

Book Chapter

HUMAN CAPITAL

IN FACING NEW PARADIGM OF INDUSTRIAL REVOLUTION 4.0: VOLUME 1

Authors:
Ernawati, et.al

Editors:
Dr. Andi Asrifan, S.Pd.,M.Pd.
Prof. Tariq Elyas
Associate Prof. Dr. K.J. Vargheese
Prof. Muhammad Basri Jafar, MA,.Ph.D
Dr. Eka Apriani, M.Pd



Human Capital in Facing New Paradigm of Industrial Revolution 4.0: Volume 1

Ernawati, et.al

Penerbit:

Yayasan Corolla Education Centre

Jln. Dr. AK. Ghani Perumahan Dusun Curup Estate, Blok E No. 25 Kecamatan
Curup Utara, Kabupaten Rejang Lebong, Provinsi Bengkulu, 39119, website:
<https://yayasancec.or.id>, email: admin@yayasancec.or.id, fb: corollacentre, ig:
CorollaEducationCentre, Youtube: corollaeducationcentre, Telp 082182803915,

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@Hak cipta dilindungi Undang-Undang

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Jln. Dr. AK. Ghani Perumahan Dusun Curup Estate, Blok E No. 25 Kecamatan Curup Utara,
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email: admin@yayasancec.or.id, fb: corollacentre, ig: CorollaEducationCentre, Youtube:
corollaeducationcentre, Telp 082182803915,

KATA PENGANTAR

Alhamdulillah penulis ucapkan kepada hadirat Allah SWT. yang mana atas karunia dan rahmat-Nya, penulis mampu menyelesaikan penulisan buku yang berjudul "***Human Capital in Facing New Paradigm of Industrial Revolution 4.0: Volume 1***". Buku ini disusun guna melengkapi pengetahuan para pembaca dan terkhusus pada para peneliti untuk dijadikan sumber referensi yang baik untuk memahami segala sesuatu yang berkaitan dengan *Human Capital in Facing New Paradigm of Industrial Revolution 4.0: Volume 1*. Buku ini telah ditulis dan disusun dengan kurun waktu yang telah ditentukan sebelumnya.

Buku ini menjelaskan tentang keseluruhan dari *Human Capital in Facing New Paradigm of Industrial Revolution 4.0*. pada chapter ini akan membahas volume pertama dari empat volume yang telah tersusun. Hal yang akan dimunculkan itu sendiri adalah bagaimana menghadapi revolusi industri 4.0.

Dalam penulisan buku ini, penulis mengucapkan terima kasih kepada pihak yang telah banyak membantu. Serta penulis mengucapkan terima kasih kepada rekan-rekan yang telah membantu baik secara materil dan inmateril.

Penulis menyadari jika didalam penyusunan buku ini masih mempunyai kekurangan, sehingga kritik dan saran dari pembaca sangatlah berguna untuk penulis kedepannya. Semoga buku ini dapat bermanfaat bagi seluruh pembaca.

Makasar , 2 Juli 2022

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The Relationship Between Students' Spiritual Intelligence (SI) and Emotional Intelligence (EI) and Learning Reading Comprehension Achievement

Ernawati ^{a,1}, Gül Erkol Bayram ^{b,2}

Universitas Negeri Makassar, ernawatisail@gmail.com

Sinop University, School of Tourism and Hotel Management -

Department of Tour Guiding, gulerkol@sinop.edu.tr;

gulerkol@windowslive.com

ABSTRAK

The study aimed to discover: the relationship between spiritual intelligence and students' reading comprehension success in the eleventh grade at SMAN 6 Sidrap. (2) To investigate the relationship between emotional intelligence and reading comprehension success in students in the eleventh grade at SMAN 6 Sidrap. And (3) to investigate the relationship between spiritual intelligence and emotional intelligence in eleventh-grade SMAN 6 Sidrap students' reading comprehension success.

This study's methodology is Correlational designs were techniques in quantitative research in which scientists used correlational analysis to determine the degree of relationship (or link) between two or more variables. This number reflects if the two variables were connected or whether one may predict the other. The population of this research is students in the eleventh grade of SMAN 6 SIDRAP, with a total population of 176 pupils. The researcher used a cluster random sampling method. The researcher selects one of the classes. The research sample consists of students from XI IPA 1 of SMAN 6 SIDRAP. As a result, the sample size was 33 pupils.

Based on the data analysis, the researcher came to the following conclusions: (1) The beneficial influence of spiritual intelligence on students' reading comprehension success may be demonstrated by the coefficient of determination of 0.4 percent. This demonstrates that spiritual intelligence has an impact on students' reading comprehension success. (2) The coefficient of determination demonstrates the favorable effect of emotional intelligence on students' reading comprehension success. This demonstrates that students' reading comprehension success may be influenced by their emotional intelligence. (3) A coefficient may be used to demonstrate the favorable effect of spiritual intelligence and emotional intelligence on students' reading comprehension success. It demonstrates that spiritual intelligence and emotional intelligence are high, implying that students' reading comprehension achievement is similarly high.

Introduction

In general, human intelligence consists of three components: IQ (Intelligence Quotient), EQ (Emotional Quotient), and SQ (Social Quotient) (Spiritual Quotient). Many people believe that intellect is a

determinant of success, even if other intelligence, such as EQ and SQ, also play a vital part in promoting success in this scenario. Yostan Absalom Labola defines IQ as "the intellectual ability to debate, reasoning, read, analyze, prioritize, and write." Golleman (1999) defines EQ as an individual's capacity to perceive one's own emotions, and the emotions of others, and regulate one's own emotions when dealing with others. While SQ is the core of all intelligence, according to Danah Sohar and Ian Marshall in their book *Spiritual Intelligence*. This intelligence is utilized to solve the problem of rules and spiritual values, and it also serves as the basis for IQ and EQ to work.

Education is the main thing for everyone and it is very necessary to learn and gain knowledge. According to Crow (1987), There are two types of education: formal education and informal education. The major activity conducted in the realm of education is learning. Learning is a process of change in the human personality, and these changes appear in the form of a rise in the quality and quantity of behavior. According to Nichol (2002), learning is an important activity for everyone, including learning how to learn.

Nugroho (2004) states that learning that only focuses on intellectual intelligence without balancing the spiritual side will produce a generation that is easily discouraged, depressed, likes to mix, and even use illegal drugs. While those who only pursue achievements in the form of grades or numbers tend to ignore spiritual values, they take shortcuts to cheat during exams. Emotional and spiritual intelligence contained in individuals is also able to be a factor in achieving student success in learning achievement (Filia Racmi, 2010). The government in the context of improving the quality of education has made various efforts such as curriculum development and refinement, material development, improvement of the evaluation system, procurement of fund books, tools for improving infrastructure, increasing teacher competence, and improving the quality of leaders (Ministry of National Education 2001).

Based on the foregoing, we may infer that education nowadays must not only focus on developing the academic intelligence of competitive students, but also on spiritual and emotional intelligence.

According to Zulkifli (2015), emotional intelligence and spiritual intelligence have an impact on accomplishment. According to Adhi Pratistha Silen's (2014) research, intelligence has a positive and significant effect on learning outcomes.

According to preliminary survey data obtained at SMAN 6 Sidrap, the results obtained by the report cards of students in English language subjects in 2018/2019 academic year class XI Science 1 with a total of 30 students, students who get an average value (80-100) have 35% with "very good" information, students who get an average score (70-79) have 40% with "good" information, and students who get (60-69) have 25% with "good e According to conversations with the school, this school has a weekly prayer plan and morning prayer before beginning instruction every morning. So that students may consult on emotional concerns, the school already has a counseling guidance teacher (BK) and a counseling room. Concerning the backdrop, the researcher wishes to investigate "The Correlation Between Students' Spiritual Intelligence (SQ) and Emotional Intelligence (EQ) toward Student's Achievement in Learning Reading Comprehension at Eleventh-Grade of SMAN 6 SIDRAP."

1. Students' Achievement

a. Learning

According to Walker in his book, *Conditioning and Instrumental Learning* (1967) said learning is a change in motivation as a result of experience. Gagne in the book *The Conditions of Learning* (1977), discussed by Ngalim Purwanto (2006: 84), states that "learning occurs when the compilation of stimuli along with the contents of memory Improves students which results in changes over time." Sardiman AM (2009: 20), learns about changing conversations, using examples of activities, by reading, improving, reading, changing, and so on. Ngalim Purwanto (2006: 85) characteristics of understanding learning.

- 1) Learning is a change that occurs as a result of training or experience; changes generated by development and maturity, for example, are not regarded to be the outcome of learning.
- 2) To be considered learning, the change must be generally continuous and must occur after a period that lasts days, months, or years.

There are three learning objectives, according to Sardiman A.M (2009: 26):

a) To get knowledge

This is characterized by the ability to think, knowledge ownership, and the ability to think as indivisible. In other words, thinking abilities cannot be developed without material

information; on the opposite, thinking capacity will increase knowledge.

b) Planting concepts and skills

Physical skills are skills that can be seen, so discussions will focus on the motions/skills required to learn about more sophisticated spiritual skills, because they do not always debate the problem of skills that can be seen better in terms of appreciation, and skills. To solve and construct issues or notions, think and be creative.

c) Formation of attitude

The formation of pupils' mental attitudes and conduct will be inextricably linked to the transfer of values. Specifically, the teacher serves not just as a teacher but also as an educator who will instill these ideals in their students.

The experts' theories may be described as follows: learning is a change in behavior before and after the learning process. Indicators of learning include changes in behavior, idea maturity, and the construction of attitudes with goals. 1) Acquire knowledge 2) Planting concepts and abilities 3) Attitude formation

b. Achievement

According to the big Indonesian dictionary (2007: 895), achievement is the result that has been achieved (done, done, and done). The word achievement comes from Dutch, specifically *prostate*, which is then interpreted in Indonesian as an outcome that has been supported by individuals through assistance that directly helps and is an activity that is approved in certain situations.

According to Mc. Donald in Sardiman (2001: 46), accomplishment is a genuine ability that is the product of the interplay of numerous elements that impact both within and outside the individual in learning.

Tohirin (2008: 151) learning achievement is obtained from what has been obtained by students after students carry out learning activities, learning achievement is accepted as a value given by the teacher to know the final results within a certain time.

The theories of the experts above can be summarized by the success obtained by students after making an effort; these results can be good or bad.

c. Students' Achievement

Learning attainment, according to Arif Gunarso (1993: 77), is the highest effort made by someone after completing business learning.

According to Muhibbin Syah (2007: 132), three types of influences impact learning:

- a) Internal elements such as the student's physical and spiritual state
- b) External factors are external variables around students' learning approaches, which are a sort of student learning endeavor that encompasses learning techniques and methodologies.

According to Slameto (2003: 54-72), several elements influence learning performance, but they may be divided into two categories:

- a) Internal influences, or factors that exist inside persons who are learning, include:
 - Physical aspects (health and disability)
 - Psychological aspects (intelligence, attention, interests, talents, motives, maturity, and readiness)
 - Factors Contributing to Fatigue (physical fatigue and spiritual fatigue)
- b) External factors, namely factors from outside the individual consist of:
 - Factors related to family
 - Factors related to education
 - Factors of society

The experts' theory on learning achievement can be summarized as follows: learning achievement is the result of one's achievement in learning activities that aim to meet predetermined criteria within a predetermined time frame; learning achievement has a standard value for its measurement, and learning achievement has a standard value for its measurement where it can be said whether this learning achievement is successful or not.

2. Emotional Quotient

Emotional Quotient (EQ) is an emotional counterpart to IQ or the number of individual talents in reading, comprehending, and empathizing with others, according to (<https://www.alleydog.com>). We've all met folks who are incredibly empathic and easy to talk to; these people have a high EQ. In contrast, Yatin Pawar (2018) claims

Emotional. Furthermore, your intellect is tied to your ability to support and control yourself.

a. Quotient

According to Slameto (2003: 56), intelligence is a talent that is divided into three types: the capacity to manage and deal with new situations rapidly, employ effective concepts, grasp relationships, and learn them quickly. According to Djamarah (2008: 196), intelligence is one of the characteristics that determine learning performance.

Muhibbin Syah (2008), intelligence based on psycho abilities The level of intellect impacts student achievement; the higher the amount of intelligence, the greater the likelihood of success.

Expert theories may be described below regarding the intelligence required by everyone to support the stimuli offered by indications of intelligence that can be seen from the capacity to assist oneself with the environment, apply concepts appropriately, and form connections with others.

b. Emotional

Emotions are defined as subjective psychological and physiological circumstances and reactions (joy, sadness, emotion, love) by the Big Indonesian Dictionary. According to Daniel Goleman (1997: 7), the source of the term emotion is the Latin verb *movere*, which means "move, move," with the prefix "e -," which means "move away," implying that the propensity to act is absolute in emotions.

Emotions, according to Agus Efendi (2005: 176), are a feeling and typical ideas, biological and psychological conditions, and a set of dispositions to behave. The experts' above idea may be summed as follows: emotion is a psychological condition in each individual that drives them to take action.

c. Emotional Quotient

Shapiro, Lawrence E. (1997: 5) Emotional intelligence was coined in 1990 by psychologists Peter Salovey of Harvard University and John Mayer of the University of New Hampshire as the ability to monitor and control one's own and others' feelings, and use those feelings to guide thoughts and actions such as (1) empathy; (2) understanding feelings; (3) controlling emotions; (4) independence; (5) adaptability;

(6) preferred; (7) problem-solving skills; (8) perseverance; (9) virginity; (10).

According to Agus Efendi (2005: 172), emotional intelligence is a sort of intelligence that focuses on understanding, identifying, feeling, regulating, and guiding one's own and others' feelings and applying them to others.

Mr. Mustaqim (2012: 154) Self-awareness, self-regulation, motivation, empathy, and social skills are the five components of emotional intelligence.

1) Self-Awareness

Represents information that was felt at some point in time and is used to make judgments. Self-awareness includes reasonable expectations of one's talents as well as high self-confidence.

2) Self-Regulation.

The ability to handle emotions in such a way positively impacts the performance of the task. Self-regulation includes the ability to (a) control oneself (b) trustworthiness (c) caution (d) adaptation (e) innovation.

3) Motivation

The greatest desire is to move and steer toward goals, to assist in taking the initiative and acting successfully, and to persevere in the face of failure and frustration. This will aid in the attainment of goals by encouraging (a) achievement (b) commitment (c) initiative (d) optimism.

4) Empathy

Is the feeling of feeling the feelings of others, and being able to understand the perspectives of others. Empathy is an awareness of the feelings, needs, and interests of others.

5) Social skills

These abilities, including the capacity to regulate emotions appropriately while dealing with others and carefully assessing events and social networks, are used to influence, lead, deliberate, and settle disagreements.

Stephen Neale et al. (2008: 27) divide emotional intelligence into 2 aspects, namely intrapersonal intelligence and interpersonal intelligence.

Intrapersonal aspects consist of:

1. Self-regard/respect for yourself Namely how much someone respects himself as an individual
2. Self-awareness/awareness of yourself That is intuition or feeling in understanding yourself.
3. Self-management is self-control which includes emotional control, strong personality, goals/ideals, flexibility, interpersonal relationships, and consistency/trustworthiness.

While interpersonal aspects consist of :

1. Regard for others/respect for others Namely how much someone appreciates others for what they do.
2. Awareness of other / awareness of others, namely how someone shows empathy or care for others and listen to or understand the feelings of others.
3. Relationship management/Relationship management/relationship management Includes trust, balanced perspective, expression, and emotional control, ability to handle problems, and dependence on others.

