian context. For this reason, ESP is important to investigate further. There have been a considerable number of studies in ESP globally, particularly in English for Airlines. For example, Paramasivam (2013) presented materials development for speaking skills. Tokar & Fainman (2018) focused on methodology, strategies, and classroom activities. In Indonesian context, English for Aviation has explored Vocational Higher Education. Cahyani, et al. (2018) revealed some challenges of teaching and learning English or Airlines Staff Candidates. Rossydi (2020) described the implementation of the Hybrid English Learning Program (HELP) for Air Traffic Controllers (ATC).

The studies above indicate that there have been several investigations in English for Airline globally and in Indonesian contexts. However, only one study focuses on English for Airlines Staff Candidates. This study focused on the challenges of teaching and learning English. What has not been explored are teachers' and students' perceptions of classroom interaction experiences. This study can assist teachers and students who learn English for Airline in many Indonesian Education and Training Institutions and Universities in other parts of the world who encounter similar problems and issues. This study aims to describe teachers' and students' perceptions of the challenges and opportunities of Teaching English for Airline at the Indonesian Vocational Training Program. The following section will uncover the literature review, research method, findings, discussion, conclusion, and suggestions.

Concepts of ESP for Airline

Like any other kind of language teaching, English for Specific Purposes is first and foremost based on learning, which nevertheless addresses the needs of communities of learners, namely individuals interested in acquiring some professional skills and performing job-related practices. ESP has some characteristics that differentiate it from ESL (English as a Second Language) or EGP (English for General Purposes). First, it is language in context. This fact requires real-life learning situations, scenarios that acknowledge the ESP students' professional settings might be related to or interested in. This teaching-learning intercourse stresses the importance of practicing the necessary skills one would mostly employ in their future activity fields, instead of focusing on grammar, vocabulary, and language structures. Comparing the ESL learning contexts with the ESP students' motivational levels should be enhanced by their knowledge of the subject, interest in the field fueling active participation in English classes (Fălăuş, 2017).

English for Specific Purposes (ESP) is a topic that has attracted interest since its emergence in the middle of the 20th century (Basturkmen, 2010). The scope of ESP is classified into some sub-topics, such as English for Academic Purposes, English for Occupational Purposes (West, 1994). English for Airline is one of the English branches for Occupational Purposes used by airline professionals, such as pilots, air traffic controllers, etc. In 1962, the International Civil Aviation Organization (ICAO) ruled that air traffic control must provide services in English. Pilots and Air Traffic Controllers (ATCOs) communicate with each other by using radiotelephony (RT) phraseology (Cutting, 2012). Cahyani, et al. (2018) stated that airline training is barely found at the university level. In the airline industry, the professionals are trained in the flight academy, college, and training center. They can choose the programs based on their intended jobs, such as to be pilots, cabin crew, ticketing or reservation, ground staff, flight safety, cargo service, etc. After they choose the program, they will have short-term training for at least six months. In this short-term training, English is one of the subjects that should be mastered by the students, so that they will be qualified in the job field.

In airline, the English language is called "lingua franca". This means that everyone in this field should use English as their primary means of communication. The type of English used in international airline is not that common and is exactly the type that is called English for a specific purpose (Estival, et al. 2016). Cutting (2012) described that the language used by airport ground crew in security terms, security guards, field staff, catering staff, and bus driver. Airlines staff is physically and mentally active. Who can talk very politely with the passengers and know how to manage and resolve the situation. Problems that can occur on board because flight attendants need to interact directly with the public. We are working on both national and international destinations. Flight attendants very active and attentive when communicating with passengers. It should always be prepared to face foreign passengers on board, children, handicap, and older man. Therefore, it is certainly important that passengers can communicate in English. Being able to communicate in English is one of the basic requirements for this profession. Since that time, English has become an international language and has been accepted around the world. In communication, messages are passed on to passengers. If it is not clear enough and the airline staff cannot make the passengers understand the situation.

As mentioned by Cornwall & Srilapung (2013) the obstacles in oral communication are usually a human problem, not a technical obstacle. In Indonesia, we have school types: Indonesian and English. In junior high schools, the language of instruction is Indonesian, where English is taught only as a subject. On the other hand, in English secondary schools, the teaching medium is in English, and all subjects, including science, mathematics, history, geography, accounting, etc. They are taught in English. Therefore, after studying English as a subject for six years, people often fail to communicate fluently in it. In this case, some airline staff sometimes fail to express a minimum level of satisfaction. They are unable to communicate fluently and accurately with passengers in English.

Previous studies on ESP for Airline

First, Cutting (2012) described the design of a multimedia course for English language learners seeking work as ground staff in European airports. The structural–functional analysis of the dialogues written from the course showed that, across the four trades explored (security guards, ground handlers, catering staff and bus drivers), the present simple and clausal ellipsis abounded. It also revealed differences between the trades.

Second, Cornwall & Srilapung (2013) have been identified English usage difficulties the senior Thai flight attendants encountered while performing on board services as well as important English communication needs in performing such services. The findings suggest that significant English usage difficulties are found in employing language associated with or needed for non-routine work.

Third, Paramasivam (2013) presented in-house training materials developed through cooperation and collaboration with subject matter experts in aviation specifically to help a group of trainee Air Traffic Controllers (ATC) in Malaysia to improve their spoken English. This study offered the theory and practice concerning the decisions made about the rationale for and the sequencing of materials that underlie material development.

Fourth, Tokar & Fainman (2018) stated that mastering a word means complete understanding of its meaning, use, and ability to connect with other words in a sentence. They concluded the differentiation of the following steps in a vocabulary teaching course, including presentation, multiple exposures, and active involvement.

Fifth, Cahyani, et al. (2018) focused on an EOP course in an Indonesian training center, and reveals some challenges of teaching and learning English for Airlines. Data are collected through some interviews with teachers and students, also document studies. They claim that both teachers and students have interrelated problems that hinder teaching and learning goals and that strongly influence course outcomes.

Sixth, Rossydi (2020) described the implementation of Hybrid English Learning Program (HELP) for Air Traffic Controllers (ATC) to provide a description of the application of ESP using HELP. The result showed that the students were enjoyed and excited to use technologies during the teaching and learning process (Masita, 2020; Masita & Fitri, 2020)

From the studies above, there is a need to investigate ESP on English for Airline because there are still limited studies available in that area both regionally and globally. This study explores teacher and students' perceptions and practices of teaching English for Airline at Indonesian Vocational Training Program.

Methods

The design of this research is a case study. Case studies allow the researcher to focus in-depth on a case and to retain holistic and real-world perspective as in studying individual life cycles, small group behavior, organizational and managerial processes, neighborhood change, school performance, international relations, and the maturation of industries (Gay, et al. 2012; Yin, 2018). This study reveals the challenges and opportunities of teaching English for Airlines at Indonesian Vocational Training Program based on the teacher's and students' perceptions. The data in this study are presented qualitatively.

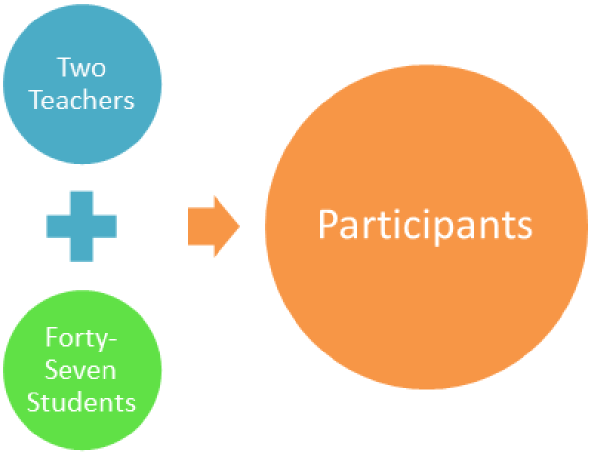

Figure 1: Students' Participation

The participants were 2 teachers and 47 students from English for Airline at Indonesian Vocational Training Program. These students have enrolled in the subject of English for Airline as part of their compulsory subject in the studies.

Among these students, there were 59.58% of female participants and 40.42% of male students. There was also one female and one male teacher. The participants' age backgrounds were between 17 and 20 years old for students and between 30 and 35 years old for teachers.

Figure 2: Research Instruments

The data were collected through observation, semi-structured interview, and documentation, then triangulate. The data in this study were analyzed qualitatively through some steps, they are:

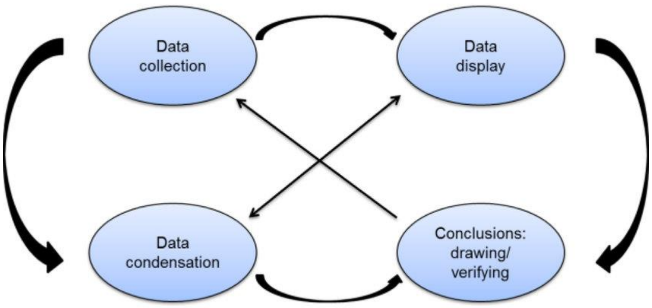

Figure 3: Interactive Analysis Model by (Miles et al., 2018)

The data classifying based on *Constructivist Theory* proposed by Gregory (2002). The process of collecting and analyzing data continuously bundled together to complete information comprehensively (Cahyani, et al. 2018).

Result and Discussion

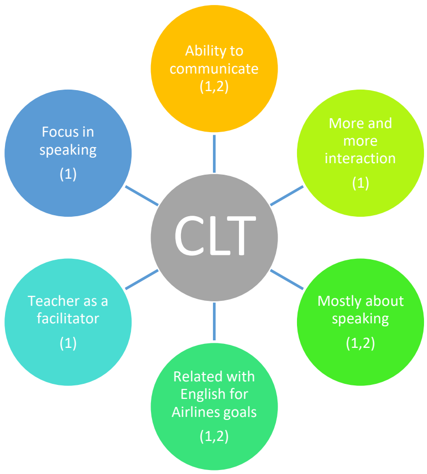

Figure 3. Teachers' Interview Result
(1, 2 are the code of the participants)

Both of the teachers were agreed that CLT is the ability to communicate, mostly about speaking, related to English for Airlines goals. The teacher claims CLT is the interaction between the teacher and the student with the other students. The other teacher also stated in CLT; the teacher is a facilitator. This result related to the previous studies provided by [10], [11]. They stated that this kind of approach somehow forces the users to be involved in two-way aspects of the learner and lecturers. This approach also can enhance students mainly to communicate more. While in this result, the teacher revealed that CLT is focused on students' speaking ability.

Table 1. Teachers' Questionnaire Result

No.	Option	Statement
1.	Strongly Agree	a. Various ways and strategies of developing an understanding of English for Airlines b. Familiar with common students' understanding and misconceptions
2.	Agree	a. Sufficient knowledge about English for Airline b. Adapt their teaching style to different learners c. Assess students learning in multiple ways d. Joined English for Airlines training e. Enough support from the administration f. Enough authentic materials
3.	Neutral	Students active style of learning
4.	Disagree	a. Students have a high-level English proficiency

The questionnaire result showed the teachers strongly agreed with the various ways and strategies to develop an understanding of English for Airlines, familiar with common students' understanding and misconceptions. They also agreed with the sufficient knowledge about English for Airline adapt their teaching style to different learners, assess students learning in multiple ways, joined English for Airlines training, enough support from the administration, and authentic materials. One teacher chose neutral in students' active style of learning, while the other chose to disagree with this statement. Both of the teachers disagreed that the students have a high level of English proficiency. They claimed the students were still in the beginner level.

The students learn English because it is an international language that is used in Airline Industry. Moreover, most students need some areas of language skills to learn English for Airline. Concerning the aspects of the English language that the students need to focus on in the course, most students consider speaking skills and communicative skills a prominent element of the course required by the learners (Hidayat, 2018).

Conclusion

There is a general positive perception of CLT among the teacher. They believe that CLT is an effective approach to language teaching that emphasizes the importance of communication, interaction, and learner-centeredness. However, there is also evidence to suggest that teachers' actual practices may not always align with their stated beliefs about CLT. Some teachers may struggle to implement CLT in their classroom due to a language barrier and basic airlines knowledge. Overall, it is clear that CLT has a significant impact on language teaching and helped to shift the focus towards more communicative and learner-centered approaches. However, there is still work to be done to ensure that teachers are properly trained and supported in implementing CLT in their classrooms.

Acknowledgements

I would like to thank you funding for this research. This work was supported by RISTEKDIKTI Grant.

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The Effect of Experience, Ethics and Professional Skepticism on Internal Auditors Ability to Detect Fraud

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ABSTRACT

This study aims to determine and analyze the effect of experience, ethics, and professional skepticism on the ability of internal auditors to detect fraud at the district/city Inspectorate in South Sulawesi Province. The number of participants in this study is 96 auditors. This data collection technique employs a questionnaire. The sampling technique used is non-probability sampling combined with the purposeful sampling technique, which is intended for auditors. Multiple Linear Analysis with the SPSS 23 application was used to analyze the data in this study. The results show that: 1) experience has a significant effect on internal auditors ability to detect fraud; 2) ethics has no effect on internal auditors' ability to detect fraud; and 3) professional skepticism has a significant effect on internal auditors' ability to detect fraud.

Keywords: experience, ethics, professional skepticism, internal auditors, fraud.

Introduction

Fraud has recently gained prominence. Corruption is the most visible manifestation of fraud in Indonesia. This disease is still difficult to treat, but it is still beneficial because there are still many people who want to recognize it. Government corruption is the source of corruption. (Wind, 2014). Individuals, groups, and organizations all over the world have conducted fraud investigations. This is because fraud is prevalent in the general public, whether it occurs in a business, organization, or government (Rafael, 2013). Fraud can be committed in a variety of ways, including the theft of money, the manipulation of travel expenses, the theft of goods, and other schemes. ACFE classifies fraud into three types: corruption, asset misappropriation, and financial reporting fraud. (Singleton, 2010). Corupsi is a type of fraud that is commonly perpetrated by public servants in Indonesia today.

The single most effective method for detecting and preventing fraud is to increase internal productivity. An internal auditor is a type of internal auditor who assists management in the detection, detection, and investigation of fraud in any organization. There are two types of auditing bodies in Indonesia: external auditing bodies and internal auditing bodies. It is hoped that the various groups will be able to reduce the incidence of corruption (fraud) in government circles, allowing the country's or district's trade deficit to be reduced. The Regency/City Inspectorate may also assist fraud prevention efforts in each regional work unit (SKPD) that is examined by evaluating the effectiveness of its internal control system and making suggestions for improvement if flaws are discovered. If fraud occurs, it is necessary to investigate the cause of the incident and make recommendations for corrective action to ensure that it does not happen again. APIP's current role as an internal government audit is to reduce and detect fraud more effectively. The prevalence of fraud, particularly corruption, emphasizes the critical role of internal auditors in detecting workplace fraud (Yuniarti and Apandi, 2012)

Today's corruption cases in Indonesia concern the public sector auditor profession's inability to carry out its duties, particularly in fraud detection. According to Hutabarat and Yuyetta (2013), there is currently a gap in expectations between the general public and auditors. The community expects auditors to always be able to detect fraud in financial reports, but in reality, auditors are sometimes unable to detect fraud due to limitations in detecting fraud. Internal audit is an institution that is directly affected by the fraud prevention and detection approach because it is an institution that is directly affected by fraud prevention and detection at all levels of the supervisory chain (Nurharyanto, 2010). As a result, auditors who are skilled at detecting red flags are needed to assist auditors in detecting fraud. The auditing process limits an internal auditor's ability to detect fraud. Internal auditors use etymology and skeptical reasoning to identify problems that impair their ability to detect fraud. There are numerous factors that contribute to auditor fatigue when it comes to detecting fraud. The factor in question could be either internal (as in the auditor's case) or external. Carpenter et al. (2013) state that if auditors are more skeptical, they will be able to detect fraud at the end of the audit process, which will enable auditors to improve fraud detection at subsequent stages. This is supported by research conducted by the Security and Exchange Commission (SEC), which discovered that the primary cause of audit failure is a low level of professional skepticism and that of the 40 audit cases investigated by the SEC, 24 cases (60%) occurred as a result of the auditor failing to meet the minimum level of professional skepticism.

External or internal auditors must use professional expertise when carrying out tasks. Auditor skepticism is closely related to an auditor's ability to detect fraud. Fullerton and Durtschi (2004) conducted research on the impact of professional skepticism on the ability of internal auditors to detect fraud. The results of the study show that internal auditors with high levels of skepticism have a strong incentive to seek information about potential fraud. A skeptical auditor will not only gather information from the client but will also ask probing questions in order to fully comprehend the problem, its causes, and solutions. The auditor will only find misstatements caused by errors, and it is difficult to find misstatements caused by fraud because the perpetrators will usually conceal the fraud. (Noviyanti, 2008). Internal auditors with experience, ethics, and skepticism are expected to detect various types of fraud that have thrived in the organizational environment thus far. Internal and external auditors must be able to detect fraud. The auditor's ability to detect fraud stems from his or her ability to notice patterns or signs that indicate the presence of fraud, which are referred to as red flags (Carpenteret al., 2002).

This research builds on the work of Fullerton and Durtschi (2004), who investigated the effects of professional skepticism on internal auditors' ability to detect fraud, and Noviyanti (2008), who investigated the role of auditor skepticism in detecting fraud. This study looks at the experience and ethics variables to see what influences the auditor's professional skepticism, as well as the same variables to see what influences the auditor's ability to detect fraud. Carpenters et al. (2002) used previous research to test the role of internal audit experience in increasing professional skepticism about the ability to detect fraud.

Literature Review

Theory of Planned Behavior

According to Ajzen (1991), the Theory of Planned Behavior is based on the assumption that humans will always face difficulties (behave in a sensible manner). The goal and benefit of this theory are to clarify and understand the benefits and drawbacks of individual motivation, whether it is personal or group motivation. According to the theory, this is a function of three different factors.

First, it is related to a person's (natural) knowledge and behavior attitude (a person's perspective on behavior). A person's perception of intuition, other people, or a specific object is one example. In this case, the factors considered were the auditor's attitude toward his working environment, his boss's or client's explanation, and, of course, his ability to detect fraud in his audit. Based on a predetermined factor, the second function reduces the social penalty (social influence), known as subjective norms (subjective norms). A person's perception of normative behavior (such as norms accepted by others) will form a subjective norm within him or her. This factor is related to how an auditor approaches a task. Social and environmental factors that shape a person's identity influence ethics. The fourth is concerned with control issues, also known as perceived behavioral control (perceptions of behavioral control). This factor is related to previous experience and a person's perception of difficulties in performing a specific task (Achmat, 2010). Auditor expertise, for example, will improve the auditor's ability to detect irregularities. Auditing can boost an auditor's credibility. As a result, selecting a theory can explain the factors influencing professional auditor skepticism as well as auditors' limitations in detecting fraud.

Relationship between Experience and Internal Auditor's Ability to Detect Fraud

The auditor's efforts to improve his ability to detect fraud as part of management's efforts to improve services to the public and are entrusted by the principal (the people) are regarded as competent and capable of detecting various types of fraud that occur in organizational activities. Stewardship theory can help explain this.

According to the Planned Behavior Theorem, attitude is a positive or negative belief to exhibit a certain behavior, and the intention to behave is determined by the attitude. The function of perceived behavioral control is related to prior experience as well as one's perception of one's own vulnerability. This function is linked to prior experience and a person's perception of some difficulties in performing a specific task (Achmat, 2010). Bonner and Lewis (1990) show how an experienced auditor can assist a less experienced auditor in carrying out a specific audit task. Three examples are Carpenter, Durtschi, and Gaynor (2002) audit novices who had received fraud detection training and feedback demonstrated higher levels of skepticism and knowledge and were better able to detect fraud than individuals with less auditing experience. According to the findings of Jaffar et al. (2011), the contextual level of fraud risk has a significant impact on auditors' ability to assess fraud risk and detect possible fraud.The following is the hypothesis proposed in this study:

H1: Experience has a positive and significant effect on internal auditors' ability to detect fraud.

Relationship between Ethics and the Internal Auditor's Ability to Detect Fraud

Auditors must maintain ethics by adhering to the code of ethics in order to properly carry out their duties as a form of community service and are entrusted by the principal (the people) to be considered competent and capable of detecting forms of fraud that occur in organizational activities. The stewardship theory can help explain this. The development of etiquette skills in all aspects of auditing Auditors must follow etiquette when performing tasks in order for auditors to detect any irregularities. If an auditor engages in unethical behavior, public trust in the auditor's profession will suffer (Agoes, Ardana, 2011).

According to the Planned Behavior Theorem, attitude is a positive or negative belief to exhibit a certain behavior, and the intention to behave is determined by the attitude. When someone is in danger, the function of determining subjective norms is related to how they feel. According to Ida Suraida (2003), ethics has a negative impact on professional skepticism and audit quality. According to Nizaruddin (2013), auditing expertise and independence have a significant impact on professional auditor skepticism. Some hypotheses are as follows:

H2: Internal auditors' ability to detect fraud has improved significantly and positively.

Relationship between Professional Skepticism and Internal Auditor's Ability to Detect Fraud

Internal auditors' ability to detect fraud can be improved by adopting a skeptical attitude toward internal auditors' competence and ability to detect forms of fraud that occur in organizational activities. The stewardship theory can help explain this.

Professional skepticism is defined as a questioning mind and a critical examination of evidence (Hurtt, 2003). Fullerton and Durtschi (2004) demonstrated with results that internal auditors with higher skepticism ratings have a significantly greater desire to increase their information search related to fraud symptoms. Noviyanti's (2008) research found that if an auditor with an identification-based level of trust is given a high fraud risk assessment, they will exhibit higher professional skepticism in detecting fraud.

Based on this concept, the authors believe that auditors with a high level of professional skepticism will be better able to detect fraud symptoms than auditors with a low level of professional skepticism. The following is the inner hypothesis proposed in this study:

H3: Professional skepticism has a positive and significant effect on internal auditors' ability to detect fraud.

Methodology

This study employs a quantitative approach with the goal of testing the hypothesis to ensure a causal relationship and the independence of several variables. This study employs a causal investigation type, which demonstrates the direction of the relationship between variables based on the research model's construction. The total population of internal auditors working at the Inspectorate of Enrekang Regency, the Inspectorate of Pare-pare City, the Inspectorate of Pinrang, and the Inspectorate of Sinjai Regency is 115 people. The sample was chosen using the purposive sampling method, with the criteria being that the auditor had previously participated in a technical audit, had a minimum of two years of experience at the Inspectorate, and had received a promotion as a member of the team. They chose to work for two years because they believe they have the time and experience to adapt to and assess the work environment. The total population of internal auditors was reduced from 115 to 96 due to the number of auditors who did not meet the criteria, such as auditors who had never attended a technical seminar in the field of governance, auditors who had worked for less than two years, and auditors who had not received a minimum of four years of service.

In research, there are primary data and secondary data. Primary data is collected informally by sending questions or comments to respondents who are related to the purpose of the study. Secondary data is provided from the list of Inspectorate employees who carry out inspections at the Regency and City Inspectorates. The data was collected using a survey method with a questionnaire technique, which involved distributing the questionnaires either in person or via email to several district and city inspectorates in South Sulawesi. The questionnaire is then distributed to the respondents. The Likert scale was used to reduce the number of observations made for each variable during the analysis. The Likert scale is a scale designed to examine a subject's strong agreement or disagreement with statements on a 5-point scale (Sugiyono, 2014). The data analysis method used in this study is multiple linear regression using the SPSS 23 software package.

Results and Discussion

Descriptive statistics

The purpose of statistical analysis is to provide information about what is left over from the results of the questionnaire evaluations of various indicators. In this study, the minimum, maximum, rate of variation, and standard deviation are all examined.

Table 1

Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Experience	96	3	5	4,49	0,43
Ethics	96	3	5	4,43	0,35
Professional Skepticism	96	1	5	4,20	0,57
Auditor's Ability to Detect Fraud	96	3	5	4,33	0,38

Source: primary data processed, 2023

According to Table 1, experience (X1) has a minimum of 3 and a maximum of 5. This means that the most common response is neutral, and the least common response is strongly agree. The average response rate is 4.49, indicating that auditors have a high level of expertise. The standard deviation of 0.43 indicates that the growth occurring in the auditor variable is relatively small. The results indicate that the results are good because the data collection process yields normal results without bias.

The ethics variable (X2) has a minimum of 3 and a maximum of 5. This means that the most common response is neutral, and the least common response is strongly agree. The average response rate is 4.43, indicating that the auditor's ethics are increasing. The standard deviation of 0.35 indicates that the growth occurring on the auditor variable is relatively small. The results indicate that the results are good because the data collection process yields normal results without bias.

The professional skepticism variable (X3) has a minimum of 1 and a maximum of 5. This means that the minimum response rate is strongly disagree, and the maximum response rate is strongly agree. The average number of responses received is 4.20, indicating that auditor skepticism is high. The standard deviation of 0.57 indicates that the growth in the auditor's skepticism variable is relatively small. The results indicate that the results are good because the data collection process yields normal results without bias.

In contrast, the variable auditor detection capability (Y) has a minimum of 3 and a maximum of 5. This means that the most common response is neutral, and the least common response is strongly agree. The average number of responses is 4.33, indicating that auditors have a high ability to detect fraud. The standard deviation of 0.38 indicates that the growth in the auditor's ability to detect fraud is relatively small. The results indicate that the results are good because the data collection process yields normal results without bias.

Validity and Reliability Testing

This study employs a questionnaire as an instrument to obtain data from respondents. Each instrument's performance is measured using an ordinal scale (likert). The collected data will be evaluated for validity and reliability in order to ensure the quality of the data before it is further processed.

A validity test is used to determine whether a questionnaire is valid or not. A questionnaire is valid if a question or statement on the questionnaire can reveal something that will be revealed on the questionnaire in question. Pearson correlation is used to determine validity. If the value of the Pearson correlation table (r) is greater than the value of the Pearson correlation table, it indicates that the item is valid and ready to be used. If the value of the calculated Pearson correlation (r) is greater than the value of the Pearson correlation table, the item is invalid. The Pearson correlation coefficient for N = 96 is 0.263. The results of the data validation process are shown in the table below.

Table 2

Recapitulation of Validity Tests

Variable	Indicator	Correlation	Explanation
Experience	X1.1	0,566	Valid
	X1.2	0,637	Valid
	X1.3	0,789	Valid
	X1.4	0,794	Valid
	X1.5	0,644	Valid
Ethics	X2.1	0,779	Valid
	X2.2	0,796	Valid
	X2.3	0,823	Valid
	X2.4	0,802	Valid
	X2.5	0,790	Valid
	X2.6	0,782	Valid
	X2.7	0,787	Valid
	X2.8	0,814	Valid
	X2.9	0,834	Valid
	X2.10	0,835	Valid

Variable	Indicator	Correlation	Explanation
	X2.11	0,851	Valid
	X2.12	0,868	Valid
Professional Skepticism	X3.1	0,933	Valid
	X3.2	0,931	Valid
	X3.3	0,935	Valid
	X3.4	0,933	Valid
	X3.5	0,935	Valid
	X3.6	0,926	Valid
	X3.7	0,933	Valid
	X3.8	0,931	Valid
	X3.9	0,935	Valid
	X3.10	0,933	Valid
	X3.11	0,935	Valid
	X3.12	0,926	Valid
	X3.13	0,933	Valid
	X3.14	0,931	Valid
	X3.15	0,935	Valid
Auditor's Ability to Detect Fraud	Y.1	0,827	Valid
	Y.2	0,829	Valid
	Y.3	0,846	Valid
	Y.4	0,827	Valid
	Y.5	0,836	Valid
	Y.6	0,811	Valid
	Y.7	0,817	Valid
	Y.8	0,811	Valid

Variable	Indicator	Correlation	Explanation
	Y.9	0,822	Valid
	Y.10	0,817	Valid
	Y.11	0,811	Valid
	Y.12	0,822	Valid
	Y.13	0,831	Valid

Source: primary data processed, 2023

Table 2 displays the correlation of each item statement on the questionnaire for each indicator and item with a value greater than 0.263 (>0.263), indicating that each item statement on the instrument is valid. In this study, reliability is assessed using statistics, specifically by calculating Cronbach's alpha. The reliability test is used to improve a questionnaire that is used as an indicator variable. If the alpha coefficient is greater than 0.6, the indicator is reliable and can be trusted.

Table 3

Recapitulation of Reliability Testing

Variable	Alpha Coefficient Standard	Cronbach's Alpha	Explanation
Experience	0,60	0,751	Valid
Ethics	0,60	0,830	Valid
Professional Skepticism	0,60	0,937	Valid
Auditor's Ability to Detect Fraud	0,60	0,853	Valid

Source: primary data processed, 2023

Table 3 shows that the cronbach's alpha value for each variable is greater than the standard alpha coefficient value of 0.07. This means that the instruments used in the study are reliable.

Classical Assumption Testing

Before analyzing the regression model that will be used in this study, basic assumptions must be made to ensure that the results of the study do not produce biased results. In this study, the classical assumption tests include multicollinearity tests, heteroscedasticity tests, and normality tests.

Multicollinearity Test

The multicollinearity test aims to test whether the regression model found a correlation between independent variables. A good regression model should not have a correlation between the independent variables. The multicollinearity assumption test can be carried out by calculating the tolerance value and the VIF (Variance Inflating Factor) value. If the tolerance value is > 0.10 and VIF <10, it can be concluded that there is no multicollinearity, and vice versa, if the tolerance value is <.0.10 and VIF > 1, it can be concluded that there is multicollinearity. Good research results show that there is no multicollinearity in the research results.

Table 4

Testing the Multicollinearity Assumption

Variable	Tolerance	VIF	Explanation
Experience	0,351	2,848	Non Multicollinearity
Ethics	0,213	4,703	Non Multicollinearity
Professional Skepticism	0,337	2,963	Non Multicollinearity

Source: primary data processed, 2023

Table 4 shows that the tolerance value is > 0.10 and the VIF value is < 10, so it can be concluded that there is no multicollinearity.

Heteroscedasticity Test

To detect whether there is heteroscedasticity by looking at the pattern of dots on the regression scatterplot. If the dots spread in an unclear pattern above and below the number 0 and on the Y axis, there is no heteroscedasticity problem. The scatterplot can be seen in the regression output and is presented in the form of

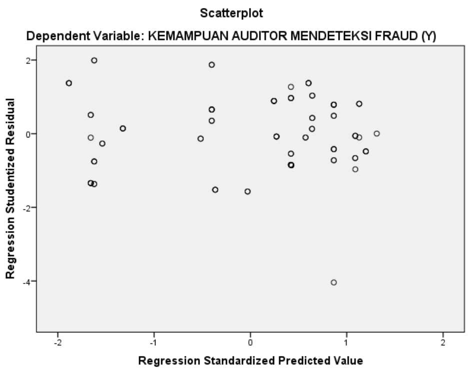


Figure 1.

Source: primary data processed, 2023

To strengthen the results of the analysis of whether there is heteroscedasticity, the Glesjer test can be used.

Table 5

Testing the Heteroscedasticity Assumption

Variable	*Significance*	*Explanation*
Pengalaman	0,085	No heteroscedasticity
Etika	0,178	No heteroscedasticity

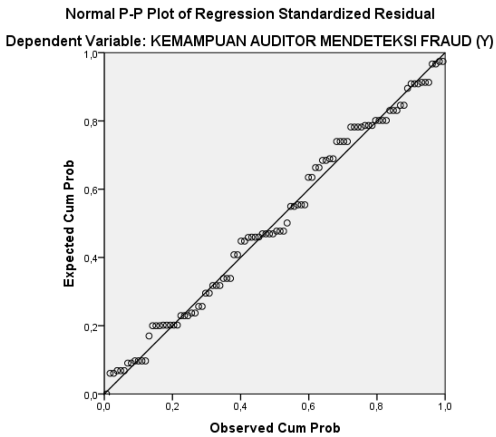
Variable	Significance	Explanation
Skeptisisme Profesional	0,275	No heteroscedasticity

Source: primary data processed, 2023

Table 5 shows that the variables tested do not contain heteroscedasticity, because all sig values > 0.05 mean that there is no correlation between the size of the data and the residuals, so that when the data is enlarged, it does not cause a larger residual (error).

<u>Normality test</u>

To test whether the data is normally distributed or not, it can be seen from the normal P-P plot of regression standardized residuals. If the data spreads around the diagonal line and follows the diagonal direction, then the regression model meets the normality assumption. Meanwhile, if the data spreads away from the diagonal line or does not follow the diagonal direction, then the regression model does not meet the assumption of normality.



Source: primary data processed, 2023

In this study, statistical normality testing was carried out using the Kolmogorov-Smirnov test. The results of the normality test are as presented in Table 6, with the value of Sig. Kolmogorov-

Smirnov increasing by 0.200. This value meets the normality test requirements; that is, if the test results obtain a value of Sig > 0.05, then the normality assumption is fulfilled.

Table 6

Testing the Heteroscedasticity Assumption

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		96
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	3,29213261
Most Extreme Differences	Absolute	,067
	Positive	,055
	Negative	-,067
Test Statistic		,067
Asymp. Sig. (2-tailed)		,200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: primary data processed, 2023

Multiple Linear Regression Analysis

The results of multiple linear regression testing (without moderating variable) can be seen in the following table.

Table 7

Results of Multiple Linear Analysis

Direct Relationship of Variables	Regression Coefficient	Standard Error	t-Statistics	Prob	Explanation
Constant	31,418	4,661	6,740	0,000	
$X_1 \rightarrow Y$	0,941	0,267	3,527	0,001	Significant
$X_2 \rightarrow Y$	-0,046	0,048	0,942	0,349	Not significant
$X_3 \rightarrow Y$	0,398	0,069	5,739	0,000	Significant
R^2	0,542				
F_{count}	36,343				
Sig. F_{count}	0,000				

Source: primary data processed, 2023

The coefficient of determination R square in the test results above shows a value of 0.542 or 54.2%. These results indicate that the variable auditor's ability to detect fraud is influenced by experience (X1), ethics (X2) and professional skepticism (X3) of 54.2%. The remaining 45.8% is influenced by other variables outside the independent variables examined in this study.

The results of the regression analysis for the effect of experience on the auditor's ability to detect fraud show a probability of 0.000 <0.05. This value indicates that experience has a significant effect on the auditor's ability to detect fraud. The coefficient value of the influence of experience on the auditor's ability to detect fraud is 0.941 indicating a positive direction. That is, the better the auditor's experience, the higher the auditor's ability to detect fraud. Thus, it is concluded that the first hypothesis which states that experience has a significant effect on the auditor's ability to detect fraud, is accepted.

The results of the regression analysis for the influence of ethics on the auditor's ability to detect fraud show a probability of 0.349 > 0.05. This value indicates that ethics has no effect on the auditor's ability to detect fraud. The coefficient value of the effect of ethics on the auditor's ability to detect fraud is -0.046 but does not affect the effect of ethics on the auditor's ability to detect fraud. Thus, it is concluded that the second hypothesis which states that ethics has a significant effect on the auditor's ability to detect fraud, is rejected.

The results of the regression analysis for the effect of professional skepticism on the auditor's ability to detect fraud show a probability of 0.000 <0.05. This value indicates that professional skepticism has a significant effect on the auditor's ability to detect fraud. The coefficient value of the effect of professional skepticism on the auditor's ability to detect fraud is 0.398 indicating a positive direction. That is, the higher the professional skepticism, the higher the auditor's ability to detect fraud. Thus, it is concluded that the third hypothesis which states that professional skepticism has a significant effect on the auditor's ability to detect fraud, is accepted.

The Effect of Experience on the Internal Auditor's Ability to Detect Fraud

According to the Theory of Planned Behavior, attitude is a positive or negative belief to display a certain behavior, so that the intention to behave is determined by the attitude. The function of perceived behavioral control is related to one's previous experience and one's perception of one's own vulnerability. The findings of this study indicate that one's confidence in one's ability to perform certain tasks, such as professional skepticism as an auditor, improves with time. The findings of this study, which began with the findings of Payne and Ramsay (2005), show that, in general, auditors have a higher level of skepticism than those who do not understand the risk of fraud.

Similarly, Nizaruddin (2013) discovered that auditing has a significant impact on professional auditors skepticism. Moreover, Fitriany and Hafifah (2012) and Rafael (2013) both assert that one factor that contributes to professional skepticism is audit proficiency. This demonstrates the importance of hard work in improving a professional auditor's skepticism. The greater the auditor's expertise, the greater the auditor's ability to evaluate any given situation in all of its activities. A person with high confidence has several skills, such as detecting problems, understanding problems, and looking for causes of problems. Internal Standard Auditor The government has stated that auditing must be performed by people who have the necessary knowledge and technical training to be auditors.

The Influence of Ethics on the Internal Auditor's Ability to Detect Fraud

The findings of this study support the theory of planned behavior. Internal auditors who work and practice in a normative manner will help to develop subordinate standards in their own lives as well as increase positive or negative perceptions of their ability to perform certain tasks, such as professional skepticism. This study began with Ida Suraida (2003), who stated that professional auditor skepticism is positively influenced by etiological variables. This demonstrates the importance of etiquette in improving a professional auditor's skepticism. The greater the auditor's ethics, the greater the auditor's skepticism in carrying out auditing activities.

The Effect of Professional Skepticism on the Internal Auditor's Ability to Detect Fraud

According to this theory, professional skepticism has a positive impact on internal auditors' ability to understand fraud-related issues. As a result, internal auditors continue to expand their knowledge of fraud issues that they encounter while conducting audits, which has become an indicator of internal auditor capability at the District Inspectorate in South Sulawesi Province in detecting fraud. The findings of this study support the stewardship theory because internal auditors are working in accordance with the needs and expectations of the principal (the people) and are capable of detecting various types of irregularities in organizational activities. Proficient in the sense of constantly improving their ability to detect fraud by increasing skepticism in accordance with internal audit standards.

This study builds on the work of Fullerton and Durtschi (2004), whose findings show that internal auditors with higher levels of skepticism have a greater chance of improving their information-gathering abilities. This was confirmed by the Noviyanti (2008) study, which discovered that if an auditor with a high level of trust is given a high level of fraud risk, it will increase professional skepticism in the detection of fraud. This demonstrates that professional auditors' skepticism must be increased in order to increase the auditor's ability to detect fraud. As professional auditors skepticism increases, so does the auditor's ability to detect fraud. Likewise, on the contrary, the professional skepticism of an auditor will decrease his ability to detect fraud.

Conclusion

Based on the findings and recommendations, the following decisions will be made: 1) There is a positive impact on the ability of internal auditors to detect fraud. This means that as an auditor's auditing experience grows, so does his or her ability to detect fraud. As a result, as an auditor's auditing experience grows, so does his or her ability to detect fraud. 2) There is no evidence of ethical concerns about the ability of internal auditors to detect fraud, which means that there is no evidence of ethical concerns about the ability of internal auditors to detect fraud based on professional codes. This is due to the fact that auditors have an emotional connection with auditing, so the ethical values that must be used by auditors in accordance with auditing codes cannot be used as a factor in improving their ability to detect fraud and 3) There is a positive direct relationship between professional skepticism and internal auditors' ability to detect fraud, which means that an auditor's professional skepticism is increased to increase his ability to detect fraud, because the higher an auditor's professional skepticism, the greater his ability to detect fraud. As a result, the skepticism of a professional auditor in detecting fraud is becoming increasingly important.

This study provides practical contributions to the Inspectorate in order to continue improving the internal auditor's ability to detect fraud by providing audit and fraud training to increase audit knowledge. Finally, for internal auditors, the findings of the study highlight the importance of improving ethics and professional skepticism in order to improve the ability of internal auditors to detect fraud and increase their productivity. Theoretical contributions from research can be used to advance knowledge, particularly in areas related to auditing, auditing ethics, professional skepticism, and internal auditor capabilities in detecting fraud.

This paper contains an error. Researchers use closed questions to test experience, allowing respondents to answer incorrectly if the answer choices are not available in the questionnaire. This study also does not use educational background data to demonstrate internal auditor expertise because educational background is related to whether or not an auditor requires auditing training. The APIP code of ethics was used by researchers to test the ethical construct used in this study. As a result, researchers will continue to employ other dimensions in the hope of producing better results. To continue, for those who use the experience variable, an indicator should ask a question that is then intervaled to ensure that the scoring is more accurate, resulting in a higher category of response frequency distribution. Preferably, using educational background data to relate the ability of internal auditors through participation in training audits It is hoped that the researchers will continue to improve their data and models of analysis as they gain access to new theories and tools for analysis in order to achieve better results.

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The Use of Zoom Meetings In Learning English: A Case Study for Indonesian Private University

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Abstract

Zoom Meeting is a widely used application for long-distance learning in the digital era and pandemic era. The use of zoom meetings after the pandemic Era or in the new normal Era is still always used in teaching and learning process included learning English nowadays. To find out the effectiveness of using zoom meeting, the researcher light the problem is "How are the effectiveness of zoom meetings in learning English for private university students?" This study was conducted to know the students' perception on the use of the Zoom Meeting application to students of private universities during the new normal. This research was a qualitative with grounded theory method. Interviews were conducted through Google Forms and WhatsApp. Thirsty students are the sample of this study. The results showed that the use of the Zoom Meeting application was not too effective in learning English for students of the private university in the new normal. However, the Zoom meeting application was effective and better in certain situations.

Keywords: Zoom meeting, Learning English, effectiveness

Introduction

Learning is teacher activities programmed in instructional design, to create active learning, which emphasizes the provision of learning resources can also be said as a system because learning is an activity that has the aim that is For giving knowledge to students. With thereby, education has a role important in someone's life and later becomes a provision in the face of bigger future challenges and is full of competition.

Learning system who are in the classroom and are able to interact directly or face to face advance, now have to use nonsystem face to face In Network). Online in the Dictionary of Languages Indonesia (KBBI) means in the network, connected through a computer network, Internet. The holding of this study by the government aims to remain to realize the goals of education in this era Covid 19.

Many countries have been affected by the Covid-19 virus, and Indonesia is one of them. For this reason, the government has taken a policy by implementing social distancing to minimize the transmission of COVID-19. Social distancing itself is an action where everyone is required not to be close to one another. By avoiding all kinds of gatherings or gatherings to prevent transmission of COVID-19. Therefore, all activities such as teaching and learning activities (KBM) at schools and universities must be carried out at home or carried out online to prevent the spread of COVID-19.

Because its efforts aim to overcome the spread of Covid-19. Of course, the government's policies on prohibiting crowds (Social Distancing) for the community should be appreciated and obeyed. This policy does not only have an impact on the social, economic, and political fields but also on the education sector. Taking into account the current situation, educators are required to develop online learning by utilizing the availability of existing technology. In accordance with the application of Piaget's theory, one of the distance learning interactions that can be implemented for elementary school students is the use of video conferencing. Learning through video conferencing is felt to be able to replace the face-to-face learning process in class, this is certainly needed as is the current condition because the learning interaction process is still carried out directly face to face with students in real-time even though they are separated. .

In other words, the development of online learning is of course strongly supported by the availability of existing technology. If observed, the life of mankind today with the presence of globalization, especially in the rapid development of Information and Communication Technology (ICT), should be appreciated as a human civilization in the modern era. Because of today's human development with the presence of technology, it is able to touch all aspects of human life. However, as Widja said in (Susilo and Sofiarini, 2020) that, a future life marked by the strong currents of globalization and the widespread understanding of materialism have brought people's lives today to tend to be consumptive. So the development of sophisticated technology does not change human behavior and tends to be consumptive. But it can be used as an educational medium so that it can be managed and controlled to support the continuity of education in our country.

Some examples of applications that can support learning through video conferencing interactions are Skype, Webex, Google Meet, and Zoom Cloud Meeting. Among the four applications mentioned, the Zoom Meeting application has quite a lot of positive responses. Zoom Meeting is an application that is used as a medium of remote communication by combining video conferencing features, online meetings, chat, to mobile collaboration

When we do online learning, we need media as a means of learning. Therefore, various platforms are used as learning media by schools and universities. At the University itself, there are various platforms used including Google Classroom, Zoom Meeting, WhatsApp, Google Meet, and so on.

Zoom Meeting is a learning medium using video. The founder of the Zoom Meeting application, Eric Yuan, was inaugurated in 2011 his head office is in San Jose, California. This application is not only used for learning but can be used for official matters and other matters. This platform is free so it can be used by anyone with a time limit of forty minutes and there is no time limit if our account is paid. In this Zoom Meeting application, we can communicate directly with anyone via video. Therefore, it is indeed suitable for use as a learning medium, including in learning English.

This study aims to find out how the use of Zoom meetings as a learning medium during the social distancing period is for students who are currently studying at Bosowa University. In online learning activities utilizing the use of the Zoom Meeting application, there are two theories that can review these learning activities. The behavioristic theory is a theory that discusses changes in a person's behavior based on an experience. The behavioristic theory emphasizes the formation of visible behavior from the results of the learning process Nahar:2016) Then, there is also cognitive theory. In a cognitive theory, individual behavior can be directed through the individual's point of view and also his experience in situations that have a relationship with a goal. Because individual behavior is dynamic. It is this dynamic nature that is influenced by the learning process (Nurjati: 202)

Educational communication theory is also a foundation of this research. Because in the learning process of course the communication process happened. Communication made by students with lecturers or students with other students. In this study, whether the use of the Zoom Meeting application at bosowa university of Teaching and training faculty of English Education is considered good enough in the communication process or not. The benefit of this research is to find out the effectiveness and response of each student who is currently studying at the university towards distance learning using the Zoom Meeting application. Then, this research is also useful for finding a solution to the use of ICT applications implemented by the University for its students so that distance learning using ICT-based applications can be optimized so the students at each University continue to benefit from the distance learning process in the midst of during the COVID-19 pandemic. With such student perceptions, the effectiveness of using Zoom will be seen referring to results and discussion

English learning

English has an important role in every aspect of human life, such as business, academics, tourism, and others. Because of its enormous role, English is studied in most countries as a foreign language. Indonesia as a developing country has also established an education curriculum.

For lessons in English as a foreign language. English is a compulsory subject and is taught at all levels of education, from elementary school to university. English is a subject that must be taught in schools and universities, so teaching requires professional knowledge and the right skills. Success in the teaching and learning process is inseparable from how a teacher organizes and manages the class and overcomes various obstacles that exist in the classroom. In learning English at school, several components will be involved, namely: students, teachers, materials, learning objectives, and language learning environment. (Kern, 2000) mentions that there are three that must be played by both students and teachers. These three roles are responding activities (responding). , revise (revising), and reflect (reflecting).

The role of students in (Richards and Rogers, 1992) states that learning refers to the understanding that all actions taken by children are related to context and come from a harmonious family and pay attention to their learning activities.

This goal can be fulfilled if teaching English in schools can integrate the four aspects of language skills, namely listening, speaking, reading, and writing. Such a teaching pattern can be realized if the various components in learning such as methods, approaches, designs, procedures, and a conducive linguistic environment (Kumararavadivelu, 2006:16). Therefore, schools are expected to be able to create good teaching of English by empowering the resources and facilities they have as optimal as possible.

It can be concluded that learning English is very important in our life, and the students can understand goodly if the lecturer can give a good method in teaching. In the pandemic era covid-19, learning by using conventional face-to-face can change significantly with using online learning.

Learning online

Online learning is learning that is carried out remotely using an internet network with accessibility and connectivity that allows for various interactions in the learning process. Research conducted by Zhang et al. (2004), shows that the use of the internet and multimedia technology is able to change the way knowledge is conveyed and become an alternative for learning to be carried out. The form of information technology development that can be utilized as a learning medium is using e-learning (online learning) (Hartanto, 2016). According to Darmawan (2012), the application of e-learning can facilitate training activities as well as formal and informal learning processes, as well as facilitating activities and communities of electronic media users, such as the internet, videos, CD-ROMs, DVDs, and cell phones. , PDAs, and so forth. In addition, the term e-learning (online learning) includes various applications and processes such as Computer-Based Learning, Web-Based Learning, Virtual Classroom, virtual Schoology, virtual Zoom Meetings, and other applications.

The Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 concerning Implementation of Education Policies in the Emergency Period of the Spread of Coronavirus Disease (Covid-19), point 2, namely the learning process from home is carried out with the following conditions

a. Learning from home through online / distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation;
b. Learning from home can be focused on life skills education, including regarding the Covid-19 pandemic;
c. Learning activities and tasks for learning from home can vary between students, according to their individual interests and conditions, including considering the disparity in access / learning facilities at home;
d. Evidence or products of learning activities from home are given qualitative and useful feedback from the teacher, without being required to give a quantitative score/value.

Sari (2015: 27-28) reveals that online learning has advantages and disadvantages. Meanwhile, the advantage of online learning is to build a new learning atmosphere, online learning will bring a new atmosphere for students who usually study in class. While some of the deficiencies that occur in online learning, namely the greater possibility that children will find it difficult to focus on learning because the home atmosphere is not conducive, limited internet quota or or wifi which is the connecting access in online learning, and many parents complain about several problems encountered during students study from home, including too many assignments given and teachers who have not optimized technology. According to Hadisi and Muna (2015: 131), online learning results in a lack of interaction between teachers and students and even between students themselves. This lack of interaction can slow down the formation of values in the learning process.

According to the Indonesian Dictionary (Poerwadar Minta, et al, 2003: 726), learning media or educational media are the tools and materials used in the teaching or learning process. Meanwhile, Danim (1995: 7), explains that learning media is a set of tools or complements used by educators in communicating with students. Furthermore, Hadimiarso (1997: 19), defines learning media as anything that can be used to stimulate the thoughts, attention, and willingness of students so that it can encourage the teaching and learning process in students.

So, it can be concluded that learning media is a tool, material, or various kinds of components used in teaching and learning activities to convey messages from message givers (in this case educators/teachers) to recipients of messages (in this case students/students). to make it easier for the recipient of the message (students) to accept a concept / understanding being taught. According to its functions and benefits, learning media is a teaching aid that also influences the conditions and learning environment. This online learning is a new thing that is felt by teachers and students. In online learning that has been implemented so far, the Zoom Meeting application is one of the online learning media that is commonly used in the learning process. This is done so that teachers and students can meet face to face virtually, so that teachers can monitor activities carried out by students in their respective homes. However, the benefits and effectiveness of the Zoom Meeting application for the ongoing learning process are widely questioned.

Zoom Cloud meetings is a very useful alternative application for a virtual meetings to facilitate communication with many people without making direct contact and be able to support learning needs in today's digital era (Pratiwi, Afandi, & Wahyuni, 2019). This application is used for video conferences instead of direct meetings in the classroom. It can be installed on devices such as computers, laptops, android, and smartphones. So, students who do not have laptops. they can use their smartphones to take part in a virtual class. Zoom meeting application is very helpful in communicating remotely; all lecturers' explanations can be conveyed directly without having to meet physically

Zoom Meeting

Zoom Meeting is a software application that has a video conferencing feature that can bring together many people face to face without having to meet physically face to face, this can happen only through an internet connection and registering on the website via a computer or downloading an application on a smartphone or device, then follow the flow provided. The Zoom Meeting application is predicted to be very useful as a medium of communication in the network when one party, both educators and students, have problems getting together and meeting physically face to face, as is the case due to the Covid-19 pandemic.

Based on the opinion expressed by Saputra (2011: 14), the Zoom meeting presentation with the zoom-in and zoom-out feature with the map books view can change everything in terms of creating and displaying an idea or ideas on a view and being able to see the relationships in a slide show with other slides with easy, dynamic, and very smooth transitions without losing your way. This is very helpful in learning and makes it easier for students to understand the material being displayed and also depend of learning media

According to the Indonesian Dictionary, learning media or educational media are the tools and materials used in the teaching or learning process. Meanwhile, Danim (1995: 7), explains that learning media is a set of tools or complements used by educators in communicating with students. Furthermore, Hadimiarso (1997: 19), defines learning media as anything that can be used to stimulate the thoughts, attention, and willingness of students so that it can encourage the teaching and learning process in students.

.Aspects of the Teaching and Learning Process

Learning is a process that occurs in everyone throughout his life. Learning is a process that people go through to develop a variety of competencies, skills, and attitudes. One of the things that affect learning and acquiring a foreign language is The learning process that occurs due to the interaction between a person and his environment. Therefore, learning can happen anytime and anywhere. The teaching and learning process is marked by the presentation of special material, therefore the material must be prepared in such a way that it is suitable for achieving learning objectives (Inah, 2015). Based on the results of the questionnaire from several researchers, it can be seen that the implementation of online learning with Zoom Meeting and Google Classroom in terms of ease of access is in a good category. This indicates that students can easily access online learning. Zoom Meetings can be accessed using a computer device, via an Android or IOS-based smartphone making it easier for students (Sutrisna, 2018). This convenience also causes the implementation of online lectures to run according to schedule and start on time. This is in line with the results of Marhayani's research (2020) regarding student perceptions of using Zoom Meeting-based e-learning. The results showed that the student's perception of the ease aspect showed a score above 60%.

Method

This research method is descriptive qualitative which has the characteristic of expressing good words in writing or verbally from the observed object, as well as interpreting the existing data. The population of this research is all the students of the English department and the sample was taken from 2019, and 2020,2021 is categorized as active students who is still attending college. the sample used as interview respondents was ten students from each of class or three semesters who were the object of observation when conducting online learning processes through Zoom Meetings. Implementation of the research process from April to June 2021.

The data sources in this study are primary data sources and secondary data sources. Primary data sources are data sources collected by researchers through their main sources, namely students of the English Department of Bosowa University, while secondary data sources come from journals or books. Collecting research data using observation techniques, interviews, and documentation, after the data is collected, data analysis will be carried out. The observation technique was carried out by following each class students of English education who conducted online learning using Zoom Meeting and also provided questionnaires to fill out the questions given by the researchers, then after the questionnaires had been filled out by the respondents, the researchers continued the interview stage, the interview stage was conducted using the WhatsApp application given the circumstances under which it occurred During this pandemic, during the learning process using the Zoom Meeting, researchers conducted documentation. The data analysis technique in this study used qualitative data analysis techniques from Miles and Huberman, namely data reduction, data presentation, and conclusion drawing/verification (Sulistyaningsih & Rakhmawati, 2017)

The validity of the data was obtained from data triangulation, namely by examining the data obtained from the sources interviewed, namely Elementary School Teacher Education Students, then checked with data acquisition during observations/observations conducted by researchers and checked again through document results when attending online classes through Zoom Meetings. After that, a common thread is obtained that links one data to another so that it ensures that the data is considered correct and which one is considered different or possibly correct, because of the data obtained for corroborate the previously obtained data.

Result and Discussion

This research was conducted on thirty students who were currently studying at the University of Bosowa in Makassar. Thirty students currently studying as the sample of this research at the iversities in the Jakarta and Depok areas, among others, are from the universities listed in the following table.

Table 1.

Number of Students

Semester	Jumlah Mahasiswa
3	10
5	10
7	10

Prior to COVID-19, learning activities were running conventionally. In every university including Bosowa University, Makassar. However, after the implementation of social distancing, they are no longer able to practice in majors which basically precipitates practice as well in learning English, especially learning that refers to skills such as writing, reading, speaking, and listening as usual in doing conventionally. They are now switching to online lectures or e-learning and most of them use the Zoom Meeting application as a learning medium. Of the thirty students who are currently studying English Language Education, the Faculty of Teacher Training and Education at the University of Bosowa Makassar. all of these students used Zoom Meeting for the first time to conduct online-based lectures. Students currently studying at the University previously used online-based learning media such as the Kahoot game. Google Classroom, university E-Learning, and Microsoft Teams were implemented during the pandemic. The phenomenon of using the Zoom Meeting application among students who are currently studying at the University, began when the COVID-19 pandemic outbreak occurred which required students to carry out distance learning. However, according to the research results we obtained, the use of the Zoom Meeting application in distance learning media is considered not very effective for students who are studying at the Teaching and Education Faculty, English Department, Bosowa University. The table can be seen following below

Table 2.

Students Who Have and Have Never Used Zoom Meetings for Learning

Students	Percentage
Have used	20 %
Never Use	80%

Based on the table, there are indeed many students who have never used Zoom Meetings for learning before, this is true because the University has not used the e-learning method as a learning medium. The university still prioritizes conventional methods compared to e-learning. Another reason is that there are still many lecturers who do not understand technology so learning with the e-learning method has not been implemented. However, there are also students who have used Zoom Meetings for learning prior to social distancing. Based on students' opinions, the reason they used Zoom Meetings before social distancing was that Zoom Meetings were considered efficient, so when lecturers could not be present in class, Zoom Meetings became an option used by students and lecturers to continue to be able to carry out learning, especially since this application was free and prior to social distancing, Zoom Meetings are already widely used throughout the world as a medium for learning. So, when there was COVID-19 which required carrying out learning activities at home, the Zoom Meeting media was chosen because many people already used it and were considered efficient.

It is hoped that the Zoom Meeting application can help students in terms of online-based learning and it is hoped that students can utilize this application as effectively as possible. Therefore, students and lecturers must understand each other in distance learning during the COVID-19 pandemic. We must accept the phenomenon of the COVID-19 pandemic. Because, with this phenomenon, it is a step to encourage every university to utilize technology-based learning.

Implementation of Zoom meeting

Before holding lessons through Zoom meetings, the executor program prepares videos and power points to deliver the material. This video is used as a learning medium in conveying material online through Zoom meetings. This video is in the form of material explanations, song videos according to the theme, or videos on how to make works. In addition, a power point was also made which contained material that would be delivered in online learning via Zoom meetings. This is in accordance with the opinion of Cress & Kimmerle, 2008 (Nasir et al., 2020) which states that the key to the effectiveness of an online learning system is, first: how can a teacher remains creative to present online learning in a fun and easy way.

There are several variables that can strengthen this statement. For example such as mastery of Information Technology and communication for some educators and Education and students is still low. On the other hand, service availability in the network is often interrupted which affects the learning process. Second, the problem is at least a common problem that occurs not only at Universitas Bosowa (majoring English department, FKIP), but most of the Colleges (universities) in Indonesia which apply learning take advantage of the Zoom meeting application experiencing the same thing. (Istiyarti and K. Purnama, 2014) said that realization of the use of ICT in Indonesia has not been mastered by some people, let alone educators and educational staff in applying the main tasks and functions. ICT plays a very important role in educational technology because ICT was developed to process, share, develop, discuss, and generate communication. ICT for world education should mean the availability of channels or facilities that can be used for broadcast or publish programs education.

The effectiveness of zoom meeting in learning process

Learning activities carried out by educators using the Zoom meeting application can be carried out effectively so as to create a pleasant learning atmosphere. Because Effective learning is an indicator of the success of educational institutions (universities) in implementing education. The explanation above is in line with what was said by (Rohmawati, 2015) that, activities in learning are effective if an educator can create a fun learning process. The effectiveness of learning is a measure of the success of a school in organizing education, so it is very necessary to have learning efforts that are able to arouse the interest and willingness of students in learning activities to develop all their potential which is combined with the five aspects of development and the inculcation of strong religious values in students. the.

The category of effective learning in learning activities is by utilizing ICT in the zoom meeting application to the fullest as a means of learning media to support the activities of the learning implementation process. In addition, the use of Information and Communication Technology (ICT) can be applied effectively if the learning process is carried out using the e-learning method, according to the results of research conducted, according to respondents 60% think that learning by using the e-learning method is able to improve effective learning. Because the use of the e-learning method as a learning medium actually makes it easier for students to understand every material presented by the lecturer.

Effective learning can be achieved if it is able to provide new experiences, shape the competence of students and lead them to optimally achieved goals. Educators must be able designing and managing learning with the right method or model (Rohani, 2016).

The effectiveness of using ZOOM Cloud Meetings in the learning process towards the achievement of learning objectives, as in the background of this study, is measured based on a review of the competency dimensions, namely the compilation of student cognitive and student affective, as well as skills or psychomotor students (Department Education, 1995).

Conclusion

It could be interpreted that the use of the Zoom Meeting application was only carried out during this Social Distancing period which required students to study online based. Lectures conducted using Zoom Meetings are considered ineffective because what often happens are problems with the network or internet signal for students who don't use wifi which will later have an impact on the quality of the learning they receive. However, the advantages of using Zoom Meetings are considered practical and efficient for students, because by using Zoom Meetings communication between students and lecturers is easier than communicating in writing or via chat. In other words, based on research conducted, the use of Information and communication Technology (Zoom Meeting) was only implemented when in this era of Social Distancing, so that the lecture process was mandatory. online based. Lectures conducted using ICT (Zoom Meeting) are considered less effective because they are often constrained by the availability of internet networks/signals for students who do not use wifi and will have an impact on the quality of ongoing learning. However, the advantage of using Zoom Meeting is considered practical and efficient for students, because by using this Zoom Meeting communication between students and lecturers is easier than communicating in writing or via short messages (chat) even though the existence of the Zoom Meeting application is considered to be less effective but in other applications This is considered more efficient and practical for students. Therefore, with the Zoom Meeting application, it is hoped that it can support students in terms of online-based learning

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Digital Literacy Policy for Student Character Development

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ABSTRACT

Being in the era of the industrial revolution 4.0 requires information-based humans, students are no exception. The obligation to produce students with character is always a priority but must adapt to the existing challenges. Internet use tends to divert a large number of students from accessing pornographic content, bullying, and swear words on social media pages due to the lack of parental supervision of digital activities carried out by children, thus triggering cyber crime. One solution that can be developed in the world of education is through digital literacy policies. The goal is how to provide a roadmap for digital literacy policies among stakeholders in the school environment can work together in applying digital literacy to develop the character of students. This study uses literature studies to analyze digital literacy policies in developing student character. The results that can be formulated are that the school must collaborate between two important elements, namely the family and the community environment to provide reinforcement of digital literacy in shaping the character of students.

Keywords: Character development, digital literacy, students

Introduction

Being in the era of the industrial revolution 4.0 requires humans in all aspects of their lives to be based on information technology. More specifically in educational institutions, the demand for quality graduates through mastery of information technology is a priority for global competition (Kanematsu & Barry 2016). The development of information technology must be supported by an understanding of the digital world so that its use can be on target (Khasanah & Herina, 2019). Lack of understanding in the digital world makes various misuses of digital media occur personally on computers, laptops, and smartphones (Vélez & Zuazua, 2017). The results of Kominfo's research (2017) show that the motivation of children and adolescents in accessing the Internet is for entertainment purposes, communication media, and seeking information related to school assignments. Deviations arise as a result of access to information obtained through digital media and the internet, such as acts of bullying (bullying), culture Swearing and cursing through internet media, such as Facebook, and Instagram, etc. free sex behavior due to opening negative content without parental supervision, plagiarism of one's work is a problem in digital media (Benaziria, 2018). Although on the other hand, the positive impact of using digital media remains, such as students being able to do learning that is more flexible and has a wider range (Chauhan, 2017 Rosenberg, 2001), students are more creative and enthusiastic in learning (Asbell- Clarke et al. al 2021 Andreani & Ying, 2019). This will be a challenge in the world of education for the character development of students (Daryanto & Karim 2017) by utilizing technology (Livari et al 2020: Vélez & Zuazua, 2017).

Developing and strengthening the character of students through literacy activities is a comprehensive effort carried out through the development of an educational ecosystem, both within the family, school, and community (Ministry of Education and Culture, 2017). Developing and strengthening character through digital literacy activities is an important element in the progress of a country in living life in the era of globalization. This literacy capability must be balanced by developing competencies which include the ability to think.

As a demand in the world of information, digital literacy must provide opportunities and opportunities for the involvement of all stakeholders, both individually and institutionally. Digital literacy must belong together, be fun and easy to implement, both in the school, family, and community environment, according to their respective capacities and abilities, so that the knowledge and skills to use digital media, communication tools, or networks in finding, evaluate, use, create information, and make use of it in a healthy, wise, intelligent, careful, precise, and law-abiding manner to foster communication and interaction in daily life.

Digital literacy is becoming increasingly important as technology plays a larger role in our daily lives, both in personal and professional contexts. Digitally literate individuals are better equipped to navigate the digital world, access and use digital resources effectively, and participate in online communities in a responsible and meaningful way.

Digital literacy in Indonesia for primary and secondary level schools has started since 2016 through the National Literacy Movement with a special program in schools, namely the School Literacy Movement. This movement is part of the implementation of the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Character. The digital literacy concept developed by the Ministry of Education and Culture is based on UNESCO's digital literacy concept where digital literacy includes two main perspectives such as technological literacy and information literacy. Technology literacy focuses on users and technical capabilities, while the main focus of information literacy is the ability to map, identify, process, and use information optimally. These two aspects are then divided into three main stages, namely digital competence in the form of skills, conceptual approach, and behavior. Second, digital use in the application of digital competence. Third, digital transformation concerns creativity and innovation in the digital world (Ministry of Education and Culture, 2017 10, Fragrance, 2019).

The principle of digital literacy policy must be sustainable, and integrated and involve all stakeholders to realize the character development of students. This form of collaboration and digital literacy policy is digital literacy in the realm of schools, families, and communities to strengthen each other according to their respective positions, functions, and roles.

Result and Discussion

1. Digital Literacy

Gilster (1997) suggests that digital literacy is the ability to use technology and information from digital devices effectively and efficiently in various academic, career, and daily life contexts. Eshet (2004) emphasizes that digital literacy should be more than just the ability to use various digital sources effectively Digital literacy is also a form of a mindset of digital or technology users (Mohammadyari & Singh, 2015). The combination of literacy and technology can add to or improve the quality of teaching and learning (Turula, 2017) Digital literacy is an ability or skill in using digital media such as communication tools or networks in finding, evaluating, using, creating information, and utilizing digital media responsibly (Knutsson et al. 2012, List, 2019). Responsible in the sense of being able to filter and sort the information they receive properly and tend to access positive content through the use of digital media and the internet in everyday life. Literacy and digital are two exact components (Spires & Bartlett, 2012) where technological literacy will indirectly make reading their new habit and those who are literate can become proficient in using technology because of their habit of reading. Digital literacy tends to be things related to skills in using information and communication technology Digital literacy promotes digital technology to process various information in online contexts such as Web 2.0 and other online applications (Mudra, 2020).

Not only limited to the ability to use digital media or software, but digital literacy also includes a variety of skills. These skills include cognitive, motor, sociological, and emotional skills (Ramboousek et al. 2016, List, 2019). Things like this are needed for users so that digital literacy can function effectively in a digital environment. Digital literacy is a skill in using computers, the internet, telephone or gadgets, and other digital equipment.

The Ministry of Education and Culture (2017) explains that there are 8 elements to developing digital literacy, they are:

a. Cultural, the ability to understand various contexts in the digital world,

b. Cognitive, thinking power in analyzing and assessing content,

c. Constructive, re-creating something expertly and actual,

d. Communicative, understand how digital communication network systems,

e. Be confident and responsible

f. Creatively doing new things,

g. Critical in viewing content, and

h. Be socially responsible.

In addition to these 8 elements, the Ministry of Education and Culture stated that there are 3 main environments in the formation of digital literacy, namely the school, family, and community environment. In developing digital literacy, a good understanding is needed to generate ideas that are then useful for conveying or providing information as well as the ability to evaluate other information and then save it so that it can be accessed again if needed.

According to Spiers & Bartlett (2012), there are three categories of intellectual processes related to digital iteration, namely the first is searching for and consuming digital content, the second is creating digital content, and the last is communicating digital content. Digital literacy or also called media literacy is closely related to media. learning that will support learning activities. One example of digital literacy used in education is the computer. With this computer, students can search for or obtain information, and store and process information that is useful as a reference in the learning process.

Digital literacy is not only the process of students using media, but the process or the way students use the internet and its role in its growth.

Baran (2013) suggests that in general digital literacy is the ability to effectively and efficiently understand and use all forms of digital communication Digital literacy in education means the use of technology in teaching (Blevins, 2018). Hobbs (2010 19) maps out 5 competencies in digital literacy, namely:

a. Access, namely the competence to search for, and use media and technology as well as various information that is appropriate and relevant to other people.

b. Analyze & evaluate (analysis and evaluation), namely understanding the message and using critical thinking to analyze the quality of the message, honesty, credibility, and angle point of view, then consider the potential effects or consequences of the message

c. Create (Content Creation), includes writing or producing content using creativity and confidence to express oneself, supported by an awareness of purpose, readership, and compositional techniques

d. Reflect, namely applying social responsibility and ethical principles own identity, and life experience in communication behavior.

e. Act (action), namely working individually and together to share knowledge and solve problems in the family, workplace, and community, and participate as members of society at the local, regional, national, and international.

Based on the several definitions and characteristics of digital literacy that have been mentioned, it can be said that Digital literacy refers to the ability to find, evaluate, create, and communicate information using digital technology. It includes a range of skills and knowledge, such as basic computer skills, online safety and security, critical thinking, media literacy, and social skills for online communication and collaboration.

Digital literacy is not only about technical skills but also about the ability to use technology thoughtfully and ethically. It involves understanding how to use technology to create, collaborate, and communicate effectively and responsibly, while also being aware of the potential risks and challenges that come with digital interactions.

2. Students' Character

Character is personality, behavior, character, character, character, and character (Khasanah & Herina, 2019). At an early age in the family, character education aims to form, at a young age at school it aims at development while at an adult age at college, it aims at strengthening (Kristiawan, 2016). So that the task of educators is to provide a good learning environment to shape, develop and strengthen the character of their students.

Character education according to (T, 1992) that "character education is the deliberate effort to help people understand, care about, and act upon core ethical values." The formation is interpreted the same as education, so character building is an effort to build character (character building). Elmubarok (2008: 102) states that character building is the process of carving or sculpting the soul in such a way that it is unique, interesting, and different or distinguishable from others, like a letter in the alphabet that is never the same as one another. thus people of character can be distinguished from one another. Student character development is needed early on so that when students enter the university zone, student character development is not an urgent thing to instill (Rockenbach, 2020)

According to Zubaedi, 2011) that character education includes religious values, honesty, disciplinary tolerance, hard work, creativity, independence, democratic, curiosity, enthusiasm for nationalism, love for the motherland, respect for achievement, communication, love for peace, love to read, care for the environment, care for the social, and responsibility. These values are then rooted in one's personality as a trait or characteristic or style or characteristic of a person that originates from formations received from the environment, for example, the family in childhood, and are also innate from one's birth (Koesoema, 2007

53). In the process of learning activities that involve students or students and teachers or educators

Students have different characters from one another. Educators need to know the character of their students. If the formation of character in students fails, it will have many negative impacts on the personality of students. This cannot be separated from the educational process which does not touch the basis of conscience so that students provide experiences that develop an awareness of the importance of character in their lives. As a result, their behavior does not grow and develop so that they can act as they please (Djailani, 2013).

All students as individuals have unique personalities and traits that make them who they are. However, in general, students can exhibit a wide range of characteristics, depending on various factors such as age, cultural background, upbringing, and life experiences. Some common traits that students might display include being curious, eager to learn, hardworking, creative, social, independent, empathetic, goal-oriented, and resilient. It is important to remember that these characteristics are not universal and can vary greatly from student to student. Additionally, many factors can influence a student's character, including their family background, socio-economic status, mental health, and individual circumstances.

Support from various parties such as parents or students themselves is needed by educators to know or master the character of students (Sheldon & Epstein, 2002). The conditions that students have can affect their learning process. With conditions that support students, learning can be carried out well, on the other hand, weak characters can become obstacles in the learning process.

3. The Relationship between Digital Literacy and Student Character

According to (Kanematsu & Barry, 2016) that preparing quality graduates to be able to compete for globally and master technological developments is important for everyone and important for the future of a country. Digital literacy is expected to be able to develop students' abilities intellectually. With digital literacy, move to see the good or bad effects that can be caused by media messages and learn to anticipate them. Digital literacy can help students in their learning, for example in terms of making learning modules. With features in the form of software that can be used for learning, it is hoped that it can help students improve the quality of their learning

Daryanto & Karim (2017) said that the conditions of life in the 21st century are very full of challenges and competition (Solomon & Schrum, 2007) adding that learning technologies, including Web 2 0 encourage students to explore information involved in direct interactions and collaborate to strengthen 20th-century skills. -21, or core competence. This has a great impact on high levels of depression in addition to the availability of opportunities for those who have life competence. as well as having multiliteracy that strengthens the physical, mental, and intellectual capacity of students. Therefore, students are required to have a very strong character to be able to face the challenges of the 21st century.

(Herlina, 2017) argues that digital literacy skills can improve a person's ability to deal with digital media by accessing, understanding content, disseminating, creating, and even updating digital media for decision-making in his life. If someone has this skill, then he can take advantage of digital media for productive activities, fun, and early development not for consumptive or even destructive actions.

Students who can use or make good use of digital literacy can have good character because they can sort out the information they receive from the media. Students like this will usually dig deeper into information to find out whether the information is true or not. Misuse of digital literacy itself is the presence of students who do not use it carefully. This is related to the freedom of access to content provided by digital media itself. Negative content can make students lose in the process or learning outcomes. The content in question is content that is inappropriate for students to access, especially for those who are underage. The importance of digital literacy is because it is a fundamental thing that students must have in facing the global era to be able to make ends meet in various situations (List, 2019)

Students with current technological developments are expected to be able to use it wisely. We can see that many students now depend on the devices they have, so they sometimes neglect their obligations as students. Parents are expected to be able to supervise their children in using their devices (Sheldon & Epstein, 2002). The application of digital literacy to student character education can be done in several ways, including strengthening the understanding of character values, implementing character education-based digital literacy, conducive classroom management, and understanding students' self-concept. During the online learning process, educators cannot monitor directly student activities to assess character elements that cannot be seen directly, such as responsibility, discipline, and honesty (Liu et al., 2020).

Students are typically individuals who are pursuing education in a formal setting, such as primary, secondary, or tertiary education. They come from diverse backgrounds and have varying goals and aspirations. Some students may be highly motivated and diligent, while others may struggle with academic or personal challenges.

In general, students are often characterized by their willingness to learn, their curiosity, and their potential for growth and development. They may also exhibit qualities such as creativity, critical thinking, and a passion for exploration and discovery.

There is a relationship between digital literacy and students' character, as digital literacy can influence the way students learn, communicate, and engage with the world around them. Digital literacy refers to the ability to use technology effectively and critically, to access and evaluate digital information, and to communicate and collaborate with others using digital tools.

Students who possess strong digital literacy skills tend to be more adaptable and flexible, as they can quickly learn new technologies and navigate digital environments. They may also be more independent and self-directed learners, as they have access to a wealth of online resources and tools that can support their learning outside of the classroom.

Moreover, digitally literate students are more likely to be critical thinkers and problem solvers. They are better equipped to evaluate digital information sources and distinguish between credible and unreliable sources. They are also able to use digital tools to collect and analyze data, which can support their research and inquiry skills.

However, it's important to note that digital literacy is just one aspect of a student's character, and it should be complemented by other essential qualities, such as empathy, creativity, and social awareness. Therefore, it's essential to promote a balanced approach to education that values both digital literacy and other aspects of a student's character.

4. Strategic Steps for Student Character Development through Digital Literacy Policy

According to (Devine et al., 2002) it is necessary to monitor behavior to discipline students during learning from home. In the three education centers, namely school, family, and community, it turns out that the cooperative relationship of these three elements can build the character possessed by students (Sheldon & Epstein, 2002) There will be many positive influences that parents can have in their involvement in online learning carried out by students. Some indicators that should be monitored by parents of students are the attitudes of the students themselves which can be more characterized by increasing student achievement, handling regular and timely attendance and learning as well as student discipline problems and problems related to discipline are minimal (Chen & Gregory, 2011. Domina, 2005, Sheldon & Epstein, 2002). Digital literacy needs support from schools, parents, and the community in its development as an effort to protect students from information or news that is not yet clear. The closeness of students to digital media for learning provides significant changes to the development of the world of education, so they need to understand and be able to make decisions about how to use technology (Livari et al 2020). According to (Padmadewi et al. 2018) there are several strategic steps in developing the character of students through digital literacy, namely requiring every student in the school to fill out a reading log, building awareness of the importance of reading, and forming reading habits through an introductory library program. Then motivating free theme reading at home every day and controlled by reading logs. The opportunity given to students to read their favorite books at home also reinforces the concept that the teacher is not only a source of learning (Penn, 2014). Furthermore, giving rewards to each student who has filled out the log book (Chen & Wu, 2010) researched rewards in reading. They revealed that rewards are very important and very valuable in motivating students to read.

According to the Ministry of Education and Culture (2017) that digital literacy in schools is carried out by integrating it with co-curricular and extracurricular activities. The implementation can be carried out in the classroom or outside the classroom supported by parents and the community. Then family digitalization literacy is carried out in the form of providing family reading materials, strengthening understanding of the importance of digital literacy for families, and implementing digital literacy activities with the family All family members can set an example in carrying out digital literacy in the family with a wide variety of activities. Community digital literacy is carried out in the form of providing various digital reading materials in the living room. public, strengthening community digital literacy facilitators, expanding access to digital learning resources, and expanding public involvement in various forms of digital literacy activities

The form of implementation of digital literacy activities is mostly carried out in schools by involving students, teachers, and education staff, as well as parents. Digital literacy is carried out by displaying digital literacy practices and making it a program and culture in the school environment Digital literacy can also be integrated into teaching and learning activities in schools so that it becomes an inseparable part of all series of student and teacher activities, both inside and outside the classroom Teachers and education staff certainly has a moral obligation as a role model in terms of digital literacy. To be more massive, digital literacy programs involve public participation, such as digital literacy activists, parents, community leaders, and professionals. The success of digital literacy in schools needs to be pursued through activities that foster a culture of digital literacy.

Digital literacy in the family starts from the desire to improve the digital literacy skills of family members. Therefore, the understanding of literacy as the ability to identify information needs, seek, obtain, process, and re-inform information needs to be improved in the family realm. To improve digital literacy skills, the role of the family is very important. The family as the smallest unit in society, in the context of education, becomes first and foremost learning for children Then digital literacy in the community which is in line with digital literacy in schools and families is expected to be able to give birth and grow community nodes that have high levels of literacy skills. The form of this activity refers to five strategic aspects, namely the capacity of facilitators, the number and variety of quality learning resources, access to learning resources and coverage of public engagement study participants, and governance.

Digital literacy can be a powerful tool to help students develop their character. Here are some ways you can use digital literacy to support character development:

1. Encourage responsible online behavior: Teach students about the importance of responsible online behavior, such as respecting others' privacy, being careful with personal information, and avoiding cyberbullying. Use real-world examples to illustrate the consequences of irresponsible behavior.
2. Foster critical thinking: Encourage students to question the information they encounter online, fact-check sources, and evaluate the credibility of information. This can help them develop critical thinking skills, which are essential for making informed decisions.

3. Promote empathy and respect: Use digital media to expose students to diverse perspectives and cultures. Encourage them to engage with people who have different opinions and backgrounds, and to practice empathy and respect in their online interactions.
4. Teach digital citizenship: Digital citizenship is the responsible use of technology to engage with others and the world around us. Teach students about the principles of digital citizenship, such as treating others with kindness and respect, using technology for positive purposes, and being aware of the impact of our actions online.
5. Encourage creativity and collaboration: Digital media can be a powerful tool for creativity and collaboration. Encourage students to use digital tools to create and share their ideas, and to collaborate with others on projects. This can help them develop teamwork skills and build their confidence.

Overall, integrating digital literacy into character development can help students develop the skills and attitudes they need to be responsible, empathetic, and ethical members of the digital community.

Conclusion

Digital literacy policies in the realm of education covering schools, families, and communities are the door to developing the character of students in a positive direction as the growth of character creates a digital literacy ecosystem. Schools, families, and communities are domains that play an important role in shaping the character of students so the application of digital literacy policies must collaborate with these three domains in their respective roles. Schools cannot stand alone in implementing digital literacy, it is very necessary to support digital literacy in the family. and society to create harmonization and filters against irregularities in the use of digital media.

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Analysis of Students Character Value of Education and Teaching Faculty of Bosowa University

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ABSTRACT

This study aims to analyze the character values that exist in students of the Faculty of Teacher Training and Education (FKIP) Bosowa University. In this study, character values are integrated into 4 dimensions namely the dimensions of thought, taste, heart, and exercise.The research method used is descriptive research with a quantitative approach with three stages; planning, data collection and data processing. The sampling method is the cluster random sampling technique. The technique of collecting data is through a questionnaire distributed in the google form. The number of statements is 33 items. The sample in this study amounted to 230 students consisting of 6 (six) study programs: PGSD, PPKn, Mathematics Education, Indonesian Language Education, English Education and Science Education. Data collection was carried out from July to September 2022. The data analysis technique used was quantitative descriptive. Based on the results of data analysis, the average practice of character values by FKIP University Bosowa students for all dimensions is 79.91% in the good category. The lowest percentage of practicing character values, is the curiosity character value of 70.88% is in the good category and the highest percentage of practicing character values is the tolerance character value of 88.23% in the very good category

Keywords: Character Values, Character Education.

Introduction

In the present era, character has become a very serious discussion, not only a local or national issue but has become a global issue, how could it not be, the issue of character crisis is increasingly becoming the biggest challenge for Indonesia today, namely how to produce superior human resources. Superior here is not only seen from the aspect of intelligence and health, but the main thing is the character of the man himself. National character is the quality of a collection of identical national attitudes in the form of national and state attitudes, awareness of understanding, taste, intention (Soedarsono, 2013). This national character is the identity of Indonesia.

Character is an intrinsic value that is obtained through a combination of environmental influences, trials, experience, education, sacrifice with the values contained in a person so that it can be seen from a person's fighting power through his thoughts and behavior (Soedarsono, 2013). A person's character can be seen from the character and form of a person which originates from virtuous values and is reflected through attitudes and behavior that are in line with moral ethics (Mumpuni, *2018*). This character is a distinctive sign of an individual or group that has a set of values and morals, ability, and endurance in facing every obstacle and problem (Soedarsono, 2013).

How important character must be owned in human beings and must be instilled since childhood. Character shows the moral values possessed by humans themselves. These character values are not only obtained or derived from the home environment but can also be perfected and strengthened from outside the home environment, especially at school or college. Education should be a vehicle for preserving and spreading moral and noble values as the roots of Indonesian national culture which can be instilled through the attitudes and personalities of students in the life of society, nation and state.

Today's youth are still experiencing a character crisis, one of the indicators that can be seen is from the data from the National Narcotics Agency (BNN) related to narcotics abuse. According to data from the National Narcotics Agency (BNN), the number of narcotics abuse from 13 provinces in Indonesia has reached 2.29 million people. The millennial generation or people aged between 15-35 years are a group of people who are very vulnerable to exposure. There was an increase of 4-8% of adolescents who used narcotics, where the results of research conducted in the previous year, narcotics abuse by teenagers or the millennial generation was 20% and until now it has increased to 24-28% (Puslitdatin, 2019).

The government's seriousness in solving this problem can be seen since 2010 by launching character education as a national movement at all levels of education through the Ministry of Education and Culture. Character education is here to be one of the solutions to problems that exist today. Character education is an option in the education system in Indonesia that must be optimized. Education is a process of humanizing humans, in addition to their cognitive abilities, humans as God's creatures must be equipped with other things in the form of affective abilities or attitudes. Not only are they given exact skills and abilities that speak to external aspects of humans biologically, but humans also need education that touches on the realms of mental life, inner side, mind affected words, and geistigewelt. (Wirawan, 2022).

Character education is all the efforts made in transforming all moral and socio-cultural values which are then instilled in the soul so that it will shape one's character towards a positive direction so that it will also have a positive impact on the surrounding environment (Latifah & Permatasari, 2020) . Jasrudin et al, (2020) revealed that character education is a style of thinking and behavior that characterizes a person in collaborating in his life with his family, community, nation and state.

Efforts to build and develop character can be carried out both on a macro and micro basis through the education system. On a macro level, this can be started at the implementation stage into learning experiences and activities, for example the application of structured-learning experiences or habituation in persistent-life situations and reinforcement. Meanwhile, on a micro level, character development can be carried out through the teaching and learning process in the classroom using an integrated approach in all subjects, daily activities in the form of school culture, extra-curricular and co-curricular activities, activities at home and the community environment (Jasrudin et al. , 2020).

The Ministry of National Education itself has issued 18 points of cultural and character education values that must be introduced, exemplified, taught, students and textbooks including religious values, honesty, peace-loving, tolerance, discipline, hard work, creative, independent, democratic , curiosity, fond of reading, national spirit, love of the motherland, respect for achievement, friendly/communicative, care for the environment, social care, and responsibility (Ministry of National Education, 2011). However, it should also be noted that to internalize these values requires skill in capturing values through real experience, including the need for open-mindedness, silence, serenity, and a supportive mental disposition; open, trusting, honest, humble (Suryani, 2010).

Students who play an important role in continuing the direction of development of a nation should have the personality or character needed in today's era. Students as adult humans certainly know what to do and what not to do. Character education can perfect and strengthen oneself personally so that a better person is formed from time to time.

Especially for FKIP students at Bosowa University as the nation's youth as well as prospective teachers in the future, do you already have these character values? Moreover, one of the important actors who play a very important role in schools in developing character values is educators or teachers (Adawiah, 2016). Of course this needs to be explored and disclosed as material in the strategy for fostering and developing student character. Based on the description above, the authors conducted a special study to see the implementation of character values embedded in the personality of the students of the Teaching Science and Education Faculty of Bosowa University, so it is hoped that the results of this research can become material or a basis for carrying out ongoing research related to character values other as well as solutions in the implementation of strengthening student character. For this reason, the authors conducted research on the Analysis of the Implementation of Character Education in Students of the Faculty of Education, Science and Education, University of Bosowa.

RESEARCH METHODS

This research method is descriptive research with a quantitative approach. There are three stages namely; planning, data collection and data processing. The quantitative approach is synonymous with numbers, since the initial data collection will use numbers a lot, as well as data analysis and the results of research presentation. This research was conducted from July to September 2022 at the Teaching and Education Faculty, Bosowa University. The sampling method is the *cluster random sampling technique* by taking random samples based on area (Harnaeny, 2021) so that a sample of 230 students is obtained from 504 student populations from six study programs. The study programs are the PPKn Study Program, Elementary School Teacher Education (PGSD), Mathematics Education, Science Education , English Education , Indonesian Language Education. In this study the data collection technique was in the form of a questionnaire using a Likert scale which was distributed in the form of a *Google form* which was then distributed to students via the *WhatsUp social media* . The list of statements in the questionnaire relates to the implementation of the character values of FKIP Bosowa University students. The items refer to the items in the indicators (research grid). The number of items is 33 consisting of 4 choices with a range of 1-4 namely; strongly agree, agree, disagree and strongly disagree (Umari, 2018).

Table 1.

Instrument grids

Variable	Character Value	Indicator	No. Items	
			Positive	Negative
Thought	Creative	Generate new opinions or ideas	1, 2	
		Likes to imagine	3	
		Enjoy trying new things		4
	Curiosity	Ask a teacher or friend	5	
		Digging information from anywhere	6,7	
Taste	friendly	Start a conversation with new people		8
		Collaborate with group mates		9
		Think positively and treat others without being selective	11	10

	Tolerance	Value the opinion of friends	12,13	
		Appreciate and get along with people from various backgrounds	14,15	
	Homeland love	An attitude that shows a sense of pride, care, loyalty, and love for the nation and state	16,17,19	18
Heart exercise	Honest	It is not easy to lie so that it is trusted in words and actions	22	20
		Don't cheat on exams		21
	Responsibility	Doing assignments well within the given deadline	23,24	
		Dare to take risks	25,26	
Sport	Discipline	Comply and comply with existing regulations	27	

		Live scheduled and regular	28,29,30	
	Hard work	Not easily discouraged and excited	31,32	
		Easy to rise from failure	33	

The data analysis technique used is quantitative descriptive data analysis. The data collected was then analyzed and described . To analyze data based on scores obtained by students, percentages were used, while to interpret the results of the study the following standards were used : 81% - 100% : Very good, 61% - 80% : Good, 41% - 60% : Moderate, 21% - 40%: Less, 0% - 20%: Very Less (Umari, 2018).

Results and Discussion

Character values that should be owned by humans can be divided into 4 parts which can be called the pillars of character education. Other terms that can be used to refer to the pillars of character education include character traits, domains, aspects, dimensions and of course the pillars themselves. These character values must be integrated in processing thoughts related to cognition or knowledge, processing feelings related to attitudes or affective, processing hearts related to spirituality, and cultivating bodies related to skills or psychomotor (Yaumi, 2016). In this study, character values are integrated into 4 parts, namely the dimensions of thinking, feeling, exercising the heart, and exercising. From the results of data processing, the percentage of practicing the character values of FKIP Bosowa University students was obtained, which can be seen from table 2 below:

Table 2.

Percentage of the Practice of Character Values of FKIP Bosowa University Students

Dimensions	**Character Value**	**Percentage**
Heart exercise	Honest	75.58%
	Responsibility	85.46%
Thought	Creative	78.25 %
	Curiosity	70.88 %
Taste	friendly	70.96%
	Tolerance	88.23%
	Homeland love	85.24%
Sport	Discipline	79.42%
	Hard work	85.19%
Average		**79.91%**

Table 2 above shows that the average percentage of practicing student character values from all dimensions is 79.91, which means that FKIP Bosowa University students have practiced character values from the dimensions of heart, thought, taste and exercise by Good . From each dimension studied, the lowest curiosity character value from the thought process dimension was 70.88 % while the highest was the tolerance character value of 88.23%. The practice of the character values of honesty, creativity, curiosity, friendship and discipline is in the good category, while the practice of the character values of responsibility, tolerance, love for the motherland and hard work is in the very good category. Table 3 below shows that students in the PGSD, PPKn, and Indonesian Language Education study programs have a percentage of practicing character values in the very good category, while students in the Science Education, Mathematics Education, and English Education study programs have a percentage of practicing these values. characters in the good category.

Table 3.

Percentage of practicing Student Character Values in Each Study Program at FKIP, University of Bosowa

No. _	Study program	Actual Average Score	Max Score	%
1	PGSD	109.00 _	132	82.57%
2	PPKn	110.78	132	82.92%
3	Science Education	105.55	132	79.96%
4	Mathematics education	105,18	132	79.68%
5	English language education	103.73	132	78.58%
6	Indonesian Language Education	112.66	132	85.34%
	Average	107,81	132	80.67%

Percentage of the Practice of Heart Dimension Character Values

Exercise the heart is a dimension of character education related to ethics. The character values contained in this dimension are trustworthy, faithful, fair, never give up, honest, empathetic, responsible, dare to take risks, willing to sacrifice and have a patriotic spirit, (Rezekiah, 2022) . However, in this study there are two character values that you want to see, namely the value of honesty and responsibility.

Honesty is a speech or action that comes purely from a person's heart, so that what he wants to say or do comes from his desire in accordance with what is felt without any pressure or coercion from the surrounding environment. This honest attitude is the forerunner of the formation of one's integrity so that later it will be easy for him to make his own decisions, without being swayed by outside influences. His honesty will make him a trusted and reliable person. Students who have an honest character will generally do it themselves for every assignment or test given, will always take care of every word and action to friends or their environment.

In Table 4, the lowest percentage of practicing honest character values is in the Science study program at 68.51% while the highest is the Indonesian Language and Literature Education Study Program at 83.33% while overall for all study programs, the average percentage is for honest character practice of 75.58% which is in the good category, this means that honest character is owned and well instilled by FKIP Bosowa University students in their daily lives, especially being a person who can be trusted both in words and actions, it is not easy to tell lies even in circumstances forced, and still try to behave honestly when doing assignments or exams.

Table 4.

Percentage of the Practice of Honest Character Values in Each Study Program at FKIP, University of Bosowa

No.	Study program	Actual Average Score	Max Score	%
1	PGSD	9,23	12	76.99%
2	PPKn	8.85	12	73.80%
3	Science Education	8,22	12	68.51%
4	Mathematics education	9.36	12	78.03%
5	English language education	8,73	12	72.79%
6	Indonesian Language Education	10	12	83.33%
	Average	9.06	12	75 , 58 %

In Table 5, the lowest percentage of practicing the character values of responsibility is in the English Education study program at 82.16% while the highest is the PPKn study program at 90.17% where the percentage of the two study programs is in the very good category while overall for all study programs , the average percentage for practicing the character of responsibility is 85.46 which is also in the very good category, this means that the character of responsibility is instilled and practiced very well by FKIP University Bosowa students, especially in completing class assignments according to the time limit given, understand that every job given is an obligation that must be done, dare to apologize while at the same time taking risks for mistakes made and daring to take risks from something that has been decided by himself.

Table 5.

Percentage of the Practice of Responsibility Character Values in Each Study Program at FKIP, University of Bosowa

No.	Study program	Actual Average Score	Max Score	%
1	PGSD	14.07	16	87.97%
2	PPKn	14,42	16	90.17%
3	Science Education	13,33	16	83.33%
4	Mathematics education	13.72	16	85.79%
5	English language education	13,14	16	82.16%
6	Indonesian Language Education	13,33	16	83.33%
	Average	13.66	16	85 , 46 %

Percentage of Practice of Thought Dimension Character Values

Thought is a dimension of character education related to brain activity, both in receiving, processing and responding to something that happens in the environment . The character values contained in this dimension are innovative, curious, intelligent, critical, creative, open-minded, productive, science and technology oriented, and reflective (Samawi & Hariyanto 2011 In Puja Ti Rezekiah). However, in this study there are two character values that we want to see, namely creative values and curiosity.

In Table 6, the lowest percentage of practicing creative character values is found in the Indonesian Language Education Study Program at 75.00% while the highest is the Civics Study Program at 83.03% while overall for all study programs, the average percentage for creative character is 78. 25% are in the good category, this shows that FKIP students of Bosowa University have quite good creative values, especially in giving new opinions or ideas when working in groups, producing valuable products or works so they can make themselves proud, have the ability to imagine, Happy to try new things to add experience, insight or skills.

High competition in the future requires humans to think creatively as a differentiator from other humans, where the differentiator here is something solutive in supporting problem solving or in creating better conditions, especially in producing knowledge, ideas, objects, activities, products, works, findings or other matters.

Table 6.

Percentage of Creative Character Values Practiced in Each Study Program at FKIP, University of Bosowa

No.	Study program	Actual Average Score	Max Score	%
1	PGSD	12.80	16	80.03%
2	PPKn	13,28	16	83.03%
3	Science Education	12.55	16	78.47%
4	Mathematics education	12,18	16	76.13%

5	English language education	12,29	16	76.83%
6	Indonesian Language and Literature Education	12	16	75.00%
	Average	12.51	16	78 , 25 %

In Table 7, the lowest percentage of practicing the value of the character of curiosity is in the English Education Study Program at 65.41% while the highest is the Indonesian Language Education Study Program at 77.75% while overall for all study programs, the average percentage for the value the character of curiosity is 70.88% which is in the good category, this shows that FKIP students at Bosowa University have a pretty good curiosity, especially in digging up information around to increase insight, always asking for material that is not understood to lecturers or friends, and it is not easy to believe information before first looking for the truth. Curiosity makes a person not want to sit idly by when he has something he wants to solve or achieve , he will always be motivated to find a way and think, that way the brain's abilities develop and expand. This is why high curiosity can stimulate a person's ability to think creatively.

Table 7.

Percentage of Practicing Curiosity Character Values in Each Study Program at FKIP, University of Bosowa

No	Study program	Actual Average Score	Max Score	%
1	PGSD	8.33	12	69.41%
2	PPKn	8.78	12	73.16%
3	Science Education	8,66	12	72.16%
4	Mathematics education	8.09	12	67.41%

5	English language education	7.85	12	65.41%
6	Indonesian Language Education	9,33	12	77.75%
	Average	10.50	1 2	70.88 %

Percentage of Practicing the Character Values of the Taste Dimension

Feeling is a dimension of character education related to emotion. The character values contained in this dimension are tolerance, friendship/communicative, respect for the work of others, love for the motherland and love for technology (Rezekiah, 2022). However, in this study there are three character values that we want to see, namely friendly character values, tolerance and love for the motherland.

In Table 8, the lowest percentage of practicing friendly character values is in the Science study program at 65.97% which is in the good category while the highest is the Indonesian Language Education Study Program at 83.33% which is in the very good category, while overall for all study programs, the average percentage for practicing friendly character is 70.96% which is in the good category, this means that friendly character is owned and practiced well by FKIP University Bosowa students in their daily lives, especially in treating other people equally without being selective, when working together in a group they have no problems communicating, think positively towards new people they meet, easily start conversations even with strangers when in a forum or activity. The value of friendly character is a person's openness to accept people around him to want to interact, get along, share, give, and have good relations so as to create a warm atmosphere between them. This character makes it easier for someone to relate to many people so that later the relationships that are established are expected to be mutually beneficial to one another .

Arwien's research (2021) reveals that the ability to recognize one's own emotions, the ability to manage emotions, the ability to motivate oneself, the ability to recognize other people's emotions and the ability to build relationships is quite good which is an indicator of emotional intelligence has a positive relationship to one's learning outcomes . Indicators of the ability to recognize other people's emotions and the ability to build good enough relationships can be categorized as part of friendly character. So that this friendly character can be said to have an influence on one's learning success.