The theory of experts above can be summarized that emotional intelligence is the ability of individuals to manage emotions in themselves to guide when interacting with others and the environment around indicators of achievement of emotional intelligence is divided into 2 aspects, namely interpersonal intelligence consisting of 1) empathy, 2) the ability to foster relationships while intrapersonal intelligence consists of 1) recognizing one's emotions, 2) managing emotions and 3) respecting oneself

3. Spiritual Quotient

a. Definition

According to Eckersley 2000 (Fabiola 2005), spiritual intelligence is described as a profound intuition about human life's link with the larger universe.

Spiritual intelligence, according to Zohar and Marshal (2001), is the moral sense, the ability to adjust rigid rules coupled with

understanding and love, and an equal ability to see when love and understanding reach their limits. It also allows us to wrestle with the ideas of good and evil, imagine what hasn't happened yet, and lift us out of humility. Spiritual intelligence, according to Zohar and Marshall (2005), is the intelligence of the soul or wisdom intelligence, and this intelligence is an intrinsic capability of the human brain, spirituality relies on structures from inside the brain that gives us the fundamental ability to create, value, consume, and aim.

According to Berman (2001) and Trihandini (2008), spiritual intelligence (SQ) can enhance conversation between the intellect and emotions, the soul and the body. He also stated that spiritual knowledge might assist someone in transcending himself.

According to Emmons (2000), spiritual intelligence is a mixture of numerous qualities, including mysticism (mysticism), transcendence, and the ability to cultivate a high degree of spiritual awareness, recognizing the spiritual significance, and daily activities.

According to the researchers, spiritual intelligence is intelligence inside oneself that leads to knowledge of mysticism, values, morality, wisdom in oneself and in life, as well as one's ability to solve difficulties, particularly those that need cerebral capacity.

b. The characteristics of spiritual intelligence

According to Roberts A. Emmons in Juita (the Psychology of Ultimate Concerns), there are five characteristics of spiritually knowledgeable people:

- a) The power to physically and materially transpose
- b) The ability to experience a state of heightened consciousness.
- c) The capacity to detach from regular sensations.
- d) The ability to solve issues through spiritual resources.
- e) The ability to help others.

Zohar dan Marshall (2001), indicate a sign of a well-developed SQ covering the following:

- a) The ability to be adaptable (spontaneous and active adaptive)
- b) High level of awareness The ability to confront and use hardship
- c) The ability to deal with and overcome suffering
- d) Life quality motivated by vision and principles
- e) Reluctance to incur unneeded losses

- f) The inclination to perceive connections between diverse things (Holistic view)
- g) The propensity to ask inquiries to acquire basic answers
- h) Responsible for inspiring people with a higher vision and principles.

c. Testing Spiritual Intelligent

According to Khavari in Sukidi (2002), 3 parts can test the level of spiritual intelligence, namely as follows:

1. From a theological and spiritual standpoint (Vertical Relations, relating to the Almighty). This viewpoint will reveal the depth of our spiritual relationship with the creator. This can be assessed in terms of "individual communication and spiritual intensity with his Lord." Its expressions include the regularity with which spiritual beings pray, love for God who is present in the heart, and appreciation for their existence.
2. From the standpoint of religious social relationships. This perspective investigates the psychological effects of religious spirituality on social attitudes that stress unity and social welfare. Spiritual intelligence will be represented in human familial bonds, sensitivity to the wellbeing of humans and other living species, and generosity.
3. From the perspective of social ethics. According to this viewpoint, the degree of social ethics is an expression of the quality of spiritual intelligence. The better one's spiritual intelligence, the higher one's social ethics. This is demonstrated in one's adherence to ethics and values, as well as being honest, trustworthy, courteous, tolerant, and nonviolent.

d. Aspects of spiritual intelligence

According to Sinetar in Avita (2001:21) writes several aspects of spiritual intelligence, namely:

- a) The ability of art to choose
The ability to choose and organize into the smallest parts of his life's expression is based on a permanent and powerful inner vision that allows the living to organize talent.
- b) The ability of art to protect themselves

Individuals learn about their situation, both their talents and limitations create and arrange their best choices.

- c) Maturity showed
Maturity means a person does not hide his strength and fear.
- d) The ability to follow love
Choosing between the hopes of others in the eyes of someone essential or he loves.
- e) Discipline of self-sacrifice
Want to sacrifice for others, forgiving is not prejudiced, is easy to give to others, and always wants to make others happy.

4. Reading Comprehension

a. The Nature of Reading

In this part, the research would explain the definition of reading, types of reading, the technique of reading, reading comprehension, strategies, and techniques of reading comprehension.

1. The Definition of Reading

Reading is a process that is used to minimize uncertainty about the meaning of a text. The process results from the negotiation of meaning between the text and the reader. Then we may say that reading is knowledge, anticipation, and techniques used by the reader to communicate textual meaning all play important roles in how the reader negotiates with the text meaning.

Reading, according to Patel and Jain (2008), entails comprehending the meaning of written words or symbols. Reading is a dynamic activity that requires recognition and comprehension abilities. Reading is a vital activity in life since it allows people to update or gain information, both of which are crucial tools for academic achievement.

Reading, according to Kozak (2011), is a talent that allows us to acquire a message by detecting written words (written symbols), receiving (understanding) the meaning, teaching pronunciation, and obtaining information from the text.

In the Longman Dictionary of Applied Linguistics, it is written as:

- a. The process of deriving meaning from written text comprehension. Silent reading is when something is done in private.

- b. Reading aloud printed text (reading aloud). This can be accomplished by a knowledge of the material or not.

Reading is crucial in everyday life, according to the above definition, and reading is not only the process of receiving written symbols in line with one's spoken language, but it is also the process of getting the message to be given by the author.

2. Types of Reading

According to Patel and Jain, there are four forms of reading (2008: 117-123)

1) Intensive reading

Intensive reading is an activity in which the text is read deliberately and thoroughly. Reading will serve as a foundation for clarifying structural challenges as well as broadening vocabulary and idiom knowledge. This will also give information for improving language control in both speech and writing. Reading a text or a portion of a text is referred to as intensive reading. These kids study the book to gain knowledge or to analyze it. This reading's goal is to read shorter texts. This reading is done to obtain particular information. Students study books to expand their knowledge.

2) Extensive Reading

Extensive reading is a strategy for gaining a broad grasp of a subject that includes reading lengthy discourse books for enjoyment. The readers are interested in something. After reading, readers are unconcerned with particular or crucial facts. People usually read to stay up to date.

3) Aloud Reading

Aloud reading is the basic form of classroom discipline and organization. In reading aloud, the students are confronted with written sentences that have never been spoken before. The purpose of reading aloud is the ability or achievement of better speaking and pronunciation of students.

4) Silent Reading

Quiet reading is a silent reading technique that is particularly useful in English instruction. This reading is typically

used to help pupils improve their reading abilities. Silent reading is used to obtain a large amount of information. The instructor must need them to read slowly and without difficulty. This is a habit in which students can read without being distracted by noises.

a. The technique of Reading skill

According to Brown (2001:308), there are three types of reading techniques in the English language:

1) Survey Reading

A reading survey some information that they wish to acquire in survey reading. Thus, before beginning the reading process, a reader must determine what type of information the reader needs.

2) Scanning

Scanning reading allows the reader to swiftly answer a specific question. When scanning, the reader just looks for specific information and does not follow the passage's linearity.

3) Skimming

Skimming is a style of reading in which our eyes travel swiftly, allowing us to quickly alter the major concepts of the text, and view section headings, judgments, and starting paragraphs.

b. Definition of Reading Comprehension

Reading comprehension is the capacity to analyze literature, comprehend its meaning, and integrate it with what the reader already knows. Individuals' capacity to grasp the material is impacted by their talents and ability to process information.

The capacity to comprehend literature, understand its meaning, and integrate it with what the reader already knows is referred to as reading comprehension. The capacity to comprehend and modify their information-processing abilities. Understanding reading is a multifaceted, complicated process that involves several interactions between the reader and what they bring to the text (applicable information, strategy application) as well as factors connected to the text itself (interesting text, understanding the type of text.), Klingner's (2007:8)

Understanding reading is a solution for comprehending its meaning and integrating it with what the reader already knows. Understanding the meaning of words, the ability to understand the

meaning of words from the context of discourse, the ability to look for references in connections, the ability to conclude parts about the contents of parts, and the ability to answer questions answered within a section, the ability to access literary devices or propositional structures used in a part and determine their tone, are the basic skills required for efficient reading comprehension, sent, retrained, and so on, and lastly to discern the writer's goals, intents, and perspectives, as well as to draw inferences about the author.

The researcher concludes from the above resolution that reading comprehension is the capacity to grasp understanding through the process of understanding, meaning, approval, approval of the process, refining, and so on. Also, read the content or meaning of what the author intends to express in the reading.

3. Strategies for reading comprehension

When a picture book is read to a kid before they can read, the process of interpreting text begins. They listen to the words, examine the illustrations in the book, and begin to associate the words on the page with the words they hear and the ideas they represent.

Students require modeling, practice, and feedback to master comprehending methods. The strategies presented are detailed below. Read Naturally (2018)

1) Using Previous Knowledge / Preview

Students preview the content by using what they already know to assist them to grasp the text they are going to read. This serves as a foundation for whatever new knowledge they come across.

2) Predict

When students create predictions about the literature they are going to read, they are setting expectations based on past knowledge of the same issue. When they read, they may mentally change their predictions as they learn more.

3) Identifying the Main Idea and Summarizing

Students must assess what is significant and then put it in their own words when identifying key concepts and summarizing. Attempting to comprehend the writers' intent in producing text is implicit in this process.

4) Questioning

Another approach for helping pupils focus on the significance of a piece is to submit and answer questions about it. The instructor may

assist by showing the process of asking questions as well as excellent ways for finding answers in the text.

5) Make Conclusions

Students must learn to draw on prior knowledge and notice hints in the text to form inferences about something that is not immediately addressed in the text.

6) Visualize

Students who envision while reading retain more information than those who do not. When reading a book without visuals, readers might utilize the illustrations included in the text or generate their images or mental images.

Reading comprehension, according to the definition above, relates to an understanding of what has been read. Understanding is a cognitive process that is dependent not only on understanding abilities but also on the underlying information and experience of the readers.

4. Teaching Reading Comprehension

Teachers require ways to help pupils grasp the reading material while teaching reading comprehension. According to Brown (2001: 306-311), the following techniques for teaching reading comprehension can be used:

1) Identifying the purpose of reading

The reader can avoid unwanted interference or information by understanding the objective of what he or she is reading. Students will learn what they wish to know by using this method while reading the book.

2) Using graphemic rules and patterns to aid in bottom-up decoding (especially for the beginning level learners)

One of the problems pupils have while learning to read in the beginning is making the correlation between spoken and written English. In this case, the instructor must also teach how to interpret sound words with a kind vowel sound, such as (bat, leg, want, etc.), as well as sound words with a final silent "e," such as (late, time, bite, etc.).

3) Using efficient, silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

The instructor can use reading fast to decrease time-consuming reading in advanced students. Readers do not need to know how to pronounce or understand every word, but an understanding of the content is more vital.

4) Skimming the text for the main ideas

One of the most crucial reading strategies for pupils is skimming. Skimming is a short reading strategy used to locate significant topics and primary reading concepts (such as essays, articles, or chapters) to learn about the contents of the text or to learn the main ideas of the text. Skimming allows readers to understand the goal of this paragraph, the major subject or message, and maybe some ideas that build or support it.

5) Scanning the text for specific information

Scanning is a reading strategy in which the reader swiftly seeks specific information needed to read the text. Scanning activities may require students to seek names or dates, essential concept definitions, or a list of supporting facts.

6) Using semantic mapping or clustering

The reader can summarize a lengthy succession of thoughts or events by grouping keywords from the reading. Semantic mapping tactics, which arrange concepts into meaningful groupings, aid readers in remembering the text's contents.

7) Guessing when you are not certain

Brown defines guessing as a wide category. Learners can benefit from guessing in the following ways:

- a) guess the word's meaning,
- b) guess the grammatical relationship (eg, pronoun reference)
- c) determining the discourse connection
- d) determining the implicit meaning ("between lines"),
- e) guessing cultural connections
- f) message material

These micro-skills can be utilized by teachers as a way to help pupils overcome issues with reading comprehension. Students must also urge themselves to become excellent readers. Students with strong reading abilities will benefit in all other disciplines as well as in their personal and professional life in the future.

Method

A. Design of research

This research would like to apply an explanatory research design. According to Cresswell (2011) said that A correlation design in which the researcher is interested in the extent to which two variables (or

more) co-vary, that is when changes in one variable are mirrored in changes in the other.

This study's methodology is Correlational designs were techniques in quantitative research in which scientists used correlational analysis to determine the degree of relationship (or link) between two or more variables. This number reflects if the two variables were connected or whether one may predict the other. To do this, the researchers studied a single group of people rather than two or more groups as in an experiment. (Creswell, 2012)

B. Population and sample

a. Population

Sugiyono (2016: 61) "*populasi adalah wilayah generalisasi yang terdiri atas: objek/subjek yang mempunyai kuanitas dan krakteristik tertentu yang tetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya*". The population is a generalization area made up of objects/subjects with certain attributes and characteristics chosen by the researcher to be researched and conclusions reached. The population of this study is the students in the eleventh grade of SMAN 6 SIDRAP.

Findings and Discussion

A. Descriptive research results

The testing of independent factors on the dependent variable is included in the study's results description. Students from SMA Negeri 6 Sidrap participated in this study. In this study, the independent variables were spiritual intelligence (X1) and emotional intelligence (X2). Students' reading comprehension achievement was the dependent variable in this research (Y1). The appendix contains variable data (research data).