Table 8.

Percentage of the Practice of Friendly Character Values in Each Study Program at FKIP, University of Bosowa

No.	Study program	Actual Average Score	Max Score	%
1	PGSD	11.05	16	69.06%
2	PPKn	10.92	16	68.30%
3	Science Education	10.55	16	65.97%
4	Mathematics education	10.81	16	67.61%
5	English language education	11.44	16	71.50%
6	Indonesian Language Education	13,33	16	83.33%
	Average	11.35	16	70 , 96 %

In Table 9, the lowest percentage of practicing the character values of tolerance is found in the Indonesian Language and Literature Education study program at 85.41% while the highest is the PGSD study program at 91.35%, the two study programs are in the very good category, while overall for all study programs , the average percentage for practicing the character of tolerance is 88.23% which is in the very good category, this means that the character of tolerance is practiced very well by FKIP University Bosowa students, especially respecting the opinions of others who are different from themselves, not forcing their will on others. other people, associating with anyone from various religious, ethnic or ethnic backgrounds.

The character value of tolerance is a person's openness to accept people around him to want to interact, get along, share, give, and have good relations so as to create a comfortable and warm atmosphere among them. This character makes it easier for a person to relate to many people so that later the relationships that are established are expected to have a positive impact on each other's lives .

Wirawan's research (2022) in his initial investigation showed that there were students studying individually and not wanting to collaborate with other students. This gives rise to competition between them, in which they do not care about each other . besides that there are also students who are lazy to take part in learning and have problematic characters and cause their low scores. From this investigation, it cannot be denied that the values of tolerance must exist in every person because it will greatly impact the learning process, especially when they have to interact to form a collaboration which is a skill needed in the current era of competition.

Table 9 .

Percentage of the Practice of Tolerance Character Values in Each Study Program at FKIP, University of Bosowa

No.	Study program	Actual Average Score	Max Score	%
1	PGSD	14.61	16	91.35%
2	PPKn	14.50	16	90.62%
3	Science Education	13.88	16	86.80%
4	Mathematics education	14.09	16	88.06%
5	English language education	13.94	16	87.13%
6	Indonesian Language Education	13.66	16	85.41%
	Average	14,11	16	88 , 23 %

In Table 10, the lowest percentage of practicing the character values of loving the motherland is found in the Mathematics Education Study Program at 81.81% while the highest is the Indonesian Language Education Study Program at 89.58%, the two study programs are in the very good category, while overall for all study program, the average percentage for practicing the character of loving the homeland is 85.24% which is also in the very good category, this means that the character of loving the country has been instilled very well by FKIP students at Bosowa University, especially proud and preferring to use products made in Indonesia compared to foreign products, it is not easy to spread hate speech or hoaxes and has high concern for others and the surrounding environment. The character of loving the motherland itself must be owned by all students because students as the nation's successors are a reflection of national identity so that Indonesia will not be easily eroded by cultural and technological developments. In fact, in the future, the Indonesian people will continue to have a strong identity as a large, harmonious and civilized nation. For this reason, the character of love for the motherland is important to instill and apply in everyday life

Table 10.

The Percentage of Practicing the Character Values of Love for the Motherland in Each Study Program at FKIP, University of Bosowa

No.	Study program	Actual Average Score	Max Score	%
1	PGSD	13.88	16	86.75%
2	PPKn	13.92	16	87.05%
3	Science Education	13,33	16	83.33%
4	Mathematics education	13.09	16	81.81%
5	English language education	13,26	16	82.90%
6	Indonesian Language Education	14,33	16	89.58%
	Average	13.63	16	85 , 24 %

Percentage of the Practice of Sports Dimension Character Values

Sport is a dimension of character education related to physical, physical, psychomotor activity which is usually often connected with the ability to manage emotions. The character values contained in this dimension are independent, tenacious, hard work, enthusiasm, tough. In this study, there are two character values that you want to see, namely the value of discipline and responsibility. Discipline is a character related to regularity and consistency that is carried out in an organized manner and is the result of habituation and this is not only related to activities that are made by oneself but also related to obedience and adherence to the rules that apply in society.

In Table 11, the lowest percentage of practicing disciplinary character values is found in the English Education Study Program at 71.32% while the highest is the Civics Study Program at 86.16% while overall for all study programs, the average percentage for disciplinary character is 79.42 % which is in the good category, this shows that FKIP students of Bosowa University have quite good discipline values, especially living scheduled and regular lives, always being on time, obedient and obeying every provision or rule that applies in the environment. How important is the character of this discipline to have, with discipline a person is able to play his own time so that his life can be more organized and directed. Regularity in life allows a person to manage his own time so that it can be used in a positive direction. Generally, disciplined people have targets and focus on what they want to achieve in their lives, they can plan and carry out their daily activities carefully.

Table 11.

Percentage of Discipline Character Values Practiced in Each Study Program at FKIP, Bosowa University

No.	Study program	Actual Average Score	Max Score	%
1	PGSD	12.75	16	79.71%
2	PPKn	13.78	16	86.16%
3	Science Education	12.77	16	79.86%
4	Mathematics education	12,18	16	76.13%
5	English language education	11.41	16	71.32%
6	Indonesian Language Education	13,33	16	83.33%
	Average	12.70	16	79 , 42 %

In Table 12, the lowest percentage of hard work character values is found in Mathematics Education study program at 80.30% while the highest is Indonesian Language Education study program at 94.44% while overall for all study programs, the average percentage for hard work character 85.19% which is in the very good category, this shows that the value of hard work is very well embedded in FKIP students at Bosowa University, especially when facing learning difficulties he is not easily discouraged, always eager to achieve the best results, easily gets back up when faced with failure.

Hard work is an effort that is carried out by encouraging performance above the limits of the average ability possessed because of the desired targets that can be achieved, both for oneself and for others. The character of hard work is always followed by high spirits, all the obstacles that exist are certainly not easy to ignite enthusiasm. In the present time we are faced with an uncertain flow of development, hard work is one of the characteristics that can help a person to be able to keep up with the changes that occur so that they can always be ready to face changing conditions. This hard work should be followed by smart work so as to produce more effective results so that the energy expended is more efficient.

Table 12.

Percentage of Hard Work Character Values Practiced in Each Study Program at FKIP, University of Bosowa

No.	Study program	Actual Average Score	Max Score	%
1	PGSD	10.25	12	85.42%
2	PPKn	10,28	12	85.71%
3	Science Education	10,22	12	85.18%
4	Mathematics education	9,63	12	80.30%
5	English language education	9,64	12	80.39%

6	Indonesian Language Education	11.33	12	94.44%
	Average	10,22	12	85 , 19 %

Conclusion

The results showed that for the dimension of carefulness, the percentage of practicing honest character values was 75.58% in the good category and 85.46% for responsibility was in the very good category. In the thinking dimension, the percentage of practicing creative character values is 78.25% in the good category and curiosity is 70.88% in the good category. In the dimension of taste, the percentage of practicing friendly character values is 70.96% in the good category , tolerance of 88.23% is in the very good category, love of the homeland is 85.24% in the very good category. In the sports dimension, the percentage of practicing disciplinary character values is 79.42 % in the good category , hard work of 85.19% is in the very good category. Meanwhile, in general, the practice of character values by FKIP Bosowa University students for all dimensions averaged 79.91% in the good category, this means that FKIP Bosowa University students have implemented and practiced character values well. While the percentage of practicing the lowest character value is the character value of curiosity, and the highest percentage of practicing the character value is the character value of tolerance.

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Development of a Microlearning Content Model for Software Engineering Courses: An R & D Approach

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ABSTRACT

Learning facilitated by internet networks, especially e-Learning, requires various strategies so that learning materials in the form of electronic content can be conveyed properly to students. One such strategy is to use microlearning. The essence of microlearning is solving learning topics in smaller units of material that support one learning ability (learning outcomes). This is intended to make the material easier to digest because it fits the memory capacity, the time is short, the material is easy to accommodate, it's easy to access using current communication applications such as cellphones, tablets, laptops and PC computers. The microlearning concept is the basis for developing a microlearning content design model for Software Engineering courses which will be used as teaching materials or content for e-Learning learning. Because it is still a new model, it is necessary to conduct an R&D research study. The R&D stage will use the ADDIE learning design model. The stages in ADDIE consist of 5 stages, namely Analysis, Design, Development, Implementation and Evaluation. These stages will be divided into 3 major stages, namely 1) Microlearning content modeling, 2) Microlearning content development and 3) Microlearning content implementation. This study aims to develop a microlearning content design model for software learning engineered using an R&D approach.

Keywords: microlearning, learning models, software engineered courses, approaches, R&D.

Introduction

The increasing use of the internet in educational environments has led to an increase in the use of e-learning in learning. According to data, the average increase in the use of e-learning is 7.9 million per year (Docebo, 2017). The increase in the use of e-learning has created a demand for the availability of adequate and high-quality digital content in large quantities.

The use of e-learning that has been running so far has experienced several obstacles, both classic constraints such as minimal infrastructure readiness and in terms of content presentation so that the effectiveness of learning decreases both in quality and quantity. Learning materials or e-learning content delivered so far generally have not achieved the desired results due to several things such as the duration of the content which is too long so that students cannot digest it in a short time and is prone to distraction from the surrounding environment during the learning process such as social media notifications and games (Sneeze, 2015). Besides that, there is still a lot of e-learning content that has not looked at quality aspects consistently (Leacock & Nesbit, 2007). Another aspect is that the e-learning content that is presented is generally not adapted to the characteristics of generation Z, namely quickly feeling bored, in a hurry and high mobility (Bersin, 2015; Greany, 2018) and does not consider the load aspect of the human brain's memory abilities or cognitive load theory (Clark & Mayer, 2016). To overcome these problems, it is proposed to form e-learning content in the form of microlearning.

Microlearning is bite-sized learning because it uses units or activities that are small, well-planned, and small in size (Hug, 2005), lasts a short time (Jomah, et al., 2017), is done independently, in packages or modules stand alone on demand (Shatto & Ruiz, 2018; Paul, 2016; Mayor & Calandrino, 2018), designed to match the limit capabilities of the human brain to avoid cognitive overload, so that microlearning provides results that are quite effective (Aitchanov, et al. ., 2013; Liu, et al., 2016; Wang, 2017; Zhamanov & Zhamapor, 2013).

In general, the purpose of learning is to improve the ability or capacity of students. Specifically in microlearning, these goals must be adapted to the ability of the human brain to absorb knowledge, the depth of the material and trying to avoid the emergence of boredom and boredom from students. The purpose of microlearning is to make the subject matter easy to convey, easy to understand and can be retained or remembered for a long time (Giurgiu, 2017; Sirwan Mohammed, et al., 2018), making students more focused during learning in the short term and not losing understanding due to boredom. because of a long time (Renard, 2017). The emphasis on aspects of learning objectives is in line with the theory that the ability of the human brain is generally easier to understand and remember material presented in a short time. To help avoid cognitive overload and saturation, complex material is broken down into the smallest pieces or units (Cortez, 2018). Another benefit of micro-learning from the teacher's point of view is the ease of preparing and reproducing material because it requires relatively shorter time than normal learning (Renard, 2017). In addition, in terms of cost efficiency, training costs with micro learning are relatively smaller than normal learning (Malamed, 2015). To realize the advantages of the nature of microlearning in learning, it needs to be realized in the form of a microlearning content design model. The hope is that this microlearning content design model can be used as a teacher's guide in preparing learning content to be used in e-learning.

Because it is still a new model, it is necessary to carry out an R & D research study. The next stage will use the ADDIE model, which consists of 5 stages (Branch, 2009), namely 1) Analysis, this stage is a process of defining what participants will learn learning 2) Design, this stage is to realize the results of the analysis in the form of a design (blueprint) 3) Development, this stage is the process of realizing the blue-print into reality, namely the product; 4) Implementation, this stage is a concrete step to implement the learning system that is being created and 5) Evaluation, this stage is a process to see whether the learning system that is being built is successful, according to initial expectations or not. The five stages are further divided into 3 major stages, namely 1) Modeling microlearning content, 2) Development of microlearning content and 3) Application of microlearning content.

This article focuses on discussing the stages and activities for developing microlearning content which are divided into 3 major stages, namely 1) Modeling microlearning content, 2) Development of microlearning content and 3) Application of microlearning content.

Method

The development of R&D-based microlearning content is realized using the ADDIE approach which consists of 5 stages as shown in Figure 1.1

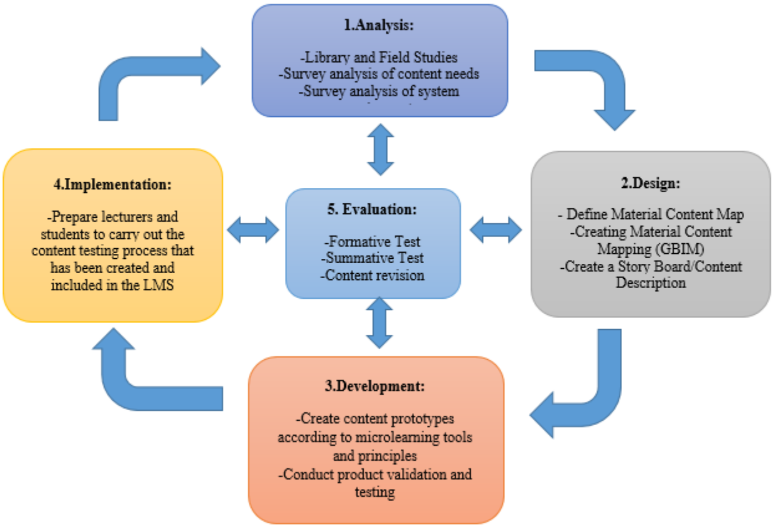

Figure 1.1. Schematic of the ADDIE development procedure for the microlearning content design model

The five stages of ADDIE are divided into 3 major stages, namely 1) Modeling microlearning content, consisting of the Analysis & Design stage, 2) Development of microlearning content, containing the Development stage and 3) Application of microlearning content, containing the Implementation & Evaluation stage.

Results and Discussion

The microlearning design model is arranged according to the ADDIE model learning design. By using the ADDIE model, it is expected that microlearning content designs can be optimally arranged and then applied in Software Engineering courses.

Table 1.1.

The stages of microlearning content design

Content design stage	Example Activity	Example Output
Microlearning Content Modeling Stage		
Analysis: is the stage of defining what/content to be learned	Library & Field Studies Content Needs Analysis System requirements analysis	Results of identification of microlearning content standards Student Profiles Content/Task/Tools/System identification list
Design: is the stage of realizing the specifications of what will be studied	Designing a Content Map Designing Media Content Outlines (GBIM) Write storyboards Designing a content delivery strategy Designing a formative test	Content Map GBIM Storyboards Content delivery strategy Test items
Microlearning Content Development Stage		
Development: This is the stage of creating and producing content/teaching materials	Preparation of content technical guidelines (specifications) Developing microlearning content Production and validation of microlearning	Content technical guidelines(specifications) Prototype Feedback from validators

	content (prototype)	
Microlearning Content Implementation Stage		
Implementation: The process of installing microlearning content in real-world contexts.	Install content on the Learning Management System (LMS) Conduct trials on students/lecturers	Feedback from students/lecturers
Evaluation: Process to measure the success rate of the project	Doing tests / Giving questionnaires Make revisions	Test result report Recommendation Prototype improvements

In detail, the stages of developing this microlearning content design model are:

a) Microlearning Content Modeling Stage

This stage consists of the Analysis & Design stage which includes the following activities:

1) Literature and Field Studies. The literature study aims to examine concepts and theories related to the content development model that will be created, including learning theory, multimedia cognitive theory, e-learning concepts, microlearning theories and the concept of developing learning models. While field studies or surveys aim to obtain an overview of the characteristics of students, readiness to use technology, software and content needs analysis surveys;
2) Analysis of software requirements and content. This stage contains the selection of software or supporting technology needed in development. Furthermore, the

selection of content or learning materials according to the Syllabus/SAP/GBPP;

3) Content Map Design. The material that has been selected based on the Syllabus/SAP/GBPP is then made in the form of a content map. This map is useful for seeing the big picture of the content to be developed, the order of priority of the material and seeing material that may overlap and so on;
4) Design Outlines of Media Content (GBIM), which is the process of mapping material content into outlines of media content (GBIM);
5) Storyboard design. From each competency in GBIM, a review of the characteristics of the content is carried out to be forwarded to the process of designing storyboards or storylines that will be included in multimedia/video content.
6) Content delivery strategy design. The content delivery strategy will refer to the established microlearning concept;
7) Formative test design according to Microlearning principles. The formative test design refers to the model testing indicators outlined in the instrument.

b) Microlearning Content Development Stage.

This stage consists of the Development stage which includes the following activities:

1) Develop guidelines for Microlearning technical requirements. These technical requirements are arranged based on the characteristics of microlearning;
2) Make product prototypes of microlearning models. The prototype made is in the form of learning content in the form of a video which is made based on the technical requirements and storyboard designs that have been made;
3) Creating learning support tools (SAP, Microlearning-based Content Design Guidebooks, Microlearning-based Learning Guidebooks).

c) Stage of Application of Microlearning Content.

This stage consists of the implementation and evaluation stages, the point of which is to try out the product on educators/participants and carry out evaluations.

The activities carried out are:

1) Expert validation. Expert validation is carried out to obtain suggestions and input from experts to serve as a basis for improving the microlearning content model created. The experts involved are material experts, media experts and learning design experts;
2) Revision I. Revision I is a revision made to the model based on input from validators;
3) Limited trial. Limited trials are tests carried out by 1 colleague (lecturer) and 3 students. Selected students come from categories with varying abilities (good, moderate, and poor);
4) Revision II. Revision II was carried out on products based on suggestions from the results of the limited trial phase;
5) Extended trial. The expanded trial was a model trial that was applied to 30 students. In this trial, it begins with a pre-test then continues with learning using microlearning-based content and ends with a post-test. The results of the pre-test and post-test were then analyzed statistically using the T-test. These results are used to test the effectiveness of the model created;
6) Revision III. Revision III is carried out on microlearning products or content based on suggestions from the results of expanded trials;
7) Final product. The final product is a model and model support tools that have been perfected through revision III.

Conclusion

The development of R&D-based microlearning content is realized using the ADDIE approach which consists of 5 stages consisting of Analysis, Design, Development, Implementation &

Evaluation. The five stages are divided into 3 major stages, namely: 1) the microlearning content modeling stage; 2) microlearning content development stage; and 3) the stage of implementing micro-learning content.

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Development of an Arduino Based Clothes Folding Tool Using the Android Control System

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ABSTRACT

Clothing is a textile material used by humans to protect the body from the heat of the sun, protect and cover the limbs both at work and at rest. Folding clothes with several types of clothing requires a lot of time, so it's a job, especially for housewives and the laundry business. This phenomenon gave birth to a technological innovation, namely designing and developing a clothes folding device using the Arduino Microcontroller. The aim of this research is to facilitate folding work by placing objects on a folding board and controlling it using the Blink application via Android. The method uses R&D (Research and Development) with experimental testing to get good and neat folding results. The results of the research include testing folding boards, push buttons, servo motors and testing the blink application via Android. The results of the overall test of the tool are that servo motor 1 folds the left side, servo 2 folds the right side and servo 3 folds from the bottom. Folding using a tool with three types of clothing obtained a duration of 32.28 seconds, while folding manually with a duration of 86.32 seconds.

Keywords: Folding, Clothing, Arduino, Servo motors, R&D, Android

Introduction

The role of technology in the needs of society in completing work is increasingly needed. Human life requires technological devices that help in getting work done quickly. Housewives' work when they are at home includes folding clothes. Laundry, is a business that is occupied by certain people, currently it is in great demand by the community because the work of washing and tidying clothes is a daily job that must be completed by everyone and is very time-consuming because housewives and office workers are busy every day with various kinds of jobs.

These laundry business actors certainly think about the strategies they will use to increase productivity and customer satisfaction, such as good service and choosing the right technology to support their business moving forward.

Part of a housewife's job is to wash and fold clothes neatly, but it can be used in a laundry business that requires extra time and effort, namely the process of folding clothes. This process requires a lot of time if the work is done manually, so you need to think about a solution so that this process can reduce the time used while still producing neat folds.

The process of folding clothes is an important routine work, especially for housewives and the laundry business, because one measure of consumer satisfaction is the neatness of the clothes when they are handed over to the owner. With the existence of a clothes folding device built using Android-based Arduino Uno microcontroller technology, it can be a solution for housewives or those who have a laundry business or the community to help work quickly in the process of folding clothes automatically. (Amirah & Salman, 2021)

This tool can help fold clothes neatly and quickly, by using three servo motors to move the clothes folding section. In this tool there is a push button to start the process of folding clothes. Arduino is used as a microcontroller for synchronizing all components. This tool uses a two-position control system or an on-off control system. The way this tool works is the clothes are placed on the folding board, then the user presses the button, then the process will start. The first process is servo motor 1 moving the folding board 1 (left side), then followed by servo motor 2 folding the right side then servo 3 folding from the bottom. After the folding process has been completed, the servo returns to its initial state.

Method

Analysis Method

The research method used in making this tool is the Research and Development (R&D) method. The R&D method is a research method developed to produce certain products, and test the effectiveness and practicality of using a clothes folding device.

Tools and Materials

Tools and Hardware (Hardward) used are laptops, smartphones, Esp8266, Servo Motors, Led lights, toggle buttons, print circuit boards, jumper cables, USB cables and folding boards. The materials or software used to support the design are Microsoft Office, Arduino IDE, Proteus 8 Profesional, Corel draw, Adobe Photoshop and Blynk. Besides that, other supporting tools are soldering iron, cutter knife, cutting pliers, screwdriver, hammer, grinder, plywood, and 3D printer.

Tool Mechanical Design

The mechanical design of the automatic clothes folding device below has an energy source from electricity, where it works, namely when the On/Off button is active, the power supply will regulate the flow of electric voltage on each device, then the Arduino functions to control the movement of the servo motor according to the command on smartphone, then the servo motor works as a driving force for the folding device in the process of folding clothes. The mechanical design of the clothes folding device is as shown in the following figure;

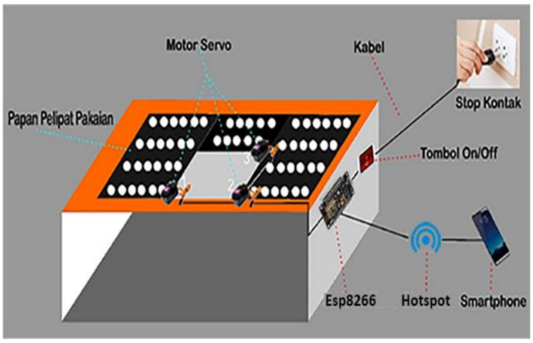

Figure 1. The mechanical design of the tool

Based on the drawings on the mechanical design of the tool above, several components are integrated with each other to ensure the tool can work and be used according to its function. Each of these components are; push button, on/off button, servo motors 1, 2 and servo 3, ESP8266 and folding board. Another device that must be connected as an external device is an Android with an internet connection via hotspot.

Work Procedures

This research begins by carrying out the necessary design to realize the design in the form of a built model. The design consists of two important parts, namely hardware and software design. Each part has work functions and needs that mutually support each other to realize the complete design according to the planned design. The design of an Arduino-based clothes folding device using the Android control system, ESP8266 is used in hardware and software so that the system can work according to its needs and functions.

The hardware is divided into several parts of other supporting components, while the software uses Blynk on Android as a control or gives orders to the folding device.

***Research* Flowchart**

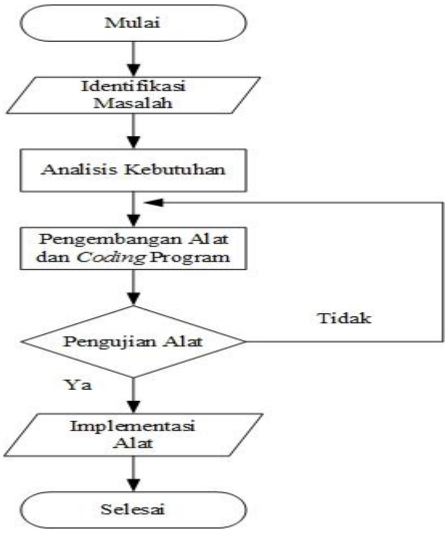

Figure 2. *Research* Flowchart

Design Flowcharts

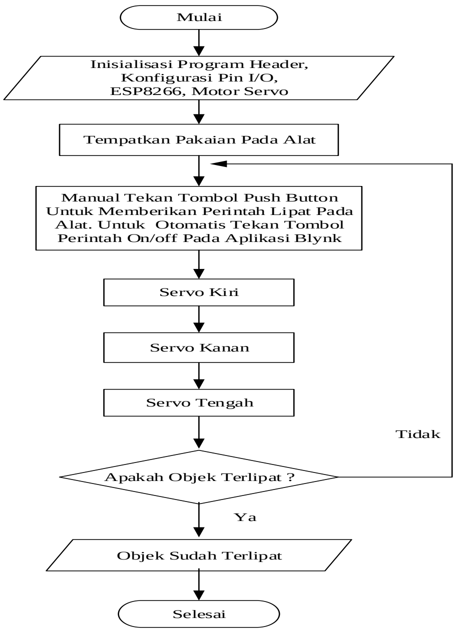

Figure 3. Design Flowchart

Block Diagrams

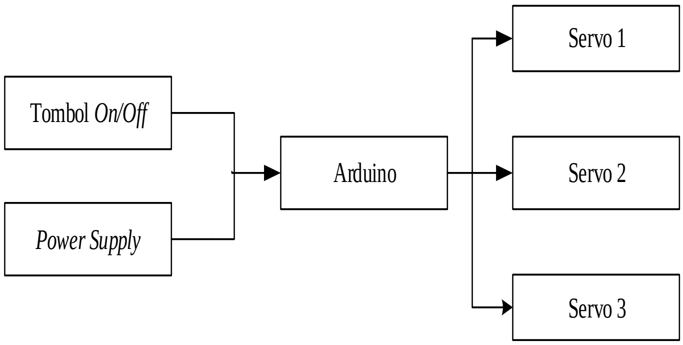

Figure 4. Folding Tool Design

The image above shows a block diagram where the inputs and outputs are controlled by Arduino. In this system there are several devices that work according to their functions as shown below.

1. Arduino

Arduino is used to control the input and output of the system. This system uses an Arduino which is of the Esp8266 type because the input and output are sufficient on the pins provided.

2. On/Off button

The on/off button is used to connect and disconnect the electric current and power in total.

3. Power Supply

The power supply is used to convert 220V AC (Alternating Current) voltage into 5V DC (Direct Current) voltage. In other words, the power supply is used to convert the voltage from the socket into the voltage required by Arduino.

4. Servo Motors

Servo motors are used for the process of folding clothes where there are 3 servos that are used to combine for the process of folding clothes.

Results and Discussion

Tool Design Results

The material used in making the table as the basis for the clothes folding tool is 13 mm plywood which is made into a square measuring 76 cm x 79 cm, with a height of 1.5 cm, then the folding board is made of 5 mm plastic and consists of two equal sides, namely the left side and the right which measures 56 cm x 22 cm then the fold of the bottom position is in the middle of the bottom side measuring 27 cm x 22 cm.

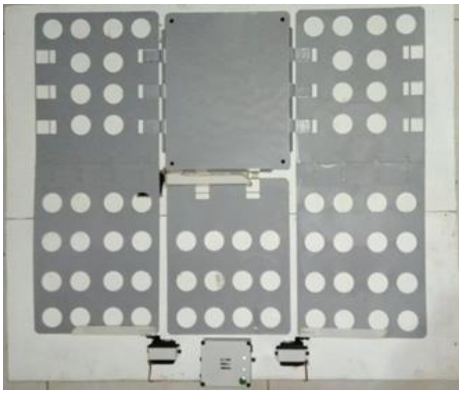

Figure 5. Folding Tool Design

This clothes folding tool is made of plywood which is formed into a table measuring 76 cm x 79 cm square with a height of 1.5 cm. The folded board on the left side is the same size as the right side, which is 56 cm long and 22 cm wide. The folded board in the middle is 27 cm long and 22 cm wide. The folding board is shaped like a door that has hinges and is then connected to a servo motor as the driving force so that the folding can move up to an angle of 180 degrees.

PCB Design

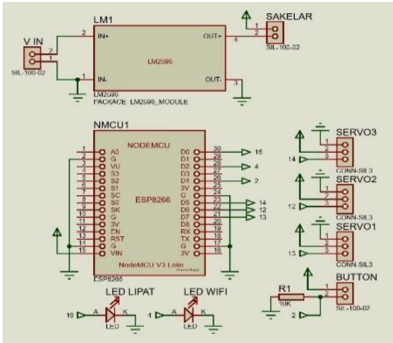

Figure 6. Tool PCB schematic

Source: https://www.anakkendali.com/download-desain-pcb-arduino-dan-nodemcu-proteus-8/

The LED lights used in this design are 2 red and blue 5mm LED lights, for the red LED attached to pin 4 of the ESP8266 as an indicator that the hotspot on the headphones is connected, so the command button on blynk can be executed. The blue LED as an indicator of the ongoing folding process is attached to pin 16 of ESP8266.

In this servo design, 3 servos are used, namely the MG 995 type, its function is as a driver with a 5 volt supply voltage. The left, right, and up servos are connected sequentially on pins 14, 12, 13 of ESP8266.

In designing this push button using a push button which immediately confirms to actuate the sorvo, the push button is connected to pin 2 of ESP8266.

The input voltage uses a 12 volt DC adapter, reduced by the LM2596 regulator to 5 volts to supply the microcontroller and servo motor.

Push Button Testing

Push button testing is carried out to find out if the buttons that have been configured are connected properly and can be enabled according to the buttons that have been set.

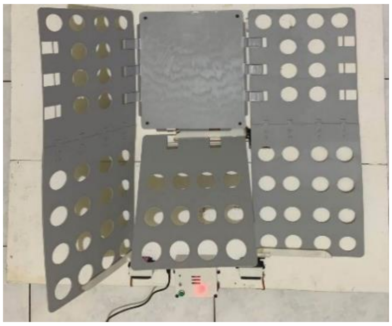

Figure 7. Testing the Push Button on the tool

The picture above has 2 buttons, the On/Off button in the box functions to provide current as a voltage and disconnects the incoming power, the Push Button button is located above the Box with an LED indicator which functions to carry out the folding process after pressing the green button once simultaneously. The tool automatically folds left, right and down until the folds are ready to be taken and other types of clothing are ready to be folded.

Servo Motor Testing

Servo motor testing was carried out with the aim of seeing the performance of the servo in moving the folding tool. In this test the left side servo motor moves 0° to 180° to the right and returns to normal (0°), then the right side servo moves 0° to 180° to the left then returns to normal (0°), while the servo is in the middle of moving 0° to 180° up then back to normal.

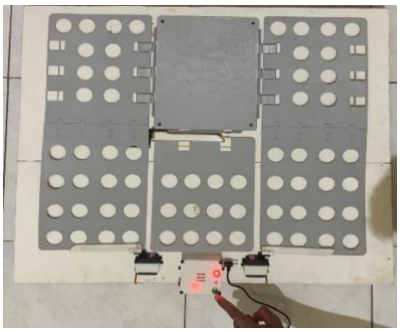

Figure 8. Servo Motor Testing

Table 1. Servo Motor Testing on Folds Without Clothes

Servo motors	Servo drive duration	Delays between servos
1	1.12 second	0.88 second
2	1.12 second	0.79 second
3	1.07 second	-

Based on the test table above, the results obtained from the first servo motor, namely the left side folding board moves with a time of 1.12 seconds then a delay of 0.88 seconds continues to the second servo folding in a folding time of 1.12 seconds then the delay returns 0.79 seconds, then the third servo folds with time of 1.07 seconds. The time difference between servo 1, 2 and 3 in the measurement test table is done manually using a stopwatch.

Testing ESP8266 with Android Applications

Testing the tool with the ESP8266 is to ensure the Arduino Android connection uses blynk, which is a platform for Mobile OS applications that aim to control the Arduino module, Esp8266.

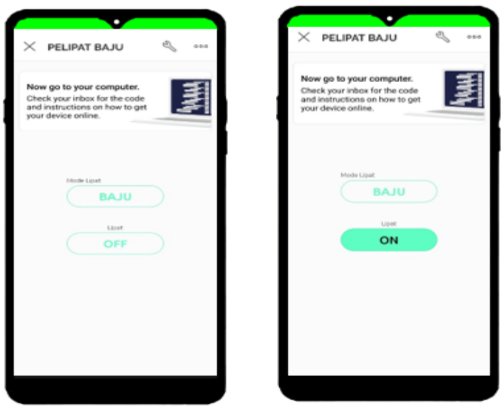

Figure 9. Blynk display on Android

Coding Programs

```
#include <Servo.h>
#include <ESP8266WiFi.h>
```

```
} else {
  digitalWrite(ledWifi, HIGH);
```

```
#include <BlynkSimpleEsp8266.h>
#define BLYNK_PRINT Serial
char auth[] =
"RqCpg8Umsl7XVko6NFoCEcFS55zIxigA";
char ssid[] = "pelipat baju";
char pass[] = "123456789";

Servo servoKiri, servoKanan, servoAtas;
const int button = 2;
int lipatBaju = 0;
int celana = 0;
int stat;
int statCelana;
const int ledWifi = 4;
const int ledLipat = 16;

BLYNK_WRITE(V0)
{
 stat = param.asInt();
}

BLYNK_WRITE(V1)
{
 statCelana = param.asInt();
}
void setup() {
 Serial.begin(9600);
 servoKiri.attach(14);
 servoKanan.attach(12);
 servoAtas.attach(13);
 pinMode(button, INPUT_PULLUP);
 pinMode(ledWifi, OUTPUT);
 pinMode(ledLipat, OUTPUT);
 servoKiri.write(0);
 servoKanan.write(180);
 servoAtas.write(180);

 WiFi.begin(ssid, pass);

 while (WiFi.status() != WL_CONNECTED)
 {

  Serial.print(".");
  delay(100);
 }
  Blynk.run();
  Serial.println("online " + String(stat));
  int butstat = digitalRead(button);
  if (statCelana == 1) { // LIPAT
CELANA
   if (butstat == 0 || stat == 1) {
    celana = 1;
   }

 } else {
   if (butstat == 0 || stat == 1) {
    lipatBaju = 1;
   }
  }

  if (lipatBaju == 1) {
   lipat();
  }

  if (celana == 1) {
   lipatCelana();
  }
 }


}

void lipat() {
 Serial.println("Baju");
 delay(1000);
 digitalWrite(ledLipat, HIGH);
 servoKiri.write(180);
 delay(1000);
 servoKiri.write(0);
 delay(1000);
 servoKanan.write(0);
 delay(1000);
 servoKanan.write(180);
 delay(1000);
 servoAtas.write(0);
 delay(1000);
 servoAtas.write(180);
 delay(1000);
 digitalWrite(ledLipat, LOW);
 lipatBaju = 0;
}
```

```
  Blynk.begin(auth, ssid, pass, "blynk.cloud", 8080);
  Serial.println("connect");
}

void loop() {

  if (WiFi.status() != WL_CONNECTED) {
    digitalWrite(ledWifi, LOW);
    int butstat = digitalRead(button);
    if (butstat == 0) {
      lipatBaju = 1;
    }
    if (lipatBaju == 1) {
      lipat();
    }
```

```
void lipatCelana() {
  Serial.println("celana");
  delay(1000);
  digitalWrite(ledLipat, HIGH);
  servoKiri.write(180);
  delay(1000);
  servoKiri.write(0);
  delay(1000);
  servoAtas.write(0);
  delay(1000);
  servoAtas.write(180);
  delay(1000);
  digitalWrite(ledLipat, LOW);
  celana = 0;
}
```

Tool Testing

This tool test is intended to find out and produce neat folds in accordance with the design of the tool. Testing as shown below places a standard size shirt (t-shirt) with short sleeves.

1. The fold object's original position

Figure 10. The position of the clothes on the folding device

The folded clothes are placed on a folding device, which is parallel to the folding board so that the folds are tidy, and the LED light indication is dim blue to indicate that the clothes have been folded in half.

2. Fold the left side of the clothing tool

The folding stage below is the left side folding that moves towards the right so that the left side of the clothes will be folded in half from the body of the clothes, then the folding board returns to its original position with a folding duration of 1.29 seconds.

Figure 11: Clothing fold on the left side

3. Right side seam on Clothing

The folding part of the tool on the right side of the mechanical process is the same as on the left side, the difference is only in the opposite direction of folding the board, namely from right to left with the same folding duration of 1.29 seconds. The way the folding works is as shown in the following image.

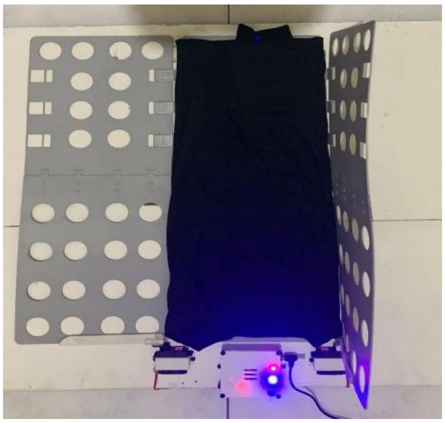

Figure 12. Right Side Folds on Clothing

4. Bottom side folds on Clothing

In the bottom fold, this is the last step after the left and right folds, the fold moves forward to the middle fold with a neat fold with a duration of 1.12 seconds.

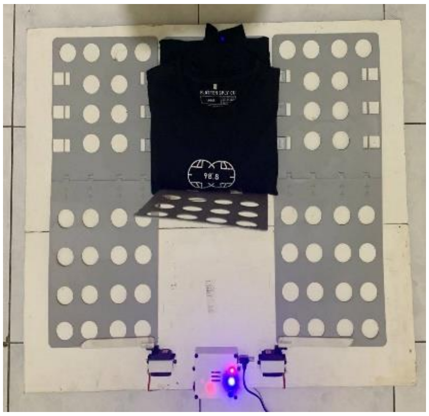

Figure 13. Bottom side fold

5. Folds of clothes 3 sizes (L, M and S)

Based on the results of tests that have been carried out previously from three sides with clothing objects of different sizes, the result is that the clothes are folded properly and neatly, the duration of time for the first fold on the left side takes 1.29 seconds, and the second fold takes 1.29 seconds seconds then finally on the bottom third fold with a time of 1.12 seconds. So that the overall duration of the fold with the other time is 4.6 seconds. During the folding process the LED light will light up until the folding process stops then the LED light will dim.

Figure 14. The results of 3 folds in sizes L, M & S

The results of the folds with folding tools of three different sizes each in black, white and green look neat. Other folding objects that have been tested are the sarong and the shorts with the same working principles except that the sarong has to be folded in half according to the size of the folding board.

Table 2.

Testing the duration of folding time between folding equipment and manual folding of clothes.

Clothing Type	The duration of folding clothes using tools	The duration of folding clothes without using tools	Tool folds
Long T-shirt (L)	4,06 second	11.20 second	Neat
Short T-shirt (M)	4,04 second	11,10 second	Neat
Short T-shirt (S)	4,01 second	11,09 second	Neat
Sarong	5,87 second	12,34 second	Not neat
Short Cloth Pants	2,19 second	7,25 second	Neat
Short Shirts (L)	4,05 second	11,15 second	Neat
Long Koko Shirt (S)	4,02 second	11,08 second	Neat

Short Jersey Shirt (L)	4,04 second	11,11 second	Neat
Total	32,28 second	86,32 second	-

The table for comparing the duration of the folding device and manual folding using clothes in the form of sarongs, shorts, shirts, koko shirts, jersey shirts and three T-shirts with different sizes. The table above shows that there are 6 types of clothing that can be folded using two different methods, namely manual folding and folding using a folding device, with the calculation of the duration above using a stopwatch. The data from the table can be seen that the overall duration using the tool is more efficient and faster with a total time of 32.28 seconds compared to manual folding with a total duration of 86.32 seconds. While the neatness of the clothes from the test results using a folding tool for clothes and pants the folds are neat, but the folded object, especially the type of sarong, is not neat because the tool designed is still static with standard sizes where the size of the sarong is longer than the designed folding board.

Conclusion

Based on the tests that have been carried out, the conclusions are as follows:

The manufacture or design of an Arduino-based clothes folding device with an Android control system can fold clothes in three modes, a clothes mode with three folded sides, namely the left, right and bottom sides. The trouser mode has two side folds, namely the left and bottom sides, while the sarong mode uses the same folds as the shirt, namely the left, right and bottom sides, but before the folding process is carried out, the sarong is folded in half by manually adjusting the size of the folding board. Testing this folding tool is in accordance with the design, where the duration of folding clothes using a folding device is faster than manual folding, the total time used from the folding tool is 32.28 seconds and manual folding is 86.32 seconds.

Acknowledgement

We thank the Head of the Computer Laboratory of the Faculty of Engineering, Islamic University of Makassar who has provided the opportunity to design tools and support implementation so that research is carried out and can be completed according to the planned target and time. As long as the design of the design tool runs smoothly even though there are obstacles due to the very limited designation of the equipment.

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Higher Order Thinking Skills (HOTS) Questions on Students' Writing Skill at SMA Negeri 18 Makassar

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ABSTRACT

The objective of this research was to know the effect of higher order thinking skills (HOTS) questions on students' writing skill at SMA Negeri 18 Makassar. This research focused on pre-experimental research with one group pre-test and post-test. The population of this research was class XI at SMA Negeri 18 Makassar in the academic year 2021/2022. Purposive sampling technique was used to take one class as the research sample, totaling 30 students. The data was obtained from writing test. After analyzing data, the average score of students during the pre-test and post-test evidenced it. It used inferential analysis of the t-test. The mean score of the students in the pre-test was 52.32 and the post-test was 82.03. These data indicated that there is a significant difference between the pre-test and post-test. Based on the data from the analysis, it can be concluded that higher-order thinking skills (HOTS) questions can affect to students' writing skill at SMA Negeri 18 Makassar.

Key words: effect, higher order thinking skills (HOTS) questions, students' writing skill

Introduction

The students should master four skills namely speaking, listening, reading and writing in learning English language. The researcher only focuses to research about students' ability in writing skill because writing is considered as the most difficult skill of English.

According to Masito & Suprijadi (2015) in Hastuti (2020), writing skill isthe most challenging and complex language skills because they require broad perception and extensive thought processes. Writing skills require processes and exercises that are carried out regularly and continuously.

Harmer (2004:31) states that –writing is a process of sharing information, message, and ideas. It is means that in writing, one expresses ideas, opinion, feeling, or experience that somebody read or heard into the written form to develop the writing skill of each student. Furthermore, Silalahi (2017:178) mentions that writing is one of skill in English that refers with transferring ideas in written form. Writing is one of English basic skills that has important role. In writing, the teacher needs the concept to start writing. Writing is viewed as communicative thing. It is also supporting other skills.

Westwood (2008) states that writing is the most difficult because the development of writing requires the effective coordination that is cognitive, linguistic, and Psychomotor processes**.** Writing expression is a difficult skill for the students. It is true that the students in senior high school still have difficulties in writing since they lack vocabulary, spelling, and grammar.

According to Saragih, Silalahi, and Pardede (2014:56), Writing is difficult for the students because they lack vocabulary, spelling, and grammar. When they attend an English class, they may have negative perspective. It is due to the fact that in learning English, the learners must learn all of the aspects in English tenses. Learning all the aspects in English tends, to make the students confused and they would be found some difficulties in implementing English grammar in writing context.

Writing have five elements of good writing, they are; purpose, audience clarity, unity, and coherence.

In Senior High School, the students are introduced to several English texts, such as descriptive text, recount text, narrative text, and so on. The basic competencies that must be realized that at least students have the ability to develop and produce simple functional texts written them and especially descriptive text. In the context of this research, the researcher will only focus on descriptive text.

Descriptive text is one of the functional textswhich is difficult enough to be learned by the students. It is a text that describes the features of someone, something, or a certain place. Descriptive text consists of identification and description. Identification is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text. In writing the descriptive text, there are some of students often find some difficulties. The students usually feel difficult to organize their ideas and also the students have low motivation because there is no media that can help them to organize their ideas. The others difficulties in writing descriptive text there are; composing sentence, grammatical in structural sentence, spelling, deleting words, and editing sentences. Therefore, many students made some mistakes and faced difficulties to build and developed their imagination.

Based on the pre-research experience that was conducted that students of Senior High School of SMA 18 Makassar were not interested in writing descriptive text because it seemed difficult for them. They did not knowhow to write correctly, especially in choosing a word or vocabulary to put in the sentence. The others difficulties in writing descriptive text there are; composing sentence, grammatical in structural sentence, spelling, deleting words, and editing sentences.

One of the ways to solve those problems to build ideas and develop students' imagination in writing descriptive text is applying high order thinking skill (HOTS) question. The Higher Order Thinking Skill (HOTS) learning strategy is seen as a good method for sharpening the ability of students to write while honing their thinking skills. Higher Order Thinking Skill learning is one of the learning strategies in the form of action plans including the use of methods and utilization of various resources

/ strengths within learning. This learning strategy has a set of learning steps that are directed to improve the process and student learning outcomes.

Some of the primary principles relevant to higher-order thinking processes are primarily based on three assumptions of thinking and learning. First, the quality of thinking cannot be hindered from the exceptional learning activities; they involve theinterrelation of diverse additives and levels. Second, in real life students will learn about the subject matter through experiences in the community and school. Regardless of the principle concludes, the concepts and vocabulary they found out inside the preceding year will help them learn higher-order thinking skills andnew content material in the future. Third, higher-order thinking involves various thought processes that are applied to a variety of situations with their respective complexities. The success of higher-order thinking depends on the individual ability to apply, rearrange and hone understanding in the context of thinking situations.

According to Ganapathy & Kaur, HOTS is considered as the important skills to make innovative and creative individuals. In the learning process, students not only focus on remembering, understanding and applying but they have to have the abilities like analyzing, evaluating and creating ideas. It can help them to think creatively and critically like when they're answering the question. Higher order thinking questions help students learn to understand, apply, analyze, evaluate, and create information rather than simply recalling it.

In English language teaching, higher-order thinking skills aid the students to more easily learn English language particularly in writing skill. It is in line with Collins' (1991) argumentation saying that the integration of critical thinking in language learning will develop students' writing skill (Setyarini et al., 2018).

Moreover, writing skill is very valuable in terms of communication. Communication between people is very complicated that is where writing skill take role. Writing skill influence students to produce and convey information and ideas well. Combining writing skill and higher-order thinking skills then will help the students on deliveringthe students' idea more easily in written form.

Therefore, by applying this HOTS questions, hopefully this media can solve students' difficulties in writing, caused by their lack of mastery of grammar and vocabulary, build ideas and develop their imagination. That's a good influence on their writing. Based on the statement above, the researchers are interested in conducting research The Effect of Higher Order Thinking Skills (HOTS) On Students' Writing Skill At S MA Negeri 18 Makassar.

Review of Related Review

A. WRITING

a. Definition of Writing

Writing is one of language skills besides speaking, listening, and reading that can be the way of people to explore and to communicate to each other with express their feeling and their thinking. It is a process of planning, drafting, revising and editing. a productive skill. It is a continuous process of thinking, organizing, rethinking, and reorganizing. The mastery of vocabulary, spelling, grammar, punctuation, appropriate content, word selection appropriate to the audience, topic and occasion, are required in writing.

According to Pardede (2014:57) writing is one of the language skills which is important in our life. Moreover, Knapp and Watkins (2005:82), writing is itself a relatively disciplined activity and while discussion and working with peers is important, so are the times to individually reflect on work and independently complete a task‖. Writing is a good support for the other three skills. As the basic level, writing is an act of committing words or ideas to some medium.

Writing is one of English basic skills that has important role. Harmer (2004:31) statesthat writing is a process of sharing information, message, and ideas. It is means that in writing, one expresses ideas, opinion, feeling, or experience that somebody read or heard into the written form to develop the writing skill of each students. In writing, the teacher needs the concept to start writing. Writing is viewed as communicative thing. Kirby and Crovitz (2013:6) state that writing is an act of creation, which makes writing instruction uniquely different from many other kinds of teaching. In writing, teachers impart to the students a body of knowledge, but they also teach habits of mind, choices for self-expression, strategic thinking, and self-awareness. When they do this entire well, their students are able to assess new situations and call upon their skills to literally create something new that fully meets expectations.