This section includes data explanations for each variable, such as Mean (M), Median (Me), Mode (Mo), and Standard Deviation (SD) (SD). The frequency distribution table, frequency distribution histograms for each variable, and assessment of the tendency of the variables are then displayed in the form of tables and pie charts. The following description includes detailed descriptions of each variable of pupils' reading comprehension achievement:

1. Variable spiritual intelligence (X1)

The spiritual intelligence variable data was acquired via a questionnaire survey consisting of 30 items and completed by 33 students. The spiritual intelligence variable has a maximum score of 93.00, a minimum score of 77.00, a mean of 88.697, a median (Me) of 86.00, and a standard deviation of 4.97151 based on research data analyzed using the SPSS computer software version 25.0. and produced the variable frequency spiritual intelligence (X1) histogram as follows:

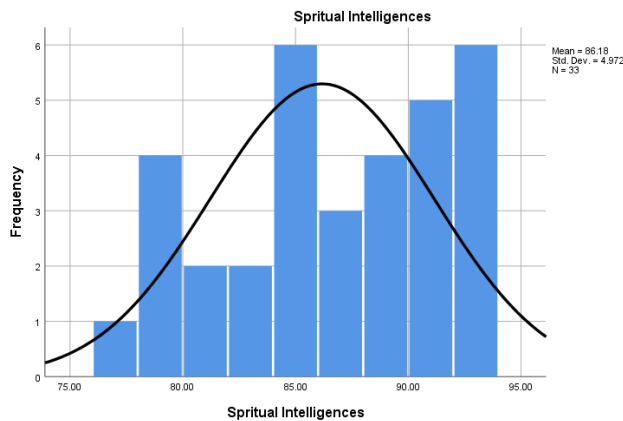


Figure 1. Frequency of Spiritual Intelligence

2. Variable emotional intelligence (X2)

The emotional intelligence variable data was acquired from a 30-question questionnaire completed by 70 students. The spiritual intelligence variable has a maximum score of 93.00, a minimum score of 78.00, a mean of 85.7273, a median (Me) of 83, and a standard deviation of 4.09476 based on study data processed using SPSS computer software version 25.0. and generated the following histogram of emotional intelligence (X2) variable frequency distribution:

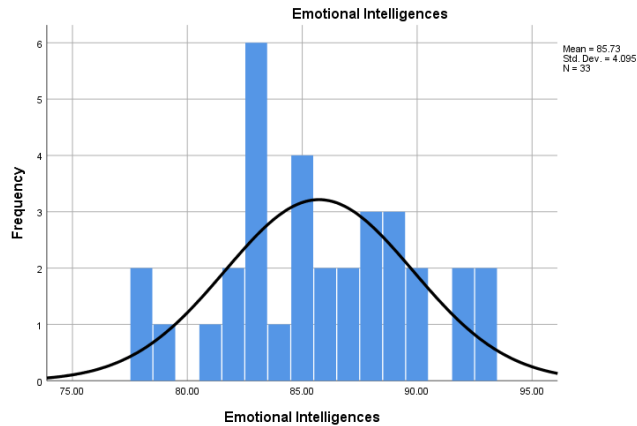


Figure 2. Frequency of Emotional Intelligence

3. Variable Students Reading Comprehension Achievement (Y1)

The motivation variable data for EFL teachers was acquired from a questionnaire data set of 30 items completed by 33 students. The spiritual intelligence variable has a maximum score of 90, a minimum score of 40, a mean of 72.2727, a median (Me) of 75.00, and a standard deviation of 13.23412 based on study data processed using the SPSS computer software version 25.0. and generated the following frequency distribution histogram of EFL Teachers' Motivation (Y1):

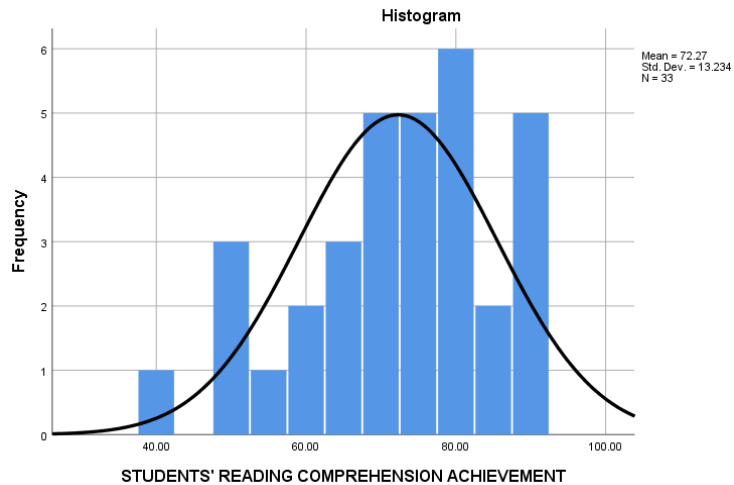


Figure 3. Students Reading Comprehension Achievement

B. Hypothesis test

The hypothesis is a temporary answer to a problem that has been formulated. Hypotheses must be empirically tested for truth. Hypothesis testing in this study uses simple regression analysis techniques and multiple regression to test hypotheses. Testing the hypothesis in this study using SPSS version 25.0. A description of the three analyses is presented in the following discussion:

1. First hypothesis testing

The first hypothesis to be examined in this study is that "spiritual intelligence has a positive and substantial impact on students' reading comprehension achievement." The test employs a straightforward regression analysis. A summary of the outcomes of a basic regression analysis X1 with Y1 based on research data gathered using SPSS version 25.0.

Table 1.

Table of the analysis results in simple regression X1 and Y1.

Variable	Regression coefficient	r_{xly}	r^2_{xiy}	t. test	t. table
Constant	51.202				
Spiritual	0.577	0.140	0.20	0.437	0,3388

Based on the table above shows that the variables X1 and Y1 showed a positive effect. Where the value of the correlation coefficient (r_{xly}) = .140, the value of the coefficient of determination (r^2_{xiy}) = 0.20 and the t-test shows that t arithmetic is greater than the t table then H1 is accepted, meaning that it is variable X1 (spiritual intelligence) against variable Y1 (Students Reading Comprehension Achievement) there is a positive effect, with a value of $0.437 > 0.3388$. According to the level of interpretation of correlation, it can be seen that the r-value (0.437) was at the "Substantial" level of correlation. So it means that the correlation effect between spiritual intelligence toward Students' Reading Comprehension Achievement was in **Substantial Correlation**.

2. Testing the second hypothesis

The second hypothesis that will be evaluated in this study is that "emotional intelligence has a positive and substantial impact on students' reading comprehension success." The test employs a

straightforward regression analysis. A summary of the findings of a basic regression analysis X2 with Y1 based on research data gathered using SPSS version 25.0.

Table 2.

table of results of simple regression analysis X2 with Y1

Variable	Regression coefficient	r_{xly}	r^2_{xiy}	t. test	t. table
Constanta	56.770				
Emotional	0.638	0.290	0.084	0.101	0,3388

According to the table above, the factors X2 and Y1 had a favorable influence. Where the correlation coefficient (r_{xly}) = 0.290, the coefficient of determination (r^2_{xiy}) = 0.084, and the t-test shows that t arithmetic is less than the t table, H_0 is accepted, indicating that there is a negative effect of the X2 (emotional intelligence) variable against the Y1 (Students reading comprehension achievement), with a value of 0.101 0.3388. The r-value (0.290) was in the "Low" level of correlation, according to the degree of interpretation of correlation. As a result, the linkage impact between emotional intelligence and Students' reading comprehension achievement was **Low Correlation**.

3. The third hypothesis testing

The fifth hypothesis that will be tested in this study is that "there is a positive and significant influence of spiritual intelligence and emotional intelligence on Students reading comprehension achievement ". The test uses multiple regression analysis. Based on research data obtained using SPSS program version 25.0, a summary of the results of the simple regression analysis of X1 and X2 to Y1.

Table 3.

Table of simple regression analysis X1 and X2 to Y1.

variab le		Value R from r^2		Harga F		Sig .	Coeffici ents	Consta nta	conclus ion
		Ry(1 ,2)	$r^2Y(1,2)$	F hitu ng	F tab el				
X 1	Y 1	0.29 1	0.084	0.26 6	0,3 38	1.3 84	0.929	0.012	Positiv e and

X 2							0.155		signific ant
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Based on the table above shows that the variables X1 and X2 to Y1 show a positive effect. Where the coefficient value correlation X1 and X2 ($r_{xy} (0.291) = 085$), the coefficient of determination ($r^2_{xy} (1.2) = 007$) and the t-test shows that t arithmetic is lower than t table then H0 is accepted, meaning the variable X1 (spiritual intelligence) and X2 (Emotional Intelligence) on the Y1 variable (Students reading comprehension achievement) there is a negative effect, with a value of $0.266 < 0.338$. According to the level of interpretation of correlation, it can be seen that the r-value (0.291) was at the "low" level of correlation. So, it means that the correlation effect between spiritual intelligence and emotional intelligence toward Students reading comprehension achievement was in low correlation.

C. Discussion

This study aims to examine the effect of the effects of spiritual and emotional intelligence on Students reading comprehension achievement. From the results of testing the data that have been done, there are some results obtained from this study. The discussion will be explained descriptive research variables used as initial information in analyzing the results of respondents' answers, the highest and lowest scores used as research indicators, and the coefficient of determination is useful to know the percentage of influence of independent variables on the dependent variable, and the results obtained can be following the results obtained by previous research. The following is a discussion of the test results of this study:

1. The influence of spiritual intelligence on Students reading comprehension achievement

This study discovered that spiritual intelligence has an impact on students' reading comprehension success. This demonstrates that spiritual intelligence has an impact on students' reading comprehension success.

Spiritual intelligence, according to Zohar and Marshall (2001), is the moral sense, the ability to adjust rigid rules coupled with understanding and love, and an equal ability to see when love and understanding reach their limits. It also allows us to wrestle with the ideas of good and evil, imagine what hasn't happened yet, and lift us

out of humility. As a result, from a spiritual standpoint, it might elicit drive in oneself.

2. The influence of emotional intelligence on EFL teachers' motivation

This study discovered that emotional intelligence influences the motivation of EFL teachers. This demonstrates that students' reading comprehension success is influenced by their emotional intelligence.

According to Agus Efendi (2005), emotional intelligence is a sort of intelligence that focuses on understanding, identifying, feeling, regulating, and guiding one's own and others' feelings and applying them to others. As a result of emotional intelligence, it might trigger motivation in oneself.

3. The influence of spiritual intelligence and emotional intelligence on EFL teachers' motivation

This study discovered that spiritual and emotional intelligence had an impact on EFL teachers' motivation. This demonstrates that spiritual and emotional intelligence have an impact on students' reading comprehension success.

The definition of performance is "something accomplished, something demonstrated, and the ability to operate" (Depdiknas, 2001). The term performance is frequently used to refer to achievement, degree of success, or individual or group work competence. According to Mulyasa (2013), "performance is the performance of someone as exhibited in their appearance, deeds, and work performance as an accumulation of their knowledge, abilities, values, and attitudes." Teacher performance refers to instructors' appearance, actions, and work performance as a result of their prior knowledge, abilities, values, and attitudes. To attain success, there must be internal motivation, as well as spiritual and emotional intelligence.

Risky Kurniansyah "*pengaruh Emosional Intelligence dan motivasi terhadap kinerja pegawai Dinas Pertanian Tanaman Pangan dan hortikultura Provinsi Lampung*" According to the findings of the study, emotional intelligence had a significant effect on the performance of the Lampung Province agricultural food and horticulture office staff, motivation variables had a significant effect on the performance of the Lampung Province agricultural food and horticulture office staff, and personally,

emotional intelligence and motivation variables have a significant influence on the performance of food crops and horticulture.

Conclusions and Suggestions

Conclusions

Based on the findings of the data analysis and the discussion above, the researcher has reached the following conclusions about the influence of spiritual and emotional intelligence on EFL instructors' motivation and performance:

1. The coefficient of determination demonstrates the favorable influence of spiritual intelligence on students' reading comprehension proficiency. This demonstrates that spiritual intelligence has an impact on students' reading comprehension success.
2. The coefficient of determination demonstrates the favorable effect of emotional intelligence on students' reading comprehension proficiency. This demonstrates that students' reading comprehension success may be influenced by their emotional intelligence.
3. A coefficient of determination may be used to demonstrate the favorable effect of spiritual intelligence and emotional intelligence on students' reading comprehension proficiency. It demonstrates that spiritual intelligence and emotional intelligence are high, implying that students' reading comprehension achievement is similarly high.

Suggestion

Based on the discussion and conclusion above, some suggestions can be given as follows:

1. Principal

The need for a leader's policy on increasing emotional intelligence. Various activities need to be implemented like seminars, training, or special lectures on emotional intelligence. So that teachers have good emotional intelligence so that later it has an impact on improving their performance. Need to provide motivation that can encourage teachers to improve their performance and leaders should adopt the leadership style that motivates, has initiative, attractiveness, leads, and ability to develop loyalty.

2. Teacher

To become role models for students, teachers should be able to increase work motivation and always be ready to show the best performance. Teachers are expected to provide better motivation to students to excel and apply continuity of learning, resulting in graduates of good quality that are in the aspects of cognitive, affective, and psychomotor.

3. Next researchers

Researchers can conduct further research on the factors that influence the Spiritual and Emotional Intelligence of EFL Teachers' Motivation and Performance. Further research needs to be done with a similar approach but with different subjects, to allow broader and more convincing generalizations, which can a contribution to improving teacher performance as a whole.

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CIPP Model: Evaluation of Agrarian Reform Acceleration Program and Foreign Debt Financing

Indra Winarta Putra ^{a,1}, **Rasha Youssif** ^{b,2}

^a Postgraduate Program, Lambung Mangkurat University, Banjarmasin, indrawinartaputra@gmail.com

^b A project manager for Upper Egypt sector in New Horizon Egypt, rashayoussif28@gmail.com

ABSTRACT

The World Bank and the Government of Indonesia have agreed to finance the Agrarian Reform Acceleration Program, this program is planned to encourage the acceleration of asset legalization, increase the implementation of a modern electronic-based land administration system and develop the capacity and management of land administration. South Kalimantan Province is one of the provinces where the program is implemented. With the CIPP (Context, Input, Process, and Product) model, the program implementation evaluation is carried out in the main activities, namely: 1) Land plot measurement, 2) Procurement of data processing equipment, and 3) Digitization of land parcels and land data validation. The foreign debt budget in 2021 was realized at 81.09%. Based on the achievements of the program implementation in general it has been successful and effective, can adapt well to the geographical characteristics and existing human resources, and the results obtained have a significant impact and are in line with the goals that have been set. However, for the program to be sustainable, it is necessary to monitor, evaluate and improve program implementation consistently and periodically.

Keywords: CIPP, Evaluation, Debt

Introduction

Agrarian reform is one of the goals to be achieved by the Government of Indonesia, in the National Medium Term Development Plan, there is a mandate to resolve agrarian problems, especially in forest areas, and continue the Economic Equity Policy. The objectives of Agrarian Reform are: 1) to reduce inequality in land tenure and ownership, 2) to create prosperity and welfare for the community, 3) to create employment opportunities to reduce poverty, 4) to provide community access to economic resources (capital, business, production, and markets), 5) Improving justice and food sovereignty, 6) Handling and resolving agrarian conflicts, and 7) Improving and maintaining the quality of the environment.

Agrarian Reform can be realized through the provision of Reform Assets, namely the reorganization of control, ownership, use, and utilization of land, as well as through Access Reform, namely good institutional and management arrangements for the subjects of agrarian reform, to develop asset productivity and improve household welfare. Agrarian Reform is an important agenda as the foundation for the Economic Equity Policy, especially in the context of reducing land tenure inequality, reducing poverty, and creating job opportunities. The focus of Agrarian Reform is the provision of 9 million hectares of land for Agrarian Reform Objects. From this area, 4.5 million hectares were allocated for asset legalization, consisting of 3.9 million hectares for land certification and 0.6 million hectares for transmigration land. Then the remaining 4.5 million hectares are allocated for asset redistribution consisting of 0.4 million hectares of abandoned land and 4.1 million hectares of forest area release.

Until now, the implementation of agrarian reform in Indonesia has not been going well. Asset Reform, which is divided into two main activities, asset legalization and asset redistribution, has not yet achieved the overall target. Until August 2020, the achievement of asset legalization was 4.98 million hectares from the target of 4.5 million hectares. Meanwhile, the achievement of asset redistribution is 1.1 million hectares from the target of 4.5 million hectares (Coordinating Ministry for Economic Affairs, 2020). In Access Reform, there have been many efforts made by the Government through this Agrarian Reform, the government not only gives land ownership rights to farmers but also provides access to capital, markets, and the necessary skills. Cultivators or farmers will get support, either through the Village Fund or other sources, starting from the provision of agricultural production equipment, and superior seeds, providing post-harvest facilities such as dryers or warehouses, providing People's Business Credit facilities, and obtaining marketing guarantees for their products, by assigning the Agency State-Owned Enterprises and large companies to become partners and provide assistance.

So, to support the implementation of Agrarian Reform, the government formed a program called the Program for the Acceleration of Agrarian Reform (PPRA). This program is planned to encourage the acceleration of asset legalization through a Complete Systematic Land Registration, improve the implementation of a modern electronic-

based land administration system, and develop the capacity and management of land administration.

The added value of this program compared to other programs is that the Agrarian Reform Acceleration Program involves the community so that land registration is no longer one-way. It is inclusive so that the people involved come from various circles, including elements of community leaders, youth, and women. The Agrarian Reform Acceleration Program also prioritizes gender equality, the land registration process provides equal opportunities for men and women. As well as conducting environmental studies and social aspects, thereby minimizing the risks that may arise from environmental and social aspects. The community was also given training, had the opportunity to become a facilitator, and received a transfer of knowledge from the program implementers.

Then the obstacle that arises is how it is related to program financing, while the government has limited funds, there is a budget deficit which is a consequence of state spending which is greater than state revenue. However, the government still needs to accelerate development and catch up to achieve the ideals of the Indonesian nation. Therefore, the government took the option of funding the Agrarian Reform Acceleration Program through foreign debt.

The World Bank is an international financial institution with members from practically every country, particularly developing ones. The World Bank provides loans as part of its capital provision program to achieve one of its aims, namely poverty reduction. The World Bank has a vision, namely development and development in implementing the *Millennium Development Goals* (MDGs) and also has a mission to reduce poverty professionally to achieve sustainable results and help communities to help themselves and the environment which can be achieved by providing resources, sharing knowledge, capacity building and cooperation in the public and private sectors.

The World Bank is currently the largest source of development funds in the form of loans granted to member countries. The World Bank has set a target in lending with the consideration that Indonesia is one of the countries that have a major impact on the occurrence of a crisis, so the World Bank seeks to assist so that Indonesia can escape the economic crisis that occurred. High unemployment, poverty, and trade deficits, as well as unbalanced economic growth, are considerations for the World Bank to provide loans to the Government

of Indonesia. The World Bank and the Government of Indonesia agreed to finance the Agrarian Reform Acceleration Program with a loan of USD 200,000,000 (two hundred million US Dollars). This agreement is valid from November 15, 2018, until October 31, 2023. This program is implemented by 2 (two) government agencies, first at the Ministry of Agrarian Affairs and Spatial Planning/National Land Agency, and second at the Geospatial Information Agency.

The Ministry of Agrarian Affairs and Spatial Planning/National Land Agency used seven provinces as pilot projects in the implementation of the Agrarian Reform Acceleration Program, namely Riau Province, Jambi Province, South Sumatra Province, South Kalimantan Province, East Kalimantan Province, and South Sumatra Province. Central Kalimantan and West Kalimantan Province. The implementation of the Agrarian Reform Acceleration Program, especially in South Kalimantan Province, has characteristics that are not owned by other regions, both in terms of regional geography and the potential of human resources. The province of South Kalimantan is famous for its thousand rivers which are scattered everywhere, both small and large rivers. In Indonesia, there are very few areas that have stunning rivers such as 2 large and famous rivers, namely, the Barito River and the Martapura River. According to BPS data in 2021, the number of large categories of rivers in South Kalimantan Province is 67 rivers. Then in terms of the Human Development Index which explains how the population can access development results in obtaining income, health, education, and so on, in South Kalimantan in 2021 it will reach 70.91 and is ranked 21 out of 34 provinces nationally, and this value is still below the value. the national average is 72.29 (Central Bureau of Statistics, 2022). So this presents challenges in the implementation of the Agrarian Reform Acceleration Program.

In previous research, it was said that agrarian reform does not only lie in the substance of assets and access but there are social aspects that are aimed at, namely the benefits and justice of the arrangement of these assets and access. So it is necessary to evaluate and monitor the agrarian reform that has been implemented so that it will provide a benchmark in the practice of activities on the aspect of justice (Utomo, 2021). A program evaluation is a methodical investigation of anything worthwhile and valuable from an object. Program assessment is a methodical procedure. The explicit assessment relates to goal attainment, whereas implicit evaluation must compare what was

obtained from the program with what should have been accomplished based on the criteria that were specified. Many evaluation models are found with different formats or systematics, these various evaluation models can be used depending on the evaluation objectives set (Muryadi, 2017). This study aims to analyze and evaluate the implementation of the Agrarian Reform Acceleration Program funded through foreign debt in South Kalimantan Province using the CIPP evaluation model.

Method

A qualitative technique is used in this sort of study. The data gathered was then described in the form of a story. According to Miles and Huberman, data analysis in qualitative research is a continuous process carried out by non-participant observation. As a consequence, the data analysis approach utilized in this study was carried out throughout the investigation, beginning with first observations, data collecting, the report writing stage, and finally concluding, after which the results were recounted (Miles et al., 2019).

The CIPP (Context, Input, Process, and Product) model is an evaluation paradigm that evaluates the system as a whole. The evaluation of the CIPP model is a notion proposed by Stufflebeam, who believes that the essential objective of the assessment is to improve rather than to prove (Stufflebeam, 2003).

Context evaluation seeks to examine needs, challenges, assets, and opportunities to assist policymakers in setting objectives and priorities, as well as to assist other user groups in identifying goals, opportunities, and results. Inputs are evaluated to determine alternative ideas, action plans, staffing plans, and funding for program continuity in serving the requirements of the target population and attaining the stated goals. This evaluation will help policymakers determine the best design, finance method, resource allocation, implementation, and activity schedule for program continuity. Process assessment is meant to review the execution of a specified plan to aid implementers in carrying out activities and, as a consequence, will be able to assist other user groups in determining program performance and estimating results. The purpose of the evaluation product is to identify and analyze the outcomes obtained, both expected and unexpected, in the short and long term, both for implementing activities so that they can focus on accomplishing program goals and

for other users in gathering efforts to satisfy group requirements target. These outcomes can be evaluated in terms of impact, efficacy, sustainability, and adaptation (Stufflebeam, 2003).

Results and Discussion

Context Evaluation. In the Agrarian Reform Acceleration Program as part of the Ministry of Agrarian Affairs and Spatial Planning/National Land Agency, the process of planning and budgeting funds also follows the applicable laws and regulations, namely Government Regulation Number 17 of 2017 concerning Synchronization of the National Development Planning and Budgeting Process.

Based the components of using foreign debt funds, are as follows: 1) The Participatory Mapping and Agrarian Reform component with a nominal value of USD 162,000,000 (one hundred and sixty-two million US Dollars), has the aim of producing a map of land parcels at the village level in the project target area, facilitate the development of land rights registration with an electronic land administration system, and clarify forest boundary areas. 2) The Geospatial Data Infrastructure for Environmental and Natural Resource Management component implemented by the Geospatial Information Agency with a nominal value of USD 10,000,000 (ten million US Dollars), has the aim of improving access and availability of geospatial information and improving environmental and natural resource management. 3) The Project Management, Institutional Development, and Monitoring component with a nominal value of USD 28,000,000 (twenty-eight million US Dollars) have the objective of ensuring efficient, participatory, and transparent project implementation and enhancing institutional capacity.

In the implementation of the Agrarian Reform Acceleration Program in South Kalimantan Province which is funded from foreign debt, there are 3 (three) main activities, namely: 1) Measurement of land parcels by third parties or carried out by the State Civil Apparatus in a self-managed manner through Complete Systematic Land Registration with Community Participation, 2) Procurement of data processing equipment, and 3) Digitization of land parcels and validation of land data. In 2021 the total foreign debt to finance these activities is Rp. 123,750,071,000 (one hundred and twenty-three billion seven hundred fifty million and seventy-one thousand rupiahs) which

is carried out by the Regional Offices and Regency/Municipal Land Offices throughout the Province of South Kalimantan.

To further improve the achievement of timely and targeted completion of targets as well as to achieve optimal performance and financial results in the context of accelerating land registration, land registration certification activities which are part of the Agrarian Reform Acceleration Program are carried out through Complete Systematic Land Registration. In previous studies, it was concluded that the effect of implementing Complete Systematic Land Registration on legal certainty of land rights had a positive impact on the community. Communities can make certificates in a relatively short time and at relatively low costs, and public awareness of the importance of securing their land rights is increasing (Indrayati & Ma, 2022). Through the Complete Systematic Land Registration, it is hoped that a complete and complete map of land parcels will be obtained along with information on the plot of land, village by village or village by village. One of the stages in the Complete Systematic Land Registration activity is the measurement and mapping of land parcels which are carried out in groups in one village/kelurahan area. Complete Systematic Land Registration with Community Participation is an activity that involves community participation in collecting physical data and juridical data. To overcome the limited number of human resources implementing the Complete Systematic Land Registration, the Physical Task Force and Task Force can be assisted by community elements in the Land Data Collection Officer (Puldatan). Puldatan members represent elements of the village apparatus, Babinsa/Bhabinkamtibmas, community/youth leaders, and surveyors. In carrying out his duties, Puldatan is directly supervised by the Physical Task Force and Juridical Task Force at the Land Office to ensure that the work carried out has met the technical standards set.

The Agrarian Reform Acceleration Program in South Kalimantan Province is still focused on measuring land parcels carried out by third parties which have been going on for 3 (three) phases, the first phase starting in 2019 with a target of 50,000 (fifty thousand) plots of land with locations in 43 villages, the second phase in 2020 with a target of 280,000 (two hundred and eighty thousand) plots of land with locations in 340 villages. In 2021, the target of measuring land parcels carried out by third parties is 300,000 (three hundred thousand) plots of land with locations in 317 villages. Meanwhile, the measurement of

land parcels carried out by the State Civil Apparatus is self-managed with a target of 30,000 (thirty thousand) plots of land with locations in 57 villages throughout South Kalimantan Province.

Digitization of land documents and land data validation, based on the transformation roadmap of the Ministry of Agrarian Affairs and Spatial Planning/National Land Agency in terms of land services, digitizing documents is one of the prerequisites in realizing service transformation. Digitizing land documents in question is transferring physical documents/paper into digital form through a scanning/scanning process. Land documents in question are land archives/documents that are still active/valid, such as Land Book, Measurement Letter, Measurement Drawing/Drawing Plan, and Warkah.

The targets of the Land Document Digitization activities are , to:

- 1) Create electronic archive/document management within the scope of the land management document system within the Ministry of Agrarian Affairs and Spatial Planning/National Land Agency ;
- 2) Fulfillment of accountability and legal provisions for the implementation of electronic archive management;
- 3) The creation of a good electronic archive management culture in accordance with archival laws and regulations as well as working procedures within the Ministry of Agrarian Affairs and Spatial Planning/National Land Agency ;
- 4) Reducing the level of risk associated with the management of physical records;
- 5) The creation of business process efficiency in the provision of electronic-based land services;
- 6) Realization of completeness of digital/electronic land document archive data;
- 7) Guaranteed security of digital/electronic archives from the risks of their misuse;
- 8) The creation of further initiatives on the development of an electronic document management system that is accountable, fast and easily accessible;
- 9) Creating a culture of good information and communication technology governance through an electronic archive system.

The first stage of the digitization of land documents and land data validation was carried out in 2020 at the Banjarmasin City Land Office with a target of 50,000 (fifty thousand) documents. In 2021 it will be held at 6 (six) Land Offices, namely the Banjarbaru City Land Office, Banjarmasin City Land Office, Banjar Regency Land Office, Barito Kuala Regency Land Office, Tanah Laut Regency Land Office, and Hulu Sungai Tengah Regency Land Office with the target of digitizing

documents land data of 300,000 (three hundred thousand) documents and a target of land data validation of 250,000 (two hundred and fifty thousand) documents.

There is also the provision of data processing tools in the Agrarian Reform Acceleration Program, the scope of this activity is to support program implementation by considering the number of services in each Land Office that is the location. In South Kalimantan Province, the estimated data processing equipment needs are as follows: 1) Textual PCs of 58 units; 2) Spatial PCs as many as 34 units; 3) 23 units of Passbook printers; 3) Laser Printers as many as 23 units; 4) 22 units of A3 scanners; 5) AutoCAD Map software as many as 11 units. With the provision of data processing equipment in the form of adequate facilities and infrastructure, it will provide comfort in carrying out activities, so it is expected that the activation process can run optimally and the work results obtained will be of higher quality.

Input Evaluation. The organizational structure for implementing the Agrarian Reform Acceleration Program has been determined based on the Decree of the Minister of Agrarian Affairs and Spatial Planning/Head of the National Land Agency of the Republic of Indonesia Number 258/KEP-4.1/VI/2018 dated 22 June 2018 concerning the Establishment of an Activity Management Unit and an Activity Implementing Unit Program for the Acceleration of Agrarian Reform. The Activity Management Unit is led by a director and assisted by a deputy director, a secretary, the planning department, the operational technical section, and the finance department. The Activity Implementing Unit at the Regional Office of the National Land Agency is led by a chairman and assisted by a deputy chairman, secretary, and several members. This structure is the same as the Activity Implementing Unit at the Land Office level. In South Kalimantan Province the formation of a coordination team for the Acceleration of Agrarian Reform Program is stated in the Decree of the Head of the Regional Office of the National Land Agency Number 4.6/KEP-63-UP.02.03/I/2021 dated January 4, 2021, for effective implementation of the program on the membership of the coordination team involving parties from other relevant agencies.

In terms of implementing the foreign debt budget, the World Bank loan agreement document requires the Activity Management Unit to prepare an Annual Work Plan (AWP), starting from the 2018 fiscal year. The Annual Work Plan must be submitted to the World

Bank no later than September 30 each year before the budget year for the implementation of the activities. The said Annual Work Plan must contain the following: 1) Suggestions for all activities to be carried out in the implementation budget year; 2) Proposed expenditure plans for the proposed activities, including the plan for disbursement of funds.

The World Bank will review the Annual Work Plan submitted by the Activity Management Unit. If deemed necessary, the World Bank will request a special time to discuss the proposed Annual Work Plan submitted. The Activity Management Unit must explain any questions and comments from the World Bank regarding the proposed Annual Work Plan. The revised Annual Work Plan containing all the results of improvements and World Bank proposals (if any) must be submitted no later than November 30 for approval. The implementation of an activity that is not included in the Annual Work Plan will result in the disbursement of funds for that activity (Ineligible Expenditures). In carrying out the process of preparing the Annual Work Plan, the Activity Management Unit may use data on proposed activities and budget allocations that have been submitted during a trilateral meeting with Bappenas, Directorate General of Budget and Directorate General of Risk Financing Management, Ministry of Finance.

The main stages in the implementation of the Complete Systematic Land Registration with Community Participation which is part of the Agrarian Reform Acceleration Program are 1) Preparation and planning of work by determining the location of activities, preparing a Decree on the determination of implementing officers, conducting counseling and formation of puldatan, as well as conducting training to puldatan to be able to carry out the task of collecting land data. 2) Physical data collection, with the stages of conducting initial identification of land parcel boundaries, determining land parcel boundaries and measuring, verifying registered land parcels, making measuring drawings, improving the quality of registered land parcel data, making land parcel maps, and clarifying physical land parcel data. 3) Juridical data collection is carried out by puldatan with the stages of collecting juridical documents collected, including a photocopy of the identity of the owner of the land parcel (KTP/KK), photocopy of title rights (SPPT PBB/Grik/Letter C, etc.), photocopy of certificate/GS /SU (if any) for land documents that have been registered/certified and a Statement of Physical Ownership. And finally, verify and digitize the juridical

documents that have been collected. In the activity of measuring land parcels, the main method used in the measurement and mapping activities is the Complete Systematic Land Registration with Community Participation in the photogrammetric method. If it is not possible because the boundaries of the plot of land are not visible on the Work Map, then other methods such as terrestrial, GNSS, or a combination can be carried out.