The writing process is important for students to learn writing skills because the writing process is a tool used to enable students to express their feelings, thoughts, and knowledge efficiently. The more students learn how to use this process efficiently, the more they can express themselves efficiently, and become good writers who understand the rules of writing. The writing process is important to students to learn writing skills because it is a tool used to enable students to express their feelings, thoughts, and knowledge efficiently. The more students learn how to use this process efficiently, the more they can express themselves efficiently, and become good writers who understand the rules of writing.

From the definition of some of the experts above, the researcher can conclude thatwriting is the process of thinking and creating some ideas in sequences of orders, such as: words, sentences, paragraph, and text. The sequences maybe very short-perhaps only two or three sentences but because of the way the sentences have been put in order and linked together, they form a coherent whole. Then it will be form a text.

b. Writing skill

Writing skill is very useful to communicate our ideas into a written text so the readers will understand and know the aim of our written. Writing skill is complex and difficult to teach since in this case writing does not only mean putting down graphic form on a piece of paper. The researchers state that writing skill is the ability to write information and ideas, which has some ways to make it successful. Those ways are pre-writing as the moment to generate the idea, planning as the moment to prepare the information, drafting as the moment to produce words, pausing as the moment of writer to take a little of break, reading as the moment during pausing of writer to read his/her written and to compare it to writer's plan, revising as the moment to make a chance, editing as the moment to focus on sentence level concern, and publishing as the moment to share the written that has finished. According to Harmer (Harmer, 2007:33), Writing skills are specifics abilities that help writers put their thoughts into words in a meaningful form and to mentally interact with the message. There are some different definitions of writing explained by some different linguists. Writing is an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking.

c. The Important of Writing

As Walsh (2010) says: Writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with teachers, professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, text, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of high school, a college student or successful graduate.

Writing is essential. It brings about a lot of advantages (Chappell, 2011) says that what is the importance of writing? since it helps to: express one's personality; foster communication; develop thinking skills; make logical and persuasive arguments; give a person a chance to later reflect on his/her ideas and re-evaluate them; provide and receive feedback; and prepare for school and employment.

d. The Components of Writing

Writing is not only drawing some words on a piece of paper and formulating letter together. Writing is about meaning. If you just write letter and it does not have meaning it is not classified as writing. Writing needs some components to make it as a good writing and has meaning (Carrolines, R : 2014). Writing has five components, they are:

1. Organization

   It contains reasonable sentences that support the topic of the writing. Organization is needed to understand the meaning of text. If the idea and sentences are well organized. The reader can understand it.

2. Content

   Content refers to the sentences that flow easily and is not too hard to understand. Reasonable sentences or ideas that are arranged into a good story refer to meant by the content. The content also includes the idea of the writer. It means that what writer is going to convey ideas to the reader.

3. Grammar

   Grammar is connecting with how the words are arranged into good sentences. Good means correct in the tenses and has meaning. Some students got the problem in grammar. This happen because of some of them is still confused what verbs that should be used inthe sentence. They cannot differentiate between the verbs that should be applied according to the times.

4. Punctuation

   Punctuation or spellings are important in writing. It is needed to make their writing sounds reasonable to be read. We need to put capital letter, commas, and point in our writing. We should pay attention dealing with punctuation or spelling. This ability needs careful practice.

5. Style

   Style deals with the precise vocabulary usage and the use of parallel structure. Vocabulary takes important role in

English. Vocabulary is the basic thing that should be owned by the students. Without that, they cannot do many kinds of English tasks. The lack of vocabulary means the failure in the communication. So in writing, students must have enough vocabulary to make it succeed.

As Walsh (2010) says: Writing has a unique position in language teaching since Writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to com- municate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a col- lege student or successful graduate.

B. Higher Order Thinking Skill

a. Definition of Higher Order Thinking

Higher-order thinking skills (HOTS) are thinking skills that apply processing in remembering, restating, or referring to something. Higher-order thinking skills include the ability to solve problems, critical thinking skills and creativity, and the ability to argue, and the ability to make decisions on a matter. The term higher-order thinking skills were first introduced by Benjamin S. Bloom et al. through a book entitled Taxonomy of Educational Objectives: The Classification of Educational Goals in 1956.

Therefore, higher-order thinking skills is integrated in all school subjects including English language. Benjamin Bloom has published his theory, Bloom's Taxonomy, about human thinking skills from the lower stage to the higher stage in three range; 1) Cognitive area which is related to the mental ability in terms of knowledge, 2) Affective considered as the mental ability in terms of emotional or feelings and 3) Psychomotor which is considered as the physic ability proceeding from mental activity.

Those classifications were then divided by Anderson and

Kratwols into six criteria; remembering, understanding, applying, analyzing, evaluating and creating with categorization remembering, understanding and applying as Lower-Order Thinking Skills (LOTS) and analyzing, evaluating and creating as Higher-Order Thinking Skills (HOTS)

After passing those processes, the students demand to create product by combine those skills. In this stage, the students had passed Creating part considered as the capability to bring all that elements together in order to create and make a real product. The teacher can lead the students to make a product freely. For example, the students present their own ideas in a creative way, such as; in form of magazine or newspaper designed or in oral presentation like usual way. It has to be highlighted that students are given a privilege on how they want to create their product creatively. Regarding those complicated skills mentioned above appears a new high level of analytical skill terminology that has been hot issue in education world nowadays called higher-order thinking skills (HOTS).

HOTS In this 21st century education, critical thinking skill or higher-order thinking skills (HOTS) is critically required in order to be successful in this modern educational society. Yoke et al., (2015) say that the aim of higher-order thinking skill is to introduce school activity and education system that encourage the students to apply, analyze, evaluate, and think in creative ways. Since the last decade, this skill has been implemented in all school levels and all school subjects either in Asian or European country. The education purpose today is to shape the students to fit 21st century elements schooling. Yee et al., (2016) also emphasize that higher order thinking skills assist the student to develop their thinking quality which can also upgrade their skills and values and apply their knowledge for solving problem and making right decision.

b. The Benefits of HOTS

Some researchers that have been done by experts showed the application of higher order thinking skills have a very positive impact on the learning process. According to S. M.

Brookhart (2014) stated that the benefits of higher order thinking skills are given as follow:

a. Increase student achievement. The use of tasks and judgments that require intellectual and critical thinking skills are associated with student"s achievement progress. The progresses are shown in various learning outcomes, such as standard test scores. Wenglinsky (2004) describes his research on students' ability relationships in large-scale measurements and teaching that emphasize higher order thinking skills, projects, and problem solving. Wenglinsky states that teaching that emphasizes reasoning is associated with increasing values in all tests at various grade levels. Newmann, Bryk, and Nagaoka explained that students who receive teaching through higher order thinking skills can solve problems by organizing their knowledge and experience, able to elaborate their statements or opinions, and to complete non-familiar tasks.

b. Increase student motivation Several studies have shown that teachers are responsible for higher order thinking skills using tasks and judgments. Students will be interested in thinking about particular or detail things which make them motivate to learn. Higher order thinking skills increases their interest in mastering their ideas. Students will think more fun than just remembering.

c. Analysis of HOTS elements based on Bloom's Taxonomy

The participants came out with a total of 69 HOTS sentences in their Pre-test whilst in their posttest, the participants had shown a positive improvement as they were able to write 207 HOTS sentences altogether. These sentences has been analyzed and categorized based on Bloom's Taxonomy Level of Higher Order Thinking Skills.

1. Analyzing

   The first level of HOTS is analyzing level. In his level, the participants do have theability to interpret, discover, compare, or to explain the consequences of a situation.

2. Evaluating

The second level has less number of sentences compared to the other two lower levels because the participants are expected to be able to judge or evaluate a situation. Most of the participants were able to express their ideas orally but when it comes to writing, they were challenged due to limited vocabulary.

3. Creating

In this level, the participants are required to develop or build a new idea in their essay. For example, the picture stimulus displayed only the fireman putting down the fire using water.

Table 1

Dimensions of the Thinking Process

HOTS	**Creating**	• Creating your ownideas • Verb: constructing, design, creation, developing, writing, combining, formulating. • Make decisions about the quality of information
	Evaluating	• Verb: Evaluate, assess, refute, decide, choose, support, suspect, predict, identify. • Specify aspects/ elements.

	Analyzing	• Verbs: elaborate, compare, check, criticize, test.

d. Implementing HOTS through some Strategies

Improving students' English productive skills while integrating their higher-order thinking skills in the classroom, the teacher can apply some ways. They are:

1. Questioning

Setyarini et al., (2018) stated that open-ended question simulate the students to think critically by giving their opinion, comment and reasons When the students ask a question about the material that teacher give, it means that students create connection between their previous concept and the new concept that they get which give them better comprehension of a concept. The more question students asked the more information they are going to get which also increase their writing ability regarding many ideas they possess.

2. Inference

The teachers can bring a current or trending issue to the class andthe students are demanded to write an essay regarding problem solving based on the issue given by the teachers. In this stage, the students are trained to apply their knowledge in real situations. Based on Johnson and Thomas (1992) report, one of the successful learning strategies is helping the students to classify their knowledge using visual media and aid maps which can visually exemplify the students concept and the relationship between it (Singh et al., 2018).

3. Text

Language is always produced, exchanged or receive as a text; that is language as a system of communication is organized as cohesive units we call texts. A text is any completed act of communication such as a greeting between friends in the street a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned a text stands alone as an act of communication‖, (Knapp and Watkins 2005:29)

4. Genre

Hyland (2004:15) stated that –Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features that make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture. For many peopleit is an intuitively attractive concept that helps to organize the common-sense labels we use to categorize texts and the situations in which they occur. A genre can define as a culturally specifictext-type that results from using language (written or spoken) to help accomplish something. Ittakes place through a series of stages, and uses language in particular ways. It means that genres are culture specific, and have associated with particular purposes, particular stages, and particular of linguistic features. There are thirteen genres in writing, they are: poof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion and review‖. Every genre has a number of characteristics and it has the specific purpose which makes it different from other genre. In this research , the researcher sonly focuses on the genre of descriptive text.

C. Descriptive Text

1. Definition of Descriptive Text

Descriptive Text is a text, which has social purpose to give an account of imagined or factual events (Hyland, 2004:214). Meanwhile Pardiyono (2007:2-3) classifies the text into eleven types, they are; description, recount, narration, procedure, explanation, discussion, exposition, news item, information report, anecdote, and review. He stated that description is a type written text, which has the specific function to givedescription about an object (human or non-human). Descriptive represents in words our sensory impressions caught in a moment of time. In much descriptive writing visual imagery dominates. Based on the previous opinion, the researchers can said that descriptive text a text that is describes person, place, mood, situation, and etc. It also describes anobject that appeal to the sense.

2. Generic Structure of Descriptive text

There are two elements as requirement for a text to be identified as descriptive text. They are:

a. Identification

The identification element aims at introducing and identifying specific participant (a person, thing, place, and animal) to be described in the descriptive text.

b. Description

The description aims at describing the specific participant in text. It contains descriptive details or information of the specific participant by providing the description of its characteristics, appearances, personality, habits or qualities.

3. Language Features of Descriptive Text

Related to its linguistic features, Knapp and Watkins (2005) state that a descriptive text employs the following linguistic features:

a. Focus on specific participants as the main character, has a certain object is not common and unique (only one). For example: My house, my mother, Borobudur temple, etc.

b. Use simple present tense as dominant tenses

   Simple present tense is the tense used to express an action or activity that takes place/ happening at the current time in a simple form, activity or work performed repeatedly, daily habits, events or actions that have nothing to do with time, and to express general truths.

c. Use linking verbs or relational process

   Use linking verbs or relational process frequently (is, are, has have, belongs to) in orderto classify and describe appearance or qualities and parts or functions of phenomena). For example: she is beautiful, I have a mother, she has a doll, and the handsome boy belonging to me.

d. Use nominal group/ descriptive adjectives. Example: white teeth, black hair, patient woman, and long hair.

e. Use adjective and adverbs or detailed Noun Phrase

   Use adjective and adverbs or detailed Noun Phrase to add information to nouns and add information to verbs to provide more detailed description about the topic. Example: a short curly black hair, friendly woman, a very sweet mother, very beautiful scenery, a sweet young lady, very thick fur, etc.

f. Use adverbial phrases

   Adverbial phrases used to add more information about manner, place or time and sometimes realized in embedded clause which functions as circumstances. Example: she writes neatly, they walk quickly, etc.

Method

Method of the Research

The research method used in this research was experimental quantitative research that aims to know the effect of higher order thinking skills on students' writing skill at SMA Negeri 18 Makassar.

This research used experimental research that uses a one-group pre-test design. In this design, a pretest was carried out before being given treatment. Thus the results of the treatment can be known more accurately because it was compared to the conditions before being given treatment. One-group pre-test design research uses the following formula:

Table 2

Research Design

Pre-Test	**Treatment**	**Post-Test**
01	X	02

(Sugiyono, 2018:122)

Where:

01=Pre-Test X = Treatment 02=Post-Test

Population and Sample

The population in this research was students of class XI SMA Negeri18 Makassar in the academic year 2021/2022 which consisted of 270students divided into nine classes, each class consisting of 30 students. This research applied the purposive sampling technique took sample from students of class XI IPS 3 SMA Negeri 18 Makassar. They consisted of 30 students.

Research Variables and Operational Definition

1. Variable of The Research

This research had two kinds of variables, namely the independent variable and the dependent variable. In this research, the independent variable is higher- order thinking skills, while the dependent variable is students' writing skill.

2. Operational Variable

The operational definition of the variables involved is formulated as follows:

a. Writing skills is one type of language skill that must be mastered by students. Writing skills is a part of the language in the form of writing to convey or express ideas to readers.

b. Descriptive text is Descriptive text is a text that is always in around us when we want to describe something or someone. In general, descriptive means describe about particular person, place or thing details. Descriptive text should concentrate on action (verbs), rather than sensation (adverbs and adjectives). Descriptive text has generic structures and language features.

c. Higher Order Thinking Skills

Educating students with HOTS means enabling them to think. Students are said to be able to think if they can apply their knowledge and develop their abilities in new contexts or ways. Students were tested for their ability to analyze through the text questions that have been provided.

Instrument of the Research

Instruments are designed to collect the data. In the pre-test session, students had been asked to write an essay. No discussion or guidance was given throughout the session. The treatment session conducted two weeks of after the pre-test where the HOTS questions were implemented and this session was done in the afternoon so that the research has not disturb their actual English lesson. The students have drill with various writing activities and familiarized with HOTS questions until they manage to develop their cognitive ability and improve their writing ability through their HOTS sentences. The Post-test took place on the final week of the research and the students will be tested using the same stimulus in their pre-test.

Technique of Data Collection

The researcher used instrument for collecting the data. In the pre-test was writing test. The researcher asked to the students to write descriptive text based on the topics given. The function of pre-test is to know the scores of the students in writing skill before giving them treatment. The treatment was conducted after the pre-test. The researcher taught the students how to write descriptive text by using HOTS questions. The post-test was conducted after the students received the treatment. The aim of this testis to find out the students' writing score after treatments that was improves from pre-test to post-test. The topics gave same as the pre-test topics.

Technique of Data Analysis

After the researcher collect the data, then the researcher analyze the data by the following steps:

1. Scoring the students" correct answer of pre-test and post-test

$$\text{Score} = \frac{\textit{Correct answer}}{\textit{Total number of item}} \times 100$$

(Harmer in Hasan, 2015: 26)

2. Scoring each component by using the following rating scale in thescoring of the composition

Content

30-27	Very Good: knowledge, substantive, relevant to the assigned topic.
26-22	Good: some knowledge of the subject, adequate range, mostly relevant to the topic but lacks detail
21-17	Fair: Limited knowledge, little substance, Inadequate development of the main idea
16-13	Poor: does not show knowledge of subject, substance, not enough to evaluate.

Organization

20-18	Very Good: Fluent expression, ideas clearly stated and supported, well-organized, logical sequencing.
17-14	Good: somewhat choppy, loosely organized but minimumideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair: non-fluent, ideas confused or disconnected.
9-7	Poor: does not communicate, no organization, not enough to evaluate.

Vocabulary

20-18	Very Good: sophisticated range, effective word/idiom choice, and usage.
17-14	Good: adequate range, occasional errors of word/idiom, choice, and usage out meaning not occurred

13-10	Fair: limited range, frequent errors of word/idiom from choice,and usage.
9-7	Poor: essential translation, little knowledge of English vocabulary.

Grammar/Language use

25-22	Very Good: effective complex construction.
21-18	Good: effective but simple construction
17-11	Fair: major problems in sample /complex construction
10-5	Poor: virtually no mastery of sentence construction rules.

Mechanics

5	Very Good: demonstrate mastery of convictions
4	Good: occasional errors of spelling, punctuation capitalization.
3	Fair: frequent errors of spelling, punctuation capitalization.
2	Poor: no mastery of connections, dominated by errors of spelling. Capitalization paragraphing.

(Jacobs, 2000:

3. Classifying the students' score based on the following classification:

Table 3

Scoring Classifications

Score	Classification
91-100	Excellent

76-90	Good
61-75	Average
51-60	Poor
< 50	Very Poor

(Depdiknas, 2013:13)

The explanation shows is to calculate the average value, standard deviation, frequency table, and t-test value in identifying the difference between pre-test and post-test by using SPSS (Statistic Product and Statistic Solution) version 16.0.

Findings

The researchers found by using HOTS questions the writing skill of students are more effective significantly. HOTS questions as treatment for students give a positive effect to the students' writing skill. HOTS questions can also help the teacher in teaching learning process The students' ability in writing descriptive text at class XI IPA 3 SMA Negeri 18 Makassar are more effective. From the analysis data, the mean score of the students in the pre-test was 52.32 and the post-test was 82.03. These data indicated that there is a significant difference between the pre-test and post-test.

Discussion

Based on the work of the data analysis on the thesis, there are several discoveries which are eventually found by the researcher, these are the following: the use of HOTS questions can affect on the students' ability in writing descriptive text at class XI IPA 3 SMA Negeri 18 Makassar.

The average students got good score for their post-test and the result of the t-test analysis shows that there was a significant between the results of pre-test and post-test. It means that the students' writing skill was improved significantly. After giving HOTS questions, the students can express their feeling, opinion, and idea on written text. Using HOTS questions can create a good atmosphere for learning and motivation; it is necessary for a successful classroom.

Cocnclusion

Based on the previous data analysis and findings, it was found that there was as significant effect on students' ability in writing descriptive texts by using HOTS questions. At the first time, the students did not want to express their ideas and feeling, they were indolent to write descriptive text. Based on the result of the data analysis presented, the researchers concluded that by using HOTS questions, the students are being helped to come closer to them and learn to trust their ideas of feelings. The result of conducting the students' pre-test and post-test scores in the experiment class, the researchers used a t-test for the hypothesis test. The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. So, the alternative hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. Therefore, the conclusion is that the implementations of the HOTS questions are effective on students' writing skill in English class XI IPA 3 SMA Negeri 18 Makassar.

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The Effect of Professional Skepticism, Ethics, Whistleblower on Audit Opinion

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ABSTRACT

The purpose of this study is to determine the effect of professional skepticism, ethics, whistleblowers on audit opinions. This research uses quantitative methods. The data source used is primary data. Primary data was obtained directly from the results of the questionnaire in the form of a google form which was filled in by respondents, namely BPK auditors in Papua. The questionnaire is in the form of a list of statements and the weight of the Likert scale questionnaire, namely scores from 1-5. The data analysis used is SPSS or Statistical Program for Social Science. The sample used in this research is 80 BPK auditors in Papua.

The results of this study indicate that (1). The professional skepticism variable (X1) partially influences audit opinion (Y), where the thcount is 3.578 > ttable 1.745 and the significance level is less than 0.05 (sig = 0.001 <0.05). This shows that the professional skepticism variable (X1) has a significant effect on the audit opinion variable (Y). (2) The ethical variable (X2) partially influences audit opinion (Y), where the tcount value is 4.432 > from the titable 2.216 and the significance level is less than 0.05 (sig. = 0.001 <0.05). This shows that the ethical variable (X2) has a positive and significant effect on the audit opinion variable (Y). (3). The whistleblower variable (X3) partially influences audit opinion (Y), where the tcount value is 3.274 > from the titable 1.531 and the significance level is less than 0.05 (sig. = 0.001 <0.05). This shows that the ethical variable (X2) has a positive and significant effect on the audit opinion variable (Y).

Keyword : Opini Audit, *Skeptisisme* Profesional, Etika, *Whistleblower*

Introduction

The auditor's opinion is an opinion issued by the auditor regarding the fairness of the audited financial statements in all material respects, based on the suitability of the preparation of financial statements with accounting principles (Abdullah, 2017). Giving an opinion is a form of appreciation from the auditor which is given through an official institution appointed by the government, namely the Supreme Audit Agency of the Republic of Indonesia (BPK RI) for the results of auditing financial statements, in addition to providing other recommendations. Financial reports prepared by ministries/agencies and local governments are financial accountability media presented by Government Accounting Standards (SAP) (Hidayah, (2019).

There are several cases of audit failures carried out by auditors which can lead to a crisis of public confidence regarding the inability of the accounting profession, especially auditors, to audit financial statements (Kunna, 2022). To avoid audit failure, an auditor's skepticism is needed when conducting an audit. To anticipate the occurrence of fraud, auditor skepticism can be exercised if the auditor has the expertise, experience, and independence in conducting the examination (Alfiati, (2017).

The results of the study (Handayani, (2015) professional skepticism influences audit quality, research (Murniati, (2021) shows that audit professional skepticism and the expertise and integrity of auditors have a positive effect on audit quality, (Mat, (2021)) Auditor skepticism plays an important role in influencing audit quality, Edy Firza (2014), as well as research by Ida Suraida (2005), Muhammad Rizal Saragih (2018), Yaser Mohd Hamshari (2021), Kadek Yulia Widiarini et al. (2017) skepticism, is positively related to audit quality.

In contrast to research conducted by Ni Nengah Indah Wirasari, et.al (2019) Auditor Professional Skepticism does not affect the accuracy of giving an opinion, Krishna Kamil et al (2019) Professional skepticism does not affect the accuracy of giving an opinion. Trie Agnesya Ramatopani Kala'tiku et al. (2018) professional skepticism does not affect the ability to detect fraud.

The auditor's opinion is also closely related to the *Whistleblower* because in giving the opinion the auditor must have the courage to disclose all the facts that occur in the field so that the results of the opinion are not misleading to users of the report. Whistleblower According to the National Committee on Governance Policy (2008) there are two keys related to the whistleblowing system, namely reporting, and violations, in practice, these two words are equated to reporting violations and are then called whistleblowers. A Whistleblower is a person who informs the public or someone in authority about alleged dishonest or illegal activities (mistakes) that have taken place in government, public organizations, or private companies/companies. (Wikipedia, encyclopedia).

Near and Miceli (1996) say that the effectiveness of whistleblowing depends on two things, namely individual and situational factors. Near and Micheli (1985) define whistleblowing as the disclosure by members of an organization about illegal, immoral, or illegitimate practices under the control of their superiors to people or organizations who may be able to take action. Based on the definition above, Whistleblowing can be categorized as prosocial behavior. Whistleblowing is a form of prosocial behavior.

Brewer and Selden (1998) assert that whistleblowing can cause substantial change and facilitate reform in government organizations. Jubb (1990, 2000) states that reporting or disclosure by internal and external auditors is a role (obligation) and should not be considered an act of disclosure (whistleblowing). Individuals who because of their work can reveal fraud can be considered as whistleblowers because there are unwritten norms for altruistic behavior that may have a greater influence than reporting policies in an organization.

The issue of this research refers to several conflicting previous studies as stated above. Researchers try to adopt from several previous studies according to the needs of the conditions in the field, then the authors raise the research gap from the research contradictions. This issue is important because several cases in government agencies have received WTP predicates, but officials in these agencies have been caught up in corruption and bribery cases (Sudirman, (2023).

Formulation of the problem

Based on the description above, several problems were formulated in this study, including:

1. Does professional *skepticism* affect audit opinion?
2. Does ethics affect audit opinion?
3. Is the *whistleblower* against the audit opinion?

The urgency of this research is that there are many local governments whose financial reports receive unqualified or unqualified opinions, but in reality, there is corruption/fraud in these local governments. Thus this research is very important to be carried out, considering the impact of this situation which causes state losses to increase from year to year. This study aims to determine the effect of professional skepticism, whistleblowers, and ethics on audit opinions.

Literature review

Agency Theory

Agency theory (agency theory) was developed as an effort to understand and solve problems that arise if there is incomplete information at the time of making a contract. The contract in question is an engagement between the principal (employer) and the agent (recipient of the order). According to Gudono (2009), in predictive agency theory if the agent has an information advantage compared to the principal, and the interests of the agent and the principal are different, there will be a principal-agent problem where the agent will take actions that benefit him but harm the principal.

Jensen, (1976)) defines the agency relationship as a contract in which one more (principal) hires another person (agent) to perform some services for their benefit by delegating some decision-making authority to the agent. Conflicts of interest will arise from the delegation of tasks given to agents, that is, agents are not in the interest of maximizing the owner's welfare, but tend to pursue their interests at the expense of the owner's interests. The auditor is one of the parties related to the agency relationship (between the agent and the principal).

An audit opinion according to the dictionary of accounting standards (Novatiani, (2016) is a report given by a registered public accountant as a result of his assessment of the fairness of the financial statements presented by the company. Meanwhile, according to the dictionary of accounting terms, an audit opinion is a report given by a registered auditor stating that the audit has been carried out by the norms or rules of auditing the accountant accompanied by an opinion regarding the fairness of the financial statements being examined (Sudirman I. N., (2021). The audit opinion is given by the auditor through several audit stages so that the auditor can provide conclusions on the opinion that must be given on the financial statements audited (Rusman, (2018).

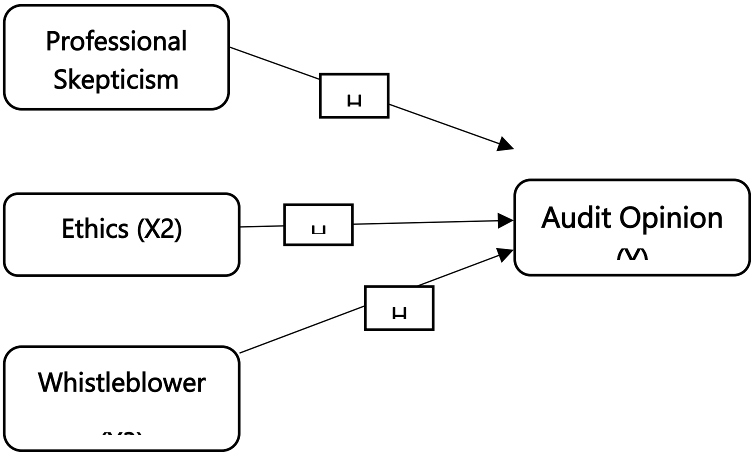
The auditor's professional skepticism is the attitude of the auditor in carrying out audit assignments where this attitude includes a mind that always questions and critically evaluates audit evidence (Noviyanti, (2014). Because audit evidence is collected and assessed during the audit process, professional skepticism must be used during the process (IAI, 2000, SA section 230; AICPA, 2002, AU 230). Louwers said that the auditor's professional skepticism leads to asking for any cues that indicate the possibility of fraud that always questions (questioning mind) about the validity of the audit evidence obtained.

Ethics can be defined as a set of moral principles or values (Rahayu, (2020) In terms of ethics, a profession must have a high moral commitment which is outlined in the form of special rules. These rules are the rules of the game in carrying out or carrying out the profession, which is commonly referred to as a code of ethics, the IAPI Code of Ethics is a general standard of behavior for ideal behavior and specific regulatory provisions governing auditor behavior (DP, (2014)

The basic thing that must be considered by the auditor is ethics in the profession. The implementation of professional work cannot be separated from ethics because professional behavior is necessary for all professions so that the profession in which they live gains the trust of the community (Sudirman I., (2023). The American Heritage Directory in (Ramadhani, (2018) states ethics as a rule or standard that determine the behavior of members of a profession. With high ethical awareness, an auditor tends to be professional in his duties and carry out his duties by the professional code of ethics and auditing standards, so that the results of the audit conducted will better reflect the actual situation.

Whistleblower is the act of an employee who decides to report to the media, or internal or external authorities regarding illegal and unethical matters that occur in the work environment (Permana, (2020). Whistleblower is an employee or employee in an organization who reports, witnessed, or knew of a crime or practice that deviated from and threatened the public interest in the organization and decided to disclose the deviation to the public or the competent authority (Isnaini, (2018). For organizations that carry out their business activities ethically, Whistleblowing is part of the control system, but for organizations that do not carry out their business activities unethically, Whistleblowing can be a threat.

conceptual framework



The hypothesis in this study is suspected that:

H_1 : Professional skepticism affects the audit opinion

H_2 : Ethics influences audit opinion

H_3 : *Whistleblower influences audit opinion*

Methods

The method used in this research is a survey approach by taking a census and is non-experimental. While the type of research conducted is explanatory research because it is to explain the causal and correlational relationships between variables through hypothesis testing. This study uses a quantitative approach.

The population in this study was 80 BPK auditors or financial audit agencies in the Papua region. The sampling method used is a census. At Representative BPK in Papua using purposive sampling.

The data source used is primary data. Primary data was obtained directly from the results of the questionnaire in the form of a Google form which was filled in by respondents, namely BPK auditors in Papua. The questionnaire is in the form of a list of statements and the weight of the Likert scale questionnaire, namely scores from 1-5. The data analysis used is SPSS or Statistical Program for Social Science.

Result and Discussion

Validity test

The validity test can be compared between values r_{count} and score r_{tabel} by using the Pearson correlation it can be seen if $r_{count} > r_{tabel}$ declared valid equal to the significance value score below 0,05, while $r_{count} < r_{tabel}$ declared invalid is the same as if a significance score above 0.05 is declared invalid.

Table 1

Validity test

Variable	r counting	Significance	Information
Skeptisisme Profesional	0,769	0,001	Valid
Ethics	0,674	0,000	Valid
Whistleblower	0,763	0,000	Valid
Audit Opinion	0,803	0,000	Valid

The results of the validity test on the four variables namely *skeptisisme professional* ($\mathbf{X_1}$), Ethics ($\mathbf{X_2}$), *Whistleblower* ($\mathbf{X_3}$), and audit opinion (Y) the r value obtained for all items is above 0.361 and the significance value is below 0.05. Therefore, it can be concluded that all items in these variables are valid or feasible to use for each variable.

Table 2

Reliability Test

Variable	Cronbach's Alpha	Provision	Information
Audit Opinion	0,823	0,60	Reliable
Professional Skepticism	0,764	0,60	Reliable
Ethics	0,877	0,60	Reliable
Whistleblower	0,789	0,60	Reliable

Based on the reliability test table above, it is found that the variable is reliable. This is evidenced by the value if the value of Cronbach's alpha on each variable professional skepticism, ethics, whistleblower, and audit opinion above 0.60.

able 3

Partial Test

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.423	.314		1.342	.214
Skeptisisme profesional	.438	.143	.423	3.578	.001
Ethics	.403	.133	.427	4.432	.001
Whistleblower	.421	.114	.485	3.274	.001

a. Dependent Variable:; audit opinion

Table 4

Hasil uji determinasi

Model Summary

Model	R	R Square	Adjusted R Square	Std. An error in the Estimate
	.824[a]	.671	.642	1.841

a. Predictors: (Constant), skepticism professional, ethics, *whistleblower*

Discussion

1. Professional skepticism variable (X1) partially influences audit opinion (Y), where the value thcount 3,578 > trtabel 1,745 and the significance level is less than 0,05 (sig = 0,001 < 0,05). This shows that the professional skepticism variable (X1) has a significant effect on the audit opinion variable (Y). Professional skepticism is the attitude of the auditor in carrying out audit assignments where this attitude includes a cover-up mind and critical evaluation of audit evidence. Because audit evidence is gathered and assessed during the audit process, professional skepticism should be exercised throughout the process. The higher the professional skepticism the auditor has, the better the audit opinion will be.
2. Ethical variables (X2) partially affect the audit opinion (Y), where the value ti count 4,432 > from titable 2,216 and the significance level is less than 0,05 (sig.= 0,001 < 0,05). This shows that the ethical variable (X2) has a positive and significant effect on the audit opinion variable (Y). Ethics is a basic thing that must be considered by the auditor. With high ethical awareness, an auditor tends to be professional in his duties and carry out his duties following the professional code of ethics and auditing standards, so that the results of the audit conducted will better reflect the actual situation.
3. Variabel whistleblower (X3) partially affects the audit opinion (Y), where the value ticount 3,274 > dari titable 1,531 and the significance level is less than 0,05 (sig.= 0,001 < 0,05). This shows that the ethical variable (X2) has a positive and

significant effect on the audit opinion variable (Y). This shows that the Whistleblower has a very important role and greatly influences the results of the audit opinion. Where a Whistleblower is an employee (employee) or employee in an organization who reports, witnesses deviant practices that threaten the public interest in his organization, and decides to disclose these irregularities to the public or authorized agencies. For organizations that carry out their business activities ethically, Whistleblowing is part of the control system, but for organizations that do not carry out their business activities unethically, Whistleblowing can be a threat. So the existence of a whistleblower greatly influences the audit opinion.

4. The results of the analysis above shows that the value RsSquare (R2) is 0,671 which means that the independent variables namely professional skepticism, ethics, and whistleblowers can explain the dependent variable, audit opinion of 67.1% while the remaining 32.9% is explained by other factors not included in this research model.

Conclusion

Based on the results of the analysis that has been done, it can be concluded as follows:

$\boldsymbol{H_1}$: Diterima artinya ada pengaruh signifikan antara *skeptisisme professional* terhadap opini audit

$\boldsymbol{H_2}$: Diterima artinya ada pengaruh signifikan etika terhadap opini audit

$\boldsymbol{H_3}$: Diterima artinya ada pengaruh signifikan *whistleblower* terhadap opini audit

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Asset Management Application Based Android by Using QR Code

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ABSTRACT

This study aims to create an Android-based asset management application to make it easier for employees to manage assets (goods inventory) by using *Quick Response (QR) Code*. The method used in this study is the Straight Line method and implemented with the programming language PHP, Java and MySQL database, as well as by using the straight line method of asset depreciation. The database used is the Xampp application. Based on the test results using the blackbox method, it can be concluded that functionally both the website and the Android application are suitable and can be used as expected. Testing variables in terms of convenience, completeness of information, and suitability of data gets 92%, while in terms of appearance it gets 86%, it can be concluded that the application is very good to use.

Keywords: Application, Android, QR Code, Asset Management, Straight Line.

Introduction

The asset management system is a management information system for inventory asset data collection in an integrated manner for all agencies to carry out orderly administration of the management and data collection of goods. With this asset management system, the company can determine what assets are already in the company and can estimate the economic life of an item with regular maintenance. In this case, the asset management system that will be created can facilitate the work of recording the assets owned by the company (Ridwan, 2018).

In asset management, there are a series of activities to manage the assets or goods of a company, one of the activities in asset management is the inventory of assets/goods. The function of inventory of goods in asset management is to serve as a guide in calculating the value of assets, facilitate checking and controlling the entry and exit of goods, and assist with planning, distribution, maintenance, storage of assets, and depreciation of assets/goods.

Asset management, especially the wrong inventory of goods, will harm the company, causing losses. Utilization of an item/asset cannot be carried out optimally because it is not identified, so it is difficult to know which assets/items can still be used or when it is time to replace them, and when it is time to carry out maintenance. Assets/goods need to be managed and utilized properly to maintain high asset values and achieve optimal use and utilization of assets so that they can provide more benefits for the company.

The formulation of the problem in this research is how to design and implement asset management applications at PT. Astra International - Honda Makassar Branch using the Android-based Quick Response Code. Currently the inventory system of goods used at PT. Astra International TBK- Honda Makassar Branch is still managed manually using Microsoft Excel such as checking assets (goods) still using codes in the form of ordinary numbers and searching or inputting them into Microsoft Excel data to see these assets. Therefore, the inventory of goods requires good management so that it is easy to review and trace. Therefore the researcher chose to use the Android operating system for mobile applications because the Android application is one of the most popular applications today. Android applications are also one of the most used application systems in the world today.

The purpose of this research is to design and implement asset management applications at PT. Astra International - Honda Makassar Branch by using an Android-based Quick Response Code so that later the asset management system at PT. Astra International - Honda Makassar Branch can be managed properly.

Research that has been conducted by (Hartono, 2012) is a web-based application that is used for asset/inventory management. Implementation of an Asset Management Information System (MIS) is essentially an effort to orderly document and orderly administration of asset management. The orderliness of asset documents is related to efforts to provide and collect data/documents accompanying the existence of assets, while administrative order is more intended to develop asset management procedures from procurement, data changes, to asset deletion. The Asset Management Information System (MIS) broadly classifies assets into 2 (two) groups, namely: assets in the form of inventory items, and assets in the form of consumables to make it easier to manage inventory of consumables themselves can still be grouped into categories, namely: fast-moving, high usage rate, slow-moving, low usage rate, stagnant goods, goods that are in stock but not used in a certain period.

Research conducted by (Maulana, 2020) The application that was built can make it easier for officers to retrieve information about school assets as a whole by simply scanning the QR Code on assets and goods with an Android-based cellphone. The use of QR Code technology was also researched by Nugraha and Munir in 2011 during the National Informatics Conference in Bandung. Through this application, researchers hope that the dean of the Faculty of Information Technology can be more effective and efficient in recording assets.

Based on previous research, it is necessary to make an application at PT. Astra International - Honda Makassar Branch so that later asset management can be managed properly and efficiently.

Research methods

The steps taken in this research are:

A. Data Collection

Data collection techniques in this study:

1. Interview

Interviews were conducted directly with related agency employees at PT. Astra International Tbk - Honda Makassar Branch to collect data in the form of information that will be included in the creation of the system to be made.

2. Observation

Observations were made at the data collection site at PT. Astra International Tbk - Honda Makassar Branch to obtain information regarding the required system requirements. From the observation results it was found that the system running on PT. Astra International Tbk - Honda Makassar Branch is still manual. Therefore, it is necessary to create an Android-based system that will speed up work in scanning assets (goods) to find out information on asset data and other information related to other assets.

3. Documentation

Documentation is the collection of data from the research site, which includes evidence of asset recording

B. Methods of data analysis

This analysis method is carried out by determining the requirements for hardware, software, and user requirements that will be used to support system design, making applications in this study.

A. Perancangan system

The research system design method uses a modeling language *Unified Modelling Language* (UML).

1. Use Case Diagram

In the use case diagram in Figure 1, the actors are divided into two, namely Admin users and Employees. Users can only access asset data information and admins can access all features in the Asset Management application such as adding, editing, and deleting asset data in the application.

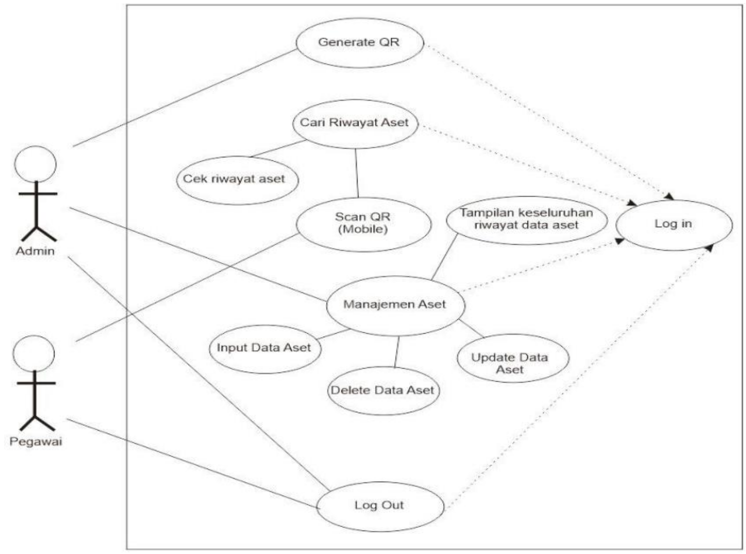

Figure 1. Use case Diagram

B. Interface Design

The interface design has several views:

1. Website Login Page

The admin will enter by filling in the Username and Password, as shown in Figure 2.

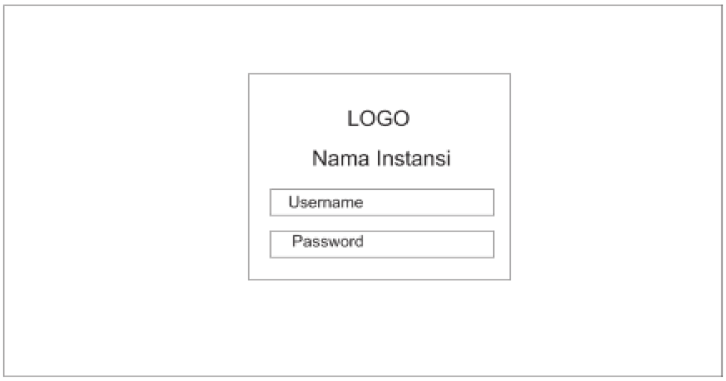

Figure 2. Login Page

2. Admin Website Page

On the main menu page, there are sub-menus such as the number of data assets, as shown in Figure 3.

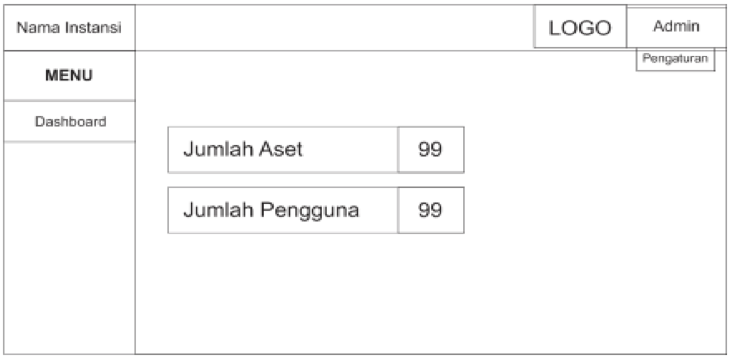

Figure 3. Main Page

C. Application Menu Page *Scan Barcode (Mobile)*

On the menu page for the asset scan feature, as shown in Figure 4.

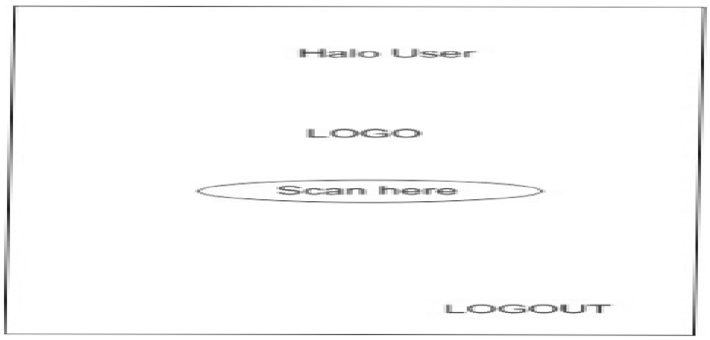

Figure 4. Page of *Scan (Mobile)*

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Result and Discussion

A. System Testing

For program testing that focuses on knowing the functionality of the software, the researchers use testing *Blackbox*.

Table 1.
Blackbox Website Testing

No	Test Name	The part being tested	Test Action	Result
1.	Appearance main menu	Main Menu	Displays various menus	Succeed
2.	Test of *formlogin admin*	*Login Button*	Input *username* and *password*	Succeed
3.	Asset data input display	Form input, add and reset buttons	Input asset data	Succeed
4.	Asset data page display	Asset data form, edit button and delete	Displays all asset data	Succeed
5.	Admin Page	*Logout Button*	Exit admin page	Succeed

Table 2.
Blackbox Mobile Testing

No	Test Name	The part being tested	Test Action	Result
1.	Testing the employee login form	*Login Button*	Enter username and password	Succeed
2.	Appearance *main menu*	Main Menu	Appearance menu	Succeed
3.	Appearance camera scan QR *code*	Button *Scan* QR *Code*	Input Asset data with camera	Succeed
4.	Display of scanned qr code	*Form* Result *scan*	Displays asset data history	Succeed
5.	upload data Page	*upload Botton* and send	update datafor asset	Succeed
6.	Employee page	*Logout Botton*	Exit the employee page	Succeed

B. **Manual Program**

1. Login Page

Figure 5. Login Page

The login page will appear if you fill in the correct username and password

2. Asset Data Page

Kode Cabang	Original Aset Aset	Sub	Nama Aset Gambar Aset	Tanggal Aset	Nilai Penyusutan Nominal	Lokasi	Tempat Update terakhir	QR CODE	Tindakan
H755	104000003057 104000003177	0	MOBIL_T1_ISUZU_TRAGA PU 2.5 BLOWER_DD8654SG Gambar Aset : Tidak ada file yang di upload	20 Januari 2020	Rp. 170318182 Rp. 102190909	AMBON	0000-00-00 00:00:00		
H755	105000002866 105000002895	0	LCD PROJECTOR_EPSON_EX-X51_3.600 LUMENS (XGA) Gambar Aset : Tidak ada file yang di upload	20 Juli 2022	Rp. 5300000 Rp. 4151667	AMBON	0000-00-00 00:00:00		
H755	906000045307 906000013918	0	KURSI_T2_SANDBAHU_ANZEN_H5015 Gambar Aset : Tidak ada file yang di upload	12 September 2021	Rp. 468750 Rp. 0	SO AMBON	Gudang 0000-00-00 00:00:00		

Figure 6. Asset data Page

On the asset data page, the admin can change and delete asset data

3. Halaman Login Mobile

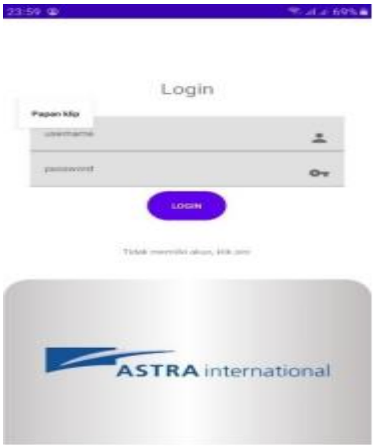

Figure 7. Login Mobile Page

On the mobile login page, employees will enter a menu if they fill in a username and password.

4. Page of *Scan QR Code*

Figure 8. *Scan Barcode Page*

On the QR code scan page, you can scan the QR code.

Conclusion

The design of an Android-based QR Code asset management application has been successfully carried out using the UML design approach or method and the Straight Line System. The resulting application can answer the obstacles faced by PT Astra, namely being able to facilitate managing assets within the company. The implementation that has been done in the Android-based QR Code application can be used by PT Astra employees or in other words, this application is ready to be implemented at PT Astra Internasional Tbk-Honda Makassar Branch.

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Cohesion and Coherence Analysis of Students Description of Class VII UPT SPF 35 Makassar Private Vocational School

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ABSTRACT
This research was conducted to know the use of cohesion and coherence in the essays of class VII students of UPT SPF SMP Negeri 35 Makassar. This type of research is descriptive qualitative. The data collection technique used in this study was the assignment technique of writing descriptive essays which were analyzed by techniques, data reduction, data presentation, and conclusion. The results of this study indicate that there is the use of cohesion and coherence aspects in writing essays. This can be seen from the results of student essays that have been analyzed and concluded. Thus it can be concluded that the students of class VII UPT SPF SMP Negeri 35 Makassar understand the use of cohesion and coherence in writing descriptive essays.

Keywords: cohesion and coherence, student descriptive essay.

INTRODUCTION

Indonesian subjects are very important things to learn in learning Indonesian. In Indonesian, language skills are known. Skills are grouped into four types of skills, namely listening skills, speaking skills, reading skills, and writing skills.

One of the main goals of learning Indonesian at school is to provide students with language skills. With sufficient language skills, students can express thoughts, ideas, or ideas well.

Conveying ideas, especially through written media, the information and messages to be conveyed depend on the use of language elements embodied in written media. In this case, the choice of words, the use of words in sentences, and the organization of written work have an important role.

The organization of writing is indicated by each sentence that develops logically and supports the main idea in the paragraph. Sentences in paragraphs must always be coherently and coherently related to the sentence before or after it. In organizing writing, it can be marked with a visible and invisible lingual form. Relationships marked by a visible lingual are called cohesion. The relationship that is realized through the relationship of meaning is called coherence. Cohesion is a relationship between elements that appear in discourse (Yule in, Eti Setiawati and Rossi Rusmawati, 2019:19).

According to Aulia Narkholifah (2021: 316), integration and understanding between one unit in the text and has a relationship between paragraphs. Therefore cohesion and coherence are important discursive elements to produce good writing.