The activity of digitizing and validating land data is a contractual activity that involves a third party in the process. However, before digitizing land documents, it is necessary to prepare and research various aspects of the archives to be digitized. The stages of this activity involve the Preparation Team, the Implementation Team, and the Supervisory Team who have their respective roles and duties. The Preparatory Team determines and prepares the Land Book, Measurement Letter, and Registration Certificate to be scanned. The Implementing Team (Land Office/Service Provider) plays a role in determining the entry list, media, and equipment to be used for digitization work. The Supervisory Team that comes from elements of the Regional Office/Land Office plays a role in determining the officers appointed to oversee the implementation of digitization activities and carry out quality control.

Process Evaluation. In the land parcel measurement activity carried out by a third party in phase four starting in 2021, 8 work lots have been determined whose implementers have passed the evaluation and qualification for the tender for the procurement of government goods and services, the first lot is in Banjarmasin City, Banjarbaru City, and Banjar Regency with a target as many as 42,000 (forty-two thousand) parcels of land with the executor by PT. Karvak Nusa Geomatika, the second lot in Tapin Regency and Hulu Sungai Selatan Regency with a target of 40,000 (forty thousand) plots of land with PT. Rasipta Consultama, the third lot in Tabalong Regency with a target of 40,000 (forty thousand) plots of land with PT. Ajisaka Destar Utama, the fourth lot in Hulu Sungai Utara Regency with a target of 40,000 (forty thousand) plots of land with PT. Ajisaka Destar Utama, the fifth lot in Balangan Regency with a target of 40,000 (forty thousand) plots of land with PT. Web Gis Indonesia, the sixth lot in Kotabaru Regency and Tanah Bumbu Regency with a target of 38,000 (thirty-eight thousand) plots of land with PT. Global Profex Synergy, seventh lot in Hulu Sungai Tengah Regency with a target of 35,000

(thirty-five thousand) plots of land with PT. Global Profex Synergy, and the last one in the eighth lot in Barito Kuala Regency with a target of 25,000 (twenty-five thousand) plots of land with PT. Global Profex Synergy. The implementation of activities will be carried out starting on July 26, 2021, until December 22, 2021, with the option of an extension of time for 3 months if the achievements have not been fully met. The tender for the measurement of land parcels was only carried out in mid-2021, which is one of the factors causing the slow progress of activities.

The factor that becomes the next evaluation is Puldatan, which is an element of the community in the Complete Systematic Land Registration with Community Participation, which needs to be reviewed for its functions and duties because based on field observations there are puldatans who do not have the capability in the task of collecting land data even though they have been given adequate training. Because the task of collecting land data is considered quite difficult, it requires officers who are experienced and understand the provisions in the land sector. The land parcel measurement provider cannot carry out its measurement tasks if it is not supported by land data from puldatan, so this becomes an obstacle in carrying out activities. This is consistent with the prior study conducted by Kusmiarto and colleagues, who said that community participation in land registration activities is a complicated and not simple activity that can only be performed by individuals who are educated and trained and have had formal education for a long time (Kusmiarto et al., 2020)

The implementation of the digitization of warkah documents is a contractual activity that involves other service providers in the process. The service provider selected through the government's goods and services procurement mechanism carries out the work by referring to the technical specifications that have been determined the implementation of the work will be monitored by the employer and the final result must obtain approval from the supervisory consultant appointed by the Center for Data and Information on Land and Food Agriculture. Sustainable. Based on the results of a tender conducted by the Procurement Service Unit with a target for each digitization activity of 50,000 (fifty thousand) documents and validation of 50,000 (fifty thousand) documents, the providers are Banjar Regency, Barito Kuala Regency, and Hulu Sungai Tengah Regency by PT. The Solution Business Administration, in Tanah Laut Regency and Banjarbaru City,

was implemented by PT. Onward Bladgoud Indonesia and the City of Banjarmasin by PT. Raycom Document Solutions. The activity is carried out for 84 days starting on November 21, 2021, until February 2, 2022.

For the procurement of data processing equipment, no significant problems were found, although the tender failed due to an error in determining the required technical specifications. After re-tendering, in the end, PT. Raycom Document Solutions with a contract value of Rp. 2,866,762,950 (two billion eight hundred sixty-six million seven hundred sixty-two thousand nine hundred and fifty rupiahs), with the execution of the contract for 30 days starting on December 1, 2021, until December 30, 2021.

Product Evaluation. The achievements of the Agrarian Reform Acceleration Program in South Kalimantan Province, for the measurement of land documents in the first phase in 2019 from the target of 50,000 (fifty thousand) land documents, reached 50,000 (fifty thousand) land documents with a percentage of 100% achievement. In the second phase in 2020, from the target of 280,000 (two hundred and eighty thousand) land documents, 250,380 (two hundred fifty-thousand three hundred eighty) land documents were achieved with an achievement percentage of 89%. Meanwhile, the measurement of land parcels in the fourth phase as of December 31, 2021, reached 112,798 (one hundred and twelve thousand seven hundred ninety-eight) plots of the target of 300,000 (three hundred thousand) plots, or 38%.

Several factors caused the target not to be achieved, especially in the third and fourth phases, among others: 1) in several areas in South Kalimantan Province, the geographical conditions of the area are difficult to reach for measuring plots of land, there are even areas that are flooded throughout the year, so the stakes are land parcel boundaries cannot be found, 2) the unavailability of land documents owned by the community as one of the requirements to participate in the program, 3) public ignorance of the Agrarian Reform Acceleration Program, 4) misunderstanding of information received by the community, they feel worried if the land is owned When measuring land parcels are carried out, it will cause the price of tax payments to increase so that it will burden their economy. Regarding ignorance and misunderstanding of information received by the public, the implementers of the Agrarian Reform Acceleration Program have

carried out intensive and periodic socialization of the program implementation, through active campaigns on radio, as well as through making and showing short videos on social media that seek to invite and encourage the public to participate. in the successful implementation of the program.

Table 1
*Foreign Debt of the Agrarian Reform Program
in South Kalimantan Province in 2021*

Location	Foreign Debt Budget		
	ceiling*	Realization*	Percentage
Kalimantan Selatan	98,695,716,000	79,771,145,313	80.83
Banjarmasin	2,251,549,000	2,083,299,500	92.53
Banjar	2,247.079,000	1,736,070,920	77.26
Tapin	1.375.058.000	1,126,753,936	81.94
Hulu Sungai	1,509,488,000	1,312,423,900	86.94
Selatan	2,525,579,000	1,741,840,982	68.97
Hulu Sungai	1,286,176,000	722.472.900	56.17
Tengah	2,466,604,000	1,508,610,000	61.16
Hulu Sungai Utara	1.199.950.000	880.585.660	73.39
Tabalong	2,584,674,000	2,331,176,000	90.19
Tanah Laut	1,425,469,000	1,384,549,000	97.13
Barito Kuala	2,817,331,000	2,815,573,000	99.94
Kotabaru	2,097,576,000	1,694,873,500	80,80
Balangan	1,267,822,000	1,234,530,000	97.37
Banjarbaru			
Tanah Bumbu			
Amount	123,750,071,000	100,343,904,611	81.09

*Rupiah currency

Source: Secretariat of the Agrarian Reform Acceleration Program

It can be seen in Table 1 that the foreign debt budget ceiling for the Agrarian Reform Acceleration Program in South Kalimantan Province in 2021 is Rp. 123,750,071,000 (one hundred twenty-three billion seven hundred fifty million seventy-one thousand rupiahs) with a budget realization of Rp. 100,343,904,611 (one hundred billion three hundred forty-three million nine hundred four thousand six hundred and eleven rupiahs) or 81.09 %. The budget achievement has not been optimal because several activities that are part of the Agrarian

Reform Acceleration Program are not physically achieved, and there is a remaining tender budget which is the difference between the budget ceiling and the bid price from the provider.

The procurement of data processing equipment has been completely fulfilled and has been used by the implementers of the Agrarian Reform Acceleration Program to support the course of the activities. This is in line with the results of previous research which stated that there was a significant influence between the fulfillment of infrastructure and employee performance (Aula & Nugraha, 2020).

For the achievements of the digitization of land certificates and land data validation in 6 (six) regencies and cities throughout the province of South Kalimantan, as follows, in Banjar Regency, Barito Kuala Regency, Banjarbaru City, and Banjarmasin City, digitization and validation were achieved at 100%, but in Tanah Laut Regency it was achieved 79%, while in Hulu Sungai Tengah it was 40%. In its implementation, the digitization of land parcels and land data validation did not reach the target, including because the availability of documents to be digitized was not as much as the set target, therefore it would be more appropriate when planning and budgeting to ensure in advance the number of documents available at the office. land, so that the budgeted foreign debt funds can be used optimally.

With the implementation of the digitization of land certificates and land data validation, the benefits obtained include providing convenience and improving the quality of land services to the community and supporting the implementation of Ease Of Doing Business (EoDB), securing documents from disaster risks that can cause loss of physical documents, as an acceleration of implementation. land registration by utilizing electronic documents in the process of searching and verifying registration files, as well as benefits so that electronic archives/ documents can be used for the land database validation process so that electronic land data becomes complete and accurate. This is in line with the objective of the Agrarian Reform Acceleration Program which wants to increase the implementation of a modern electronic-based land administration system and develop the capacity and management of land administration.

Conclusion

The World Bank and the Government of Indonesia have agreed to finance the Agrarian Reform Acceleration Program, this program is planned to accelerate the acceleration of asset legalization through a Complete Systematic Land Registration, and improve the implementation of a modern electronic-based land administration system and develop capacity and management of land administration. South Kalimantan Province is one of 7 (seven) provinces where the program is implemented. With the CIPP model (Context, Input, Process, and Product) in this study, an evaluation of the implementation of the Agrarian Reform Acceleration Program in the Province of South Kalimantan was carried out. The state is self-managed, one of the results of the evaluation in the implementation of the program, namely Puldatan which is an element of the community in the Complete Systematic Land Registration with Community Participation, needs to be reviewed for its functions and duties because there are Puldatans who do not have the capability in the task of collecting land data even though they have been given sufficient training. The suggestions from the researchers for the collection of juridical land data are carried out by the State Civil Apparatus from the Land Office by taking into account the number of existing human resources, for elements of the community whose role is as a companion during implementation in the Village/Kelurahan location of the activity. 2) The procurement of data processing equipment has been fully achieved so that it is expected to be able to improve the performance of implementers and support the implementation of the Agrarian Reform Acceleration Program, and 3) Digitization of land parcels and land data validation, in general, this activity has achieved the expected target, in line with the objectives of the Acceleration Program Agrarian Reform which improves the implementation of a modern electronic-based land administration system and develops capacity and management of land administration. Constraints in the implementation of activities include the availability of documents to be digitized not as many as the targets that have been set, therefore it would be more appropriate at the time of planning and budgeting to ensure in advance the number of documents available at the Land Office so that foreign debt funds that are budgeted can be used optimally. Of all the activities carried out, the foreign debt budget for the Agrarian Reform Acceleration Program in South Kalimantan

Province in 2021 was realized at 81.09%. Based on the achievements of the implementation of the Agrarian Reform Acceleration Program in South Kalimantan Province, in general, it has been successful and effective, the activities can adapt well to the geographical characteristics and existing human resources, and the results obtained are significant and have a good impact and are in line with the goals that have been set. However, for the Agrarian Reform Acceleration Program to be sustainable, it is necessary to monitor, evaluate and improve program implementation regularly and consistently.

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Effectiveness of Public Services at the Harbormaster Office and Port Authority Class III Parepare

Triono ^{a,1}, Rifdan ^{b,2}

^a Mahasiswa Prodi Doktor Administrasi Publik, UNM, Makassar,
trionoppns@gmail.com

^b Dosen Prodi Doktor Administrasi Publik, UNM, Makassar,
rifdanunm@gmail.com

ABSTRACT

Effectiveness is very important in public services. This study aims to determine the effectiveness of public services at the Port Authority and Port Authority Class III Parepare and the factors that influence the effectiveness of public services at the Port Authority and Class III Parepare Offices. This research is descriptive and qualitative, while the data collection techniques are carried out through observation, interviews, and documentation studies. The results showed the effectiveness of the Class III Parepare Harbormaster and Port Authority offices which were seen based on the timeliness of service at the Parepare Class III Harbormaster and Port Authority offices as very good. the community can provide effective services and fulfill community satisfaction. The factors that influence the effectiveness of public services at the Port Authority and Class III Parepare offices are the resources of the apparatus and infrastructure.

Keywords: Effectiveness, Public Service, Harbormaster, and Port Authority.

Introduction

Current developments and progress in various fields always prioritize the effectiveness of services that can move and run the organization at the same time. The creation of good effectiveness is expected to be able to ensure the acceleration of smooth and fast service to the community. effectiveness is a very important concept because it can provide an overview of the measurement of a job and provide an organization's success in achieving its goals, or it can be said that effectiveness is the level of achievement of the objectives of the activities that have been carried out compared to the targets that have been previously set.

In general, effectiveness indicates the amount to which a goal has been predetermined by the target (quantity, quality, and time) that has been reached by management, where the target has been

predetermined (Engkus, 2019). Measuring organizational performance is not an easy task since it may be researched from numerous angles and depends on who is measuring and presenting it (Ramdhani & Ramdhani, 2017). The work accomplished by an organization can be used to assess its effectiveness (Jamaluddin, 2016). According to (Chairi et al., 2016), effectiveness may be judged by an organization's success or failure to achieve its goals. If an organization achieves its objectives, it is considered to be successful to have been running effectively (Rinaldi, 2012).

A measure of effectiveness must be a comparison of inputs and outputs, a measure of effectiveness must be the level of satisfaction and the creation of a conducive working relationship and high intensity, meaning that the existence of a state of mutual ownership with a high level of intensity is a measure of effectiveness (Setyowati, 2007). 2018). Factors that affect effectiveness are not only within the organization but some factors come from outside the organization but the percentage is very small, for example, factors from the family, economy, and so on.

Service may be described as a person, group, or organization acting directly or indirectly to address needs (Kurniawan, 2016). The term "service" is derived from the word "service," which implies assisting in the provision of everything required by others for the act of serving (Edyanto, 2018). Because service is primarily a sequence of acts, it is a process (Junianto, Irvan & Kencana, 2020). Services are provided on a regular and ongoing basis, including all aspects of people's lives in society (Mohi & Mahmud, 2018). Service or service is an appearance performance, that does not materialize and quickly disappears, it can be felt more than owned, and customers are more able to participate actively in the process of consuming these services. Services are activities offered by organizations or individuals to consumers, which are intangible and cannot be owned.

Quality is a government endeavor to deliver excellent public services, which is critical (Yayat, 2017). Because public services are intrinsic tasks and functions in any government structure, they require substantial attention and management. The degree of quality of public service performance has a broad influence on many parts of life, particularly in achieving community welfare (Muh. Nasrullah, Rudi Salam., Dwi Pratiwi, 2017). As a result, efforts to enhance public services must be made regularly and sustainably by all levels of

government, both in the center and in the regions. The services provided by members of the organization can provide satisfaction to consumers or customers. As a benchmark is an absence or lack of complaints from the public/consumers. Meanwhile, effective public services are marked by the absence of middlemen.

The product dimension looks at the quality of goods and services from the perspective of the degree of conformity with their specifications, which looks at the quality of a figure that can be seen, visible, and can be identified through inspection and observation. While the perspective of the relationship between the product and the user is a characteristic of the environment where product quality is dynamic, so the product must be adapted to the changing demands of product users. If an organization wants quality, then what an organization wants to do needs to be adjusted to the needs of its organizational members and the wider community as service users. What are the goals, and interests, of employees, and what society wants should be feedback on an organization? Public services are closely tied to the government since one of the government's obligations is to offer services to the community. The quality of direct public services obtained by the population can be used to judge the quality of government. The goal of public services is to fulfill or conform to the wishes of the community/customers in general. To do this, high-quality services that meet the needs and preferences of the community are required.

Ports play a vital and strategic role in the industrial and commercial expansion, and they may help to drive national development. This has implications for port business segment management in terms of ensuring that operations are carried out successfully and that services flow smoothly. The port office and port authority class III Parepare are required to improve the quality of their services as part of a government organization serving the community so that service users are satisfied with the services provided and people feel comfortable using the services at the port office and port authority class III Parepare.

The public's need for effective, efficient, and gratifying public services from government personnel as public servants is growing (Ayatullah Khomeini, 2013). This is tied to the evolution of the community's needs, aspirations, and expectations, which continue to increase and become more current. People dislike services that are

complicated, lengthy, and hazardous owing to lengthy bureaucratic chains. The community demands newness in service and understands the needs and desires that may be met in a short period. If service organizations wish to maintain a positive image, they must respond to and meet this demand. As a result, management must re-evaluate the components of the services that have been delivered in line with the requirements and wishes of the people being served, or there will be a gap between services. The presence of a gap implies that the quality of service is not outstanding, which has the potential to diminish the agency's total performance.

The implementation of effective, efficient, and competitive maritime national transportation as well as providing added value as infrastructure and the backbone of the life of the nation and state following the vision held by the Directorate General of Sea Transportation is necessary to be realized. The port office of the harbormaster and port authority class III Parepare has the task of carrying out the provision of traffic and sea transportation services, security, and safety in port waters to facilitate sea transportation. The importance of safety and security issues, as well as activities in sea transportation shipping, is the responsibility of the port. Based on the description above, the author is interested in conducting research entitled "Service Effectiveness at the Port Authority and Class III Parepare Office".

Method

Research sites

Based on the title of the research that the author adopted and obtained the data, the location of this research was carried out at the Port Authority and Class III Parepare Office.

Types of research

This research is qualitative. This study seeks to describe the effectiveness of services at the Port Authority and Class III Parepare Offices.

Data source

The sources of data in this study are, observation (observations), interviews (interviews) with informants, and supporting data obtained through library research conducted by reading literature books, laws, documents, government regulations,

Data collection technique

Data collection techniques in this study through observation, interviews, and literature study.

Data analysis technique

To analyze the data in the problem in this study the author uses qualitative data analysis. The method used in qualitative data analysis is to analyze data based on the quality of the data used to solve the main research problems, then described in descriptive language.

Results and Discussion

A. Effectiveness of Services at the Port Authority and Class III Parepare Offices.

Service effectiveness is very important in achieving goals in a service. The effectiveness of the Port Authority and Class III Parepare Offices has been implemented for a long time to produce effective and maximum services that are competitive. Employees are required to comply with various regulations regarding effectiveness so that services run optimally. The effectiveness of services at the Port Authority and Class III Parepare Offices is closely related to the state of the human resources contained therein along with the tasks and functions assigned following their main duties and functions. The efficacy of public services is a dynamic situation relating to products, services, people, processes, and the environment in which quality is judged at the moment of delivery.

As a public worker, I understand that the primary responsibility of the government machinery is to deliver the highest level of service to the community. The government established Public Services Law Number 25 of 2009 to give the highest quality service from government personnel. One of the hallmarks of excellent governance as a goal of empowering the state machinery is the provision of high-quality public services. In this sense, increasing the quality of public services is an ongoing endeavor that must be undertaken by all levels of government. One of the hallmarks of excellent governance as a goal of empowering the state machinery is the provision of high-quality public services. In this sense, increasing the quality of public services is an ongoing endeavor that must be undertaken by all government employees. One of the hallmarks of excellent governance as a goal of empowering the state machinery is the provision of high-quality public services. In this sense, increasing the quality of public services is an ongoing endeavor that must be undertaken by all government

employees. Serviceability substantially promotes the attainment of organizational goals; the greater the apparatus's ability to carry out its tasks, the more successful the performance of the apparatus.

The indicators of service effectiveness at the Port Authority and Class III Parepare Offices are:

1. Punctuality

Timeliness means that the implementation of public services can be completed within the specified time. This is supported by the ability of the apparatus in completing service tasks, and adequate facilities. Punctuality in completing work is a major factor. Timeliness is also very important in service, if the service is not on time then the service will not be effective and this greatly affects the satisfaction of the people served. Based on the results of interviews with informants stated that:

“.....I think the punctuality of the port officials and the Class III Parepare Port Authority has been very good. Because basically, punctuality is the main foundation for employees to make a job effective (Interview Results November 2021).

Furthermore, the results of interviews with informants stated that:

“.....Timeliness is the basis for maximizing the work done.” (Interview Results November 2021).

Based on the results of interviews with informants, information was obtained that punctuality has a major influence on the effectiveness of the Port Authority and Class III Parepare Port Authority. If the timeliness is not optimal, then the effectiveness of the service will not be maximized. As for the punctuality in service at the Port Authority and Class III Parepare offices, it is very good. The government established Public Services Law Number 25 of 2009 to give the highest quality service from government personnel. One of the hallmarks of excellent governance as a goal of empowering the state machinery is the provision of high-quality public services. In this sense, increasing the quality of public services is an ongoing endeavor that must be undertaken by all government employees. The principles of good governance, which are the efficacy of the government's role itself, are regulated by Law Number 25 of 2009. Effective public services provided by governments or businesses can help to strengthen democracy and human rights, increase economic prosperity, and social cohesion, reduce poverty, improve environmental protection, use

natural resources wisely, and increase trust in government and public administration.

Timeliness of service is connected to clarity and certainty of service since it is also included in the assessment of the success of a service offered to residents; if services are delayed, it will be damaging to the community, particularly residents who utilize services in the office. When service professionals complete the service process swiftly and precisely, service users are pleased. It is appropriate to view this as staff providing services to the demands of service consumers. The correct service is a match between the services offered and the demands of service users, allowing service users' needs to be effectively addressed and, eventually, community satisfaction to be reached.

Fast and exact service is essential as a type of responsiveness to service consumers, but the service must also be done correctly. If the employee provided service swiftly and fully, the service employee performed his tasks professionally, and service consumers were satisfied. Assurance involves employees' knowledge, skill, courtesy, and trust, which are devoid of danger, risk, and uncertainty. A guarantee is a community's protective endeavor for its inhabitants against hazards that, if they arise, will disturb the order of existence.

2. Motivation

Leaders can encourage their subordinates through attention to their sensitive needs and goals. The more motivated employees to work positively, the better the performance and services provided. Motivation is also part of a way to get effective and maximum results according to the desired goals.

Based on the results of interviews with informants regarding motivation at the Class III Parepare Harbor Authority and Port Authority offices, the informants stated that:

".....I think motivation is very important in every job, we always motivate every employee so that the services carried out run effectively by their respective duties. (Interview Results November 2021).

Based on the results of interviews conducted, information obtained from the leadership always motivates employees at the Port Authority and Class III Parepare Office. Motivation is very important

in every job done so that services run effectively and bring satisfaction to the service user community.

3. Supervision

Supervision is very important to do, with supervision, employee performance can be continuously monitored and this can minimize the risk of errors in carrying out tasks. Supervision is carried out at the Port Authority Office and Class III Parepare Port Authority which is always carried out. Based on the results of interviews with informants stated that:

".....Supervision at the Port Authority and Class III Parepare Office has been carried out and has been carried out well, this is done for the sake of service effectiveness and to avoid errors in the implementation of tasks". (Interview Results November 2021).

Furthermore, the results of interviews with informants stated that;

".....Supervision has been carried out to the maximum so that employees are well controlled". (Interview Results November 2021).

Based on the results of interviews with informants, information was obtained that supervision was always carried out on employees at the Port Authority and Class III Parepare Offices for the sake of service effectiveness. Every society's demands now include public services. Every public bureaucracy must try to deliver the highest quality service to the community of service users.

B. Factors Affecting the Effectiveness of Public Services of the Port Authority and Class III Parepare Offices.

To achieve the best outcomes, every service must-have elements that make working more comfortable. The first component utilized to stimulate the formation of good service at the Port Authority and Class III Parepare Office is the spirit offered by the leadership to their subordinates, intending to provide the finest service for service users in need.

1. Apparatus Resources

To deliver the best possible service to the community, government officials must have dependable quality human resources. It can be claimed that the success of a service is mostly influenced by

the quality of the apparatus designated as public servants. As the basic principle, officials who are creative in carrying out their tasks constantly refer to the rules and regulations that have been set and pay attention to the accuracy of objectives in the performance of service activities as well as discipline and responsibility. As a result, if the apparatus lacks human resources, the apparatus will most likely provide outcomes that are less than optimum.

2. Facilities and Infrastructure

The facilities and infrastructure are one of the supporting aspects or might impede service procedures. The presence of various sorts of facilities and service activities can assist in better serving the community. As a result, facilities and infrastructure might be considered supportive since they can aid in the service process, and vice versa if deficient facilities and infrastructure can impede service operations. According to the findings of informant interviews, the facilities and infrastructure at the Class III Parepare Harbor Authority and Port Authority were adequate and substantially supported the operation of the service, even though the facilities and infrastructure were simple.

Building public trust in public services provided by public service providers is an activity that must be carried out following all citizens' and residents' expectations and demands for improved public services, to emphasize the rights and obligations of every citizen and society. inhabitants, as well as the acceptance of state and corporate duties. Legal norms, are required in the implementation of public services to improve quality and ensure the implementation of public services under general principles of good governance and corporations, as well as to protect every citizen and resident from abuse of authority in public services. supply of government services. Communities must work together to obtain the anticipated results. Furthermore, the function of service facilities is critical and influential in increasing the quality of public services because proper service facilities may make community services more pleasant and gratifying while in the service room. The look of the apparatus in carrying out service duties, the comfort of the location to execute the service, the simplicity of the service process, the discipline of employees in executing services, and the ease of access for consumers in services all contribute to physical evidence. Service requests and the usage of in-service tools

Conclusion

Based on the results of the study, it can be concluded that the effectiveness at the Port Authority and Class III Parepare Office which is seen based on timeliness in service at the Port Authority and Class III Parepare office is very good, and motivation is always carried out by the leadership, as well as supervision is always carried out in the implementation of work so that the community can provide effective services and fulfill community satisfaction. The factors that affect the effectiveness of public services at the harbor office and the Class III Parepare Port Authority are personnel resources and infrastructure.

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Improving the Quality of Learning with the Lesson Study for Learning Community (LSLC) Approach in Elementary School

Nurhadifah Amaliyah ^{a,1}, **Syamsul Bachri Thalib** ^{b,2}, **Abdullah Pandang** ^{c,3}

^a Universitas Negeri Makassar, Nurhadifah.amaliyah05@gmail.com

^b Universitas Negeri Makassar, syamsult@yahoo.com

^c Universitas Negeri Makassar, abdullahpandang1960@gmail.com

ABSTRACT

The purpose of this study is to assess if the Lesson Study For Learning Community (LSLC) strategy improves learning quality in primary schools. To increase the quality of learning, practice lesson study. The research method employs qualitative lesson research. This research demonstrates that there are three major stages in the execution of lesson study, namely Plan (plan), Do (do), and See (see) (reflect). The factors that influence the learning process: (1) Analysis of teacher needs are met (2) Harmonious relationship between teachers, (3) Established cooperation and communication between teachers and principals. (4) Learning device strategies to support peer supervision. (5) Assessment is a systematic process to determine the level of success achieved. (6) Improvements by the results of the assessment that has been carried out. (7) Improving the quality of learning can be seen from the increase in open classes, lesson learned reports, and reflective essays.

Introduction

Education is a human effort to improve knowledge, both those obtained from formal and informal institutions. Informal education is a familial and environmental education path, whereas formal education is an organized and tiered educational path consisting of basic education, secondary school, and higher education. According to the legal basis of UUD NO. 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create an atmosphere and learning process and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, moral intelligence, noble and skills needed by himself, society, nation, and state.

Education is a deliberate action that is carried out for pupils to acquire positive attitudes and personalities, thus education must be implemented in line with the national education system. In this scenario, how education is offered at the primary school level is the

predictor of educational quality. That's why at the time of basic education the development of the potential of students must be paid more attention to and directed properly, Amni Fuziah (2017: 47).

A teacher's role in the learning process should be significant. According to Usman (2011)'s research, learning is an overall educational process in which the instructor is the major component that plays an essential part in the feedback process to reach the aims of education itself. According to Muizzuddin (2019), learning may be optimized if educators have competency in implementing current approaches, tactics, and methodologies during the learning process. A teacher is required to be able to carry out the learning process not focused by just delivering material, but also by having an impact on changing the behavior and knowledge of students so that teachers here are required to always carry out professional coaching and development of teachers.

According to Nana Sutarna (2019: 12), asking kids to stand up and move does not inevitably boost learning. Combining physical exercise with cerebral engagement and the use of all senses, on the other hand, may have a dramatic influence on learning. Furthermore, it is a mix of Lesson Study for Learning Community to carry out a planned learning system team. One model of learning management that is carried out collaboratively starting from the learning planning process (plan), learning implementation (do) and evaluation and reflection (see) is lesson study (Muntari et al., 2021).

Lesson study is defined as a process that includes the following steps: (1) collaborative learning planning; (2) implementing planned learning; (3) discussing the findings of learning observations; (4) revising the lesson plan (optional); (5) reteaching the revised lesson (optional); and (6) sharing thoughts about learning (Saito et al., 2015). Such learning communities require collaborative learning in all classrooms and encourage collegiality in the teacher's room with partnerships among teachers as an important component of success (Saito et al., 2015). Through the learning community (LC), educational units can overcome obstacles that arise in the classroom through collaborative work between teachers, school principals, education activists, and the community.

Based on the results of research conducted by Aditya Nugroho Widiadi and Indah Wahyu Puji Utami (2017: 77-78) Lesson study for learning community praxis in social science learning in junior high

school Through the collegial collaboration of teachers and lecturers This study concludes; one, there was an increase in the quality of social studies learning during the implementation of Lesson Study for Learning Community. This is evidenced by the learning process for four cycles of lesson study. Second, a collegial collaboration between teachers and lecturers has contributed to improving the quality of social studies learning. The pattern of collegial collaboration is manifested during lesson plan and reflection activities, as well as during open lessons. There is a mutual learning relationship and dialogue between teachers and teachers, and between teachers and lecturers.