Cohesion

According to Hanafiah (2014: 137), cohesion is the possibility of establishing an orderly semantic relationship between elements in a discourse. Cohesion is a semantic organization that refers to the linguistic associations found in an utterance that builds a discourse.

Eti Setiawati and Rossi Rusmawati (2019:19) explain that cohesion is a good and compact combination between words or groups of words that form a sentence, the relationship between objects, subjects, predicates, and descriptions. Then cohesion is divided into two parts, namely grammatical cohesion and lexical cohesion.

Lexical Cohesion

Ahmad in Hanafiah (2014: 137) says that lexical cohesion is a word or phrase that connects sentences with lexical users and can form a complete discourse. In completing a writing that is good and understandable by readers, it is advisable to write it using good and correct word choices according to the intended content of the writing. A good choice of words will create a relationship of semantic elements between one language and another appropriate language. Lexical cohesion is classified into several sections, namely: repetition, synonyms, antonyms, collocations, hyponyms, and equivalences.

Repetition is the repetition of syllables in a lingual, such as sounds, syllables, or sentences that are considered important in a discourse to emphasize the appropriate context (Sumarlam in, Nur Aisyah 2019:154). Repetition example

(1) Every time commemorating independence day, a red and white flag-raising ceremony will be carried out. It is held every August 17th.

(2) Cleanliness is a condition where the environment looks very clean, free from scattered garbage. Environmental cleanliness must be maintained so that we are free from disease.

(3) In example (1) above the word Every is found in more than one sentence, as well as (2) the word cleanliness. The repetition aims to maintain the sentence and intends to emphasize that the word is very important

Synonym is a lexical aspect that functions to support a discourse that has more or less the same meaning in one sentence. Kridalaksana in Nur Aisyah (2019:155) explains that in the linguistic dictionary synonym is a language that has the same meaning in a word, group of words, or sentences. In general, synonyms apply to a word only. Following

a) Eka is a sociable student. because it was only 1 week after moving, he had adapted well.

b) The number of people infected with Covid has increased, especially with the new variant, namely Omicron which spreads quickly so the number of people infected is increasing.

c) In Both of these examples, in sentence (1) the word is good at getting along and adapting well, then in sentence (2), there are synonyms for the word up and up. These sentences have the same meaning and function to support the sentence.

Antonym is defined as the opposite word or term used in a sentence or is commonly called the opposition. Chaer in Hanafiah (2014: 137) says that antonyms are another name for objects or other things whose meaning is the opposite of other words or phrases that can be used to connect one sentence to another sentence in a speech. Here are examples of antonyms.

a) The success and bankruptcy of a company depend on our efforts and hard work. So, don't just sit around waiting for destruction, and try to move in various ways.

b) The cat ran because it was being chased by Mila and her friends. After they stopped chasing him he started walking again.

Example sentences (1) namely the words success and failure, then silence and movement. Then in the sentence (2) the words run and walk. Has an antonymic or opposite meaning.

Aulia Nurkholifah (2021), cohesion is a propositional relationship that is stated explicitly by grammatical and semantic elements in sentences that form discourse. Cohesion is the harmony of the relationship between one element and another in a discourse to create a whole meaning. Discourse cohesion refers to the harmony of relationships in terms of forms that appear concretely in the discourse. Collocations are associations in using word choices that are often used side by side, namely words used in certain units or domains. Examples of collocations are, as follows:

They just finished watching a drama where one of the characters dies because they were killed. It is said that the deceased played the role of a policeman. But the deceased was killed while investigating a special case.

In this example, we can see that the word dead colocates (combines) with the word deceased. Because both have the same meaning.

Hyponym is a linguistic unit whose meaning can be considered as part of the meaning of another lingual unit. Examples of hyponyms are, as follows:

Reptiles are included in the category of reptiles. Reptiles that live on land and in water are frogs and snakes. Lizards are reptiles that usually crawl on walls. The type of reptile that lives in bushes and grass is a lizard. Meanwhile, reptiles that can change color according to their environment are chameleons.

Equivalence is the equivalence between a particular lingual unit and another lingual in a paradigm. An example of equivalence is as follows:

Andi received the title of a model student. He is very diligent in studying. What has been taught by the teaching teacher at school is well received and understood. Andi is happy and interested in all the lessons.

In this sentence, the teaching and learning of the word indicate the existence of an equivalent or equivalent situation in a sentence.

Grammatical cohesion

- Grammatical cohesion is cohesiveness achieved by using grammatical elements and rules. Grammatical cohesion is a grammatical relationship between parts of discourse (Baryadi, Perdani, 2017:26). There are several types of grammatical cohesion, including references, substitutions, ellipsis, and conjunctions.
- Reference is a type of grammatical cohesion in the form of a certain lingual unit that designates the lingual unit that precedes it (Barayadi in, Perdani, 2017: 26). Deictic words are indicated by anaphoric and cataphoric. The designation cohesion is divided into two parts, including anaphoric designation and cataphoric designation. First, anaphoric references are references marked by the presence of constituents that designate the constituents on the left (Baryadi in, Perdani, 2017:26). Or it can also be said that anaphoric references point to the constituents before the word designated. Examples of anaphoric references are as follows

  People believe that it is natural for women to live in a household environment. Their job is to give birth and raise children at home, as well as cook and serve their husbands. The task is not an easy task for women. The word in the example serves as a cohesive marker of anaphoric pointers. The word refers to the previous sentence. Second, cataphoric references are references marked by the presence of constituents that refer to the constituents on the right (Baryadi in, Perdani 2017:26). It can also be said that cataphoric references refer to constituents after the word designated. Cataphoric references are indicated by the word, this, that is, namely, following. Examples of cataphoric references, are as follows.

Look at the following picture, then describe it using good and correct language!

In this example the following words function as cataphoric pointers. The following word refers to the sentence after that, namely regarding the order.

Substitution (replacement), Nurfitriani, et al (2018: 42) explain that substitution (replacement) is the process and result of replacing language elements with other elements in a larger unit. Substitutions are made to obtain differentiating elements or to explain certain structures. The process of substitution is a grammatical relationship and is more related to words and meaning. Example as below.

The authors convey the highest respect and gratitude to the supervisor of the proposal, namely Dr. M. Muhammadiyah and Dr. Muh. Bakri With the guidance of the two of them, the writer was able to complete this proposal well.

In the example sentence above, the phrase he and she in the second sentence a form that replaces the other elements previously mentioned, namely the proposal advisor. This replacement pattern causes the two sentences to be cohesively related.

Ellipsis (Abandonment) is a type of grammatical cohesion in the form of the release or omission of the lingual unit that was previously mentioned. This omission was made because the omitted words, phrases, or sentences had been previously stated (Sumarlam in, Nur Aisyah. 2019: 156). Consider the following example.

Budi suddenly woke up. X covered his eyes because of the glare, X wiped his face with his handkerchief, then X asked, "Where is this?"
In the example sentence above, the symbol X has the same reference as the word Budi which has been mentioned. The ellipsis or omission is intended so that there is no excessive repetition of words which causes the sentence to become ineffective.

Conjunctions or conjunctions are lingual units that play a role in connecting or assembling words, phrases with phrases, clauses with clauses, and sentences with sentences. Based on syntactic behavior, conjunctions can be divided into several parts, namely: First, Coordinating conjunctions, conjunctions that string together two or more elements that are equally important or have the same status, such as the words: and, as well as, or, but, but, whereas, and while.

Coherence

Coherence is a suitable and appropriate relationship or dependence on one another neatly, such as parts in a discourse, or arguments in a series of reasoning (Tarigan, Naffilah, et al 2019: 38).

Itaristianti (2016) explains that coherence is a logical relationship between sentences in discourse. Meanwhile, according to Mandia (2017: 179), coherence is a pattern of linkages between one part and another, so that sentences have a complete unity of meaning. It is also commonly said that coherence is a reciprocal relationship between matching elements in a sentence. Coherence has two parts, namely marked coherence and non-signified coherence.

Marked Coherence

Marked coherence is a marker that builds sentence coherence in discourse. There are several types of coherence, namely causality coherence, contrast coherence, additive coherence, detail coherence, temporal coherence, and chronological coherence.

Clause coherence is coherence that indicates a causal relationship. This coherence is expressed in the first sentence of cause and the next sentence of effect. Coherence causality is usually indicated by the words, therefore, so.

Contrasting coherence is coherence that causes a resistance relationship. This type of coherence is usually indicated by a conjunction that states that there is a relationship of resistance, namely the words however, and but.

Additive coherence is a type of coherence in which there is additional meaning between one sentence and another. Words that are added are marked with words besides that and besides that.

Detailed coherence is coherence that states the relationship between the details of the explanation of a thing. Usually, the coherence of details is marked by words ie, among other things, for example, and like.

Temporal coherence is the relationship of meaning in time between one sentence and another.

Chronological coherence is a relationship over time series. This coherence is often indicated by conjunctions that express temporal relationships. This correction is usually indicated by the words now, after, before, and not yet.

Unsigned coherence

Unsigned coherence is coherence that is expressed implicitly, not revealed by markers. Unsigned coherence is divided into Sequential coherence and Periodic coherence.

Sequential coherence is a relationship of meaning that states actions that are carried out in stages. Sequential coherence contains the stages of the occurrence of an event. Meanwhile, perianal coherence is a relationship of meaning that states a clear and detailed explanation of something.

Essay

According to Finosa in Maria (2016: 120), the essay is the result of assembling words, sentences, and paragraphs to describe or review a particular topic or theme.

An essay is a series of logical, coherent, and systematic sentences that contain experiences, thoughts, or descriptions of an object, an event, or a problem, Dede Tatang Sunarya (2017:154).

According to the Eduka Teacher Team (2018: 251) essay is writing that tells about the actions, experiences, or suffering of people in an incident. The essay consists of paragraphs, where each paragraph consists of sentences that are sequenced one by one so that they become complete paragraphs.

According to Maria (2016: 12), so that essays are truly on target, effective, and readers feel satisfied, several objectives must be carried out, namely:

1) Telling or giving information about essays that are shown to the mind to increase knowledge and submit opinions on issues.

2) Moving hearts, thrilling feelings, touching; essays are intended to arouse feelings, influence, take heart, and arouse sympathy.

So writing essays, namely as a process of symbolizing speech sounds based on certain rules. That is, all the ideas, thoughts, and ideas that exist in the author are conveyed in writing by using patterned language symbols through these symbols the reader can understand what the author communicates.

Composing activities is not rare to find but a part of the world of education, especially in learning Indonesian that cannot be separated. The types of essays in Indonesian are narrative, description, exposition, argumentation, and persuasion essays.

A narrative essay is writing that is usually written based on fiction or imagination. However, the narrative is also written based on personal experience. Observations or narrative interviews are generally a collection of events arranged in chronological order or sequence of events. (Nurdin in, Maria 2016:13).

The word description comes from the Latin word that describes or examines something. A description is a form of essay that describes or examines something clearly so that the reader seems to have witnessed or experienced it himself. Through the description, the writer conveys his impressions, feelings, and observations to the reader.

In writing a description of the things that are needed not only the characteristics, properties, or nature of a particular object. However, something that is described is about what is seen, smelled, felt, and what is felt by the heart, such as fear, anxiety, disgust, and emotion.

For us to be able to describe something vividly, the first thing to do is to train ourselves to observe something. Everything around us that we can observe, for example observing trees swaying in the wind, and people passing by on motorbikes. Then describe the important parts in as much detail as possible, such as being stuck in traffic when it rains, then the situation is on the road and it's raining.

The descriptive essay consists of two, namely: First, an expository description where the writer only wants to inform, pay attention, and listen to the reader. Whether or not there is an impression of the reader is not a problem for the writer. The expository description aims to explain something in clear detail as it is without emphasizing any elements of impression or suggestion to the reader.

Second, an artistic (impressionistic) description is an image that leads to providing experience to the reader as if he were acquainted directly with the object presented, by creating suggestions and impressions through skill in an alluring style with an evocative choice of words. This description seeks to create an appreciation of the object through the imagination of the reader.

Based on the usual categories, descriptive essays that are commonly chosen are divided into two categories, namely person description essays and place description essays. In describing people must know the main characteristics of the character you want to describe, what kind of behavior, character, body shape, and appearance. Because someone who looks dashing doesn't necessarily have good behavior or attitude, likewise if someone who has a scary face doesn't necessarily have a rotten heart.

Place description plays an important role in an event. Because there are no events that are independent of place, all stories will have a place background.

An expository essay is writing that intends to win, convey or describe something that can broaden the reader's knowledge or views.

An argumentative essay is a type of discourse that aims to convince the reader of the truth conveyed by the author. The author gives some good reasons to strengthen the reader's belief.

A persuasive essay is writing that is intended to influence the attitude and opinion of the reader regarding a matter conveyed by the author. The author tries to influence the emotions of the readers so that they are provoked to follow the author's wishes.

RESEARCH METHOD

The type of research used in this study is a qualitative descriptive research method. According to Ajat Rukajat (2018: 1), the descriptive method is a method of researching a group of people, an object, a set of conditions, a system of thought, or a class of events in the present. The purpose of descriptive research is to make systematic, factual, and accurate descriptions, drawings, or descriptions of the facts, characteristics, and relationships between the phenomena being investigated.

Sukardi in Asdar (2018: 21) defines descriptive research, namely research that uses methods of depicting and interpreting (interpretation) the state of objects following what is obtained in the field.

In this study, researchers used three data sources or triangulation, namely by observing, documenting, and assigning. This observation or observation will be carried out in the classroom when learning Indonesian takes place. Because students are the main research object for researchers in obtaining valid data. So that researchers see firsthand the facts or events in the field.

Documentation is a record of past events, such as writing and student work. In this study, the researcher took the results of writing descriptive essays by UPT SPF class VII students at SMP Negeri 35 Makassar during Indonesian language class hours to become data for this study.

The task that will be carried out by students is to write a descriptive essay based on observations during field trips or observing places around the school.

In this study, what was analyzed was cohesion and coherence in the descriptive essays of UPT SPF class VII students at SMP Negeri 35 Makassar. The data analysis technique used was qualitative analysis, namely by correcting the correct use of cohesion and coherence in descriptive essays. Data analysis used in this study was carried out by:

Reducing data means summarizing data, choosing the main things, and focusing on the important things. Thus the reduced data will provide a clear picture and make it easier for researchers to carry out analysis.

After doing data reduction, then data presentation is carried out. By presenting data, it is easy to understand what happened and then plan further work based on what has been understood. So that researchers can provide conclusions about this study

Conclusion or conclusion from the results of data analysis. Initially, it is temporary and will change if strong data is not found to support the data collection stage. Conclusions in qualitative research can answer the formulation of problems in research

RESULT AND DISCUSSION

Data Description

A definite study uses data, as research material that is collected and then analyzed in a study. The data in this study are the results of student essays. Data collection was preceded by the researcher inviting students to take part in the field trip learning process. The field trip is a type of learning that is done outside the classroom, around the school environment. After doing the field trip students are given the task of writing descriptive essays based on the findings made during learning outside the classroom. There are 10 data collected with different titles.

The data collected as many as 10 data obtained from the results of student essays. After carrying out data reduction, the researcher then displays the data or selects data that is feasible to analyze or data that uses aspects of cohesion and coherence. Of the 10 data the researcher found 8 data using aspects of cohesion and coherence. Both of these aspects are answers to the problem formulation that has been written. Data that uses aspects of cohesion and coherence, including:

1. Data [K.01], SMPN 35 is located on the outskirts of the city which is located on the telegraph road. No 1. When we enter the school environment we pass the road around which there are tall trees. Very far from public roads. Even though it is very far there are still many students who are interested in studying here. The school building is not luxurious, but it is comfortable to use for studying. There is a room for storing trophies there is also a waiting room. The school building is not luxurious, but it is comfortable to use for studying.
2. [Data K.02], Our school garden is not very wide and has a rectangular shape. There are several small trees and three umbrella tables made of cement with a round or round shape, equipped with five chairs to sit on. There are several small trees and three umbrella tables made of cement, round or round in shape, equipped with five chairs to sit on.
3. Data [K.05], Class VII.2 is on the floor between classes VII.3 and VII.1, on the right side of the second floor to be exact. Inside the classroom, there are thirty brown wooden desks and chairs that are neatly arranged and there is a white blackboard, on the right side there is a teacher's desk covered with a brown tablecloth. Class VII.2 rooms are more white, such as wall tiles, ceilings, and blackboards. Apart from that the room is not big but not small either, but enough for 30 seats. The room is neither big nor small, but enough for 30 seats. Class VII.2 is located on the floor between Class VII.3 and VII.1, on the right, on the second floor.

4. Data [K.06], Our school building is very big, there are three buildings and in the middle, there is a field for ceremonies. Each building has two floors, namely the 1st and 2nd floors and each has its function. Our school is very green because there are lots of trees growing around it, mostly mango trees. Apart from that, there is a canteen, a prayer room, and a library. Apart from that, there is a canteen, a prayer room, and a library. Our school is very green because there are lots of trees growing around it, mostly mango trees. Apart from that, there is a canteen, there is a prayer room, and there is a library.
5. Data [K.07], There is a mango tree in the schoolyard, which is very tall and shady. It looks very green and beautiful. The tree trunk is very large and tree roots can be seen appearing above the ground. In the schoolyard, there is a mango tree, which is a very tall and shady tree.
6. Data [K.08], Class VII.4 we study here. the number of students is 28 people. This class is very clean and tidy, there are thirty tables and chairs, and in front of the class, there is a whiteboard. On the board there is a photo of the president and a picture of an eagle and next to the board is the teacher's table. Besides that, our classroom walls and ceramics are white. There are also 8 windows on the right and 8 windows on the left. that's a picture of class VII.4 class is clean and tidy. Besides that, our class walls and ceramics are white. There are also 8 windows on the right as well as 8 on the left.
7. Data [K.09], We like going to school at SMPN 35 Makassar. Our school is very big and clean, around the school environment there are various types of trees. Such as fuel trees and jackfruit trees. Our school environment looks very clean and there is no trash scattered around. Students are not allowed to litter or dispose of waste in

its place. A clean and cool school environment makes us comfortable to study. Therefore, keep the environment clean.

Our school environment looks very clean, there is no trash scattered around. Students are prohibited from littering or dumping it in its place. A clean and cool school environment makes us comfortable to study. Therefore, keep the environment clean

Our school environment looks very clean.

Data [K.10], the school field is in the middle of the building. Around the field, there are big trees. Mango tree, grilled, and jackfruit. Our school field is not very wide but it can also be used for ceremonies. In addition to field ceremonies, it can also be used for sports.

Our school field is not very wide but it can also be used for ceremonies. In addition to the field, ceremonies can also be used for ceremonies.

After doing data reduction and data display, data is found to be analyzed. The twelve data used aspects of cohesion and coherence, namely data [K.01] was found to use contrast coherence, data [K.02] antonymic cohesion, data [K.05] was found to be used, aspects of antonymic cohesion and repetition cohesion, data [K. .06] aspects that are themed are aspects of epulis cohesion and additive coherence, then in data [K.07] the aspects used are aspects of repetition cohesion, data [K.08] aspects of additive coherence, in data [K.09] it is found that aspects of use, the aspects of synonymous cohesion, causality coherence, and repetition cohesion than in the data [K.10] found the use of additive coherence aspects.

Research Discussion

Based on data [K.01]: The school building is not luxurious, but it is comfortable to use for learning. So data [K.01] is a type of unsigned coherence, namely the contrast coherence of the word, however. The word indicates resistance.

Based on data [K.02]: There are several small trees and three umbrella tables made of round or round cement, equipped with five chairs to sit on. So data [K.02] is a type of lexical cohesion, namely synonyms for round or round words that have the same meaning. The word is written to support the clarity of the sentence so that it is easy to understand.

Based on data [K.05a]: Class VII.2 is on the floor between classes VII.3 and VII.1, on the right side of the second floor to be exact. So the data found the use of the type of lexical cohesion, namely repetition of the word is written twice. The repetition of these words makes the sentences in data [K.05a] ineffective because the repetition of words is used only to emphasize very important words. As for the way of writing to be effective, that is class VII.2 is between class VII.3 and VII.1. The right side is on the floor on the 2nd floor. So the word is written only once.

Based on data [K.05b]: This room is neither big nor small, but enough for 30 seats. In data [K.05b] it was found the use of lexical cohesion, namely antonyms for big and small words. The word shows the existence of word resistance that can be used to connect one sentence. So based on data analysis [K.05b] it was found that 2 types of lexical cohesion were used, namely, repetition and antonyms, as described above.

Based on data [K.06a]: Apart from that, there is a canteen, there is a prayer room, and there is a library. In data [K.06a] it was found the use of grammatical cohesion, namely epulis in the word ada which is written more than two times. Epilis, in other words, the release means that there is no excessive repetition of words which makes the sentence ineffective. These words can be omitted because they have the same reference. As for how to write the sentence above to be effective, as follows. In addition, there is a canteen, prayer room, and library here.

Based on data [K.06b]: Our school is very green because there are lots of trees growing around it, mostly mango trees. Besides that, there is a canteen, there is a prayer room, and there is a library. In data [K.06b] it is found that the use of additive coherence is indicated by the word other than. The word aims to make the sentence look commensurate with the sentence before and after the word. So the results of data analysis [K.06b] found 1 type of grammatical cohesion and 1 type of additive coherence as explained above.

Based on data [K.07]: In the school yard there is a mango tree, which is a very tall and shady tree. The data found the use of lexical cohesion, namely repetition marked with the word tree written in more than one. The repetition of the words above makes the sentences written ineffective. As for how to write it, it will be written as follows: in the schoolyard, there are several mango trees, which are very tall and shady.

Based on data [K.08]: Apart from that, our classroom walls and tiles are white. There are also 8 windows on the right and 8 windows on the left. In the data, it was found the use of additive coherence which is marked by a word other than which is a form of additive coherence. The word aims to make the sentence look commensurate with the sentence before and after the word.

Based on data [K.09a]: Our school environment looks very clean, there is no trash scattered around. Students are prohibited from littering or throwing it away. The data found the use of lexical cohesion, namely synonyms marked by the word littering or disposed of in its place. The word has the same meaning written to support the clarity of the sentence.

Based on data [K.09b]: A clean and cool school environment makes us comfortable to study. Therefore, keep the environment clean. In these data, it was found the use of causality coherence which is marked with the word therefore. The word shows a causal relationship, the meaning of causation produced by the sentence above, namely the word therefore, namely by keeping the environment clean, results in a clean environment. So based on the results of data analysis [K.09b] lexical cohesion and contrast coherence were found, as explained above.

Based on data [K.09C]: Our school environment looks very clean. In the data, it was found the use of lexical cohesion, namely repetition marked with the word trash written in more than one. The repetition of the word aims to maintain the sentence and is intended to emphasize that the word is very important

Based on data [K.10]: Our school field is not very wide but it can also be used for ceremonies. In addition to field ceremonies, it can also be used for sports. In these data found the use of additive coherence which is marked with the word other than. The word aims to make the sentence look commensurate with the sentence before and after the word.

Based on the results of data analysis, found the use of cohesion and coherence types. The use of repetition is found in data [K.05a], [K.07], and data [K.09c]. then in data [K.01], found the use of contrast coherence. Data [K.02], [K.09a] found the use of cohesion, namely synonyms. Data [K.05b] found the use of antonyms and data [K.06a] found the use of cohesion, namely epulis. In data [K.06b], [K08], [K.010] the use of additive coherence and causality coherence was found [K.09b]. based on the results of the discussion described above, it can be said that class VII students of UPT SPF SMP Negeri 35 Makassar understand enough about the use of cohesion and coherence in writing essays.

CONCLUSION

Based on the results of data analysis, it shows that of the 10 data that have been collected, only 8 data are analyzed because that is the only data that is found using cohesion and coherence. It is said that students of class VII UPT SPF SMP Negeri 35 Makassar have understood the use of cohesion and coherence, but the way to place them is not quite right. In writing student essays, found the use of cohesion and coherence. The types of cohesion found were 6 kinds of lexical cohesion, namely 3 repetitions, 2 synonyms, 1 antonym, and grammatical cohesion, namely epulis 1, in total there were 7 data using aspects of cohesion. While the use of coherence found as many as 3 types, namely coherence marked causality 1, coherence contrast 1, and additive coherence 3, and no use of coherence not found. So overall the use of cohesion and coherence in student essays, namely there are 12 data.

SUGGESTION

This research can be used as a reference in the learning process to use good and correct cohesion and coherence. There are several suggestions that the researcher wants to convey after completing the research.

1. For students, it is recommended to remain active in participating in learning activities. Students always practice and study more actively specifically on the use of cohesion and coherence in writing descriptive essays.

2. For teachers, it is advisable to coach students so they can develop a potential understanding of cohesion and coherence in writing essays.
3. For writers, it is suggested that it is even better and there is further research from this research, with other techniques or methods to increase knowledge.

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The Influence of Good Governance on Organizational Performance for Universities in Thailand

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ABSTRACT
This study examined the influence of good governance on the organizational performance of universities in Thailand. Closed-ended questionnaires (Likert's Rating Scale) were used to collect data through an online survey and convenience sampling from 385 respondents. SPSS Version 29 was used to analyze the demographic characteristics of the respondents for descriptive statistical analysis (frequency and percentage). The mean and standard deviation were used to compute the values for each variable and questionnaire item. Multiple regression analysis was used to test the hypotheses. The findings found the significant relationship between good governance and organizational performance. This study confirmed the components of good governance on organizational performance in universities in Thailand. The good governance that effects on Thai universities' organizational performance comprise of employee participation, working orientation and social development. It revealed that social development influenced organizational performance most, followed by employee participation and working orientation. These factors help human resources and universities enhance organizational performance. The recommendation is to conduct a qualitative study, such as interviews or focus groups, to gain insights for future research.

Keywords: good governance, employee participation, working orientation, social development, organizational performance

Introduction

Good government debates about the state's role and the best policies and institutions to help it do its job. Good governance is not a precise and final way to measure the quality of governance. Instead, it is used as a starting point for an objective evaluation of different economic policies that can improve the quality of governance (Huther & Shah, 2005; Huther & Shah, 2016). Good governance at universities could help higher education institutions meet other criteria, such as producing high-quality results and carrying out their mission and vision effectively and efficiently (Gisselquist, 2012; Areiqat et al., 2020). Transparency, involvement, accountability, and efficacy have all been well-executed in universities, where good governance has been operating smoothly. Good university governance has established openness, implemented participation, implemented responsibility, and implemented effectiveness (Trakman, 2008; Sari et al., 2018; Hidayah, N., and Susanto, 2020).

Organizational performance is a process-based result measured and compared over time using predetermined parameters. Organizational performance is based on the idea that an organization is a group of productive assets that work together to reach a common goal, like people, places, and money. Actual outcomes can be compared to desired results to determine performance. So, employee performance is essential to organizational efficiency and effectiveness. (Titisari et al., 2020; Idris et al., 2020; Limna et al., 2022, b). The organizational performance consists of financial outcomes (such as profit or market value), organizational outcomes (such as productivity or customer happiness), and human resource outputs (job satisfaction or commitment) (Nyathi and Kekwaletswe, 2023; Uribetxebarria et al., 2021; Hashim et al., 2015).

The relationship between good governance and organizational performance is critical for all universities. Thus, the relationship between good governance and organizational performance is also crucial for institutions in Thailand. Still, only a few studies show how these two things relate to Thailand's educational institutions. In other words, few studies in Thailand's universities show a link to confirm this relationship. This research may fill a gap in Thailand's private and public universities in the efforts to improve good governance and organizational performance. It may help the educators and administrators in Thailand's private and public universities better manage their universities and enhance organizational performance through good governance.

Research Objective

This study investigates the influence of good governance on the

organizational performance of universities in Thailand.

Research Question

How does the Multiple Regression Model explain the influence of good governance on the organizational performance of universities in Thailand?

Literature Review

Universities in Thailand

Universities in Thailand, also called "higher education institutes," are based on essential principles that aim to develop people with knowledge, skills, morality, openness, and social responsibility to help with academic and professional development. According to Section 28 of the National Education Act (No. 2) of 2002, research is done to learn more about how societies change. It means that higher education is a crucial way to improve the quality of life for people in the country (Pholwathana, 2014; Rucharoenpornpanich and Luengalongkot, 2020). Higher education institutions directly under the Ministry of Higher

Education, Science, Research, and Innovation have established significant visions in which higher education creates people, wisdom, and morality for the long-term development of Thai society. Its main goal is to improve education to be on par with what people get in developed countries (Crocco and Pitiyanuwat, 2022; Chokprasoetsom et al., 2022).

Good Governance and Organizational Performance

Good governance in this study represents the independent variables comprising employee participation, working orientation and social development. While the dependent variable in this quantitative research is organizational performance.

Employee participation is where employees are involved in decision-making processes instead of just carrying out orders and is a component of workplace empowerment (Balakrishnan and Parasuraman, 2021). Participation of employees is essential for corporate commitment and employee effectiveness. Commitment to the organization is a strong indicator of improved employee performance (JIMOH, 2023). Efficiency is achieved when enough assets, such as human, physical, and financial resources, are willingly brought together by an organization and work together to reach the same goals (Titisari et al., 2020; Idris et al., 2020). In this study, employee participation refers to the extent to which university employees are active in decision-making processes, as opposed to just carrying out orders; and is a component of workplace empowerment in universities in Thailand.

Working orientation is about orientation and work alignment because it is necessary to increase the organization's efficiency. Ensuring everyone is aligned correctly is essential to get the most out of an organization. So, this person knows and understands the work systems, the rules, policies, and procedures governed by law. This person also makes decisions on their own and does not support corruption. (Huther and Shah, 2005; Huther and Shah, 2016). Three categories of work orientation – job, career, and calling – have been frequently used to characterize how individuals perceive and behave concerning their work (Lee, 2023). In this study, working orientation refers to orientation and work alignment, which is vital to improving organizational effectiveness at Thailand's universities.

Social development is the change and improvement of people's living conditions and relationships with other groups and institutions that make up the social fabric of a nation. Social capital includes health, education, citizen security, and jobs. It can only be done by reducing poverty and inequality (Huther and Shah, 2005; Huther and Shah, 2016). In this study, social development is progressively becoming an essential metric for measuring university staff development in Thailand, such as health, education, security and job development.

In this study, organizational performance is the outcome variable. Organizational performance is a process-oriented result that is measured. Employee performance is the most critical organizational performance for efficiency and effectiveness. Moreover, employee performance is the most vital part of corporate performance for efficiency and effectiveness (Titisari et al., 2020; Idris et al., 2020; Nyathi and Kekwaletswe, 2023). Organizational performance is measured at different levels of the organization's hierarchy. Individuals, groups, and organizations can all be evaluated (Al-Nsour, 2012; Knies et al., 2016; Butali and Njoroge, 2018; Limna et al., 2022, b). Financial outcomes (such as profit or market value), organizational outcomes (such as productivity or customer satisfaction), and human resource outputs constitute organizational performance (job satisfaction or commitment) (Tahir, 2020; Sharma and Al Sinawi, 2021; Nyathi and Kekwaletswe, 2023).

Research Hypothesis Development
H1: Employee participation significantly influences organizational performance
H2: Working orientation significantly influences organizational performance
H3: Social development significantly influences organizational performance

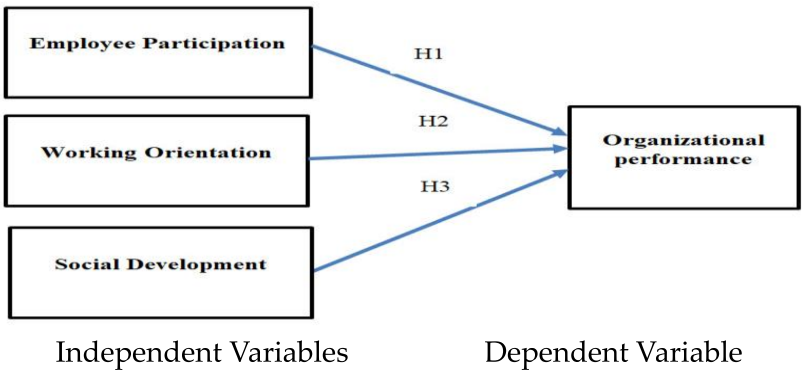

Figure 1 Conceptual Framework of the Study

Methodology

Population and Sampling

The population of this study consist of administrators and employees of private and public universities in Thailand. The sample size was determined using the formula for the unknown population. The study's population is undetermined regarding the indefinite population. The samples were older than 18 years old, following the recommendation of Sitthipon et al. (2022) and Siripipatthanakul et al. (2023); all were university members in Thailand. Collecting a minimum of 385 cases at P = 0.5 by convenience sampling is necessary for a sample error at a 5 % confidence level of 95 %. This study's total number of respondents was a minimum of 385, following the recommendation of Limna et al. (2022).

Research Method

This study's data was collected via online, closed-ended questionnaires (Likert's rating scale). The questions on the questionnaire were made based on previous research that showed the validity of the questions. The reliability and validity of the measurements were assessed. Dependability is the ability of a measuring tool to give the same results repeatedly (Zikmund, 2003). For all of the primary variables in this study, a five-point Likert scale was used to evaluate the values: strongly agree with a value of 5, agree with a value of 4, remain neutral with a value of 3, disagree with a value of 2, and strongly disagree with a value of 1, following the study of Siripatthanakul (2022). The questionnaire items on good governance and organizational performance were based on the research of Huther and Shah (2005; 2016), Simorangkir (2019), Titisari et al. (2020), Idris et al. (2020), and Limna et al. (2023). The demographics of the respondents were based on the study by Siripipattanakul et al. (2022) and Siripipatthanakul et al. (2023). The questionnaire was revised following the recommendations of three experts, one in educational administration and two in business administration.

Data Collection

The researcher gathered the information online through self-administered questionnaires. The study's purpose was explained to the respondents before the online questionnaire was distributed to participants, and the data collection duration was between January 2nd, 2023 and February 2nd, 2023.

Data Analysis

For descriptive statistics (like frequency and percentage), SPSS Version 29 was used to describe the respondents' demographics. The mean and standard deviation were used to determine the values for each variable and questionnaire item following the study of Jaipong et al. (2022; Siripipatthanakul, 2022, a; b). Cronbach's alpha was set at 0.6 to assess the main variables' reliability. The validity test was conducted using the factor loadings and set to 0.6. The researcher analyzed the completed data using multiple regression analysis (MRA) to test the hypotheses.

Results

Table 1. Demographic Characteristics of the Respondents (n=385)

Demographics		Frequency	Percentage (%)
Gender	Male	167	43.4
	Female	216	56.1
Age	18-25 years old	2	0.5
	26-30 years old	12	3.1
	31-35 years old	48	12.5
	36-40 years old	79	20.3
	41 years old or over	243	63.1
Status	Single	216	56.1
	Married	169	43.9
University	Public University	305	78.2
	Private University	80	20.8
Education	Bachelor's degree or below	76	19.7
	Master's degree	174	45.2
	Doctoral Degree	135	35.1
Occupation	Executive	55	14.3
	Lecturer	202	52.5
	Officer	128	33.2
Income	20,001–30,000 THB	91	24.0
	30,001– 40,000 THB	94	24.4
	40,001 – 50,000 THB	79	20.5
	More than 50,000 THB	121	31.4
Resident Region	Northern	79	20.5
	Central	173	44.9
	Eastern	27	7.0
	Northeastern	59	15.3
	Western and Southern	47	12.2

Total	385	100%

Table 2. Factor Loadings, Cronbach's Alpha, Mean and Standard Deviation (SD) (n=385)

Items	Factor Loadings	Mean	SD
Employee Participation (Cronbach=0.7988)			
Faculty members are free to express themselves politically under the law.	0.8445	4.10	0.963
Faculty members are free to express their Opinions	0.8782	4.25	0.867
Faculty members have the freedom to choose university administrators.	0.8040	3.83	1.253
Executive stability is essential for the university.	0.6221	4.47	0.787
Working Orientation (Cronbach=0.6778)			
The rules of the university are consistent with national and international laws.	0.8175	4.10	0.899

The efficiency of the university system is adjusted according to economic and social factors	0.7023	4.10	0.913
The university does not support corruption in any form.	0.8081	4.46	0.921
Social Development (Cronbach=0.9332)			
The university attaches great importance to transparency in recruitment.	0.8858	4.17	1.050
The university attaches great importance to transparency in human resource development, such as lifelong learning and skill enhancement.	0.8575	4.39	0.863
The university values transparency, fairness and equality.	0.9467	4.18	0.986
The university pays attention to transparency in human resource evaluation related	0.9353	4.19	1.003

to good governance indicators			
The university pays attention to social development in welfare (such as medical expenses, social security, and child education allowance)	0.8159	4.12	1.042
Organizational Performance (Cronbach=0.9301)			
The university has a clear direction for good Governance	0.9229	3.97	1.050
The university practices effective planning based on ethics	0.9368	3.94	0.927
The university assessed everyone fairly for their performance	0.9015	3.78	1.083
The university has policies that encourage development opportunities	0.8757	4.08	0.919

According to the Table 2, Cronbach's Alphas are over 0.6. Factors Loadings over 0.6. The means are between 3.78 and 4.47 (the interpretations agree and strongly agree). The standard deviations are between 0.787 and 1.253.

Table 3. shows Multiple Regression Analysis (MRA)

Model Summary

Model	R	R Square	Adjusted R Square	Std .Error of the Estimate
1	.788a	.620	.617	.54620

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	185.745	3	61.915	207.53	<.001b
	Residual	113.665	381	.298	4	
	Total	299.410	384			

Coefficients

Model	Unstandardized Coefficients B	Std .Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	-.082	.200		-.409	.683
Employee Participation	.182	.056	.139	3.239	.001
Working Orientation	.163	.056	.120	2.887	.004
Social Development	.615	.043	.613	14.198	<0.001

Table 4. Assumptions

Hypotheses	Results	Actions

H1: Employee Participation → Organizational Performance	β=0.182 at p-value < 0.01**	Accepted
H2: Working Orientation→ Organizational Performance	β=0.163 at p-value < 0.01**	Accepted
H3: Social Development → Organizational Performance	β= 0.615 at p-value < 0.001***	Accepted

$p<0.01$** and $p<0.001$***

The highest significant factor of good governance that influences on organizational performance of universities in Thailand is social development (β= 0.615, < 0.01), followed by employee participation (β= 0.182, < 0.01), and working orientation (β= 0.163, < 0.01), respectively. The relationship phenomenon to explain organizational performance from good governance (employee participation, working orientation and social development) for universities in Thailand could be described by about 62% (R-Square=0.62).

Discussion of the Research Finding

Three hundred eighty-five (385) respondents older than 18 years old completed online questionnaires, which were coded and analyzed. The findings revealed that most respondents (56.1%) were female, had a single marital status (56.1%), were aged 41 years or older (63.1%), worked as a lecturer (52.5%), had a master's degree (45.2%), earned more than 50,000 Thai Baht (31.4%), and lived in Central Thailand (44.9%). The demographics represent the executives, lecturers or officers working at Thailand's public or private universities.

Employee participation significantly influences organizational performance.

The study found that employee participation has a substantial impact on organizational success. Furthermore, the study demonstrated that employee participation involves the practical, continuous, and normative commitment that influences employee engagement and organizational performance. The findings supported Titisari et al. (2020) and Idris et al. (2020) that efficiency is achieved through an organizationally voluntary alliance of sufficient assets such as human, physical, and financial resources that work together to achieve common goals.

It also supports Amah and Ahiauzu (2013) that employee participation impacts profitability and a positive relationship between employee participation and organizational performance in its productivity. Therefore, H1 was supported.

Working orientation significantly influences organizational performance.

The findings confirmed the study of Huther and Shah (2005 and 2016) and Lee (2023), Soomro and Shah (2019), Tang et al. (2013), Masa'deh et al. (2018) that working orientation is the orientation and work alignment, which are essential for enhancing the organizational effectiveness of Thailand's universities. Working orientation concerns orientation and work alignment to boost the organization's productivity. It is crucial to ensure that everyone is appropriately aligned. There is an influence of working orientation on the organizations to maximize the effectiveness of an organization. Working orientation has a positive and significant impact on organizational engagement and performance. Therefore, H2 was supported.

Social development significantly influences organizational performance.

The findings confirmed the study by Huther and Shah (2005; 2016; Nuryanto et al. (2020), Rhodes et al. (2008) and Lindeberg et al. (2022), that social development, such as the development of health, education, security, and jobs, is becoming an increasingly important criterion for gauging university staff development in Thailand. Social development considerably impacted organizational performance. Therefore, H3 was supported.

Conclusions

The results confirmed a strong association between good governance and organizational performance. The respondents' projected organizational performance for universities in Thailand is based on good governance. All the independent variables in good governance can be used to predict how thriving universities in Thailand in managing. Social development strongly influences the organization's performance, followed by employee participation and working orientation. Good governance is a core concept to follow and could improve the university's performance in Thailand. Morality and openness are used as guides for management and control so that universities can run in a way that is efficient, effective, fair, honest, and open. Consider the roles and contributions of all parties involved. Good governance is one of the essential tools for a university or any business for the country to grow and develop naturally to the goal of a sustainable way. It is especially true in educational organizations like universities in Thailand. However, the Integrity and Transparency Assessment (ITA) could be a critical way to reflect a good government and good governance organizations simultaneously.

Research Contribution

Good governance is crucial for universities in Thailand. This study showed a strong link between how universities in Thailand are managed and how well organizational performance is. It may be applied to other sectors to improve their good governance. The university oversees building skills, knowledge, and universities need to make rules, such as coming up with new ways to deal with problems and crises, building skills and expertise to help with global changes in the age of digital disruption, and improving organizational performance. Universities must make rules or regulations, such as developing new ways to deal with problems and crises, building skills and knowledge to help with global changes in digital disruption, and improving organizational performance. Moreover, other organizations, such as business companies, could apply this study to improve their managerial performance through the predictors of good governance using social development, employee participation and working orientation.

Limitations and Recommendations

This study could be explained well in Thailand and may not be used to predict in other countries. Therefore, sampling extension should be considered for further investigation. This research employed a quantitative approach and may need more insight and details. Also, employee satisfaction is a broad term that includes job satisfaction and overall satisfaction with company policies, company environment, and so on (Danish and Usman, 2010; Sageer et al., 2012; Simorangkir, 2019). Thus, employee satisfaction should be considered the mediator for further study. Therefore, qualitative studies, such as interviews or focus group discussions, should be considered for further research.

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The Dilemma of Multi-Principals-Agencies Role of Government Related Company: The Case of Pihak Berkuasa Air Holdings Berhad (PBAHB)

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ABSTRACT

PBA Holdings Berhad (PBAHB) is primarily Penang, Malaysia's licensed water supply operator. The Penang Water Authority, or "Pihak Berkuasa Air" ("PBA"), was established to provide Penang with water. PBA was replaced by the Penang Water Supply Company (Perbadanan Bekalan Air Pulau Pinang Sdn Bhd, or PBAPP). This qualitative study evaluated the case study using the documentary technique and content analysis. It reveals that the most common reason for a company to go public is to raise capital for expansion or acquisition strategies or as an exit strategy (a way to realize the investment in a company). But, the findings from annual report suggest PBAHB is capable of obtaining cheaper financing through government arrangements. The need to keep control of the company and the lack of investor interest suggest whether that PBAHB should stay on the stock market. While it is speculative to forecast the course of the water supply nationalization movement, which may result in a mandatory purchase. The Board of Directors of PBAHB may need to conduct "soul searching" to determine its future possible corporate and business direction. Since it became independent, Malaysia has had one of the worst economies and a large national debt. While the postponement, downsizing, and cancellation of megaprojects may have lessened some of the impacts, the government must rebuild its revenue base. A comprehensive institutional reform of PBAHB is imperative and imminent. It should be further studied for quantitative or qualitative research so that the welfare-focused populist policies of the State Government of Penang can last as long as possible.

Keywords: Privatization, Corporate Governance, Agency Theory, Conflict of Interest, Government Linked Public Traded Company, Water Authority

Introduction

Malaysia's privatization program, seen as part of the government's strategy for capital accumulation and growth (Syn, 2002), draws mixed views from two spectrums. The primary rationale for privatization is based on the argument that privatization increases efficiency, and the adoption of neoliberalism's new public management model in the economy (Singaravelloo, 2023), which implies that welfare will be maximized with Privatization (Nambiar, 2009). Singaravelloo (2023) further suggests that privatization is undertaken to reduce government involvement in business, which is done to avoid the crowding out of private sector investments and to reduce the costs of government intervention in business (Nambiar, 2009). The merits of privatization, however, are disputed; regarding water supply management, the anti-privatization regime centred its argument on three points, i) that privately managed water service providers had not significantly improved services to the majority of poor consumers, ii) that the private sector is not by definition more efficient than the public, and iii) that privatization was being forced on developing countries by donors and lenders (Bonnardeaux et al., 2017) Nevertheless, the privatization record in Malaysia shows that the government continues to involved in business in different ways: it continued to intervene, but perhaps less directly (Singaravelloo, 2023). Over the years, the concept of privatization has undergone its evolution which has emerged into more complex forms (Figure 1.1). Singaravelloo (2023) further argues that conflicts among politicians, administrators and implementers are typical and must be addressed for healthy decentralization to prevail and function effectively. Therefore, when examining the effectiveness of privatization, economic efficiencies should not be at the expense of social or political costs (Carter, 2013).

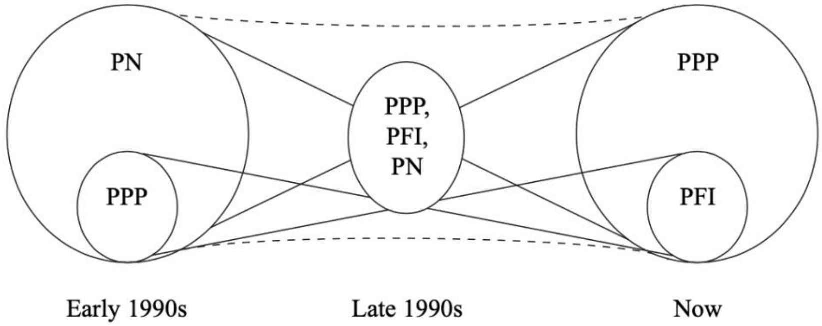

Figure 1. Evolution of Malaysia's Privatisation Scene

Source: Singaravelloo (2010).

About Pihak Berkuasa Air (PBA)

PBA Holdings Berhad (PBAHB) is principally engaged as a licensed water supply operator that serves the State of Penang, Malaysia, with an approximately 1.77 million population. Its history can be traced back to 1805 when the first engineered water supply system for ten thousand settlers in George Town consisted of a simple aqueduct (open pipeline) system that delivered raw water from the waterfalls in the foothills of Penang Hill. In 1919, a Water Department was set up under the George Town City Municipal Council. In 1973, The Penang Water Authority, or "Pihak Berkuasa Air" ("PBA"), was set up to supply water in Penang. In 1999 the Penang Water Supply Corporation (Perbadanan Bekalan Air Pulau Pinang Sdn Bhd or PBAPP) was corporatized to replace PBA.

PBAHB, the holdings company for PBAPP, was eventually listed on the Main Board of the Kuala Lumpur Stock Exchange to raise public funding for Penang's water infrastructure projects. As the Penang State Government holds a majority stake in PBAHB, the Chief Minister of Penang would be appointed as the Chairman of PBAHB and PBAPP. It has been effectively given the responsibility of leading Boards of Directors comprising senior state government officials and individuals selected to serve as independent and non-independent directors, with Penang's best interests at heart. PBAHB is accountable to Malaysia's National Water Services Commission (SPAN), a regulatory entity that is empowered by federal laws to oversee water supply services in Malaysia.

LITERATURE REVIEW

Conflict of Interest: The Agency Theory Perspective

Eisenhardt (1989) highlighted Agency Theory literature is split into two schools of thought (Jensen, 1983), in which the former emphasizes how the capital market can affect the firm. In contrast, the latter does not refer to capital markets at all. Eisenhardt (1989) further categorized the agency theory into two models: the positivist agency model and the principal–agent model. The positive agency model explains the causes of agency problems and the cost involved. In comparison, principal–agent model is the more mathematical approach which explains that principals are risk-neutral and profit seekers, while agents are risk-averse and rent seekers (Panda & Leepsa, 2017).

However, Perrow (1986) criticized that the positivist agency approach has only concentrated on the agent side of the equation and argued the positivist agency theory is unconcerned about the principles. It may act opportunistically, deceive, and exploit the agents. For instance, regarding the control-of-bureaucracy theory, an approach to public administration theory particularly associated with matters of compliance or responsiveness centralized on the doctrine "Does the bureaucracy comply with the law or with the preferences of lawmakers or elected executives?" which suggests the significant role of the "Principals" in public administration (Morales, 2022; Frederickson et al., 2018).

Researchers have increasingly used this theoretical perspective to analyze leadership behaviour in big private and public enterprises (Zogning, 2017). It is regarded as one of the most critical theories in finance and economic literature (Panda & Leepsa, 2017). The presence of an agency approach has been widely observed in various extended academic fields (Panda & Leepsa, 2017; Zogning, 2017), notably in accounting (Yusran (2023; Boučková, 2015; Lambert; 2006), Law (Lan & Heracleous; 2010) Finance (Dawar, 2014; Bruining & Herst, 2011; Bruton et al., 2010); Corporate Governance (Hassaan & Salah, 2023; Shi et al., 2017; Glinkowska & Kaczmarek, 2015; Jo & Harjoto, 2012). Concerning privatization and corporate governance studies, the agency theory arguably underpins the dominant theoretical framework (Dharwadkar et al., 2000; Lynall et al., 2003; Yusof, 2016; Cuevas-Rodriguez et al., 2016).

Principal-Agent studies are commonly associated with conflict of interest (Onjewu et al., 2023; Khunkaew, 2022; Urbanek, 2020; Eisenhardt, 1989). Regarding "conflict of interest", there is no universal definition. Jamal & Bowie (1995) highlight two popular philosophical definitions of "conflict of interest" are those of Davis (1991), who defines *"a person has a conflict of interest if, (a) he is in a relationship of trust with another requiring him to exercise judgment in that other's service and (b) he has an interest tending to interfere with the proper exercise of that judgment"* (Davis, 1991); and Beauchamp (1992), who defines *"A conflict of interest occurs whenever there exists a conflict between a person's private or institutional gain and that same person's official duties in a position of trust".*

Jamal & Bowie (1995) further argue a conflict-of-interest situation exists whereby the professional can serve her interest or the interest of another at the expense of the interest of those who are legitimately depending on the professional for an objective opinion. Boatright (1992) has also characterized a conflict of interest as the presence of conflicting legitimate interests with the further stipulation that only one of the interests can be fulfilled, as opposed to "competing interests," which permit the balancing and partial satisfaction of different interests. Mehran & Stulz (2007), in a narrower context, define conflicts of interest as situations in which a party with a fiduciary duty takes actions that are inconsistent with that fiduciary duty.

METHODOLOGY

The exhaustive literature review included a narrative summary. Narrative synthesis aims to summarise and explain the outcomes of synthesis through academic writing. The qualitative research process consists of four steps: design of studies, data collection, data analysis, and report writing (Limna, 2022). Content analysis is a qualitative method that employs verbal, visual, or written data to methodically and objectively characterize specific phenomena, hence facilitating the formulation of valid conclusions. It is also a flexible data analysis method appropriate to systematic qualitative evaluations based on data coding and categorization (Stemler, 2000; Jaipong et al., 2022). Qualitative content analysis provides a systematic approach for uncovering meaning in textual material, both on the surface and behind it, facilitating the examination of document trends and patterns. Systematic qualitative reviewers must modify or adapt content analysis techniques to match highly ordered and contextualized material to locate knowledge and theory. Lastly, qualitative content analysis was employed in this study (Kleinheksel et al., 2020). Jaipong et al., 2023; Viphanphong et al., 2023; Sitthipon et al.,2023). Thus, this case study employed a qualitative approach in a systematic synthesis and analyzed using content analysis.

FINDINGS

1) Financial Performances Highlights

Over the two decades, water demand in Penang has expanded by 51.14%, from 569 million litres per day (MLD) in 2000 to 860 MLD in 2021. The growth is consistent with the number of registered water consumers, which increased by 84.67%, from 356,797 in 2000 to 658,910 in 2021. Financially, PBA registered pretty stable income and earnings (Figure 1.3). However, it performs relatively below average from its share price performance, consistently trading below its Net Tangible Assets value over the years (Figure 2).

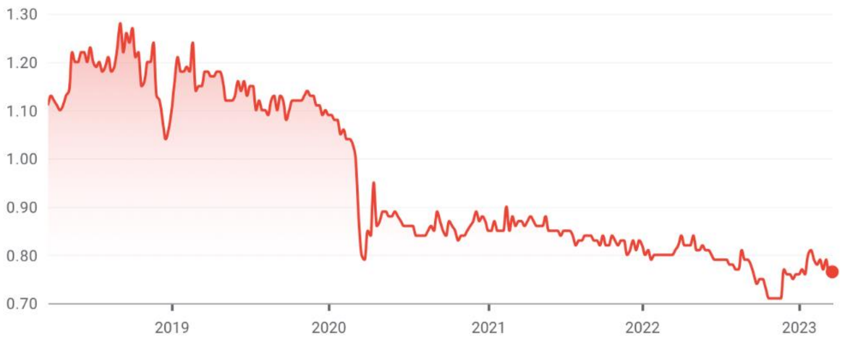

Figure 2. PBAHB Share Price Performance 2019 -2023
Source: Google Finance, 2023

PBAHB is seen as a success story of Malaysia's privatization effort, the recent developments pose challenges and perhaps a dilemma given its nature of the ownership and potentially conflicting roles from the investors' point of view. As such, the perception of political appointees is commonly associated with conflicts of interest despite a generally institutional solid environment with checks and balances and a free media as well as specific institutional safeguards (Luechinger & Moser, 2014)

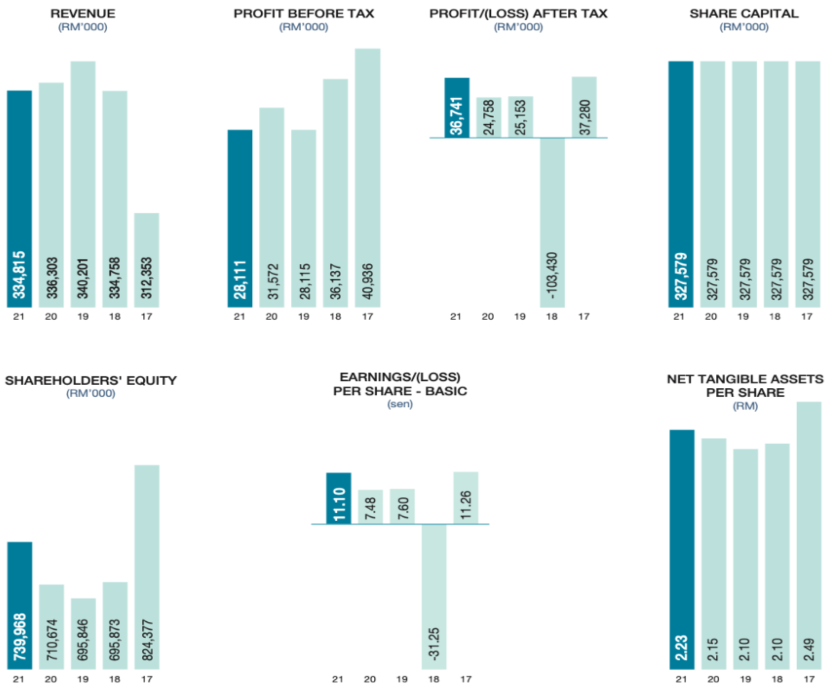

Figure 3. PBAHB Financial Performance 2017 -2021

Source: PBAHB Annual Report, 2021

2) PBAHB Challenges

i) Climate Change Effect – Growing Concern on Water Supply Source

According to PBAHB annual report 2021, climate change has affected rainfall patterns in the water catchment areas of the Air Itam Dam and Teluk Bahang Dam on Penang Island and in Ulu Muda, respectively the water catchment area for Sungai Muda. Due to a lack of rainfall, the capacity of Kedah's Muda Dam plummeted to 3.81% in the early year 2020. Later in the same year, the Teluk Bahang Dam reported an all-time low adequate capacity of 16.0% toward the end of 2020.

In 2021, the Penang State Government and PBAPP proposed the establishment of a professional "Ulu Muda Basin Authority" (UMBA) to manage Ulu Muda and Sungai Muda sustainably as indispensable raw water assets in the Northern Corridor Economic Region (NCER). However, the Ministry of Environment and Water (EWA) rejected the proposal to set up the UMBA in 2022. Penang also requested the prompt implementation of the Sungai Perak Raw Water Transfer Scheme (SPRWTS) to tap a second primary raw water resource. In 2022, the Perak state Chief Minister denied the request because Perak "is unable to supply raw water to other states".

In July 2022, the PBAPPA Sungai Dua water treatment plant, which supplies 80% of the treated water to Penang, was shut down for emergency response procedures as raw water from Sungai Muda turned too turbid to be treated safely following the flash flood in Baling, Kedah. The incident resulted in a panic buy as consumers saw stocking up water bottles after news of the water disruption went viral. Media reports not just residential areas but industrial and commercial sectors in various regions were also affected by the water disruption, with some reporting low pressure and others being cut off from supply.

ii) Low and Restrictive Tariff Charges – Limits PBAHB Revenue Growth

PBAHB is often credited for its achievement of Penang's average water tariff for domestic water consumption of the first 35,000 litres per month, the lowest in Malaysia, at RM0.32 per 1,000 litre. The national average tariff for this category of domestic consumption, as reported in 2019, is RM0.71 per 1,000 litres. While PBA bills the lowest domestic water tariff in the country by cross-subsidizing it with earnings from trade water consumption. The real-world cost of water production is higher than RM0.32 per 1,000 litres. By charging domestic consumers RM0.32 per 1,000 litres for the first 35,000 litres per month, PBAPP effectively subsidizes domestic water consumption for every domestic consumer in Penang.

In 2021, the domestic water subsidy amounted to RM97.3 million. It is consistent with the Pakatan Harapan-led government's populist economic policies that were drawn from its election manifesto (Lee, 2020). While sustaining "people-friendly" domestic tariffs can be seen as a popular corporate social responsibility (CSR) gesture, a subsidy of over three times PBAHB's Pre-tax profit (2021: RM28.1 million) appears to be out of proportion, and PBAHB leadership concurred that it is no longer rational or sustainable at a point in time wherein PBAPP needs to invest in upgrading Penang's water supply infrastructure for the future.

According to PBAHB's annual report (2021), Penang's commercial trade tariff is the third lowest in Malaysia, after Terengganu and Perlis. Penang's commercial tariffs start at RM1.36 per 1,000 litres for the first 500,000 litres per month. The national average is RM1.87 per 1,000 litres for the first 500,000 litres per month. The last tariff review in Penang was in 2015. In 2019, PBAPP publicly stated that it plans to apply for a Penang water tariff review. However, in 2020, the Ministry of Environment and Water (KASA) announced that all water tariff review proposals in Malaysia were suspended due to the adverse socioeconomic effects of the Covid-19 pandemic.

Under the provision of the Water Services Industry Act 2006 (WSIA 2006 - Act 655) and the SPAN Act 2006 (Act 654), the National Water Services Commission (SPAN) regulates the water supply industry following the WSIA 2006, which requires water supply operators to apply to SPAN for water tariff reviews. Every water tariff review in every state in Peninsular Malaysia is subject to Federal Government approval before it may be passed, following an amendment to the WSIA 2006. PBAPP cannot legally or arbitrarily introduce new water tariffs in Penang without Federal Government approval.

iii) Non-Revenue Water (NRW) Mitigation & Rehabilitation Reinvestment

Malek & Nor (2013) define Water Security as "sustainable access on a watershed basis to adequate quantities of water, of acceptable quality, to ensure human and ecosystem health" Khalid (2018) argues the supply and demand in water management can only be balanced if both sides of the issues can be addressed, which will ensure a more holistic and integrated water sector and ensures water security and sustainability.

To address the water security issue, Chan and colleagues (2021) suggest the Penang State Government needs to protect water catchments, restructure water tariffs, encourage water conservation, provide incentives to install water recycling plants and rainfall harvesting systems, improve Non-Revenue Water (NRW) performance, the source for alternative water resources, and run a campaign to raise awareness and educate the public.

High volumes of NRW affect water security in many developing countries. Lai and colleagues (2020) suggest NRW rate serves as one of the significant indicators for assessing the success of water management reform which involves multiple stakeholders to address technical and non-technical issues (González et al., 2011). The outcome and progress of water supply and NRW management reforms are influenced by multiple factors such as technical - water supply efficiency, environmental – the availability of water resources, economic - water tariff, social - public concern and political influence, institutional - regulatory framework and corporate governance - capacity development (Lai et al., 2020).

Several studies related to NRW loss have been published recently. For instance, Jones et al. (2021) reveal quality and types of water distribution pipes contribute significantly toward NRW loss in Malaysia. Abd Rashid and colleagues (2021) identify the lack of capacity of the water treatment plant as the most dominant factor of water supply disruption in Penang Island. Farouk et al. (2023) further highlight Water Distribution Network (WDN) rehabilitation has additional benefits over other Real Loss reduction strategies, including saving water and energy, increasing hydraulic performance and enhancing reliability.

These findings are consistent with PBAHB's concerns over its sustainability to maintain its status quo and foreseen the need to incur significant investments to meet the needs and growth of its consumers as stated in its forward-looking statements of its annual report (2021).

iv) The Water Network Re-Nationalisation Movement

Tan (2012) summarised the performance of Malaysia's water privatization as consistent with global observations and was characterized by: (a) ongoing and very significant public sector financing; (b) selective private investments in more lucrative segments and regions (with the addition of public subsidies for private capital expenditure); and (c) inconclusive efficiency gains, which culminated in the renationalization of privatized water assets.

The highlight of Malaysia on renationalizing its water network was triggered in 2009, noting 'numerous irregularities' involving accounting and financial devices such as non-tendered awarding of contracts, and large fixed management fees, as well as high levels of inefficiency about Selangor state, including Kuala Lumpur, which the water concession is held by Syabas, owned by the Malaysian private company Puncak Niaga (Hall et al., 2011).

PBAHB and the Penang State government's challenges in securing long-term water supply and necessary funding to upkeep its infrastructures will potentially emerge as the subject of issues to the Water Network Nationalisation agenda. These issues will expose the PBAHB shareholders to possible financial obligations or acquisition offers from the government.

DISCUSSIONS

Ownership Structure, Corporate Governance and Minority Stakeholders

Based on the PBAHB shareholder list, the State Government of Penang held 65% ordinary shareholding via direct and indirect control. It is also noted the presence of a Special rights redeemable preference share ("SRRPS"), which would enable the State Government of Penang through the State Secretary, Penang, to ensure that certain major decisions affecting the operations of the company are consistent with the State Government of Penang's policies.

The SRRPS can only be held by the State Secretary, Penang or its successor, the Chief Minister or any person acting on behalf of the State Government of Penang ("Special Shareholder"). The scope of the major decisions is not defined, which represents a special veto right by the State Government of Penang.

Khai (2023) suggests the poor economic performance of Malaysia Government Linked Companies (GLCs) is related to a high level of government involvement due to i) Malaysian GLCs are employed by the government to execute policies, their resources and efforts are more dispersed, and ii) the government has a high degree of control over GLCs, these firms could, at times, be misused for unproductive political purposes.

From a Board of Directors representation perspective, a similar overwhelming representation from the State Government and related officials is observed. Based on the annual report (2021), 13 board members were appointed. Eight of the 13 members comprise public elected officials and public administrators, while the remaining board members hold non-water utility-related backgrounds.

The role of the Board of Directors attracts strong interest in corporate governance studies (Kao et al., 2019; Merendino & Melville, 2019; Kanakriyah, 2021; Tonye & Kelvin, 2023; Bezemer et al., 2023). The Board of Directors can set the company's direction and culture through its corporate governance philosophy and practices. Its importance is strongly emphasized in the business world's legal and corporate governance framework.

Section 213 of the Companies Act 2016 which specify the duties and responsibilities of directors:

1. A company director shall at all times exercise his powers in accordance with this Act, for a proper purpose and in good faith in the company's best interest.

2. A director of a company shall exercise reasonable care, skill and diligence with:
   a) *the knowledge, skill and experience which may reasonably be expected of a director having the same responsibilities: and*
   b) *any additional knowledge, skill and experience that the director has.*
3. A director who contravenes this section commits an offence and shall, on conviction, be liable to imprisonment for a term not exceeding five years or a fine not exceeding three million ringgit or both.

Similar emphasis is observed in the Malaysian Public Listed Companies dormant where, Paragraph 2.20A of Bursa's Listing Requirements stipulates that every listed corporation, management company or trustee-manager must ensure that each of its directors, chief executive or chief financial officer has the character, experience, integrity, competence and time to effectively discharge his role as a director, chief executive or chief financial officer, as the case may be, of the listed corporation, or the collective investment scheme.

Political appointments to government-linked companies are standard practice in Malaysia (Gomez et al., 2018; Menon, 2017). The administration leaders defend this practice that it helps ensure the smooth execution of government policies (Palansamy, 2020). Ramirez and Tan (2003) highlighted that board appointees that are rarely politicians are more likely to be meritocratic. However, Ramirez and Tan (2003) also stated that these ex-civil servants sometimes lack business acumen and lead conservatively, which could inhibit potential growth.

From a principal Agent perspective, the presence of a dominant "principal" board structure implies the situation of a potential conflict where a dominant "principal" may have undue influence over the "agent" to serve its interest at the expense of the competing interests of those who are legitimate "principals" as well (Jamal & Bowie, 1995; Boatright, 1992). For instance, while it might be in the company's and shareholders' best interest to seek a market-comparable tariff charge for its future growth and maximize shareholder returns, such a decision might be deferred for political reasons, which contradicts the board's fiduciary duties to its shareholders.

As illustrated in Figure 4, PBAHB identified six stakeholders whose interests might be conflicting and even dominated by the influence of ownership interest and control of certain "principals". The such condition might affect the objectivity and effectiveness of the "agent" (in this case, PBAHB management) in addressing the challenges and discharging its fiduciary duties to the minority shareholders. This condition may create a perception that discourages investors participation and affects poor share performance.

Stakeholder	Means of Engagement	Frequency
Government / Statutory Bodies	• Discussions and meetings with authorities • Inspections and visits • Reports and press releases	• Regular • Ad-Hoc • Ad-Hoc
Employees	• Employee satisfaction survey • Performance appraisal system • Engagement activities • Meetings and discussions	• Regular • Annually • Regular • Regular
Consumers	• Customer satisfaction survey • Public opinion polls • Talks & public awareness programmes • Face to face interaction through service counters • Social media • Press releases • Advertisements	• Regular • Every two years • Regular • Regular • On-Going • Ad-Hoc • Ad-Hoc
Local Community	• Environmental & water conservation exhibitions (World Water Day, Penang Green Council etc.)	• Regular
Suppliers / Vendors	• Vendor registration process • Performance evaluations • Meetings and discussions	• Ad-Hoc • Annually • Regular
Shareholders	• Annual general meetings • Company announcements • Annual reports • Financial reporting • Corporate website • Press releases	• Annually • Ad-Hoc • Annually • Quarterly • On-Going • Ad-Hoc

Figure 4. PBAHB Stakeholder Universe
Source: PBAHB Annual Report, 2021

CONCLUSIONS

While the Agency theory suggests the fundamental "principal-agent" issue can be resolved under an equitable and transparent contract and incentives, it is almost unrealistic to identify a single "Principal-Agent" relationship scenario driven. Globalization, liberation, and environmental social and governance (ESG) are increasing the complexity of the business dynamics. The common consensus of the management and business practice is to reach a balance equilibrium or "compromise" as the ultimate solution when addressing the "multi-principals-agent" issues. In the case of PBAHB, the findings present a classical scenario of a "multi-principal-agent" dilemma in the context of a publicly listed government-related company. While the actors (dominant principal) may, in reality, be performing to their best abilities to establish the balance equilibrium on addressing the stakeholders' interest, the fact of its dominant ownership control under its shareholding position as well as the board of directors control, presents a perceived advantage when comes to addressing "competing interests". For instance, during election season, the "dominant principal" may be perceived to veto a tariff review proposal to prevent adverse political effects from voters (consumers), which may not be in the best interest of the company as well as the minority shareholders. At the same time, one can argue that "*The needs of the many outweigh the needs of the few*". In this case, the people of Penang state against the needs of the minority shareholders. This claim symbolizes the fundamental conflict between PBAHB's role and obligation to its stakeholders. While privatization may bring a positive impact, change in the ownership structure of firms (Syeduzzaman, 2021) is necessary and inevitable. Nonetheless, the adoption of such a notion needs to be carried out delicately in order to ensure the governance integrity and all stakeholders' interest are safeguarded at all times.

The study's findings also observed the under-performance of PBAHB share price relative to its net tangible asset value despite its consistent profitable track record. Based on PBAHB annual report (2021), 90.06% shareholding of the PBAHB is held by 135 shareholders. It is suggested the liquidity of the company is relatively low. It is also observed the lack of institutional investors' interest which may be driven by the reluctance of the state government to issue new shares to preserve its dominant controlling position. The common rationale for a firm going public is to raise capital for expansion or acquisition strategy or as an exit strategy (a way of realizing the investment in a firm). The findings find no evidence of such indication, given PBAHB will be capable to source financing via government arrangement more cost-effectively as suggested by the annual report disclosure. The need to maintain dominant control and lack of investors' interest suggest whether it is still relevant for PBAHB to maintain its public listing status. While it is speculative to predict the direction of the water supply nationalization movement (which may lead to a possible mandatory acquisition), the Board of Directors of PBAHB might need to consider some "soul searching" in determining its future possible direction from both corporate and business perspectives. Malaysia faces the most challenging economic landscape and the highest national debt since its independence. Whilst the deferment, downsizing and cancellation of megaprojects may have mitigated some of the effects, the government's revenue base will need to be strengthened (Lee, 2020). To sustain the welfarist-oriented populist policies of the State Government of Penang into the foreseeable future, a holistic institutional reform of PBAHB is vital and imminent.

LIMITATIONS AND RECOMMENDATIONS OF THE STUDY

This study is done regarding the information disclosed in the PBAHB annual report, which may not reflect the ongoing development of the water supply policy at both state and federal government levels. As such, detailed exploratory research is suggested to gather the perception of the various stakeholders for a better understanding of the corporate governance effectiveness of PBAHB. An empirical study can also be recommended to understand further the effect of the board of directors' characteristics on its share price performance.

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Community Satisfaction with the Services of DPRD Members in Makassar City

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ABSTRACT

This study aims to measure public satisfaction with the services of the Makassar City DPRD based on the duties and functions, namely: the function of forming a regional regulation, the function of the budget, and the function of supervision. This study uses a quantitative method with non-probability sampling technique, the measurement with a Likert scale involves 100 respondents, namely: NGO/NGO/Youth Organization activists, lecturers, students, journalists/journalists, civil servants (PNS) and entrepreneurs. purposive sampling. The results showed that the service of the DPRD Makassar City was categorized as unfavorable at 73.84, with service quality C. DPRD Makassar City services based on the function of forming a regional regulation were categorized as poor, namely 73.74 with service quality C. DPRD Makassar City services based on the budget function were categorized as poor. good at 73.92 with service quality C. And Makassar City DPRD services based on the supervisory function are categorized as bad at 73.88 with service quality C.

Keywords: Public Service; Community Satisfaction; DPRD

Introduction

The Regency/City Regional People's Representative Council (DPRD) is a representative institution that is domiciled as an element of the regency/city regional government administration, as stated in Article 364 of Law Number 17 of 2014 concerning

MPR, DPR, DPD and DPRD and Law Number 23 2014 concerning Regional Government, article 148, This shows that legally DPRD has a strategic position in implementing development policies in the region. Because the DPRD is a People's Representative institution that reflects the political aspirations of the community, so that it is able to provide services to the community, by developing the principles of Good Governance. Its position as an element of regional government administration is intended to create harmonious working relationships and create efficient and effective, democratic, and reliable government (Ahmad et al., 2015; Andi et al., 2018; Limpo et al., 2015; Papalapu et al., 2016; Souisa et al., 2019; Syam et al., 2018). DPRD as government administrator is intended to implement elements of public services to fulfill obligations in terms of duties and functions as government agencies.

Public services based on Law Number 25 of 2009, government regulation number 96 of 2012, are activities or a series of activities in the context of fulfilling service needs in accordance with laws and regulations for every citizen and resident of goods, services, and/or administrative services. provided by public service providers. Meanwhile (Setijaningrum, 2009) public services are all forms of public service activities within the scope of regional, central, BUMN, and BUMD government both in the form of goods and/or services as an effort to fulfill the needs of the community in the context of implementing laws and regulations. Public service is essentially a series of activities because it is a process that takes place regularly and continuously, covering all people's lives (Andi et al., 2018; Budi et al., 2015; Daraba et al., 2018; Niswaty et al., 2015).

The Regional People's Representative Council (DPRD) of Makassar City to provide services to the community is presumably based on the duties and functions contained in the Law of the Republic of Indonesia Number 17 of 2014 concerning the People's Consultative Assembly, the People's Representative Council, the Regional Representatives Council, and the Regional People's Representative Council (DPR). MD3), article 365, and Law Number 23 of 2014 concerning Regional Government, article

149 has three basic functions, namely: (1) the legislative function (Formation of regional regulations), including: Discussing with the regent/mayor and agreeing or disagreeing Draft Regency/City Perda, Submitting proposals for draft Regency/City Perda, and Formulating a program for the establishment of Regency/City Perda together with regents/mayors. (2) budget functions include: Discussing the General Budget Policy (KUA) and the Priority of the Temporary Budget Platform (PPAS) prepared by the regent/mayor based on the Regional Apparatus Work Plan (RKPD), the regency/city Regional Revenue and Expenditure Budget (APBD), Discussing Draft Regency/City Regional Regulation (Ranperda) concerning changes to the Regency/City Regional Revenue and Expenditure Budget (APBD), and Discusses the Draft Regency/City Regional Regulation (Ranperda) concerning accountability for the implementation of the Regency/City Regional Revenue and Expenditure Budget (APBD). (3) supervisory functions include: Implementation of Regency/City Regional Regulations (Perda) and regulations of regents/mayors, Implementation of provisions of other laws and regulations related to the administration of Regency/City Regional Government, and Implementation of follow-up on results of audits of financial statements by the Agency Supreme Audit Agency (BPK). Providing services to the community, the Makassar City DPRD as a government administration institution, in addition to paying attention to functions, should also pay attention to the duties and authorities as a basis in providing public services.

Based on Article 366 of the Law of the Republic of Indonesia Number 17 of 2014 concerning the People's Consultative Assembly, the People's Representative Council, the Regional Representative Council, and the Regional People's Representative Council (MD3), and Article 154 of Law number 23 of 2014 concerning Regional Government. The duties and authorities of the DPRD include: Establishing district/city regional regulations with the regents/mayors, Discussing and approving draft regional regulations concerning district/city regional revenue and expenditure budgets submitted by regents/mayors, Implementing supervision over the implementation of regional regulations and revenue budgets and regent/municipal expenditures, Propose the appointment and dismissal of regents/mayors and/or deputy regents/deputy mayors to the Minister of Home Affairs through the governor to obtain approval for the appointment and/or dismissal, Select a deputy regent/deputy mayor in the event of a vacancy in the position of deputy regent/ deputy mayor, Provide opinions and considerations to district/city regional governments on plans for international agreements in regions, Approve international cooperation plans carried out by regency/municipal governments, Request reports on accountability of regents/mayors ota in administering regency/municipal government, Approving cooperation plans with other regions or with third parties that burden the community and regions, Strive for the implementation of regional obligations in accordance with the provisions of laws and regulations, and Carry out other authorities and tasks regulated in the provisions of laws and regulations. invitation.

The success of the Makassar City DPRD in providing services to the community can be measured based on the level of community satisfaction in getting services. Community satisfaction is a condition where the needs, desires, and expectations of customers can be fulfilled through the products or services provided (Suandi, 2019). satisfaction as a perception of the product to meet expectations, therefore people will not be satisfied if the community has a perception that expectations have not been met (Putri, 2010). The measurement of the services of the Makassar City DPRD as an output on the quality of the work of the Makassar City DPRD itself. based on the Regulation of the Minister of State Apparatus Empowerment Number 14 of 2017 concerning guidelines for surveying public satisfaction with the implementation of public services, it covers 9 scopes, namely: Requirements, Procedures, Service Time, Fees/tariffs, Product specifications for types of services, Competence of implementers, Behavior of implementers, Handling complaints , suggestions and input, and Facilities and Infrastructure.

Several previous studies on the effectiveness of the supervisory function of DPRD research conducted (Chhotray & Stoker, 2009; Harmono et al., 2020; Sulistiadi & Rahayu, 2020), other studies were conducted (Garcia-Sanchez et al., 2013; Hülsing et al., 2013; Primandita et al., 2018)and more specifically conducted their findings suggest that the implementation of public services based on the duties and functions of the DPRD, the factors that often arise are that services sometimes do not run optimally due to lack of supervision, other factors are the co-optation of the hierarchical system as legal standing both based on structural and party influence as well as the political climate of coalitions and oppositions which trigger less maximum service provided to the community/constituents, as well as other factors are the quality of members, experts, work mechanisms, rules and regulations as well as the availability of data and time.

Method

The study was conducted in Makassar City with a time rens July to September 2021, with a descriptive quantitative method of measurement using a Likert scale describing people's satisfaction with the services of the Makassar City DPRD, using the Non-Probability Sampling technique, determining the sample by purposive sampling, namely determining the sample with certain considerations. Involving 100 respondents consisting of; There are 34 NGO/NGO/Youth Organization activists, 7 lecturers, 7 students, 7 journalists/journalists, 32 civil servants (PNS), and 10 entrepreneurs. Primary data collection is a structured observation and interview technique that is guided by a questionnaire asking questions to respondents, secondary data collection is a technique (library research) using book literature, regulations, journals and related research reports. Data analysis using a Likert scale, namely a psychometric scale used in interviews to measure the attitudes, perceptions, behaviors, and opinions of respondents. The measurement of research on the services of the Makassar City DPRD is based on the PERDA Forming Function, the Budget Function, and the Supervision Function. using nine indicators: requirements, systems, mechanisms, and procedures, time of completion, costs/tariffs, products, specifications for types of services, competence of implementers, behavior of implementers, handling, complaints, suggestions and inputs, and facilities and infrastructure.

Result and Discussion

Community satisfaction is a key factor in the success of services provided by government administrators. Research on service satisfaction of the DPRD of Makassar City as a response to the measurement of the success of the DPRD in carrying out its duties and functions in providing services.

This study measures the service of the Makassar City DPRD to the community with the approach of the PERDA Forming function, the Budget Function, and the Oversight Function.

Table 1

The Value of Community Satisfaction with the Services of the Makassar City DPRD, Based on the Functions of Formation of Regional Regulations, Budget Functions, and Supervision Functions.

No.	Service Element	Service Element Value	Weighted NRR
1	Condition	2,893	0,321
2	Systems, Mechanisms and Procedures	2,663	0,296
3	Completion Time	2,993	0,333
4	Cost	2,993	0,333
5	Product Specification type of service	3,010	0,334
6	Implementing competence	2,957	0,329
7	Implementing Behavior	3,033	0,337
8	Handling, complaints, suggestions and input	2,973	0,330

9	Facilities and infrastructure	3,067	0,341
	Total Average Score / Indonesia: ***Total Nilai Rata-Rata*** **(NRR)**		**2,954**
IKM			**73,84**
Service Quality			**C**
Service Unit Performance			**Not good**

In table 1, the service value of the Makassar City DPRD with a service quality value of C and the performance of the service unit is not good at 73.84. Meanwhile, the highest score among the 9 service elements, the 9th element of Facilities and Infrastructure with service quality B and the performance of the service unit Good, is 3,067. And the service element with the lowest value of the 2nd element of the System, Mechanism and procedure with service quality C and the performance of the service unit is not good, namely 2,663.

The data above shows that the people who receive services from the Makassar City DPRD consider it unfavorable. The quality of service is considered low by the community in carrying out the functions of the Makassar City DPRD. The real purpose of public services is: Transparency, namely services that are open, easy, and accessible to all parties who need it and are provided adequately and easily understood. Accountability is a service that can be accounted for in accordance with the provisions of the legislation. Conditional, namely services that are in accordance with the conditions and capabilities of service providers with the principles of efficiency and effectiveness. Participatory services are services that can encourage community participation in the implementation of public services by taking into account the aspirations, needs and expectations of the community. Equal rights, namely services that do not discriminate in terms of any aspect, especially ethnicity, race, religion, class, social status and others. And the balance of rights and obligations, namely services that consider aspects of justice between service providers and recipients (Pradipta, D. C. 2018). Based on the principle of public service objectives, it is hoped that in the future the Makassar City DPRD providing services can pay attention to and implement it.

PERDA Forming Function

Measures related to the services of the Makassar City DPRD based on the function of forming a PERDA, namely.

Table 2

The Value of Community Satisfaction with DPRD Services in the Function of Formation of Regional Regulations

No.	Service Element	Service Element Value	Weighted NRR
1	Condition	2,885	0,321
2	Systems, Mechanisms and Procedures	2,630	0,292
3	Completion Time	2,970	0,330
4	Cost	2,990	0,332
5	Product Specification type of service	3,010	0,334
6	Implementing competence	2,950	0,328
7	Implementing Behavior	3,020	0,336
8	Handling, complaints, suggestions and input	3,030	0,337
9	Facilities and infrastructure	3,060	0,340

	Total Average Score / Indonesia: *Total Nilai Rata-Rata* (NRR)	**2,949**
IKM		**73,74**
Service Quality		**C**
Service Unit Performance		**Not good**

In table 2, the service value of the DPRD of Makassar City on the implementation of the function of forming a PERDA with a service quality value of C and the performance of the service unit being less good is 73.74. While in table 3 the value of service elements and service quality on the performance of the implementation of the function of forming PERDA members of the DPRD Makassar City

Table 3

The Value of Community Satisfaction on Elements and Quality of Service in the Function of Formation of Regional Regulations in the DPRD of Makassar City

No.		Service Element	Service Element Value	Service Quality
1	1.a	**Condition,** Compliance with technical and administrative requirements in the preparation of budgeting and stipulation of PERDA APBD as an annual financial plan	3,030	C
	1.b	**Condition,** Dissemination (socialization) of PERDA APBD as an annual financial plan	2,740	C
2	2.a	**System, Mechanisms and Procedures,** Ease of public access to information on the schedule for the discussion of the RKPD/RAPERDA APBD	2,730	C
	2.b	**System, Mechanisms and Procedures,** Ease of public access to information on RKPD/RAPERDA APBD documents	2,560	D

No.	Service Element	Service Element Value	Service Quality
2.c	**System, Mechanisms and Procedures,** Ease of community involvement in following the process of budgeting and stipulation of PERDA APBD/APBDP	2,600	C
3	**Completion Time,** The suitability of the agenda for the discussion meeting and the determination of the PERDA APBD/APBDP based on the schedule determined by the Deliberative Body (BAMUS)	2,970	C
4	**Cost,** The reasonableness of the use of the budget (meetings, consultations, working visits) in the preparation of the budget and the determination of the Regional Regulations APBD/APBDP	2,990	C
5	**Product Specification type of service,** Appropriate budgeting of government work program priorities based on the development of problems and community needs in the process of budgeting and stipulation of PERDA APBD/APBDP	3,010	C

6	**Implementing competence,** Competence (knowledge, expertise, skills, and experience) of BANGGAR DPRD members in the process of budgeting and determining PERDA APBD/APBDP	2,950	C
7	**Executing Behavior,** The attitude of DPRD members in accepting the aspirations of the community in the process of budgeting and stipulation of PERDA APBD/APBDP	3,020	C
8	**Handling, complaints, suggestions and input,** Handling of complaints, suggestions, and input on program priorities based on the development of problems and community needs in the preparation of budgeting and stipulation of PERDA APBD/APBDP	3,030	C
9	**Facilities and infrastructure,** Quality of facilities & infrastructure in supporting BANGGAR DPRD members in budgeting and stipulation of PERDA APBD/APBDP	3,060	C

The highest value among the 9 service elements is found in the 9th element. Quality of facilities and infrastructure in supporting members of the DPRD forming PERDA in the process of discussing and forming PERDA, with a service quality value of C and the performance of the service unit being less good, which is

3,060. And the service element has the lowest value for the 2nd element, System, Mechanism, and Procedure. Ease of public access to information on academic texts and the draft PERDA, with a service quality score of D and the performance of the service unit is not good, namely 2,560.

The data above shows that the DPRD of Makassar City provides services in the function of forming a PERDA which is still considered not good enough. With the acquisition of service quality in 9 elements being in the poor and not good category, it is considered that the prodak Perda issued is not based on the assumption of community needs and expectations. The procedure for the formation of a regional regulation must be regulated in such a way, including at the planning stage, so that the regional regulation produced by the DPRD together with the regional government truly embodies the legal needs of the local community (Lasatu, A. 2020). The need for regional regulations was initiated by the pro-people Makassar City DPRD as a form of output that the DPRD institution is truly oriented to the aspirations of the people.

Budget Function

Measures related to the services of the Makassar City DPRD based on the Budget function, namely.

Table 4

The Value of Community Satisfaction with the Services of the Makassar City DPRD, on the Budget Function.

No.	Service Element	Service Element Value	Weighted NRR
1	Condition	2,900	0,322
2	Systems, Mechanisms and Procedures	2,610	0,290
3	Completion Time	3,010	0,334
4	Cost	3,010	0,334

5	Product Specification type of service	2,990	0,332
6	Implementing competence	2,940	0,327
7	Implementing Behavior	3,050	0,339
8	Handling, complaints, suggestions and input	3,000	0,333
9	Facilities and infrastructure	3,100	0,344
	Total Average Score / Indonesia: *Total Nilai Rata-Rata* (NRR)		**2,957**
IKM			**73,92**
Service Quality			**C**
Service Unit Performance			**Not good**

In table 4, the service value of the Makassar City DPRD on the implementation of the budget function with a service quality value of C and the performance of the service unit is not good at 73.92. While in table 5, the value of service elements and service quality on the performance of the implementation of the Budget Function of the Makassar City DPRD. While in table 5, the value of service elements and service quality on the performance of the implementation of the Budget Function of the Makassar City DPRD.

Table 5

The Value of Community Satisfaction with the Elements and Quality of Service in the Budget Function in the DPRD Makassar City.

No.		**Service Element**	**Service Element Value**	**Service Quality**
1	1.a	**Condition,** Compliance with technical and administrative requirements in the preparation of budgeting and	3,110	B

stipulation of PERDA APBD as an
annual financial plan

1.b **Condition,**

Dissemination (socialization) of PERDA APBD
2,690 C as an annual financial plan

2 2.a **System, Mechanisms and Procedures,**

Ease of public access to information on the

2

,680 C schedule for the discussion of the

RKPD/RAPERDA APBD

2.b **System, Mechanisms and Procedures,**

Ease of public access to information on
2,550 D

RKPD/RAPERDA APBD document

2,600 C

Completion Time,

3 The suitability of the agenda for the discussion meeting

and the determination of the PERDA APBD/APBDP based on the schedule determined by the Deliberative 3,010 C

Body (BAMUS)

4 **Cost,**

The reasonableness of the use of the budget (meetings,

consultations, working visits) in the preparation of the 3,010 C

budget and the determination of the Regional

Regulations APBD/APBDP

2.c **System, Mechanisms and Procedures,** Ease of community involvement in following the process of budgeting and stipulation of PERDA

APBD/APBDP **Service Element**	**No.**	**Service Element Value**	**Service Quality**
5 **Product Specification type of service,** Appropriate budgeting of government work program priorities based on the development of problems and community needs in the process of budgeting and stipulation of PERDA APBD/APBDP		2,990	C
6 **Implementing competence,** Competence (knowledge, expertise, skills, and experience) of BANGGAR DPRD members in the process of budgeting and determining PERDA APBD/APBDP		2,940	C
7 **Executing Behavior,** The attitude of DPRD members in accepting the aspirations of the community in the process of budgeting and stipulation of PERDA APBD/APBDP		3,050	C
8 **Handling, complaints, suggestions and input,** Handling of complaints, suggestions, and input on program priorities based		3,000	C

	on the development of problems and community needs in the preparation of budgeting and stipulation of PERDA APBD/APBDP		
9	**Facilities and infrastructure,**		
	Quality of facilities & infrastructure in supporting BANGGAR DPRD members in budgeting and stipulation of PERDA APBD/APBDP	3,100	B

The highest score among the 9 service elements is found in element 1. The suitability of technical and administrative requirements in the preparation of budgeting and the determination of the Regional Budget (PERDA) of the APBD as an annual financial plan, with a service quality value of B and the performance of the service unit Good, namely 3.100. And the service element with the lowest value of the 2nd element. Ease of public access to information on the RKPD/RAPERDA APBD document with a service quality value of D and the performance of the service unit is not good, which is 2.550.

The data above shows that the Makassar City DPRD providing services to the budget function is still considered to be poor. With the acquisition of service quality in 9 elements being in the good, poor, and bad categories, it is considered that the budgeting carried out by the Makassar City DPRD is still not good. The system for preparing and managing regional budgets is oriented towards achieving performance results (Manzilati, A., & Fadli, M. 2012). The importance of maximizing the budgeting process in order to develop community-based programs so that the program is more targeted.

Oversight function

Measures related to the services of the Makassar City DPRD based on the supervisory function, namely.

Table 6

The Value of Community Satisfaction with the Services of the Makassar City DPRD, on the Supervision Function.

No.	**Service Element**	**Service Element Value**	**Weighted NRR**
1	Condition	2,895	0,322
2	Systems, Mechanisms and Procedures	2,750	0,306
3	Completion Time	3,000	0,333
4	Cost	2,980	0,331
5	Product Specification type of service	3,030	0,337
6	Implementing competence	2,980	0,331
7	Implementing Behavior	3,030	0,337
8	Handling, complaints, suggestions and input	2,890	0,321
9	Facilities and infrastructure	3,040	0,338
	Total Average Score / Indonesia: *Total Nilai Rata-Rata* (NRR)		**2,955**
IKM			**73,88**
Service Quality			**C**
Service Unit Performance			**Not good**

In table 6, the service value of the Makassar City DPRD on the implementation of the supervisory function with a service quality value of C and the performance of the service unit is not good at 73.88. While in table 7, the value of service elements and service quality on the performance of the implementation of the supervisory function of the DPRD Makassar City

Table 7

The Value of Community Satisfaction with the Elements and Quality of Service in the Supervision Function in the DPRD Makassar City.

No.		Service Element	Service Element Value	Service Quality
1	1.a	**Condition,** Compliance with technical and administrative requirements in the preparation of budgeting and stipulation of PERDA APBD as an annual financial plan	3,040	C
	1.b	**Condition,** Dissemination (socialization) of PERDA APBD as an annual financial plan	2,750	C
2	2.a	**System, Mechanisms and Procedures,** Ease of public access to information on the schedule for the discussion of the RKPD/RAPERDA APBD	2,730	C
	2.b	**System, Mechanisms and Procedures,** Ease of public access to information on RKPD/RAPERDA APBD documents	2,740	C
	2.c	**System, Mechanisms and Procedures,** Ease of community involvement in following	2,780	C

the process of budgeting and stipulation of

PERDA APBD/APBDP

pletion Time,

3 Com uitability of the agenda for the discussion

The s

meeti ng and the determination of the PERDA C

APB

the D)/APBDP based on the schedule determined by eliberative Body (BAMUS)

4 **Cost,**

The r easonableness of the use of the budget

(mee :ings, consultations, working C

prepa/isits) in the

Regi ration of the budget and the letermination of the onal Regulations APBD/APBDP

5 **Prod uct Specification type of service,**

Appropriate budgeting of government work program priorities based on the development of problems and community needs in the process of budgeting and C

No.	Service Element	Service Element Value	Service Quality

stipulation of PERDA APBD/APBDP

6 **Implementing competence,**

Competence (knowledge, expertise, skills, and experience) of BANGGAR DPRD members in the C

	process of budgeting and determining PERDA APBD/APBDP	
7	**Executing Behavior,** The attitude of DPRD members in accepting the aspirations of the community in the process of budgeting and stipulation of PERDA APBD/APBDP	C
8	**Handling, complaints, suggestions and input,** Handling of complaints, suggestions, and input on program priorities based on the development of problems and community needs in the preparation of budgeting and stipulation of PERDA APBD/APBDP	C
9	**Facilities and infrastructure,** Quality of facilities & infrastructure in supporting BANGGAR DPRD members in budgeting and stipulation of PERDA APBD/APBDP	C

The highest value among the 9 service elements is found in the 9th element. Quality of facilities & infrastructure in supporting the implementation of the DPRD supervisory function (commission work meeting rooms and hearings, as well as working visit/recess activity facilities), with a service quality value of C and the performance of the service unit. Less Good is 3,040. And the service element has the lowest value, the second element. Ease of public access to the results of the commission's work meeting with the government in the implementation of the DPRD's supervisory function, with a service quality value of C and the performance of the service unit being less good. which is 2,730.

The data above shows that the DPRD Makassar City provides services in the supervisory function which is still considered not good. With the acquisition of service quality in 9 elements, the category is also not good. It is considered that the supervision carried out by the Makassar City DPRD in the aspect of recess and socialization of regional regulations tends to be seen only as a constituent meeting activity without producing an effective solution in assessing regional development and community needs. Supervision is about finding the truth and doing the work, not looking for faults. This supervision is intended to prevent or correct errors, errors, irregularities, discrepancies, deviations that are not in accordance with the duties and authorities that have been determined (Riana, A., & Rokan, MK 2021). monitoring processes specifically in recess activities and socialization of regional regulations.

CONCLUSION

Entrepreneurship government is now very important and urgent to be realized as an implication of the current of globalization which has brought fundamental changes to the needs and demands of society which are increasingly dynamic and complex and unpredictable. Therefore, the spirit and spirit of entrepreneurship is not only limited to creating creative and innovative ideas, but more than that where creative and innovative ideas are applied in the implementation of government administration, development and public service tasks, the main objective of which is to improve the quality of the process up to the end. outcomes of public services to service recipients or benefits which ultimately lead to increased public trust and organizational performance as well as the government apparatus itself.

The implementation of entrepreneurship governance within the Makassar City Government is quite good. However, there is still a need for a development focus and strengthening primarily on community participation to participate more actively or in other words the need for community institutionalization to create a shared vision in developing the city of Makassar through various existing innovations to continue to be developed and optimized as much as possible for progress. and mutual benefit.

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Improving Early Reading Skills with Serial Picture Stories for Kindergarten Students

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Abstract

This learning improvement aims to determine efforts to improve early reading skills with serialized picture stories in students at Al-Alif Kindergarten, Malangke District, North Luwu Regency. the subjects of students who are the focus of this learning improvement are 20 students. Data collected using observation sheets, data analyzed using percentage techniques. Based on the results of data analysis of learning improvement, it was found that children's beginning reading ability increased by doing serialized picture story playing activities. The results of the increase can be seen in the average value of the 2 indicators of distinguishing words and distinguishing sounds / letters in cycle I is 2.05 and the percentage of learning completeness is 33%. in cycle II there was an increase in the average value of 3.65 and the percentage of learning completeness was 100%. This is because the teacher in carrying out serialized picture story activities is good according to the steps in accordance with the scenario.

Keywords: Serial Picture Story in Early Childhood

Introduction

In terms of reading children need certain skills, because basically reading is complicated. Reading skills in children need to be prepared, because this cannot be possessed by a child through genetic inheritance. Being able to read must be acquired through learning and habituation as early as possible. Given its complexity, being able to read is a complicated process and demands the seriousness of a teacher in fostering and developing it. The teaching of reading should be able to become a transformation tool with the teacher as a driver to bring students to the goal of being able to read.

The fact that occurs today is that many children are not very good at reading. The lack of skills or strategies from a teacher in teaching is a contributing factor to the lack of fluency in reading in children. Because of the large number of students and limited teachers are also a trigger. As a result, half the number of students in the class cannot read fluently because they do not receive good attention from the teacher. This is where the need for deep attention and understanding from a teacher to educate and become a motivator for students for a hopeful future. Related to this description, Group B of Al-Alif Kindergarten, Malangke District, North Luwu Regency, totaling 20 children, there are still 11 students who have not been able to spell words properly.

This is caused by, the learning method applied by the teacher is monotonous, namely the lecture method, students' interest in being active in learning activities is still low, due to students' boredom with the teacher's uninteresting way of teaching.

Based on this fact, it is necessary to immediately provide alternative solutions to the problem, namely by applying active and interesting learning methods, one of which is with picture story media. Therefore, the author carried out a class action research for learning improvement with the title "Picture Story Media to Improve Reading Skills in Early Childhood Group B at Al-Alif Kindergarten, Malangke District, North Luwu Regency.