The practice of implementing lesson study is considered to be able to increase the effectiveness of improving the quality of learning. This is in line with research conducted by Wahyuni (2020) in which lesson study can increase collaboration between educators with one even though they are cross-interested. In addition, the benefits obtained through the practice are the improvement and professional development of lecturers in carrying out the process of providing high order of thinking skills-based education.

Lesson Study

Lesson study, according to Styler and Hiebert (Susilo, 2009: 3), is a collaborative process in a group of teachers when identifying learning problems, designing a learning scenario (which includes activities to find books and articles on the topic to be taught); teaching students according to scenarios (one teacher carries out learning while the other observes), evaluating and revising learning scenarios, re-learning revised learning scenarios, re-evaluating learning, and sharing the results (disseminates).

Lesson study, according to Prayekti and Rasyimah (2014), is a coaching effort to enhance the learning process carried out collectively and constantly by a group of instructors or lecturers in planning, implementing, observing, and reporting learning results.

Lesson study, according to Hendayana, Sumar, et al (2006:10), is a paradigm for promoting the teaching profession via collaborative and sustainable learning studies based on the values of collegiality and reciprocal learning to establish a learning community. Sato's (2016), Lesson study Learning community aims to realize the learning rights of every student, develop professionalism among all teachers, and

prepare a democratic society. A lesson Study is also a study or research or assessment of learning.

Balyer et al. (2015) explained that discussing the learning community among teachers improves student academic performance. So that the learning community becomes very promising for the improvement of progressive schools, through the assistance of the learning community and teacher collaboration, it is hoped that new approaches will emerge to change learning in the classroom to be of higher quality. Lesson study is a collaborative program to improve learning as a form of activity known as "piloting" (Takahashi & McDougal, 2016). Lesson Study is an activity that can support the establishment of a learning community (learning society) that conducts self-improvement on a constant and systematic basis, both at the individual and management levels. The Lesson Study phases are based on Slamet Mulyana's (2007) ideas and the Plan-Do-Check-Act (PDCA) model.



Picture 1. Lesson Study Stages

The objectives of implementing lesson study are 1. Improving the skills of lecturers/teachers in preparing operational learning plans (plans). 2. Improve the skills of lecturers/teachers in carrying out interesting and effective learning (do). 3. Improve the ability of lecturers/teachers to observe learning. 4. Improve the skills of lecturers/teachers in analyzing learning processes and outcomes (see) (Widarto, 2014). The primary goal of lesson study is to increase knowledge about teaching materials, to increase knowledge about learning, to improve the ability to observe learning activities, to improve legal relationships, to increase the relationship between daily learning implementation and long-term goals to be achieved, to

increase learning motivation, both lecturers and students, to always develop, improve the quality of taste, and lesson plan.

According to Rusman (2011), Lesson Study is one of the coaching attempts to enhance the learning process carried out collectively and continually by a group of instructors in planning, implementing, monitoring, and reporting the outcomes of their learning activities' reflection. Lesson study is an effective way that can improve the quality of learning carried out by lecturers and students. Research conducted by Joko Sriyanto Automotive Engineering Education FT UNY, Indonesia "Improving the Quality of Learning through Lesson Study" Improving the quality of learning: 1. Lesson study development is carried out and is based on the results of "sharing" professional knowledge that takes into account the practice and learning outcomes carried out by the students. lecturers and teachers, 2. The emphasis of lesson study is for students to have quality learning, 3. The development of student competencies is the focus and main point of attention in classroom learning, based on real experience in class, lesson study can become the basis for learning development, and 4. Placing the role of lecturers and teachers as learning researchers. 5. An effective way that can improve the quality of learning is carried out by lecturers, teachers, and students. 6. Well-designed will produce professional and innovative lecturers.

Quality of learning

The whole pattern of teacher-student interactions in carrying out teaching and learning activities (Joni in Widja, 1989: 2). When instructors assist students in obtaining knowledge, ideas, skills, values, methods of thinking, and objectives for expressing themselves, the teacher is essentially teaching students to learn, according to Joyce, Weil, and Calhoun (2009: 7). Therefore, the learning model in this study is considered the same as the term learning strategy, because according to Yamin (2013: 4) the term teaching model used by Bruce Joyce and Marsan Weil is the same term for learning strategy.

Slavin (1994: 310) Quality learning can be observed by looking at the level of student activity, organizing, and finding information to clarify what students should achieve during learning. Quality learning will increase student interest. The influence of student interest in learning is very large, students will be active and responsible for the given role. They will be motivated voluntarily and of their own accord

to discover new knowledge and information, and they will be happier because they feel challenged by the material provided. To measure the quality of learning, several indicators are needed. The indicators can be: 1). Achievement of the effectiveness of teacher and student activities, 2). Achievement of the effectiveness of teachers' abilities in managing learning, 3). Achievement of the effectiveness of student skills 4.) Achievement of student learning completeness and student response to learning.

Method

This research method uses lesson research with a qualitative approach. The lesson study model adopted from Saito et al. (2005) is limited to 2 cycles. The sample in this study was selected from a class consisting of 15 fifth grade students of SD Muhammadiyah Perumnas and 4 class teachers and 1 principal. The number of observers involved in each cycle is 3 class teachers and 1 principal. The instruments used are observation sheets for open class activities, lesson learned reports, and reflective essays.

Results and Discussion

In practice, the implementation of lesson study is considered to be able to increase the effectiveness of improving the quality of learning. This is in line with research conducted by Wahyuni (2020) in which lesson study can increase collaboration between educators with one even though they are cross-interested. In addition, the benefits obtained through the practice are the improvement and professional development of teachers in carrying out the process of implementing high order of thinking skills-based education. Teachers feel very helped by the collaborative principle of other fellow teachers. Colleagues as reviewers/observers can give each other recommendations on the process of providing education starting from planning, implementing learning that emphasizes higher-order thinking processes, and assessing learning outcomes in terms of cognitive, affective, and psychomotor. In addition, there is an increase in students' learning motivation in following the learning process and the acquisition of learning outcomes is increasing.

Teachers are required to be professional in carrying out their duties and roles because teachers are central to learning. Based on research by Muizzuddin (2019) where several arguments support that

an educator is required to always develop their professionalism, namely teacher professionalism is necessary for the learning process because the teacher is centrally coordinating the learning process. In addition, professional teachers will always try to carry out effective and systematic learning.

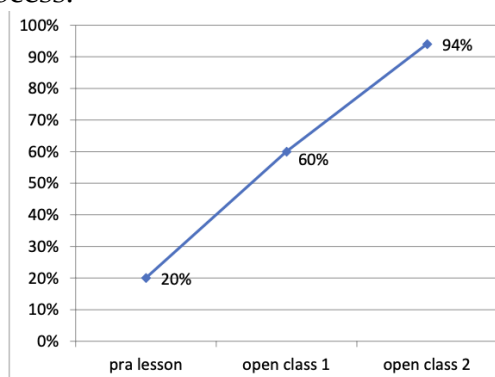
Implementation of learning development in cycle 1 lesson study:

- 1). Determining Research Lesson: Challenges to be solved from problems that occur in schools, especially in the learning process faced by teachers who have relevance to practice in schools, in the form of cognitive and non-cognitive abilities.
- 2). The Innovative Learning Planning (Plan) stage consists of three meetings, which consist of: Composing a learning plan together (teams of teachers and lecturers), Preparing teaching materials/media and equipment needed until they are completely ready to be used in learning.
- 3). Open class/Implementation of learning designs in real classrooms that are observed (Do) include: Implementing open classes by model teachers (alternately), Carrying out learning observations (followed by all teacher and lecturer participants), and each participant making notes on the results of observations, Learning activities are recorded using the camera as evidence of the implementation of activities and used as documentation to view errors during the teaching process.
- 4). Reflection discussions (See) include: Carrying out reflection discussions (participated by all teachers and lecturers), Reflection patterns can use TBLA (Transcript-Based Learning Analysis) Techniques, Discussions can be carried out formally by appointing one as a moderator or a more relaxed discussion but still focus on analyzing learning observation findings in a more analytical way to find solutions or valuable lessons. Written records (minutes) of See's activities are needed to compile reports and write articles because in this section participants can find lessons learned.
- 5). The learning redesign includes: Rearranging the learning plan based on lessons learned or valuable experiences from previous open classes, Completing the required materials/media/tools according to the new plan, and Writing down the improvement points made in the improvement learning plan.
- 6). Open class and Reflection Discussions include: The second open class was carried out by a different teacher. If in the first lesson the teacher is a teacher model, then in the second lesson another teacher is redesigned. Students who are taught with improved learning plans should change classes so as not to repeat

unless the material or learning topic continues, Open class must be recorded so that it can be used as study material to compare improvement and become material for program reports, direct reflection discussions are carried out after learning is carried out (try not to be postponed, unless there is something very urgent). Do not forget to make a written record in the reflection because it is hoped that there will be many lessons learned from this discussion. 7). Writing reflective essays. A reflective essay is writing to express experiences and feelings in carrying out a learning/teaching activity starting from the activities carried out, success/progress, difficulties/failures, and plans to overcome difficulties or improve learning outcomes. This is an additional stage in lesson study which is intended to develop the metacognitive abilities of teachers and lecturers and all participants, both teachers, and lecturers, write a reflective essay of at least one page after each lesson study cycle is complete. Cycle 2 is carried out like the steps in cycle 1 by improving each input from the observer.

Cycle 1: Do, the first open class involve 1 teacher as a model teacher, 3 teachers as observers, and 1 principal. The class is divided into 6 groups with 5 students each. The learning activity lasted for 2x35 minutes, with theme-based learning in class V SD Muhammadiyah Perumnas. Observers observe group practice activities and fill out observation sheets and lesson learned reports. In addition, observers also observe the stages of the model teacher and record every input that will be given to the model teacher. See, based on observations, it was found that students were still less motivated in the learning process because the learning media used by the model teacher did not attract students' attention and learning was effective because it could improve communication skills. 60% of students actively asked questions and studied with their peers, while the other 12 students still tended to be passive. This tendency is caused because students are bored because there are no games applied in the learning process that can prevent students from being bored in the learning process. While the observer's findings, the teacher looks still rigid in the learning process due to the presence of an observer in the class, there are several stages in the learning steps that are missed, the teacher has not implemented learning media that can increase student motivation so that the results of the open class cycle 1 are not 100% of students who learn.

Cycle 2. Plan, based on the results of the reflection in cycle 1, a revision of the lesson study design was carried out with 3 teachers and 1 principal. Learning objectives are formulated systematically. Do, the open class activity in cycle 2 to minimize the deficiencies that occur in cycle 1. While the instruments are in the form of lesson study observation sheets and lesson learned reports. The class is divided into 6 groups of 5 students. Students are given the freedom to study with group members or between other groups. Each group is required to answer questions along with their group team under the teacher's instructions and report the results of assignments in groups in front of the class. See, the main finding of the model lecturer is effective learning activities, 94% of students can actively learn in each process so there is an increase in student learning outcomes. Students perform procedures correctly and actively share knowledge, provide input and confirm assignments to the teacher. All students can communicate knowledge information with colleagues. And students are motivated in the learning process.



Picture 2 Student effectiveness level

The picture above shows that there is an increase in the number of active students in the class. Where initially only 6 students dominated the class before the lesson study was carried out (20%) increased by 40% in the first open class implementation, namely 18 students (60%) were active and 100% studied during learning activities in class. Furthermore, in the implementation of the second open class, there was a significant increase to 94% (28 students) who were active, in other words, there was an increase of 34% from cycle 1 to cycle 2. Besides having an impact on increasing student activity, lesson study activities had a positive impact on improving teacher quality. . This can be seen from the observer's assessment which is more objective and

transparent due to listening in detail to the results of reports from other observers, plus the results of observations of practical activities by model teachers which are strengthened by the results of filling out observation sheets from two observers and the results of filling out lessons learned reports. From the lesson study observation sheet, it is focused on student learning activities, observing in detail how students learn, whom students are studying, finding out the causes of students not being able to study well, and how teachers encourage students to learn so that the results of observer assessments can be used as reference materials for improvement. the next cycle and at the same time as a validator for the assessment of students. Meanwhile, from the learned report, important notes are obtained from the results of the reflection discussion that are used to redesign the chapter lessons for cycle 2. Meanwhile, the valuable lessons in the learned report can be used to better understand learning deficiencies and better understand the character of students. While the reflective essay can be seen from the results of other observers' notes. The essence of lesson study can increase student learning activity and help improve the quality of evaluation/assessment of learning for teachers for students in an objective, accurate, accountable, and transparent manner.

Conclusion

Based on research conducted to improve the quality of learning with the Lesson Study for Learning Community (LSLC) approach in elementary schools. The process of implementing lesson study has three stages, namely Plan (plan), do (implement), and see (reflect). The factors that influence the learning process: (1) Analysis of teacher needs are met (2) Harmonious relationship between teachers, (3) Established cooperation and communication between teachers and principals. (4) Learning device strategies to support peer supervision. (5) Assessment is a systematic process to determine the level of success achieved. (6) Improvements under the results of the assessment that has been carried out. (7) Improving the quality of learning can be seen from the increase in open classes, lesson learned reports, and reflective essays.

Suggestion

Some recommendations that the principal should provide information to his school teachers about peer observation is very important to support the learning process and improve the quality of

learning. The author also provides recommendations to the observer, at the time of pre-observation the observer must also pay close attention to each process. Although the practice of peer-based lesson study, the mechanism must continue to run according to what has been agreed upon both at the planning stage to teaching reflection so that this practice is expected to improve and maintain the quality of teaching to achieve the essence of the learning objectives.

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Village Fund Allocation Policy in Development in Cinnong Village Barebbo District

Syharuddin ^{a,1}, **Rifdan** ^{b,2}

^a Mahasiswa Prodi Doktor Administrasi Publik, UNM, Makassar,
syharuddin007@gmail.com

^b Dosen Program Studi Doktor Administrasi Publik, UNM, Makassar,
rifdanunm@gmail.com

ABSTRACT

Allocation of village funds is the obligation of district/city governments to allocate them into the APBD through balancing funds. This study aims to determine the village government's policy on the management of Cinnong Village funds, Barebbo District, Bone Regency, and the factors that support and hinder the village government in making policies in the allocation of village funds. Data collection techniques were carried out through observation, interviews, and literature studies. The results of the study indicate that the implementation of village autonomy in the research area, in general, has been able to run under applicable regulations, and the allocation of Village funds has been implemented as a whole but is not yet optimal, as for the factors that hinder the implementation of village government policies including those related to community empowerment, level of The education of village officials, sources of funds and other things turned out to be very diverse and influential, so support was needed to focus. The implementation of village autonomy can be carried out well with support from the center because support from the center means financial support.

Introduction

The Medium-Term Village Development Plan (RPJMDES) for a period of 5 years and the Village Development Work Plan, hereinafter referred to as RKPD, which is an elaboration of the RPJMD for the long term are prepared in a time frame as referred to in government regulation No. 6 of 2014 article 64 paragraphs 1 and 2. One year has passed. A Village rule specifies the Village Medium-Term Development Plan, and a Village Head Decree based on Regional regulations specifies the Village Development Plan.

The ability of human resources is one of the determining factors for the success of managing various other resources. The role of qualified human resources is very important in efforts to direct and formulate policies taken by an institution. The performance of these human resources can be further improved if the management and development are carried out in a directed manner and following the

vision-mission and strategy of the organization/institution. The performance of these human resources if they develop optimally will lead to a change in a superior direction.