Based on the above background, this research can propose the formulation of the problem is "How to improve early reading skills with serialized picture stories in students at Al-Alif Kindergarten, Malangke District, North Luwu Regency.

The purpose of the study was to determine efforts to improve early reading skills with serialized picture stories in students at Al-Alif Kindergarten, Malangke District, North Luwu Regency.

Benefits of Learning Improvement

1. **Theoretical benefits:**
   a. As a reference to the treasury of research in the field of Early Childhood Education, especially in language development activities using serialized images.
   b. The results of this study are expected to provide support for the use of serial picture stories that can improve language skills, especially reading skills, especially in Al-Alif Kindergarten, Malangke District, North Luwu Regency.
2. **Practical benefits:**
   a. For children, it can improve early reading skills with serialized picture stories, in addition to increasing knowledge and experience through serialized picture story activities using various media.
   b. For teachers, it can improve children's language skills in learning and add teachers' insights into learning improvement efforts.
   c. For schools, the results of this research as a contribution of thought for schools in fostering and developing the language skills of students with serialized picture story activities.

Literature Review

1. Definition of Beginning Reading

There are several experts who provide limitations on the definition of reading. According to Tarigan (1994: 7) reading is "a process carried out and used by readers to obtain messages to be conveyed by the author through the medium of written words / language". Reading can also be interpreted as a method that we use to communicate with ourselves and sometimes with others - i.e. communicating the meaning contained or implied in written symbols. Muchlison (1996: 133) provides a limitation that reading is "a process of pronunciation of writing to get the content contained therein". According to Poerwadarminta (1996: 83) in essence "reading is seeing and understanding the content of what is written and spelling or reading what is written". This means that reading is an activity of the mind to understand something, where teaching and learning cannot be separated from reading activities.

From the above opinion it can be concluded that early reading is the main basis for being able to determine reading ability at the next stage. This means that the success of students in beginning reading not only determines the ability to read further, but can generate children's interest in reading. Therefore, beginning reading practice is the first and main factor to be given to children.

2. Purpose of Beginning Reading

Reading is an activity of translating symbols and understanding their meaning or meaning through the sense of sight. Reading is not just reading but this activity has a purpose, namely to get new information contained in reading material. Reading ability is a very important skill. According to Dwi Sunar Prasetyono (2008: 60), the purpose of reading is as follows:

a. Reading as a pleasure does not involve complex thought processes. Reading is a fun activity for children because children can have the ability to read according to the child's reading development stage.
b. Reading to increase knowledge and insight, such as reading textbooks or scientific books. Through books or other reading materials, reading can contribute knowledge and insight to children.
c. Reading to be able to do a job or profession. Reading for this purpose is for reading at the next stage of reading.

Based on the opinion about the purpose of reading, it can be emphasized that the purpose of beginning reading in kindergarten is to gain pleasure, increase knowledge, and prepare children's ability to read to the next stage. These competency standards are specified in the form of beginning reading skills.

3. Stages of Beginning Reading Ability

To teach reading skills to kindergarten children, teachers need to know the stages of development of children's early reading skills. According to Cochrane Efal (Dhieni, 2005: 5.9), the basic development of early reading skills in children aged 4-6 years takes place in five stages, namely:

1) Fantasy stage (magical stage), 2) self concept stage, 3) picture reading stage, 4) take-off reader stage, and 5) independent reader stage.

4. Indicators of Beginning Reading

To improve reading skills, reading practice is needed, especially for kindergarten children, therefore reading is very useful for every student to get reading practice including kindergarten children. The developmental achievement indicators for children aged 5-6 years according to the Minister of Education and Culture Regulation No. 137 of 2014 are as follows:

1. Distinguish sounds and letters, words and sentences
2. Mentioning letter symbols according to the sound / sound
3. Recognize the meaning of words from the combination of several consonant letters and vowels
4. List groups of pictures that have the same initial sound/letter.

In this research due to limited time and energy, the indicators in this study are as follows:

1. Distinguishing words
2. Mentioning letter symbols in accordance with sounds

1. Picture Story Media

a. Definition of Picture Story Activity

Methods are used as a way of conveying a message or subject matter to students. Inappropriate teaching methods will hinder the smooth running of a teaching and learning process so that a lot of time and energy is wasted. Therefore, the method applied by the new teacher is successful, if it can be used to achieve the goal.

According to Sukanto (2001), storytelling is an activity carried out by teachers to their students, fathers to their children, picture story teachers to their listeners. An activity that is art because it is closely related to beauty and relies on the power of words used to achieve the purpose of the story.

While Moeslichatoen R. (2004: 157) explains that picture story activities are one of the methods widely used in kindergarten. As an activity, picture stories invite children's attention to educators according to the learning theme. If the content of the story is related to the world of children's lives in kindergarten, then they can understand the content of the story, they will listen attentively, and can easily capture the content of the story.

Depdiknas (2001: 18) reveals that picture stories are "a form of illustrated stories with indirect props that use pictures as props in the form of loose pictures, pictures in books or picture series consisting of 2 to 6 pictures that describe the story picture".

From the above understanding, it can be concluded that picture story activities are stories conveyed to students using image media that are interesting for children to listen to and pay attention to the story. With the teaching and learning process, picture story activities are a way for teachers to convey messages or subject matter tailored to the conditions of students.

b. Activity Objectives Picture story

The purpose of picture story activities is so that children can distinguish good and bad actions so that they can be applied in everyday life. With picture stories, teachers can instill Islamic values in students, such as showing the difference between good and bad actions and the rewards of each action.

Meanwhile, according to Moeslichatoen R. (2004) that the purpose of picture story activities is one of the ways taken by the teacher to provide learning experiences so that children gain better mastery of the content of the story being told. Through picture story activities, children will absorb the messages spoken through picture story activities. Picture storytelling that is full of information or values can be lived by children and applied in everyday life.

In picture story activities, children are guided to develop the ability to listen to picture stories from the teacher, clearly the picture story activities are presented to students so that they understand, appreciate and practice the teachings of the Qur'an in everyday life and add children's love for Allah, Rosul and the Qur'an.

Picture stories for early childhood aim to enable children to listen with concentration and express their feelings about what is being told. The objectives of the illustrated story method according to the Ministry of Education (Ministry of National Education, 2001: 19) are "1) Train the child's power of capture, 2) Training children's thinking power, 3) Training children's concentration power, 4) Helping the development of children's fantasy or imagination, 5) Creating a fun and familiar atmosphere in the classroom."

c. Benefits of Picture Story Activity

In general, the method functions as a provider or the best possible way for the operational implementation of the educational science (Adiyanti, 2006). Picture stories not only function as entertainment but are also a way that can be used in achieving educational goals or targets.

In addition to helping children's language development, picture story activities can also build a close relationship between teachers and children. Through picture stories, teachers interact intimately and affectionately with children. Ferguson's research (Solehuddin, 2000: 92) also showed that children who had stories read to them while in kindergarten scored higher on reading skills tests than other children.

d. Picture Story Steps

Picture stories with picture book props are categorized as reading aloud. Picture stories with picture book media are chosen if the teacher has limited experience (the teacher has not experienced picture stories), the teacher has concerns about losing story details, and has limited story facilities, and is afraid of receptive language errors.

In accordance with the theme and objectives, the steps for implementing picture story activities described by Moeslichatoen R. (2004) are as follows:

1. Communicating goals and themes in children's activities.
2. Arrange the seating so that they can listen with clear intonation.
3. Opening picture story activities, the teacher explores children's experiences in accordance with the theme of the story.
4. Using props/image media to attract attention and design ways of telling stories that can stir children's feelings.
5. Closing picture story activities by asking questions related to the content of the story.

Beginning reading skills that include the ability to read letters, syllables and words should be improved through learning methods that are fun for children. This is because reading is a form of skill that is quite difficult for children to master so that teachers should be able to use learning methods that are not only effective and efficient but also liked by children.

Learning activities will achieve optimal results, if the teacher can choose the right story activities and then implement them with good delivery techniques and language use. Educating and teaching in the right way or method needs to pay attention to the development of students, because students are educational subjects who have special characteristics, both intellectual development, social development, physical development and language development. For this reason, kindergarten teachers are required to use various methods, one of which is picture story activities.

Learning Improvement Methods

a. Learning Improvement Methods

This type of research is a participatory collaborative classroom action research conducted to improve and enhance the quality of learning. According to Wina Sanjaya (2009: 26) classroom action research is a process of studying learning problems in the classroom through self-reflection in an effort to solve problems by taking various planned actions in real situations and analyzing any effects of the treatment.

b. Learning improvement subject

This research is focused on the development of improving early reading skills with serialized picture stories in students at Al-Alif Kindergarten, Malangke District, North Luwu Regency, group B, totaling 20 students. To avoid the possibility of widespread interpretation of the problems to be discussed in this study, it is necessary to convey the operational definitions carried out in this study, namely as follows:

1. Beginning reading ability is the ability that refers to the child's ability to :
   a. Distinguishing words
   b. Mentioning letter symbols according to the sound / sound
2. Picture story activities are activities to tell or convey stories to students using picture media so that good messages can be conveyed with the story.
   a. Time of Learning Improvement
      This research was conducted at Al-Alif Kindergarten, Malangke District, North Luwu Regency, Group B. This class action research was conducted on April 19-30, 2021.
   b. Learning Improvement Theme
      The theme of learning improvement in activities is Myself and the sub-theme is My Body.

c. Learning Improvement Design

The steps taken in this study are 1) Action planning 2) Action implementation 3) Observation 4) Reflection.

d. Research Instruments

The instruments used in this study consisted of

1. Daily learning implementation plan (RPPH), is a set of plans used by teachers as a guide in carrying out the learning process which is prepared in accordance with the research

objectives. And made more operational by using learning scenarios

2. Student observation sheet, used to monitor each student's development regarding the ability to read early includes the ability of students, including children listening and retelling stories, children's ability to connect and mention simple writing with symbols that symbolize it.

e. Data Collection Technique

For collection, the researcher is the observer while the teacher is the collaborator. Observation is carried out simultaneously with the implementation of paper folding learning takes place. data needed in this study with field observations

f. Analysis Technique

To determine the effectiveness of a method in learning activities, data analysis needs to be done. In this class action research, qualitative description analysis is used, which is a research method that describes reality or facts in accordance with the data obtained with the aim of knowing the improvement of beginning reading skills as well as to find out the teacher's improvement in managing the class. This analysis is calculated using simple statistics as follows:

$$X = \frac{\Sigma \times}{\Sigma N}$$

X : average value

X : Number of all students

N : number of students

g. Indicators of Success

Assessment of learning outcome indicators in this study is based on the Guidelines for Assessment in Kindergarten based on the development of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 of 2014 concerning the 2013 Curriculum for Early Childhood Education with the following categories:

Table 1.1. Student Learning Outcome Assessment Categories

No	Kemampuan	Nilai
1	**BB** artinya Belum Berkembang : bila anak tidak mampu menyebutkan huruf walau dengan dengan bimbingan atau dicontohkan guru.	1
2	**MB** artinya Mulai Berkembang : bila anak melakukannya menyebutkan huruf masih harus diingatkan atau dibantu oleh guru.	2
3	**BSH** artinya Berkembang Sesuai Harapan : bila anak sudah dapat menyebutkan huruf melakukannya secara mandiri dan konsisten tanpa diingatkan atau dicontohkan oleh guru.	3
4	**BSB** artinya Berkembang Sangat Baik : bila anak sudah dapat menyebutkan huruf melakukannya secara mandiri dan sudah dapat membantu temannya yang belum mencapai kemampuan sesuai indikator yang diharapkan.	4

The indicator of success is the increase in early reading skills at Al-Alif Kindergarten, Malangke District, North Luwu Regency, Group B. The increase can be seen from the average category of learning outcomes assessment obtained by children in cycle I and cycle II, 12 students are in the category (BSH) or 75% of the 15 students present students are able to enter the category of developing as expected (BSH). To calculate the percentage of learning completeness, the following formula is used:

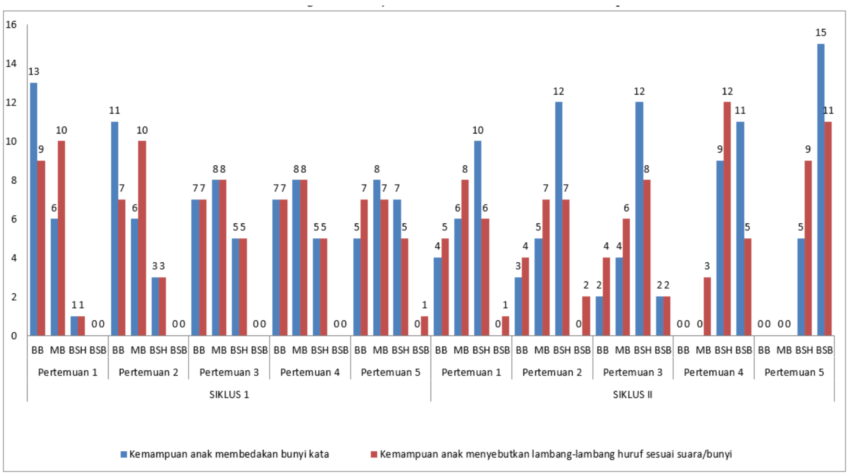
$$P = \frac{\sum siswa\ yang\ tuntas\ belajar}{\sum siswa}\ x\ 100\%$$

This analysis was carried out during reflection. The results of this analysis are used as reflection material to carry out further planning for the next cycle. The results of the analysis are also used as a reflection material in improving the learning design, even used as a consideration in determining the right learning model.

Learning Improvement Results

Based on the results of learning improvement carried out in Group B of Al-Alif Kindergarten, Malangke District, North Luwu Regency. Learning improvements were carried out as many as 2 cycles where each cycle with 5 meetings of the data showed that there was an increase in the ability to read beginning by using word cards. for more details of the increase can be seen in the graphical comparison between cycle I and cycle II at each meeting in graph 1.1.

Graph. 1.1 Comparison of Student Learning Outcomes Between Cycle I and II Each Meeting



Through picture stories children can ask questions, guess which then find answers (creative reactions) to the storyline they hear, children's attention span to the story becomes longer because children concentrate on the story, children are also able to organize their abilities because children learn from amazing experiences so that they will build confidence in what is conveyed. In addition, through stories children acquire new vocabulary, children's imagination can develop and from their imagination it is the beginning of children linking ideas so that it will produce original work as a provision for children to become natural storytellers. This is also supported and in accordance with the opinion expressed by Paul Torrance in Suratno (2005: 11) which states that the characteristics of creative actions are (1) creative children learn in creative ways such as children learn to ask questions, guess which then find answers, (2) creative children learn to have a long attention span to things that show creative efforts such as listening to stories (3) creative children have the ability to organize menajubkan because creative children will feel more than others so that the child's confidence to appear in front is very high, (4) creative children can return to something familiar and see from a different way. Through stories, children will learn to link ideas to produce original work. With this provision, children will be formed into natural storytellers, (5) creative children learn a lot through fantasy, and solve their problems using their experiences. This can be seen when children listen to stories, children will imagine the stories they hear which then the imagination can be used as the development of the stories they build, (6) creative children enjoy playing with words and places as natural storytellers. By looking at picture stories, children will often get new vocabulary which in turn is used to express their creative ideas.

In addition to being influenced by picture story media, the success of improving receptive language skills is also influenced by supporting methods in the form of providing opportunities for children to perform in front of the class to express their abilities. Because basically receptive language skills also need time to explore, pour ideas or ideas and concepts and try them in new or original forms (Hurlock, 1978: 11). In addition to the method of giving time, another method is giving gifts in the form of stars, which in this case is used to motivate children to remain active in the learning process. This supporting method also plays a considerable role because through this method it can minimize the problems and boredom experienced by children.

Conclusions and Suggestions

Conclusion

Based on the results of learning improvement, it can be concluded that children's early reading skills are improved by playing serialized picture stories. The results of the increase can be seen in the average value of the 2 indicators of distinguishing words and distinguishing sounds / letters in cycle I is 2.05 and the percentage of learning completeness is 33%. in cycle II there was an increase, namely an average value of 3.65 and a percentage of learning completeness of 100%. This is because the teacher in carrying out serialized picture story activities is good according to the steps in accordance with the scenario.

Suggestions

a. Optimizing learning activities by using interesting, fun and varied picture storybook media in order to make children interested and enthusiastic about the learning process.
b. Other class teachers should take an emotional approach to children, so that children do not feel inferior, afraid and always ready to express their ideas or ideas, especially in picture stories. If learning uses the picture story method, it should use supporting methods such as games, etc. so that it motivates and stimulates children to think actively and creatively.
c. The material given to children should be in accordance with the context of children's lives, interesting pictures, simple words, clear and interesting delivery so that it will stimulate children to be immersed in the story.

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Authentic leadership behaviors and their relationship to enhancing governance among employees at A 'Sharqiyah University

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Abstract:
This study aims to identify the behaviors of authentic leadership and its relationship to the application of governance among employees at A'Sharqiyah University in the Sultanate of Oman, the study used the approach of qualitative research, specifically the method of case study through semi-standardized individual interviews with the study sample, which consisted of (3) leaders at the at A'Sharqiyah University in the Sultanate of Oman, in order to identify the behaviors of authentic leadership and the application of governance at A'Sharqiyah University from their point of view, and the results indicated the existence of a relative knowledge of the concept of authentic leadership behaviors and governance, and that one of the most important positives Apply authentic leadership behaviors among employees at A'Sharqiyah University, ensure the fluidity and smoothness of administrative work, build a comfortable work environment for employees by giving opportunities to others to express their opinions comfortably and transparently while motivating employees. Increasing productivity, especially if the institution is profitable, reflects positively on the university and customers outside the university, whether shareholders or employees. The most important thing is that the advantages of applying governance among employees at Eastern Province University are achieving integrity, transparency, and organizational effectiveness. It gives credibility and quick results. Increase the demand of employees to the institution (university) itself and retain them. It is clear from the analysis of the responses of the sample members that there is a miss in the presence of authentic leadership behaviors and the application of governance at A'Sharqiyah University. There are also disparities in the obstacles to the application of authentic leadership behaviors, and obstacles to the application of governance at A'Sharqiyah University, and the results of the analysis of the responses of the study sample show that there is a relationship between authentic leadership behaviors and

governance, as most leaders at A'Sharqiyah University believe that authentic leadership behaviors facilitate governance processes.

Introduction

Higher education is considered the cornerstone of the development of societies, because of its important role in the educational ladder, as higher education institutions play a great role in moving the wheel of development and providing society with human energies and scientific cadres, and this requires all levels of the educational institution to determine the quality and quality of the administrative method to be produced (Al-Salami, 2017), where the characteristics of globally successful universities are linked to wise leadership, the ability to focus continuously on a clear set of goals, the creation of a strong academic culture, and the advancement of performance levels. For faculty, university governance is one of the important keys to ensuring this (Altbach & Salim,2011).The success of the educational institution is based on the ability of the leader to carry out his responsibilities from decision-making, performance development, relationship development, enhanced participation in decision-making, affiliation and other processes, and the educational leader is the basis for measured by the performance of subordinates. (Alsehri, 2017). Authentic leadership is one of the ideal patterns of leadership that universities need, because of the values and principles of authentic leadership based on integrity, transparency, honesty and objectivity, responsibility, as well as their ability to positively influence subordinate behaviors, take out their potential and direct them towards achieving the desired goals (Kets de Vries, 2006). Leadership has a direct impact on how effectively and ethically organizations fulfill their mission, meet their goals, and realize anticipated outcomes. This is particularly true today in the complex and fast-changing context of higher education in the 21st century(Fraser,2014). Due to the positive effects of the dimensions of authentic leadership, the results of several studies have shown the importance of the dimensions of authentic leadership as a new entry point of educational leadership, where a study has found ethical leadership have both positive effect on organizational identification and school satisfaction (Liu& Jin,2021). The finding of (Supriyadi et al.,2020) show there are authentic leadership style and psychological capital have a positive and significant effect on innovative work behavior. Some studies findings demonstrate that authentic leaders have a significant positive effect on team leader performance in both public and private universities. In addition, the authors establish that the positive impact of authentic leaders on team leader performance is stronger among employees with high social capital (Akhtar et al.,2022).

In an organization, authentic leaders are those individuals, who take action to create the environment they want and encourage their followers to act in the same manner effectively. Authentic leadership aims to develop the organizational moral philosophy, harness the employees' potential, in still necessary self-awareness skills among employees, shoulder the responsibility for any individual mistakes or failures, and be one's real self (Opatokun et al., 2013). The Authentic leaders having relational transparency, idealized influence, ethical perspective, knowledge generation, self-awareness, balanced processing information, openness and fairness, integrity, objectivity, trust, honesty, leader-follower interaction, follower-centric in place of leader-centric attitude, collaborative and collective learning, truthfulness, kind attitude, generosity, and true self are the attributes which bring development in organization for the achievement of organizational outcomes through human resources and to help them lead and also that they can model its use for others. Authentic leadership causes organizations to collect, manipulate, observe, and report innovative and diverse kinds of organizational achievement and growth data; leaders will have to be adroit and proficient in doing this (Gardner et al., 2005). Authentic leadership concentrates on inborn and innate ethical and pliable qualities that takes its origination from an individual values, principles, and ethical philosophies. Leaders are empowered with these attributes and their behaviors and attitudes are refined (Morgan & Roberts, 2012).

Authentic leaders' self-awareness and internal moral perspectives are influential factors in the employee's meaningful work within the spirituality of the workplace. This consequently assists organizations in reflecting on the type of leadership, which leads to an employee's workplace spirituality and achieving campus sustainability (Alomar et al.,2022). In an organization, authentic leaders are those individuals, who take action to create the environment they want and encourage their followers to effectively act in the same manner. Authentic leadership aims to develop the organizational moral philosophy, harness the employees' potential, instill necessary self-awareness skills among employees, shoulder the responsibility for any individual mistakes or failures, and be one's real self (Opatokun et al., 2013).

Study Problem

Higher education institutions play an important role in the educational and educational ladder, as they represent an engine for the wheel of development, but this requires the identification of leadership behaviors and the administrative style followed by them, and the ability to focus on goals with transparency, equality, justice, organizational effectiveness, and active participation, which are called principles of governance, and in the Sultanate of Oman the results of the study (Khalifa et al., 2021) showed many obstacles to the application of disclosure and transparency in Omani private universities, the most prominent of which was the agreement of (83%) of the sample on the weakness of disclosure transparency About the university budget and disbursement items, while (50%) of the sample agreed on the weakness of credibility and transparency when applying internal policies and work controls, the subjection of the evaluation of the employee's performance to the personal discretion of the direct official, and the weak culture of managers and employees on the importance of disclosure and transparency. The study recommended activating disclosure and transparency mechanisms in private universities in the Sultanate of Oman by adding the principle of disclosure and transparency as an independent measure within the governance and management standard to obtain institutional accreditation and provide electronic systems with integrated services and functions. Al-Sunaidi (2014) study revealed that the application of the principles of governance (disclosure and transparency) came to an average degree, and that one of the obstacles to the implementation of governance in Omani universities is non-compliance with regulations and regulations, and lack of awareness of governance standards. While the results of (Almukamia,2014) study indicated that there are some shortcomings in censorship represented by its lack of clarity to employees, its impact on personal relationships, and its lack of credibility and accuracy. The results of (Fathi and Hadabi,2020) study indicated that the administrative organs of the state suffer from ambiguity in the procedures followed in government agencies, and the lack of criteria for selecting leaders. The results of the study of (Al-Maqimiya et al., 2016) showed that the requirements for the application of governance in higher education institutions came to a large extent, as many studies showed the role of authentic leadership in crisis management (Zyeada, 2022), and its role in proactive behavior (Spreading Entrepreneurship, Individual Innovation, Voice Behavior, Taking Responsibility) (Al-Jubouri, 2021). As well as the positive impact of authentic leadership on psychological capital and integration into work (Al-Otaibi, 2021), and the role of authentic leadership in enhancing the organizational climate and job immersion in universities (Al-Anzi, 2021), and a study (Abdul Zahra, 2020) showed the existence of a moral and positive impact of authentic leadership in achieving harmony in the workplace, while the results of the study (Abu Zeid, 2021) showed that authentic leadership behaviors affect the creativity of employees directly, and authentic leadership behaviors positively affect both emotional commitment, and functional intelligence as one of the components of trends. Positivity for workers. In view of the lack of Omani studies dealing with authentic leadership behaviors, especially governance in higher education institutions, hence the importance of the researcher to carry out this qualitative study in identifying leadership and authentic behaviors and related to the application of governance at A'Sharqiyah University in the Sultanate of Oman.

Study Question

1. What do you know about authentic Leadership behaviors in the scope of your work at A'Sharqiyah University in Oman?
2. What are the positives of applying Authentic leadership behaviors among A'Sharqiyah University staff from your point of view?
3. What are the positives of governance application among A'Sharqiyah University staff from your point of view?
4. what extent do you believe that their authentic leadership behaviors and governance in the working environment in which you are at A'Sharqiyah University?
5. What are the obstacles to applying authentic leadership behaviors at A'Sharqiyah University from your point of view?
6. What are the obstacles to the application of governance at A'Sharqiyah University from your point of view?
7. Is there a relationship between authentic leadership behaviors and enhanced governance among at A'Sharqiyah University staff from your point of view?

Literature:

1. Authentic Leadership

According to (Walumbwa et al.,2008) authentic leadership is a behavior which represent a leader who utilizing his ability in a good way. Whether by positive psychology capacity, positive ethic, self-awareness, appropriate. behavior, a balance information processing, and transparent relation, and encourage himself. Walumbwa, et al. (2008) explained that there are for aspects of authentic leadership: (1) Self-awareness. Self-awareness is somebody's way to look at themselves, try to understand themselves, and able to look the world by the process. Knowing their strength and weakness, so that they realize what impact will they give to other. For example, encourage lectures to present their opinions. (2) Relational transparency. Relational transparency is a behavior to naturally present their selves. Such behavior is the disclosure of various information openly, and shows the expression of real thoughts and feelings, thereby inflicting trust from others on him through such openness. For example, expressing emotions that correspond to prevailing feelings and values without any being hidden. (3) Balanced processing. Balanced processing is a leader's behavior that shows that they analyze all data relevantly and objectively before making decision. The leader also asks for the views of others, as well as receiving input and criticism from others who oppose his opinions. For example, making decisions objectively and being willing to accept input from others. (4) Internalized moral perspective. Internalizing a moral perspective is a person's ability to control or regulate himself or herself. Such self-arrangement is in accordance with the internalized and intergraded moral values in accordance with the morals of the group, organization, and society. Thus, resulting in decision-making in accordance with internalized moral standards. For example, being able to control actions and speech, because the individual realizes that certain speech and actions can have an impact on others.

2. Governance

Governance is one of the modern concepts that have received great attention in recent years through its use in achieving quality and excellence in performance (Abu Al-Nasr, 2015), the concept of governance appeared to translate the crisis experienced by university institutions, whether at the level of decision-making related to the educational curricula developed by the executive without being entitled to discuss or object to them, as well as methods of internal control over them or at the level of allocation and management of resources aimed at the continuous improvement of services in the field of scientific research as Community service provided by the university (Safoo, 2017).

Interest in the subject of university governance has increased recently, because of its role in improving the individual and institutional performance of the university and raising its competitiveness (Rukban,2020**).** The recommendations of several conferences, such as the International Conference on Governance in Higher Education Institutions, organized by the Council of Governance of Arab Universities - during the period from 11 to 13 March 2017 - emphasize the importance of establishing governance councils at the level of each university whose task is to develop a conceptual framework for governance and the standards of its application, and to compose a teaching course on governance and the means of its application, in order to spread the culture of governance as a procedure and functional behavior (Arab Universities Governance Council., 2017).

The recommendations and results of several studies have also been confirmed. A study (Shibli and Mohsen, 2020) found the positive role of university governance in improving the educational process considering the availability of the appropriate environment. A study (Al-Hamoud and Al-Ghoul, 2022) found a positive and strong correlation between the degree of application of governance and the level of organizational excellence. While the study of the (Alwakeel,2021) found a direct relationship between the application of the principles of governance and the improvement of the job performance of leaders, the study (Shahada and Kinani, 2021) recommended ensuring the role of governance and its importance and work in university institutions as it achieves the principles of good governance.

Given the importance of governance, the Government of the Sultanate of Oman has paid attention to this aspect, where Oman Vision 2040 stressed the importance of governance issues and topics, because of their great importance and impact on national priorities, in terms of activating oversight, effective use of national resources, and achieving the principles of integrity, justice, transparency, accountability and accountability(Oman Vision 2040 Document,2021).

The definitions that dealt with governance as a concept varied, as defined by the World Bank (2012) as how universities and higher education systems achieve and implement their goals, and the way their institutions are managed and monitor their achievements, and the Organization for Cooperation and Development (OCED, 2014) defined governance as a set of principles, procedures or mechanisms used to apply those principles within the organization in the areas of: planning, organization, direction, oversight, up to decision-making, through the distribution of powers and responsibilities among those involved in the implementation of the organization's activities, and those principles can be included, Mechanisms, implementation, as well as compliance manuals and performance indicators within the framework of the governance system so that they are consistent with the organization's leadership, mission, and objectives, and translate them into strategic plans(Nasser Al-Din,2019).

Principles of University Governance:

The governance of universities is based on a few basic principles, which achieve a balance between the objectives of senior management and university employees on the one hand, and the objectives of the beneficiaries of the university on the other, namely:

1. Transparency:

   Transparency is meant to build a climate of trust between parties with conflicting interests, and since such trust cannot exist in the absence of accurate information about the performance of the organization, transparency is one of the important principles on which governance focuses (Bashir and Teqrarat, 2018).

2. Participation:

   Participation means allowing all beneficiaries of the organization, directly or indirectly, to participate in the enactment of legislation, the development of rules and principles, and the formulation of policies(Nasser Al-Din,2019).

3. Accountability:
   Accountability means the availability of effective systems of oversight, accountability that emphasizes that the performance of the university is done as required, and that the university operates under regulations, laws, and regulations, that these systems are applied and reviewed periodically, while enabling relevant parties from individuals, organizations outside the university, students, faculty members, and employees within the university to see the results of performance, without this leading to disruption of work, or offending others (Al-Bassam, 2016).

The relationship between leadership and governance

Leaders with governance behavior have the ability to provide their subordinates with energy and inspiration to enable them to act (Mazutis and Abolina, 2019) by providing them with a vision of the future rather than relying on punishment and rewards, leaders with the vision can create a climate of engagement (Figueira et al., 2018) and create conditions conducive to governance (Lusiani and Langley, 2019) through which employees can take upon themselves the authority to make decisions that work to achieve that vision and accordingly Administrative leaders supporting the process of good governance can take root in the organization (Allen et al., 2019).

Leaders work to create a work environment that creates good governance and begins with the process of self-change (Leonard, 2019), as employees' sense of freedom to act in performing tasks and supporting senior management and encouraging new ideas are among the most important factors influencing positive behavior and improving job performance in public organizations (Shiha, 2012). Leadership practices influence the establishment of performance trends of individuals and groups in the organization (Willis, 2019) Building common thought that achieves the goals of the organization (Abu Hatla, 2014). Building inspiration and motivation to achieve goals and develop organizations (Mazutis and Abolina, 2019). Promote behaviors consistent with governance practices and build a future vision towards them (Figueira et al.,2018). Building an appropriate regulatory environment for the application of governance (Lusiani and Langley, 2019). Provide appropriate means of change to the nature of governance(Allen et al., 2019). Guiding the behavior and performance of individuals towards the desired change of governance (Shiha, 2012).

Methods

The value and authenticity of this study is that the educational literature lacks evidence of the process through which the inherent leadership behaviors of leaders influence the strengthening of the principles of governance among employees of public or private universities. This study is unprecedented in revealing the impact of authentic leadership behaviors on enhancing governance among employees of private universities and is perhaps the first qualitative study to look at this relationship within the limits of the researcher's knowledge conducted in Oman.

Finding

Here the researcher reviews the results related to the answer to the interview questions:

Results for the response of study sample members to the first question:

1. What do you know about authentic Leadership behaviors in the scope of your work at A'Sharqiyah University in Oman?

   First responder:

   " Authentic leadership is that the leader, manager or head of the unit is a leader in a sense, he gives an example to others, sets an example for others, his practices reflect what he believes in, what he demands or advocates reflect on his personality, aspires for the better, is fair in equal decision-making and in dealing with others, creating opportunities for all."

Second responder:

"On the subject of authentic leadership, which means the extent to which the leader interacts with subordinates, authentic leadership is effective leadership, which is leadership based on ethics, behavior and cooperation, since leadership differs from the concept of management. The leader has more influence in employees than in being a manager at the same time. Effective leadership is based on ethics, cooperation and advice, based on the fact that the leader is a model to follow in return that he views the leader in two directions: The leader's view of the group he leads, and is based on the principle of equal opportunities for subordinates, and in terms of dealing, incentives and opportunities they get both inside and outside the university, of course this issue has an impact on the leader and others. When the principle of justice, ethics and transparency between the leader and subordinates is applied, it is reflected in the leader in the affirmative, the same thing is the opposite relationship through people and subordinates towards this leader or director in short."

Third responder:

" Authentic leadership behaviors are the behaviors of the leader of his nature and which lead people whether it is building his leadership or personality or dealing with others or communicating with others."

2. What are the positives of applying Authentic leadership behaviors among A'Sharqiyah University staff from your point of view?

   First responder**:**

   " The fact is that it varies from leader to leader, but I speak from my personal perspective, I try to apply it as much as possible, so that I try to be a comfortable working environment for the workers under my leadership, by giving opportunities to others, and dealing with them comfortably and transparently, my office is open to all, to discuss or express any opinions, and I am also following other topics related to the practical aspect, and also speaking transparently, if there is any kind of default, while motivating workers and subordinates who need to Stimulate."

Second responder:

"Authentic leadership is not limited to one organization or another **or** the University of A'Sharqiyah alone, but the authentic leadership is based on ethics, cooperation and respect and represents a fundamental principle of all organizations, and its reflection in terms of the performance of the work as performance leads to increased productivity, and if it is a profit organization that gets increased profits, when officials feel the existence of a kind of transparency and genuine relationships, its reflection is positive not only on the organization itself but goes beyond that to customers outside the organization whether they are from the organization Shareholders, employees, employees of government organizations or for-profit or non-profit organizations, their impact not only on the organization itself, but also on its own, and here are some of the implications of the issue of importance for the application of authentic leadership behaviors."

Third responder:

" Administrative work will ensure its smoothness and flow. Because an authentic leader will work for justice and equality." Some of the most important advantages of applying authentic leadership behaviors among employees A'Sharqiyah University from the point of view of respondents are:

- Administrative work will be smooth and smooth because an authentic leader will work to achieve justice and equality.
- Helps to build a comfortable work environment for employees by giving opportunities to others to express their opinions comfortably and transparently while motivating employees.
- Leads to increased productivity especially if the organization is profitable.

- Reflects positively on the university and customers outside the university, whether shareholders or employees.

3. What are the positives of governance application among A'Sharqiyah University staff from your point of view?
   First responder**:**
   " Governance is meant to get the job done faster and more thoroughly and free of flaws or mistakes, which we seek, but there is a conflict between two types of employees, a classic type that believes in the traditional way, a limited view of some things, does not look for change, on the other hand there is a new generation characterized by a rush towards governance, favors governance because it saves time and effort, gives credibility and quick results. But here comes the role of the leader in highlighting the importance and usefulness of governance, and we have taken precedence on many topics related to work, and the integration of governance with it, yet there is opposition to the automation of things we have, but this trend towards governance has found many positives, despite the existence of oppositions, but saves time, effort and results in governance in which there is complete satisfaction, despite the presence of opposition."
   Second responder:" As for governance, it is a fundamental principle for working in any organization, as you note that it is a principle of the fundamentals of governance as it exists in the issue of institution evaluation from the National Academic Accreditation Authority among the important basic criteria in the issue of governance, and I believe that the University of Eastern has come a long way on the subject of governance by including the standard or principles of governance in the five-year plan as well as in the strategic plan of the Eastern University, where the principles of governance are present in the five-year plan and strategic plan For the university, whether at the college level, the department level or the department level, where the principle of governance is a strategic principle that has been applied within the university and of course its pros are many.The principle of governance if

we follow the standards, principles or indicators that we have applied and according to what is in the university's five-year plan, I think we will go a long way in terms of the extent to which employees are familiar with the institution itself and you notice that there is an important part in assessing the quality of the organization, for example (the process of staff transition) from one institution to another, and the process of retaining them in this organization is evidence of standards, including governance in the sense that the person who works rewards and rewards, and the person who is short of At the same time, this term of management terms is called management with objectives, and I think that if we get to this stage, we will have made a great journey on the subject of governance."

Third responder:

" **Integrity**. Transparency and organizational effectiveness."

4. To what extent do you believe that their authentic leadership behaviors and governance in the working environment in which you are at A'Sharqiyah University?

   First responder:

   "This is a question of perfection, but man seeks to reconcile the behaviors of authentic leadership and governance, where there is no grumbling in this aspect clearly and blatantly, the fact that most oppositions are positive and dealt with in a positive way, and the leader should convince subordinates to follow and listen to what he says without coercion or coercion, with the conviction of subordinates in the end, which I believe is a positive point, although there is room to give a note, if we come to the subject of Corona, A lot of subordinates before the beginning of Corona, they categorically refused to convert the study or exams by computer, and I was a leader as a stubborn leader, and I tried to highlight the positive side. But nevertheless, there was a risk by students and subordinates, and less than a month until the pandemic, the opposition became strongly supportive of the idea of a digital shift towards e-education, where lecturers found smooth correction, and in giving the student his right of grades, because it prevents bias or partisanship of the student or others, since everything comes with persuasion and not coercion, when leadership or management is understanding, and give reasons and justifications for persuasion in very positive ways, giving examples, for reasons of reasons The success of this, I think all the difficulties can be solved.

Second responder:" As I told you earlier, I have a strategic plan for the organization and a strategic plan from which a set of operational plans emerges in the organization in which you work, the university as colleges has a set of departments, and these sections have a set of objectives contained in the operational plan in the subject of the scope of governance, the application of governance where you work, is based on the conduct of justice, order and consistency at work, and when the employee feels that there is a kind of system that he or she appoints in the completion of the work he does, and in The end is seen as governance in terms of reward and punishment. I think we started as a start with a very simple step but by applying the principle of governance where you work in terms of performance evaluation, and I think we need to reconsider the staff evaluation process, and I think that the university has made a journey in evaluating performance based on standards, and based on the objectives agreed between the leader and subordinates, where I can try or reward the person, for example, in terms of performance standards, and look at the objectives that I agreed with the employee at the beginning of academic year, it is called the exchange process between the employee and the official."

Third responder:

" Perhaps most leaders have authentic leadership behaviors."

5. What are the obstacles to applying authentic leadership behaviors at A'Sharqiyah University from your point of view?
   First responder:" First, we look at them in terms of laws enacted at the university, limiting the practices of authentic leadership behaviors (of the leader), in giving the leader real

opportunities to practice authentic leadership. There is a distinction between departments and employees, this section falls under this, and this does not fall. Giving certain grades to one department without another, with denial of incentives, job promotions and the like as there are laws that limit it, because I want to be fair to others but the laws limit, even at the level of honoring, academic honoring is quite different from non-academic honoring. The laws enacted by the university are sometimes unfair to employees."

Second responder:" The obstacles to the application of authentic leadership in general for organizations, including The A'Sharqiyah University, I believe that among them: lack of awareness of the concept of authentic leadership behaviors, and as an application at the same time, before you start applying any administrative concept or any other concept, including also the concept of governance, there must be a provision to raise awareness of the importance of this concept. Lack of studies written about authentic leadership. As far as I know, the more awareness there is, the more studies and experts in this area, the more we will reach the desired goal, but at present with the constraints I have mentioned now, we may need more time to achieve them."

Third responder:" Applied without hindrance. It's available and depends on the character of the leader."

6. What are the obstacles to the application of governance at A'Sharqiyah University from your point of view?

   First responder:" Let's start with equality where there is no equality, equality only in some general provisions, which apply to all employees, which are already coupled with labor and labor law or coupled with a university law or higher education laws, but for laws there is great distinction even in terms of grades, but in terms of transparency there is transparency, but on the amount of filter that exists."

   Second responder:" We note that the application of the principle of governance is not limited only to educational institutions such as universities, schools, or companies, and I believe that the application of the principle of governance is a fundamental principle of Oman Vision 2040, and lack of awareness may be somewhat hampered. There are some administrative burdens for some employees, especially academics, where they are assigned some administrative work, which may somewhat hinder the application of the relationship between the leader and the subordinate in this subject. We really miss people who are scientifically qualified in that they are trying to apply the concept of governance as a practical application to reality. Lack of experts in terms of awareness and application."

Third responder:" There are no obstacles because the organizational and practical effectiveness is in accordance with the policies and procedures adopted."

4. Is there a relationship between authentic leadership behaviors and enhanced governance among at A'Sharqiyah University staff from your point of view?

   First responder:" Yes, governance and authentic leadership, if applied in one way and applied to the principles of transparency, credibility, equality, organizational effectiveness and other principles of governance, will be very beautiful and effective, but unfortunately it is from one section to another that exists, but from one section to another does not exist, although there is a relationship that is not complementary but service, not to generalize the handling, because I only serve you, and because we need each other there is no clear system of governance to walk on, as well as inconsistency in decision-making Career hierarchies are a challenge, but there is optimism that authentic leadership behaviors will fit into governance principles."

   Second responder:" Of course, applying authentic leadership as an application as a concept, as a principle and hub for authentic leadership, where when a person is known for the existence of authentic leadership as a concept within the organization and the principle of governance where if he applies authentic leadership behaviors, you have made a very big journey in the subject of governance, hence I think that there is a relationship of expulsion, the more the application of authentic leadership behaviors by leaders in the organization or organization has helped to apply the principles of governance, where this is reflected in your relationship with your colleagues, subordinates and students, and instills, and instills Authentic leadership is the concept of role-learning, and is a very important concept in any institution. The application of authentic leadership in terms of role-learning in itself helps the subordinate learn from you as a leader indirectly through your behaviors, talk and treat you as a leader in such matters, as well as reflects on the organizational effectiveness of the organization, and helps to achieve the objectives of governance, as the leader becomes a mirror for others whether they are students, workers, subordinates, or stakeholders whether they are inside or outside the organization."

Third responder:" Yes. authentic leadership behaviors facilitate governance processes."

The results of the analysis of the responses of the study sample show that there is a relationship between authentic leadership behaviors and governance, as most leaders at A'Sharqiyah University possess authentic leadership behaviors, authentic leadership behaviors facilitate governance processes, the university seeks to reconcile the behaviors of authentic leadership of leaders and governance, where Eastern Province University was keen to include the principles of governance in the five-year strategic plan and strategic plan of the university.

Discussion of the results

- Discussion of the results related to the answer to the first question: What do you know about authentic Leadership behaviors in the scope of your work at A'Sharqiyah University in Oman? By analyzing respondents' answers about how well they know the concept of authentic leadership behaviors, we conclude that: Authentic leadership behaviors are behaviors that stem from the leader's instinct based on his leadership, personality, or dealings with and communication with others based on good example, cooperation, good behavior, opportunity, equality, and fairness in decision-making. This definition of the concept of authentic leadership behaviors is consistent with the definition (Abou Zeid, 2020), which defined it as a set of behavioral elements that combine the positive abilities of the leader and promote positive relationships and mutual trust between employees and leaders in a way that improves the quality of career and increases creative behaviors. and definition (Kabasaka et al.,2018:35) who focused on the development of true self and ethical principles through open and honest communication with followers.

(Northouse,2019:20) defined it as a process consisting of self-awareness, balanced processing, ethical perspective, transparency, and self-discipline with the ability to self-regulate. (Walumbwa et al.,2008:94) defined it as one of the patterns of leadership behavior that draws and encourages both positive psychological abilities and a positive moral climate, to achieve greater awareness.

- **Discussion of the results related to the answer to the Second question**: What are the positives of applying Authentic leadership behaviors among A'Sharqiyah University staff from your point of view? It is clear from the analysis of the respondents' answers that one of the most important advantages of applying authentic leadership behaviors among employees at Eastern University from the point of view of respondents are:
- Administrative work will be smooth and smooth because an authentic leader will work to achieve justice and equality. This finding is spent with a study (Al-Harthy & Al-Qarni, 2020) which found a correlation between the degree of authentic leadership practice among leaders of public private schools in

Jeddah Governorate and the level of trust in the leader among teachers.

- Helps to build a comfortable work environment for employees by giving opportunities to others to express their opinions comfortably and transparently while motivating employees. This result is consistent with the result of a study (Abdul Zahra, 2020) that showed a moral and positive impact of authentic leadership in achieving harmony in the workplace, as well as with the result of a study (Al-Anzi, 2021), whose results showed a positive and moderate correlation between authentic leadership, organizational climate, and job immersion in universities. It is also consistent with the result of a study (Al-Otaibi, 2021) that found a positive effect of authentic leadership in both psychological capital and integration into work.
- Leads to increased productivity especially if the organization is profitable. This finding is spent with a study (Al-Jubouri, 2021) which found a statistically significant moral correlation between the dimensions of authentic leadership and proactive behavior (entrepreneurship, individual innovation, vocal behavior, taking responsibility).As well as with a study (Zyeada, 2022) which showed that all dimensions of authentic leadership have a positive moral impact on the stages of crisis management.
- Reflects positively on the university and customers outside the university, whether shareholders or employees. This finding is consistent with the result of a study (Abu Zeid, 2021) that concluded: Authentic leadership behaviors directly affect the creativity of employees. Authentic leadership behaviors positively affect both emotional commitment and functional intelligence as a component of workers' positive attitudes.

Discussion of the results related to the answer to the Third question: What are the positives of governance application among A'Sharqiyah University staff from your point of view?

It is clear from the analysis of the responses of the sample members that the advantages of the application of governance among employees of A'Sharqiyah University work:

- Achieving integrity, transparency, and organizational effectiveness.
- Accomplish work quickly and mastery.
- Save time and effort.
- Give credibility and quick results.
- Increase the demand of employees to the institution (university) itself and retain them.
- The principles of governance are an essential principle of work at any university.

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After analyzing the responses of the sample members, the positives of the application of governance among employees at Eastern Province University work on:

- Achieving integrity, transparency, and organizational effectiveness. This finding is consistent with the study (Al-Shalafan, 2021), which showed that governance helps in achieving ensuring the integrity and transparency of organizations, and governance is of great importance in the fight against corruption, and governance works to instill transparency in all the actions of organizations in a way that contributes to the creation of a relationship characterized by clarity in all dealings. A study (Al-Hammoud & Al-Ghoul, 2022) which found a strong correlation and statistically significant relationship between the degree of application of governance and the level of functional excellence.

- Save time and effort and accomplish work quickly and perfectly. It gives credibility and quick results. It is consistent with the result (Shalabi & Mohsen, 2020) which reached the positive role of university governance in improving the educational process considering the availability of the appropriate environment. A study (Al-Hayoul & Fremish, 2021) whose results showed that governance works to help the university achieve its objectives in the best ways and ensure compliance with the laws and regulations in force at the university. It contributes to the creation of independent institutions with governing councils or bodies responsible for determining the strategic direction of these institutions, monitoring their financial integrity, ensuring the effectiveness of their management, and achieving the guarantee of integrity and integrity of all employees at the University. Creating a stimulating work environment for employees contributes to achieving the excellence required for the university.
- Increasing the demand of employees for the institution (university) itself and retaining them. It is consistent with the result of the study (Beltaji, 2022) which found that the governance of universities contributes to achieving efficiency and effectiveness at the organizational level, as well as facing contemporary challenges affecting educational institutions. It also agrees with a study (Al-Rai and Abu Al-Ela, 2022) which found a strong correlation between the degree of application of governance and the level of functional excellence.
- The principles of governance are an essential principle of work at any university. It is consistent with the result of a study (Bashir, 2019) that showed the role of governance in making the most and effective use of the university's accounting and internal control systems. It also agrees with a study (Al-Aklabi, 2019) that found a relationship between university governance and strategic vigilance.

Discussion of the results related to the answer to the fourth question: what extent do you believe that their authentic leadership behaviors and governance in the working environment in which you are at A'Sharqiyah University? It is clear from the analysis of the responses of the sample members that there is a miss in the presence of authentic leadership behaviors and the application of governance at Eastern University, some of them believe:

- Most of the employees of the university possess authentic leadership behaviors, as the university seeks to achieve compatibility between the behaviors of authentic leadership and the application of governance, and it is clear to us that the university has made great strides in the subject of the application of governance by including the principles of governance in the five-year plan and strategic plan of the university, whether at the level of colleges, departments.
- The university has made great strides in evaluating performance based on criteria through the goals agreed between the leader and subordinates at the beginning of each academic year.

It is clear from the researcher's analysis of the responses of the sample members that there is a miss in the presence of authentic leadership behaviors and the application of governance in Eastern Province, some of them believe: that most of the employees of the university possess authentic leadership behaviors, where the university seeks to achieve compatibility between the behaviors of authentic leadership and the application of governance, and it is clear to us that the university has made great strides in the subject of the application of governance by including the principles of governance in the five-year plan and the strategic plan of the university, whether at the level of colleges, departments or departments. The university has made strides in evaluating performance based on criteria through the goals agreed between the leader and subordinates at the beginning of each academic year. Which means that having authentic leadership behaviors and applying governance to an average degree. This result is consistent with the result (Al-Hamoud & Al-Ghoul, 2022) which showed that the degree of application of governance, the level of organizational excellence in Jordanian private universities in the Capital Governorate of Amman from the point of view of faculty members is average, the study (Al-Otaibi, 2018) which concluded that the reality of the application of governance at King Saud University from the point of view of faculty members was generally average, and the study (Sheikh and Ghoul, 2022) the model of institutional governance of higher education institutions in Algeria is not well defined or coordinated, and there is no pattern It is clear to him, it is a mixed model or combination between the academic fellowship model and the model of administrative professionalism, and a study (Al-Khalifa, 2022) that found that the application of governance principles in the Sudanese faculties of education came to an average degree. While it differs with the result of the study (Al-Muhaimid, 2021), which came with the approval of the study subjects on the reality of the practice of academic leaders in the College of Education for authentic leadership with a degree (high) in all four dimensions, where it came respectively: (internal moral perspective, transparency of relationships, self-awareness, balanced processing).

Discussion of the results related to the answer to the fifth question: What are the obstacles to applying authentic leadership behaviors at A'Sharqiyah University from your point of view? It is clear from the analysis of the responses of the sample members that there is a miss in the presence of authentic leadership behaviors and the application of governance at Eastern University, some of them believe:

- Most of the employees of the university possess authentic leadership behaviors, as the university seeks to achieve compatibility between the behaviors of authentic leadership and the application of governance, and it is clear to us that the university has made great strides in the subject of the application of governance by including the principles of

governance in the five-year plan and strategic plan of the university, whether at the level of colleges and departments
- The university has made great strides in evaluating performance based on criteria through the goals agreed between the leader and subordinates at the beginning of each academic year.

Analysis of responses shows that there are variations in the barriers to the application of authentic leadership behaviors as some believe that:

- There are no difficulties in available and depend on the personality of the leader.
- The laws enacted at the university limit the leader's practice of authentic leadership behaviors, and are sometimes unjust, especially the rights of its employees.
- Lack of awareness of the concept of authentic leadership behaviors among the employees of the university. The result of this study is consistent with a study (Janes, 2017) that found that the strongest impediments to the application of true leadership were the culture of the organization, the need for compatibility, and cultural awareness.
- Lack of studies that dealt with authentic leadership behaviors at the university level.

From my point of view, an authentic leader needs to keep his feet firm on the ground, be decisive and remain true to his core values. One of the challenges from my point of view at times, there is an idea where authenticity is synonymous with pride, and that does not negate being an authentic leader who is proud of the things you do. However, be careful, as there is a fine line between pride and ego. There is also this idea of authenticity from dictionary definitions of authenticity. Just keep in mind that no matter how much we believe that what we do is original, we are often the result of accumulated experience. All this leads to situations where leaders can be disappointed. For example, starting a new role in an unfamiliar environment, promoting innovative ideas, and taking advantage of feedback, to name a few. Each of these points will question and challenge your true self, and if you stick to your strict beliefs, you cancel out everything you worked for as a leader.

Discussion of the results related to the answer to the sixth questions: What are the obstacles to the application of governance at A’Sharqiyah University from your point of view? The analysis of responses shows that there is a disparity in the degree of application of governance at A’Sharqiyah University in the Sultanate of Oman and we review them:

- There are no obstacles because the organizational effectiveness of the implementation of governance at the university is proceeding in accordance with the policies and procedures adopted by the university.
- Some of them believe that there is no equality between university employees, but only some general provisions that apply to all employees, which are accompanied by the Labour Code, the laws of the University or higher education and scientific research, with little transparency.

The analysis of responses shows that there is a disparity in the degree of application of governance at the University of Sharqiyah in the Sultanate of Oman and we review them:

- There are no obstacles because the organizational effectiveness of the implementation of governance at the university is proceeding in accordance with the policies and procedures adopted by the university.
- Some of them believe that there is no equality between university employees, but only some general provisions that apply to all employees, which are accompanied by the Laboure Code, the laws of the University or higher education and scientific research, with very little transparency. The result of this study (Al-Fathi et al., 2021), which found that there is a lack of transparency in the disclosure of the university's budget and disbursement items, the lack of credibility and transparency when applying internal policies and work controls, the subjection of the evaluation of employee performance to the personal discretion of the direct

supervisor, and the weak culture of managers and employees of the importance of disclosure and transparency. It also agrees with the study (Al-Otaibi, 2018) which concluded that there are obstacles to the existence of complex and hierarchical management structures, and the existence of administrative corruption in various forms, the absence of oversight and accountability, and agrees with the study (Beltaji, 2022) which found that the university faces technical and technological obstacles, legislative obstacles, and the least of which are human obstacles.

Discussion of the results related to the answer to the seventh questions: Is there a relationship between authentic leadership behaviors and enhanced governance among at A'Sharqiyah University staff from your point of view? **The** results of the analysis of the responses of the study sample show that there is a relationship between authentic leadership behaviors and governance, as most of the leaders at A'Sharqiyah University possess authentic leadership behaviors. Asharqia University is committed to including the principles of governance in the five-year strategic plan and the university's strategic plan. The result of this study agrees with the result of the study (Shatwan and Al Naaji, 2021), which showed that the degree of leaders' adoption of values (administration management, relationship management, environmental management) in the college was low, while the degree of leaders' adoption of mission management values was medium, and there was a positive and significant positive relationship A statistic between the organizational values of leaders and the quality of applying the leadership and governance criterion at the Faculty of Arts - Misurata University. As well as with the study (Abu El-Ala, 2017), which concluded that the degree of leadership practice through good governance at Taif University was medium.

Conclusion:

In conclusion, after the end of my presentation of the analysis interviews related to the research of the relationship between the behaviors of authentic leadership and its relationship to the application of governance among employees at Eastern University, the researcher focused on conducting (3) codified interviews with leaders from the university, where the research in the behaviors of authentic leadership and governance is an important aspect and is a problem worth studying, given the scarcity of studies that dealt with authentic leadership in higher education institutions in the Sultanate of Oman in particular, and the study concluded with a set of in-depth analyses of interviews systematically appropriate to the nature of this Qualitative study.

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Improving Students' Reading Comprehension by Using Bilingual Dictionary

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ABSTRACK

The objective this research to find out whether or not the use of Bilingual Dictionary improves students' reading comprehension at Eighth Grade of SMP Negeri 2 Baranti Academic Year 2021/2022.

This research applied quasi-experimental design. It involved two groups; the experimental group and the control group. The population of this research was the Eighth-grade students in academic year 2021/2022 of SMPN 2 Baranti. The total number of populations was 131 students. The researcher selected VIII E as the experimental group and VIII D as the control group by cluster sampling technique. VIII E consisted of 21 students and VIII D consisted of 21 students so the total sample of the research was 42 students. The researcher applied using Bilingual Dictionary on the experimental group and for the control group the student would teach using conventional way. Technique of data collecting applied in this research were test which were pre-test and post-test.

The researcher found that the group which was given treatment by using Bilingual Dictionary more effective in improving students' reading comprehension in narrative text at the Eighth Grade of SMPN 2 Baranti than the group gave treatment without using Bilingual Dictionary. It was proved by t-test of post-test in experimental and control group (2.950) was higher than t-table (2.021). And supposed by the mean score of post-test in experimental group (70.24) was higher than mean score of pre-test in experimental group (58.09) or (70.24 > 58.09). Based on the data above the researcher concluded that using Bilingual Dictionary could Improve Students' Reading Comprehension at the Eighth Grade of SMP Negeri 2 Baranti Academic Year 2021/2022.

Keywords: Reading Comprehension, Bilingual Dictionary

Introduction

The language teaching deals with the four skills of language namely, speaking, reading, writing, and listening. The priority of teaching English in school is reading because it can cover the three other skills. Reading comprehension involves the three other skills: listening, speaking, and writing.

Based on Curriculum mount set of education one of aims study language English in junior high school is improving communicative skill in English language during the type oral although writing. Communication skill is cover speaking, reading, writing, and listening. The four competences are hope the able draw up and supply the student of junior high school for continue stage level education.

Being successful in teaching English is the dominant factors that the English teacher should pay attention to, especially in teaching reading is very essential in language learning, particularly in teaching English as foreign language where the students are being expected for the better comprehension, when they can comprehend a passage its mean that they can again a lot of information written in the passage as much as possible. Yet the importance of reading has not been realized by most of our society. A large number of our population is classified as poor readers and the majority of the people are content to read materials of poor quality.

Reading comprehension is a skill that is critical in the educational success of all individuals. Without adequate reading comprehension skills, students can struggle in many subject areas. Reading comprehension is an important skill needed for all areas of school. Subjects, other than reading or literature, where comprehension skills are significantly important include science, social studies and math. In the area of science, research indicates that many students lack prior knowledge and reading strategies to generate inferences ; thus, the students comprehend science texts poorly. It is also found that students lack the specific reading strategies to generate inferences that in the understanding of science texts (Best, Rowe, Ozura, and McNamara, 2005).

In general, students are provided with opportunities to practice comprehension skills, but were not actually tought the strategies them selves or the utility of applying them. They observed only rare instances of comprehension instruction, with a great deal of testing but very little explicit metacognitive awareness. There is almost complete absence of direct instruction about comprehension strategies as well as little evidence that students were being taught to self – regulate comprehension process as they read. (Durkin, 1980.)

Reading is an active, yet hidden process where the reader interacts with the text to obtain meaning. To the this fact, it is a difficult task for a taecher to observe what makes a successful reader. Even a reading comprehension test would not provide the teacher with the answer as it only test student's comprehension. In other words, it reflects student's product of comprehension. But to know magic formula of successful reading, a teacher needs to focus on the process of understanding.

Over the years, there have been several researchers who have dedicated their efforts to study the process through which reading comprehension works. Some of the best known researchers are ; K. Goodman (1996) and F. Smith (1928) whose theories have shed light on the complexity of the reading process and its conventions. There have been several other theorists, who have explored and contributed to the understanding of language and the process of reading ccomprehension in young children. (Robb 1995, Bell 1998, Block 1986.)

As David (2000) clearly states, because reading with comprehension is the foundation of all content areas, it is vital that the diversity of needs realting to reading comprehension be met. It must be assumed that it is not the fact that we give the students the chance to read, but that we instruct them on how to understand, how to comprehend and how to use strategies that will help them comprehend what they are reading, as they read for any specific content area. Some the following issues became apparent prior to the undertaking of the present project. The emotional or affective aspects involved in the reading process, the effectiveness of reading as a learning tool and the afficacy of strategic reading. So, these three areas are inevitably intertwined in the theoretical foundations that support this study.

One of the main issues teachers and parents have had to deal with in young students is the lack of motivation when it comes to reading. It seems that a good amount of children now days are not intersted in reading ; partly because they do not understand the information they are presented with. Therefore, it becomes just a boring act of browsing through a collection of meaning less words.

Reading is a process that we use to gather information for some purpose. It is a way of interacting with text and constructing meaning based on previous information, knowledge and experiences. Reading involves connecting in a meaning ful way to the schema we have and responds to is as they interact with the language of a text, readers develop some strategies that they feel comportable with.

It a clear that reading is a fundamental requirement that can influence the student achievement in studying English trough reading, we can broaden our horizon of thingking.

In teaching reading class, teacher should introduce other material as an alternative to give variation to the students in teaching and learning process. This material can be a form at media that can operate a comfortable atmosphere to interest and stimulate the student in the classroom learning process. Its is very essential fort the teacher to create a good classroom atmosphere and to avoid the student from getting bored. According to William in Nasriah (2001: 1) teaching must be learned in such a way that learning becomes interesting.

The comprehension to ward the reading materials is the mean goal of teaching reading, especially for the students in senior high school. In fact, the students are not competent in mastering it. Halim In Nurbaya (2005: 1) stated that most students encounter problem in comprehending English text, Syahril in Hiriani (2000: 2) said that primary goal in reading introduction is to reach that reader to understand and to respon what he read.

By looking at this fact, the English teachers are expected to always and make some effort to help the students to improve their reading comprehension, teachers must give variation of teaching techniques in reading class, in this case, the reseacher is going to discuss one variation in teaching technique namely questioning technique.

Considering the importance of reading ability to the learners of English it is important to find out the way of improving reading ability and the way of stimulating students' interest to read English material. Therefore, in reading skill the students can improve their language skill and enlarge the sight from the information they get from their reading material.

Based on the statement above, the researcher interested in conducting a research under the title "Improving Students' Reading Comprehension by Using Bilingual Dictionary at Eighth Grade of SMPN 2 Baranti."

2. Review of Literature

2.1. Previous Findings Research

Some researchers have been conducted researches, related to this research and their findings revealed as follows:

Evan Ortlieb (2013) he found out that one of the greatest challenges of an elementary school teacher is equipping students with comprehension strategies that transfer to all content areas. With stable levels of reading achievement over the last two decades in the United States, it is necessary that further research be conducted on methods of increasing students' comprehension proficiencies. This experimental research study explores the use of an anticipatory reading guide with third grade struggling readers across multiple subject areas. Findings indicate that the experimental treatment group out performed the control group by a statistically significant rate on both reading and content area measures, indicating that when struggling readers practice and use strategies to explicitly think what will be asked of them after reading the passage they perform at higher levels.

Carol Brown (2011) he found out that electronic books (e-books) are gaining popularity for personal reading. Options for access to a large selection of book titles and "anytime/anywhere" reading choices have added to the increased use of e-books. For this study, 22 third-grade students completed satisfaction surveys and reading comprehension tests on three separate reading sessions: one traditional print-based and two e-book titles. Indicators of reading engagement included motivation for independent reading and comprehension as measured by standardized tests on the print book and both ebooks. Results showed that format was not as important as students' identification with setting, characters, and theme of the book. Students did, however, indicate a preference for e-books when given the option of a wide selection of titles and the freedom to choose their own e-book. Students further indicated a preference for the amenities associated with e-book reading such as pop-up definitions and pronunciations of words, automatic page turning, and the option of read-aloud narration. The authors concluded that children quickly become comfortable with e-books and welcomed the technology. However, they are not completely ready to disregard print books.

Vandenhoek (2013) he found out that among the numerous areas of education which have been impacted by technology, the growth of reading texts from computer screens is one of the most widespread. This trend is perhaps most evident at universities with academic journal articles increasing being stored and accessed in this format. As with any technological changes, the spread of screen reading presents educators and students with a range of challenges and opportunities. This paper seeks to examine the general preferences and habits of university students when reading academic articles, specifically their use of annotations and other means of interacting with a text. An on-line survey was conducted and the views of 630 students analyzed. The data reveals several tensions in the preferences and habits of these students and suggests that a knowledge gap may exist which could hamper their ability to interact with digital texts. The article ends with teaching implications and opportunities as well as suggestions for further research in the area.

Kasım Yiildirim (2012) he found out that the aim of this research was to learn whether silent reading fluency was the predictor of reading comprehension and which variable including silent or oral reading fluency was the best predictor of reading comprehension. With this aim, the study used correlational design and the study sample consisted of total 100 fifth-grade Turkish elementary students studying in two elementary schools. The schools were located in low socioeconomic status and the students` families had low socioeconomic level. The informed consent obtained from all participants before the study began. For silent and oral reading fluency assessments, an appropriate grade level text was chosen and the students` silent and oral reading fluency were measured through one-onone sessions in the suitable place in the elementary schools provided by the school principals. After this process, the reading comprehension test related to the grade level text read was administered to all students. The data obtained from testing process were analyzed and the findings were presented in respond to research questions. The research findings showed that silent and oral reading fluency were moderately related to each other and had significant correlations with reading comprehension. They both explained together 23% of the variance in reading comprehension and silent reading fluency had more significant contribution to prediction of reading comprehension than oral reading fluency. Additionally, the total variance of reading comprehension explained by silent and oral reading fluency varied according to gender of the students.

Margarete Sandelowski (2002) conducted research o the authors hope to shift the debate in the practice disciplines concerning quality in qualitative research from a preoccupation with epistemic criteria toward consideration of aesthetic and rhetorical concerns. They see epistemic criteria as inevitably including aesthetic and rhetorical concerns. The authors argue here for a reconceptualization of the research report as a literary technology that mediates between researcher/writer and reviewer/reader. The evaluation of these reports should thus be treated as occasions in which readers seek to make texts meaningful, rather than for the rigid application of standards and criteria. The authors draw from reader-response theories, literature on rhetoric and representation in science, and findings from an on-going methodological research project involving the appraisal of a set of qualitative studies.

Based on the defenition above, to improve students' reading comprehension ability, teachers desperately need as much support and facilitate the teaching of english, espeacially in this case is read with the media that supports a learning then students' may be in interested in finding out more material being taught and can more easily understand a text reading. So that rhe media is needed to improve understanding of the students' in the learning process.

2.2. Definition of Reading

Reading is one way to get or to find information that the students need. They have to able to find specific information whether implicitly or explicitly. By reading, the students can comprehend reading and what they have read. So, the students must involve comprehending and knowledge in reading comprehension through reciprocal teaching method.

Smith (1986) stated that reading is the identifications of written words, or the apprehension of the author's thought". On the other hand, the expert divided definitions of reading into four general categories:

a. Reading is an interest. So, its emphasis is to develop the creating of the reading habit.
b. Reading as a language process emphasizing experience development it's the focus on developing the readers' awareness of reading speech in print.
c. Reading is a language system: this view states that the skill of word recognition and comprehension are mutually supported.
d. Reading as culture aspect: so reading instruction must be relevant to the readers' cultural background or interest.

e. Comprehension is the act of understanding the meaning of printed or spoken language and a special kind of thinking process.
f. Reading Comprehension is the act comprehending what we read.

Donald Freeman (1999) said that reading is an essential skill for English as second/foreign language (ESL/EFL) students.

Williams (1994) said that reading is not just a passive and receptive process, but an active and interactive process between the reader and the writer through the medium of the text.

Alan Smalley and David Morris (1992) stated that:

a. Reading is an activity which should be encouraged with collections of suitable material in the classroom.
b. Reading is not only for a purpose. It is not only simply to extract information or to understand but it is also an activity indulged in for pleasure.
c. cComprehension is the process of deriving meaning from connected text.
d. Reading Comprehension is reading with understanding means extracting from the text whatever is appropriate. Within the classroom or the examination, the carrying out of the task should demonstrate that the pupil has understood.

Reading is complex process, its definition varies, because it is complex and experts have different reasons for looking at reading. Harmer (1986:153) states that reading is an exercise dominated by the eyes and the brain. Eyes look at the messages in the printed pages and then sent to brain, then the brain process the significance of the messages.

In addition, Simanjuntak (1988:3) defines reading as the process of putting the reader in contract and communication with ides.

Based on the definition above, although they are different sound from each other, we can say that reading is combination of some components that result one action that is known as reading. Reading involves the internal factors of the reader. It means everything which comes from the reader that can result an interaction in the reading process. The external factors means everything, which has relationship with reading material and then environment where the reading is taking places.

2.3. Reading Comprehension

Reading comprehension is a complex process in which the reader uses his mental contents the meaning from written material (Rubin in Hasdaniah, 1993:12). It means that the reader must be able to recognize the meaning of printed words. We can interpret that reading comprehension is the capability to comprehend or to acquire the ideas of one passage.

Reading comprehension can be defined as a term used to identify some skills needed to understand and apply information contained within the written form. The process is difficult to define precisely because it is influenced by a great many factors, namely one's own personality, attitude, interest, motivation, habit, and his school environment. The others are memory, the length and difficulty of material, the abilities and experimental background, including the cultural pattern.

According to Turner in Hasdaniah (1984:159) stated that the reading comprehension involves taking meaning to a text in order to obtain meaning from the text.

Comprehension is a specific kind of thinking process. Readers comprehend by actively constructing meaning internally from interacting with the material that is read. Anderson in Alexander (1977:160) states that good comprehension includes the reader's discovering the meaning which is needed to achieve the particular purpose set for or by him.

The necessity for comprehension in reading is that related to the characteristic of the person doing the reading and related to the nature of the material being read. Deighton (1971:373) characterizes the reader into four basic prerequisites for comprehension namely:

a. Adequately functioning perceptive and cognitive skills.
b. Sufficient prior experience related to the coded message.
c. Motivation, purpose and interest.
d. Knowledge of the code of writing.

He also characterizes the reading material into four variables of increasing complexity:

a. The degree of perceptibility of the coded message.
b. The adequacy and completeness of the coding system.
c. Readability of general comprehensibility.
d. The writer's unstated meaning.

In reading comprehension, besides finding meaning or information out of the text, the reader must also contribute of the text. Reading comprehension is likely occurring if readers are reading what they want to read, or at least what their purpose to read. As pointed out by Kustaryo (1988:11) that reading comprehension understands what has been read. It is an active process that depends not only on comprehension skill but also the students' experience or prior knowledge.

2.4. Techniques of Improving Reading Comprehension

a. Pre-Reading

Pre-Reading is a technique that a reader uses before he/she begins to read material which will improve his comprehension and recall.

Kathleen T (1992) says that Pre-Reading involves looking only at those parts of the reading material. The portions to look at in reading a textbook are listed below:

1) Read the title. Often the title functions as a label and tells us what the material is about. Is establishes the overall topic or subject.
2) Read the introduction or opening paragraphs. The first few paragraphs of a piece of writing are usually are introductory. The author may explain the subject, outline his or her ideas, or give some clues about his or her direction of through. If the introduction is long, read only the first two or three paragraphs.
3) Read the boldface heading. Heading like titles, serve as labels and identify the content of the material they head. Together, the headings will from a mini-outline of the important ideas.

4) Read the first sentence under each heading: Although the heading often announces the topics that will be discussed, the first sentence following the heading frequently explains the heading and states the central thought of the passage.
5) Notice any typographical aids. The typographical aids include all the features of the passage that make facts or ideas outstanding or more understandable.
6) Notice any graphs or pictures. Graphs, charts, and pictures are used for two purposes. First, they emphasize important ideas, and second, they clarify or simplify information or relationships. Therefore, they are always important to notice when you are pre-reading. The easiest way to establish quickly what important element of the text is being further explained by the graph or picture is to read the caption.
7) Read the paragraph or summary. The last paragraph or chapter often serves as a conclusion or summary. In the some textbooks, these last few paragraphs may be labeled "summary or conclusion".

On the other hand Smith and Johnson (1980) said that there is major reason.

1) To motivate them to read or to get them interested in the selection.
2) To give them background information they will need to comprehend the selection, (for example, help with difficult vocabulary, some acquaintance with concepts sentence structure).
3) To give specific purposes or goals for reading the selections.

This technique is effective because it helps a reader to give basic information about the organization and content of the article to the reader.

b. Whilst-reading

Whilst-reading is draws on the text, rather than the learner's idea's previous to reading. The aims of this phase are: (1) to help understanding of the writer's purpose, (2) to help understanding of the text structure, and (3) to clarify text content (William, 1991).

The traditional comprehension exercise at the end of a text is a typical whilst-reading activity. In other cases the learners may be asked to find the answer to questions given at the beginning of the text (Pre-text question), or to questions inserted at various points within the text. Completing diagrams or maps, making lists, taking notes are other types of whilst-reading activities.

Course books and text collection books generally provide plenty of whilst-reading exercises are, and whether this, corresponds to both his and his learners' aims.

c. Post-Reading

The work in post-reading does not refer directly to the text, but grows out of it. Post-reading mat include any reactions to the text and of the while reading work, for example: the learners sat whether they like in and found it useful or not.

Post-reading work should contribute, in a coherent manner, to the writing, speaking, and listening skill that they program aims to develop in short, the aims of post-reading work are: (1) to consolidate or reflect upon what has been read, and (2) to relate the text to the learners own knowledge.

While the students are reading purposefully, teacher can gain a good idea of how they are coping with their reading, because the teacher will be able to circulate the classroom, seeing how well the reading tasks are being done.

2.5. The main ways of reading are as follows

a. Skimming

Setting purposes for reading is a crucial factor. Students need to learn that they read for different purposes. If they are reading for pleasure, they may either read quickly or slowly based on the way they feel. If they are studying or reading information that is new them, they will probably read very slowly. If, however, they are looking up a telephone number of looking over a paragraph for its topic, they will read much more rapidly. Reading rapidly to find or locate information is called skimming.

What is skimming?. Skimming is used by people need to hunt for information in print. Skimming differs from general rapid reading because in skimming the reader does through the text extremely fast, merely dipping into it or sampling it at various points. The purpose of skimming is simple to see what e text is about. The reader skims in order to satisfy a very general curiously about the text and to find the answer to particular question. Sometimes we skim because we do not have the time or interest to read or everything that we see everyday. Skimming helps to choose only things we want to read or the thing that we are interested.

Skimming enables people to select content that they want to read and to discard that which is consequential for their purpose. Skimming is permits people to gain a general ideal about material when that is their purpose, rather than to read all material in detail. So, we can say that skimming is order to get the main ideas from the reading materials. In skimming reading, a reader tries to find out the topic and details of the paragraph.

b. Scanning

Many people do not scan as efficiently as possible because they randomly search through material, hoping to stumble on the information they are seeking. Scanning is this way is time consuming, frustrating, and often forces the reader to "give up" and read the entire selection

Scanning is one of the techniques applied for reading rapidly but efficiently to find a particular piece of information. Consider what happens when you pick up your newspaper, your eyes how from one headline to the text while your brain quickly gauges the interest level of its article. You reject one coulomb whip down and read a third carefully. You have been scanning the page of the new print, headline by headline.

Scanning is closely related to skimming. But when scan we have a purpose in mind which means searching for particular information.

2.6. Strategies for Reading Materials

Strategies that can help students read more quickly and effectively include:

a. Previewing. Reviewing titles, section the headings, and photo captions to get a sense of the structure and content of reading selection.
b. Predicting. Using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content.
c. Skimming and Scanning. Using a quick survey of the text to get the main idea, identify the structure, confirm or question predictions.
d. Guessing from context. Using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.
e. Paraphrasing. Stopping at the end of a section to check comprehension by restating the information and ideas in the text.

Teachers can help students learn when and how to use reading strategies in several ways.

a. By modeling the strategies aloud. Talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
b. By allowing time in class for group and individual previewing and predicting activities as preparation activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
c. By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.
d. By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually

used. This helps students develop flexibility in their choice of strategies.

e. When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

2.7. The Level of Reading

In language teaching, reading is one of the language skills that should be develop. If we talk about the skill of reading, each person may have different capability. The skill of someone is determined by this creativity and capability when he is reading. The experts make classification of reading level. Simanjuntak (1988) says that expert set up reading curriculum into four levels, namely:

a. Initial Level. The instructional goals in initial level are the student will be able: (1) to read silently a passage of at least two paragraphs in length, (2) to demonstrate comprehension by responding to oral or written questions within their range of vocabulary and grammar, and (3) to understand written direction. The study skill in this level is the ability to use or consult reference materials.
b. Elementary level. The instructional goals in elementary level are that the students will be able: (1) to read short English selections of passages and demonstrate and understand the content by locating specific information, (2) to identify sequence of event, and (3) to recognize cause and effect and perceive organization.
c. Intermediate level. The instructional goals are the students will: (1) continue to refine reading comprehension, acquired at the earlier level, (2) refine word attack skills, (3) develop critical reading ability, (4) apply reading ability to the development of study skills, (5) develop greater ability comprehend more complex content areas of the instructional material, and (6) scan for concluding sentence, main ideas, and specific information.

d. Advance level. The instructional goals of this level are the students will: (1) continue the refine the reading comprehension, acquired at earliest level and will also refine text attack skill, (2) develop critical reading ability, (3) apply reading ability to the development of study skill, (4) read selections o increased difficulty for studying purposes, (5) develop greater ability in comprehending more complex content area instructional materials, and (6) scan for concluding sentence, main idea, and specific information.

2.8. Bilingual Dictionary

2.8.1. Views of Dictionary Use

Nist and Olejnik (1995: 172) ask the question, "where has this idea come from that looking up words in the dictionary is the worst way for students to learn vocabulary?" Some EFL teachers discourage use of both monolingual and bilingual dictionaries in the belief that dictionaries do not help students to understand vocabulary in context and because students overuse dictionaries at the expense of developing the ability to guess from context and self-confidence (Bensoussan, Sim and Weiss 1984: 262) while others advocate only using the target language and are concerned that bilingual dictionaries used for word for word translations will adversely affect student comprehension at the sentence and discourse level (Tang 1997:39). According to Snell-Hornby (1984) and Yorkey (1970) reported in Aust, Kelley & Roby (1993: 66), "...many language educators... believe that bilingual dictionaries are counter productive because they cultivate the erroneous assumption that there is a one-to-one correspondence between the words of the two languages." Because monolingual dictionaries may be seen as solving some of the problems presented by bilingual dictionaries, most teachers prefer the monolingual dictionary (Koren, 1997:2). However, it may be difficult for a student with insufficient vocabulary to understand a monolingual dictionary entry that contains unknown words and time-consuming or even frustrating if understanding the entry requires looking up other entries with still more unknown words. Learners can also misinterpret monolingual dictionary entries and the entries can be misleading (Nesi and Maera, 1994 in Koren, 1997: 2-3). Modern electronic pocket dictionaries (ED) can enable students to look up words 23% faster than conventional dictionaries (Weschler and Pitts, 2000: 1), but the increased speed of ED lookup may be at the expense of engagement and deeper processing of the words possibly resulting ultimately in less vocabulary learning (Stirling, 2003: 2-3). Stirling (ibid.) also conducted a small survey of EFL teachers who listed, "insufficient examples, inaccurate meanings, unintelligible pronunciation, lack of collocations, excess of meanings, and the absence of improvements found in other dictionaries" as possible disadvantages of ED. Knight (1994: 285) includes another concern of educators that may apply to all types of dictionaries, "looking up words frequently interferes with short term memory and thus disrupts the comprehension process".

2.8.2. Studies of Dictionaries and Reading Comprehension

Studies have not been able to establish that using a dictionary consistently improves reading comprehension. Bensoussan, Sim and Weiss (1984) examined the effect of bilingual and monolingual dictionaries and no dictionary on reading comprehension of Israeli EFL university students with multiple choice questions in a variety of text passages. No significant differences were found in reading comprehension or time required between the control groups and the dictionary groups. Most students did not look up very many words. One conclusion was that, "less proficient students lack the language skills to benefit from a dictionary, whereas more proficient students know enough to do without it (ibid.: 271).

Koyama and Takeuchi (2004b) compared handheld electronic dictionaries (ED) and printed bilingual dictionaries (PD) on reading tasks with 72 Japanese EFL university students. Two texts were read while using dictionaries. PD users spent 16% more time reading than the ED group but depending on which text was read, the ED users looked up anywhere from 5.5 times to 1.7 times as many words. Both results were statistically significant. However, on six-question multiple choice comprehension test scores, there was no statistically significant difference. Unfortunately, the study does not provide the texts or the quiz questions used and there was no comparison to a group not using dictionaries. The types and the small number of questions used may not have adequately measured differences in comprehension.

Albus, Thurlow, Liu, and Bielinski (2005) used a simplified monolingual English dictionary and compared the effects on comprehension of a newspaper article for Hmong ESL learners and native speaker Junior High Students. Overall, they did not find any significant difference in scores between no dictionary control and dictionary groups but reported that 59% of students in the ESL group did not use their dictionary or used it only for a few words. Of the high, intermediate, and low level students in the dictionary group that did report using dictionaries, only the intermediate group showed a significant score difference. The results of this study are similar Bensoussan, Sim, and Weiss (1984), in that many students did not extensively use their dictionaries and because high and low level students did not benefit from the dictionary. The result with the intermediate students hints that for comprehension scores to be affected by dictionary use that there must be an intersection between reader ability and the text such that the text is neither too easy nor too difficult.

Knight (1994) conducted an experiment that compared incidental receptive and productive vocabulary learning and reading comprehension of second year Spanish as a foreign language U.S university students reading 250 word authentic texts with 95.2% known words on a computer screen with and without access to dictionary definitions accessible through the computer text. After reading texts, students wrote a recall summary to check comprehension. Compared to the no dictionary group, students using dictionaries attained significantly higher scores. Comprehension scores were further analyzed by dividing students according to high and low ability. Both ability groups had higher scores in the dictionary condition but only the low ability group showed a statistically significant increase over the no dictionary group. Additionally, correlations between number of look ups and reading comprehension varied according to student ability with low ability students having a high correlation between comprehension and the number of look ups while high ability students had a much lower correlation. In other words, looking up more words helped the comprehension of low ability students more than high ability students. Finally, the dictionary group was found to require roughly 42% more time to read than the no dictionary group. Compared to the no dictionary group, the high ability group's scores were 18% higher while the low ability group's scores were 45% higher indicating that only the low ability group had an increase in comprehension commensurate with the additional time incurred by using a dictionary. The Knight study suggests that the intuitive notion that dictionary use will lead to improved comprehension only holds true under certain conditions.

Research on dictionary use and comprehension suggests a number of difficulties in observing improvements in comprehension resulting from dictionary use. Some tests used to measure comprehension may simply be inadequate for the task while the texts may be too easy or too difficult for the ability level of the readers for dictionary use to make a difference in comprehension. Because of the difficulty of objectively scoring large numbers of written recall summaries used in Knight's study and the unavailability of a second rater to establish reliability, in the present study an attempt has been made to develop a simpler comprehension measure that will be sensitive enough to capture comprehension differences in a difficult authentic expository text containing less than 95% known words. As discussed in section 2.4, the risk of going below the 95% level is that even with dictionary use, the text will simply be too difficult. It is possible however that by using a text with a lower number of known words that differences between context only and dictionary use will become more apparent if dictionaries can be used to bootstrap up to a higher percentage of known vocabulary sufficient to permit comprehension.

3. Method

3.1. Research Design

This research applied a quasi-experimental design with two groups pre-test and post-test. This design involved two groups that were, experimental and control group which were given pre-test (X1), expose to treatment (T), and post-test (X2). It aimed at obtaining the concept account whether or not the use of Bilingual Dictionary improved the students' reading comprehension.

3.2. Variables and Operational Definition

1. Variables of the research

In this research, there were two kinds variable namely, the dependent variable and the independent variable. Here, the researcher decided two variables of the research entitle, "Improving Students' Reading Comprehension by using Bilingual Dictionary". The dependent variable was students' reading comprehension improvement. The independent variable was the using of Bilingual Dictionary.

2. Operational Definition

a. Bilingual Dictionary is specilized dictionary use to translate words or phrases from one language to another. Bilingual dictionary could be in directional, meaning that they list the meaning of words of one language in another, or could be directional, allowing translation to and from both languages.

b. Reading achievement means the reading comprehension of the students after the treatment which indicate by the better score in the post-test than in the pre-test.

3.3. Population and Sample

1. Population

The Eighth Grade students of SMP Negeri 2 Baranti in academic year 2021/2022 be the population of this research. There were six classes.

Tabel 1.
The Population of the Research

No.	Class	Sum of Population
1.	VIIIA	22
2.	VIII B	23
3.	VIII C	22
4.	VIII D	21
5.	VIII E	21
6.	VIII F	22
Total		131

2. Sample

The researcher used cluster sampling. Cluster sampling refers to a type of sampling method . With cluster sampling, the researcher divides the population into separate groups, called clusters. In which two classes from the Eighth Grade students of SMP Negeri 2 Baranti in academic year 2021/2022 be taken as the sample, means that the researcher took two classes randomly, one class (VIII E) consisted of 21 students for experimental group and one class (VIII D) consisted of 21 students for control group. The total sample consisted of 42 students.

In order to got accurate and stable analysis result scale, this sampling technique was chosen by considering that this research needed many respondents as samples, so their score would have more variation.

Tabel 2.
The Sample of the Research

No.	Class	Sum of sample
1.	VIII E	21
2.	VIII D	21
Total		42

3.4. Instrument of the Research

The researcher employed reading comprehension test where it administrated in pre-test and post-test as the instrument of the research. Pre-test was intended to find out the prior level of students' reading comprehension, while the post-test was intended to find out using Bilingual Dictionary and the improvement of the treatment. The test was multiple choice, true or false and matching for pre-test was the same as for the post-test but in different topic and same for experimental and control group.

3.5. Procedures of Collecting Data

1. Pre-test

Before giving the treatment to the students, the researcher gave the pre-test to students for the experimental group and control group. It was intended to see the students' prior knowledge of reading comprehension.

2. Treatment

a. Experimental group

After giving pre-test, the researcher gave treatment for the students in four meetings.

1) The first meeting. The researcher explained about reading comprehension and Bilingual Dictionary.
2) The second meeting. The researcher gave pessage with the title "The Girl and Her Bucket", to each student and the reserhcer asked the students to read the pessage and answered the questions based on the text by using Bilingual Dictionary.
3) The third meeting. The researcher gave a pessage to the each student under the tittle "The Wolf and The Goat". And asked the students to read that and answered the questions based on the text by using Bilingual Dictionary.
4) The last meeting,. The researcher gave a pessage to the each student under the tittle "The Boy Who Cried Wolf". And asked the students to read it and then answered the questions based on the text by using Bilingual Dictionary.

The procedures of did the treatment through Bilingual Dictionary were:

1) The researcher opened the meeting by greeting and pray to God.
2) The researcher gave the pessage with different tittle for each meeting.

3) The researcher asked the students to read the pessage by using Bilingual Dictionary. Students read that pessage while looking for the meaning and the pronounciation of each word of the pessage.
4) The researcher asked the students to answered questions on the pessage by using Bilingual Dictionary.
5) The researcher asked the students to read their answer
6) The researcher gave feed back to students' answer.
7) The researcher concluded the material to closing the meeting.

b. Control group

After giving pre-test, the researcher gave treatment for the students' in four meetings.

1) The first meeting. The researcher explained about reading comprehension and conventional way.
2) The second meeting. The researcher gave pessage with the title "The Girl and Her Bucket", to each student and the researcher asked the students to read the pessage and answered the questions based on the text by conventional way.
3) The third meeting. The researcher gave a pessage to the each student under the tittle "The Wolf and The Goat". And asked the students to read that and answered the questions based on the text by conventional way.
4) The last meeting,. The researcher gave a pessage to the each student under the tittle "The Boy Who Cried Wolf". And asked the students to read it and then answered the questions based on the text by conventional way.

The procedures of did the treatment through conventional way were:

1) The researcher opened the meeting by greeting and pray to God.
2) The reseacher gave the pessage with different tittle for each meeting.
3) The researcher asked the students to read the pessage by conventional way.
4) The researcher asked the students to answered questions on the pessage by conventional way.

5) The researcher asked the students to read their answer
6) The researcher gave feed back to students' answer.
7) The researcher concluded the material to closing the meeting.

3. Post-test

After giving the treatment, the researcher gave post-test for the experimental and control classes. It aimed at finding out the result of treatment.

4. Findings

Collecting the data, the researcher was given by writing test. The test was held for two times, the pre-test and post-test. Pre-test was given before treatment and post-test was given after treatment.

4.1. Students' Score of Pre-Test

The researcher calculated percentage and frequency of students' score of pre-test in experimental and control group by using inferential analysis in SPSS 21.0 program for windows evaluation person. The results of rate percentage and frequency of students' score of pre-test in experimental and control group were shown on the following table.

Table 3.
The Rate Percentage and Frequency of Students' Scores of Pre-Test In Experimental and Control Group

Classification	**Score**	**Experimental Group**		**Control Group**	
		F	**%**	**F**	**%**
Excellent	96 – 100	0	0	0	0
Very Good	86 – 95	0	0	0	0
Good	76 – 85	1	4.8	0	0
Fairly Good	66 – 75	2	9.6	9	42.8
Fair	56 – 65	7	33.3	4	19.1
Poor	46 – 55	9	42.8	7	33.3
Very Poor	0 – 45	2	9.5	1	4.8
	Total	21	100	21	100

Based on the data above, the scoring classification of pre-test in experimental group divided into five classifications. There were 2 (9.5%) students in very poor level, 9 (42,8%) students in poor level, 7 (33.3%) students in fair, 2 (9.6%) students in fairly good and the last there was 1 (4.8%) student in good level.

The scoring classification of pre-test in control group divided into four classifications. There were 1 (4.8%) students in very poor level, 7 (33.3%) students in poor level, 4 (19.1%) students in fair and 9 (42.8%) student in fairly good level.

4.2. Students' Score of Post test

The researcher calculated the rate percentage and frequency of students' score of post-test same with the pre-test by used inferential analysis in SPSS 21.0 program for windows evaluation person.

The data had calculated in post-test by the researcher in the following table:

Table 4.
The Rate Percentage and Frequency of Students' Scores of Post-Test In Experimental and Control

Classification	Score	Experimental Group		Control Group	
		F	%	F	%
Excellent	96 – 100	0	0	0	0
Very Good	86 – 95	0	0	0	0
Good	76 – 85	3	14.3	0	0
Fairly Good	66 – 75	11	52.4	5	23.8
Fair	56 – 65	7	33.3	13	61.9
Poor	46 – 55	0	0	3	14.3
Very Poor	0 – 45	0	0	0	0
	Total	21	100	21	100

Based on the table above, it could be seen that students' reading comprehension in experimental group who using Bilingual Dictionary of the Eighth Grade students of SMPN 2 Baranti in the Academic Year 2021/2022 consisted of five classifications according to the result in the table above. The specifications were 3 (14.3%) students who had good classification, 11 (52.4%) students who had fairly good, and also 7 (33.3%) students in fair. So, it could be said that there were 100 % of the students were considered completely successful.

And in control group who were taught without using Bilingual Dictionary divide in four classifications. The specifications were 5 (23.8%) students in fairly good, 13 (61.9%) students in fair, and 3 (14.3%) in foor.

4.3. Mean Score and Standard Deviation in Pre-test

Mean score and standard deviation of students' pre-test score in experimental and control group were calculated by the researcher through inferential analysis in SPSS 21.0 program for windows evaluation person. The data was analyzed as the following table:

Table 5.
The Mean Score and Standard Deviation of the Students' pre-test Score

Group	**Sample**	**Mean Score**	**Standard Deviation**
Experimental	21	58.09	9.15
Control	21	63.33	8.99

From the data, the researcher stated that mean score of pre-test in experimental group with 21 students was 58.09 classified in fair category, while mean score of pre-test in control group with 21 students was 63.33 classified in fairly good category. It was mean that, mean score in control group was higher than mean score in experimental group.

Standard deviation of pre-test in experimental group with 21 students was 9.15, while standard deviation in control group with 21 students was 8.99. It was mean that, standard deviation in experimental group was higher than control group.

4.4. Mean Score and Standard Deviation in Post-test

Mean score and standard deviation of students' post-test score in experimental and control group were calculated by the researcher through inferential analysis in SPSS 21.0 program for windows evaluation person. The data was analyzed as the following table:

Table 6.
The Mean Score and Standard Deviation of Students' Post-Test Score

Group	Sample	Mean Score	Standard Deviation
Experimental	21	70.24	6.02
Control	21	64.76	6.02

From the data, the researcher stated that mean score of post-test in experimental group with 21 students was 70.24 classified in fairly good category, while mean score of post-test in control group with 21 students was 67.74 classified in fair category. So, mean score in experimental group (70.24) was higher than mean score in control group (64.76).

Standard deviation of post-test in experimental group with 21 students was 6.02, while standard deviation in control group with 21 students was 6.02. It was means that, standard deviation in experimental group was low than control group.

4.5. Test of Significant (T-test Value)

T-test value of pre-test and post-test score in experimental and control group was calculated by the researcher through inferential analysis in SPSS 21.0 program for windows evaluation person. The data was analyzed as the following table:

Table 7.
The t-Test Value of Students' Reading Mastery of Experimental and Control Group

Variable	t-test Value	t-table Value
Pre-test	-1.871	2.021
Post-test	2.950	2.021

Based on the table above, t-test of pre-test in experimental and control group was -1.871 and t-table was 2.021. The researcher obtained t-test at level of significance $\alpha = 0.05$ and df = (40), so the t-table was (2.021). And t-test of post-test in experimental and control group was 2.950 and t-table was 2.021.

The researcher stated that, t-test of pre-test in experimental and control group (-1.871) was lower than t-table (2.021), so t-test < t-table H_0 was accepted and H_1 was rejected. While, t-test of post-test in experimental and control group (2.950) was higher than t-table (2.021). So, t-test > t-table (5.728 > 2.021), H_1 was accepted and H_0 was rejected, it means that the using of Bilingual Dictionary can improve students' reading comprehension at Eighth Grade of SMP Negeri 2 Baranti Academic Year 2014/2015.

5. Discussion

After conducting the research, the researcher found that the students at the experimental group improved their reading comprehension. It was proved by the mean score of post-test in experimental group (70.24) was higher than mean score of pre-test in experimental group (58.09). And the researcher classified it in fairly good criteria. And also, it was proved that by the mean score of post-test in experimental group (70.24) was higher than the mean score of post-test in control group (64.76).

Besides, the improvement of treatment also was proved by the result of test of significant (t-test value). The researcher found that the test of significant (t-test value) of post-test in experimental and control group was higher than t-table (2.950 > 2.021). So, the researcher got conclusion that H_1 was accepted and H_0 was rejected. It means that the using of Bilingual Dictionary improved student's reading comprehension at Eighth Grade of SMP Negeri 2 Baranti Academic Year 2021/2022.

The students at the experimental class improved their reading comprehension by using Bilingual Dictionary. They enjoyed and easyly to answer some questions which had given if they using Bilingual Dictionary. This finding was supported the theory that proposed by Alan Smalley and David Morris (1992) stated that:

1. Reading is an activity which should be encouraged with collections of suitable material in the classroom.
2. Reading is not only for a purpose. It is not only simply to extract information or to understand but it is also an activity indulged in for pleasure.
3. Comprehension is the process of deriving meaning from connected text.
4. Reading Comprehension is reading with understanding means extracting from the text whatever is appropriate. Within the classroom or the examination, the carrying out of the task should demonstrate that the pupil has understood.

This research had similar findings with Evan Ortlieb (2013) he found out that one of the greatest challenges of an elementary school teacher is equipping students with comprehension strategies that transfer to all content areas. With stable levels of reading achievement over the last two decades in the United States, it is necessary that further research be conducted on methods of increasing students' comprehension proficiencies. This experimental research study explores the use of an anticipatory reading guide with third grade struggling readers across multiple subject areas. Findings indicate that the experimental treatment group out performed the control group by a statistically significant rate on both reading and content area measures, indicating that when struggling readers practice and use strategies to explicitly think what will be asked of them after reading the passage they perform at higher levels.

6. Conclusion and Suggestion

6.1. Conclusions

Based on the findings and discussions previous, the researcher concluded that the using of Bilingual Dictionary improved students' reading comprehension at the Eighth Grade of SMP Negeri 2 Baranti Academic Year 2021/2022. It was proved by mean score of post-test in experimental group (70.24) was higher than the mean score of post-test in control group (64.76). And supposed by the mean score of post-test in experimental group (70.24) was higher than mean score of pre-test in experimental group (58.09) and the test of significant (t-test value) of post-test in experimental and control group was higher than t-table (2.950 > 2.021). So, the researcher got conclusion that H_1 was accepted and H_0 was rejected.

6.2. *Suggestions*

In relation to the conclusions above, the researcher would like to suggest that:

1. The English teacher should use various strategies in teacher English writing.
2. Using Bilingual Dictionary really stimulated students' ability to construct their comprehension in reading English paragraph.
3. Futher researcher about stimulating students' ability in reading comprehension were strongly expected.

The teacher should pay much attention to the students' weeknesses in reading English paragraph in order the students' felt to be motivated. This motivation will indirectly with their interests in doing reading tas. If they are interested in the subject, they will have more concentration and gain successful.

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