Development must be governed by a policy that includes directions for carrying out acts as well as prohibitions to guarantee that the development process is directed following the goals that have been established (Ramdhani & Ramdhani, 2017). Furthermore, according to (Akib, 2010) the outcome of policy implementation is change and acceptance of change by the target group. According to (Mujiyanto Solichin, 2015) understanding a policy it is not implemented immediately, will not be possible to know the level of success for many people.

The allocation of village finances is a symbol of the village's right to carry out its autonomy for it to expand and develop in tandem with the village's progress, which is based on variety, participation, original autonomy, and democracy. Village autonomy, according to (Virgie Delawillia Kharisma, and Anwar, 2013), is true, total, and complete autonomy, and is not a gift from the government. Furthermore, according to (Makmur, 2020) a village is said to have autonomy if it has full authority and flexibility to plan development under the authority and jurisdiction that is shared through political decentralization.

The allotment of village money is carried out using both physical and non-physical approaches connected to village development indicators. Village funds are money received from the State Revenue and Expenditure Budget that are earmarked for villages, (Arifudin et al., 2021). The village fund policy is designed to promote development (Suarsih et al., 2017). Village development indicators include education level and health level. With the allocation of village funds for physical development, this Salama is considered relatively sufficient to meet village infrastructure and facilities, however, the village is still far from successful in physical development as a manifestation of village development, but at this time village facilities and infrastructure are still inadequate in achieving sustainable development.

The village has the authority to regulate and manage the interests of the community (Mustanir & Darmiah, 2016). Rural areas are the subject of development (Fransisca Winarni, 2016). Cinnong Village as the research location is due to the visible various significant developments such as the development of the physical sector in the village. In addition, the Bone Regency has implemented the Village

Fund Allocation program since 2008. The Village Fund Allocation in Bone Regency is carried out based on the decision of the Bone Regent No. 141-12/SK/2008 of 2008 concerning Village Fund Allocation. Where, Village Fund Allocation (ADD) is assistance in the form of funds allocated to all villages in Bone Regency, namely 378 villages where the purpose of this program is to finance Village/Kelurahan government programs in carrying out government activities, development, and empowerment of Village/Kelurahan communities.

The effort to implement the Village Fund Allocation program launched by the Bone Regency government is a challenge for the Village/Kelurahan government as illustrated above that the allocation of these funds can still be said to be small in the physical development of the village/kelurahan and community self-help is also a problem because of the poor condition of the community. In this case, the level of education and awareness of progress is still categorized as still lacking. This is a concern of the Village/Kelurahan Government as a policy maker is how to implement the Village/Kelurahan Fund Allocation Program as a strategic step in community empowerment efforts to fulfill facilities and infrastructure in the Village/Kelurahan.

Researchers have their reasons for choosing the Village Fund Allocation program compared to other programs programmed by the government. This interest is because the Village Fund Allocation program has very large and also significant implications for the development of a Village/Kelurahan in every Regency in Indonesia. Control in this program is also fully handled independently by local leaders and also the direct community. Therefore, researchers prefer to examine this program because if these funds are managed honestly, then the results of development are also clearly visible, and vice versa. nonphysical. The physical sector includes the construction of facilities for the Village/Kelurahan such as Puskesmas, roads, houses of worship, the education sector, and others. The non-physical field includes the provision of human resources (Human Resources) such as providing skills for residents and also counseling on various issues that are considered important such as family planning counseling and eradication of illiteracy.

This research was also carried out because of the many phenomena that describe the condition of the village which was slumped in development in the village. This is due to the implementation of regional autonomy which is forwarded to the

village not accompanied by adequate physical decentralization from the central government and district governments, weak regulations regarding the distribution of finance between the regional/district government and the village so that the village has not been able to realize village autonomy. Therefore, it is necessary to make more pro-people policies, both regulations at the central level and the regional level. Therefore, the researcher tries to analyze the Village Fund allocation policy so that the regional regulations made can provide benefits for all parties and can realize Village autonomy.

Based on the description above, the focus of the problems that are of concern in this study are as follows:

1. What is the village government's policy towards the management of Cinnong Village funds, Barebbo District, and Bone Regency?
2. What factors support and hinder the village government in making policies regarding the allocation of village funds?

Method

A. Research Location

This research was conducted in Cinnong Village, Barebbo District, Bone Regency, South Sulawesi Province with reason to know the policies of the Cinnong Village government in allocating village funds.

B. Type of Research

The type of research used is descriptive qualitative. Descriptive research aims to accurately describe the characteristics of individuals and social conditions that arise in the local community.

C. Data Type

The types of data in this study, namely:

1. Primary data is data obtained from field research or field research through interviews.
2. Secondary data, namely data obtained through library research or library research, with this the author tries to explore and collect these materials from books, laws, regulations, and other publications that are considered to be related to the object of research.

D. Data Collection Techniques

In this study, the authors used data collection techniques with interviews, observations, and literature studies.

E. Research informants

In research, information is very important in a research process so that what is obtained is truly accurate. So that the information obtained can help researchers take samples in Cinnong village from as many as 17 informants, namely from elements, government at the village level, community leaders, youth leaders, religious leaders, and local communities.

Results and Discussion

A. The policy of the village government towards the management of Cinnong Village funds, Barebbo District, and Bone Regency to realize village autonomy

The granting of authority to formulate policies in the village of Cinnong does not mean an intervention that is far from the authority that has been given to the village but is solely intended as an effort so that the management of village fund allocations can be efficient and effective following the directions for providing these funds. However, it is no less important to always improve the capacity of village government officials in managing village finances, both in planning, implementation, and budget accountability. There are several policies of the Cinnong village government towards the management of village funds, namely:

1. Musrenbang

It is an annual deliberation forum held in a participatory manner by stakeholders to agree on an activity plan for the next fiscal year.

a. Preparation phase

Establish a team of village musrenbang facilitators consisting of the BPD and other village government officials. The task of the village musrenbang facilitation team is to facilitate the implementation of the village musrenbang. And the village head determines the village musrenbang organizing team.

b. Implementation stage

Registration of participants, explanation of the village head on priority village development activities, signing of the minutes of the village musrenbang carried out.

c. Output

The results of the village musrenbang activities are conceptualized to be a development proposal that will be carried out by the village government in one year.

2. Construction of farm roads

The farm road is a road made by the village government to make it easier for farmers to reach their gardens which are located far from residential areas.

a. Preparation phase

This stage is carried out by the government together with village officials, the technical budget plan is needed and who will carry out the work. In this case, the government's road farm prepares a budget for development because it cannot be carried out in cooperation, so it is carried out by road construction contractors who use heavy equipment. But it doesn't mean that the community is free from responsibility. A simple design made as a reference in the implementation of activities made with field conditions, field needs, adequacy of funds, and availability of local materials based on community consensus.

b. Implementation stage

The construction of farm roads is expected to provide benefits to the local community and can grow the community's economy, community participation is highly expected for the implementation of the work because funds are very limited. Technical guidelines for road construction activities for farming are further elaborated in the implementation instructions made by the agricultural sector office by taking into account environmental conditions, and coordinating with village communities to obtain support and convenience in implementation because the locations traversed are not compensated, so there is a need for an approach so as not to. There are barriers from society. With the farm road made by the

government, the community can carry out their activities easily because before there was a farming road this road, could only be passed by foot and horse. But with the existence of a farm road, it can be passed by motorized vehicles.

3. Development of the health sector

Health problems are considered a major concern by the government in Cinnong Village, which is sufficient because it is located not far from the district capital so that the local government pays more attention and prepares health facilities that have adequate facilities and are affordable to the community because road access is quite good. Cinnong Village has a village midwife who is on duty at the village posyandu and is ready 24 hours to serve the community, village midwives and village government officials often provide knowledge about the importance of health for humans and how to maintain health. This is done during routine gatherings and posyandu which are held one month a day. In Cinnong Village, in terms of public health, together with the village apparatus together as much as possible to create a safe and healthy community from various kinds of diseases. Some of the government's attention to the health sector, among others;

- a) Creation of Yandu post
- b) Free health
- c) Integrated services
- d) Clean water management
- e) Environmental cleanliness every Sunday
- f) Health and nutrition education
- g) Provision of latrines in every house

4. Development of the Education Sector

One of the main elements that are no less important in the field of village development is that the target for the development of Cinnong Village, Barebbo District is the education sector, this can be seen by the government's special attention in providing a fairly large budget for the design of village consultation meetings.

B. Supporting and Inhibiting Factors

a. Supporting factors.

With the limitations faced by the research area village government, namely Cinnong village, Barebbo district, from internal

factors, the Village Representative Body (BPD) and village officials and in general the community, in general, has supported the implementation of village autonomy per Law Number 6 of 2014 and government regulation No. 43 of 2014 concerning village funds, however, there are also several external factors, namely the district/provincial government and the central government, there are still many lacks of support, especially the problem of funds that lack support for the implementation of village autonomy for the smooth implementation of village development according to the law. No. 6 of 2014 is as follows:

a. Fund Support

This factor will greatly affect the implementation of village autonomy in general in the village area in Barebbo District, according to the Cinnong village head (Interview 10 July 2018) saying as follows: that so far the factor of funding support is to support the duties, functions, and authorities of the Cinnong village head, sub-district Barebbo is still not adequate, in terms of low financial support such as low operational funds and incentives sourced from APBDES or ADD in Cinnong village, one of the research samples.

b. Coordination factor

Good coordination between the village head and the head of the BPD Cinnong Village with the sub-district head, village officials, community leaders, and parties who have expertise and institutions in the village and sub-district in the context of implementing village autonomy is one of the supporting factors for the work of tasks, functions and the authority of the village head, this was stated by the village head of Cinnong (Interview on 20 May 2018) who said that the forms of coordination in question were as follows; The meetings are always scheduled jointly between the head of the BPD, village officials, all members of the BPD, the head of the hamlet, community leaders, and religious leaders in Cinnong Village, Barebbo District to discuss the progress of component village development and concern for the government. The village is the responsibility of all elements of society, not the responsibility of the village head and village representative bodies only.

c. Commitment Factor

This factor is also very important for all village officials in the implementation of BPD supervision of the implementation of government and village development to be able to support their duties, functions, and authorities, such as always being committed to service to the community so that people trust their village government. The commitment of all stakeholders to village government. So it does not appear that the village government is only the task of the village head and the BPD, not this, so all components must take responsibility for the progress of village development and remember that the village government will determine the success or failure of the overall development program.

2. Inhibiting factor

Several factors hindered the implementation of village autonomy, namely;

a. Lack of contact with outsiders.

People who do not have contact with outsiders can lead to a lack of information about the development of Indonesia, this results in the community being alienated and remaining trapped in narrow and old patterns of thought. In addition, they tend to maintain traditions that do not encourage progress.

b. People's Attitude

People who adhere to tradition and believe that tradition cannot be changed might stymie social development in that culture. This is because individuals are unwilling to accept outside innovation. One of the variables that might stimulate the anticipated changes in society is creativity.

c. Facilities and infrastructure

The facilities and infrastructure are sufficient because the district government pays enough attention. After all, it is directly adjacent to the district capital so the facilities are sufficient to carry out village development, especially community services. But there are no village assets that generate income so villages, in general, have difficulty getting adequate

sources of village income, so the implementation of village development is slow.

Conclusion

Based on the description that has been stated previously, the conclusions from the research are:

1. The implementation of village autonomy in the research area has generally been able to run under the provisions of Law no. 6 of 2014 and Regional Regulation No. 41 of 2014 concerning the Allocation of Village Funds has been implemented in its entirety but has not been optimal as expected, especially for the implementation of development; resources, health, education, and community services and the field of community organization.
2. Based on the results of this scientific research, various inhibiting factors can influence village government policies, including those related to community empowerment, education level of village officials, sources of funds, and others, these are very diverse and influential, so support is needed to focus. The implementation of village autonomy can be carried out well with support from the center because support from the center means that financial support will be disbursed with these funds the village government can carry out community development and empowerment in Cinnong village.

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EFL Teachers' Attitudes on Multiple Intelligences (MI) Based Instruction in an Indonesian Secondary School

Hardianti ^{a,1}, Muhammad Basri Jafar ^{b,2}, Yusniati N. Sabata ^{c,3}

^a English Language Study, Faculty of Teachers' Training and Education, Universitas Muhammadiyah Luwuk, hardiantiharun651@gmail.com

^b Faculty of Languages and Literature, Universitas Negeri Makassar, muhammadbasri@unm.ac.id

^c English Language Study, Faculty of Teachers' Training and Education, Universitas Muhammadiyah Luwuk, yusniati.n.sabata@gmail.com,

ABSTRACT

This study is aimed at exploring the attitudes of EFL teachers on Multiple Intelligences (MI) theory in teaching English in Indonesian secondary schools. It employs both quantitative and qualitative analysis by taking 5 teachers as the participants of the study selected through the purposive sampling technique. The data were obtained from questionnaires, non-participant observation, documentation, and interviews. The collected data were analyzed quantitatively for the first and second research questions while the third research question was analyzed qualitatively. The result of this current study does not only exhibit some optimistic but also undesirable nuances. In one case, teachers are motivated to implement MI for avoiding monotonous approaches to teaching English. In another case, a thoughtful challenge is found when teachers face non-technical obstacles. Consequently, the findings lead to the classification of teachers' attitudes within MI-based instruction, namely: (1) greatly integrated MI-based instruction; (2) fairly integrated MI-based instruction; (3) poorly integrated MI-based instruction. What is evident is that the higher the integrated MI-based instruction, the better the teachers meet the learning objectives. Thus, this study is expected to give valued references for EFL teachers about MI-based instruction for language teaching and learning purposes in the context of Indonesian secondary school in many years ahead.

Keywords: EFL teachers' attitudes; multiple Intelligences; Indonesian secondary school.

Introduction

Joyce, Weil, and Calhoun (2000) have emphasized the complexity of the diversity of students in a class and emphasized the importance of satisfying each student's needs optimally. This fact encourages teachers and educators to try to apply approaches that integrate several learning models to reduce the number of students who feel marginalized by the learning model chosen by the teacher when the teacher uses only a single learning model (Suherdi, 2009). As stressed by Joyce, Weil, and Calhoun (2000), the development of the

repertoire of teacher learning models is intended to give teachers the ability to handle the problems of their students with all their diversity. Multiple Intelligences (MI) theory which has been developed by Professor Howard Gardner (1983) puts this individual diversity the first place of consideration (Jasmine, 2019).

Although people, in general, will categorize others as intelligent if they have what has been known as IQ, Intelligence Quotient. IQ is a measure of someone's intelligence found from special tests (Cambridge Advanced Learner's Dictionary, 2008). Many IQ tests only include numeric, visual, or language assessments; the researchers remember the Scholastic Test as a requirement in a certain senior high school selection and found that it is an IQ-like test. An IQ test measures just a subset of human abilities, such as verbal reasoning, arithmetic reasoning, visual thinking, and logical problem solving (Fleetham, 2006). IQ is simply a small component of the larger spectrum of intelligence.

A person might get a high score on his IQ test and get an A on every school test, but it does not guarantee that those scores will enable him to have the important abilities he needs to be successful in life (Lwin, Khoo, Lyen, & Sim, 2008). For this reason, there's no conflict between MI and IQ because IQ is a measure of certain skills, all of which are included in MI. It's like looking through the lens of a camera - the shot you take is IQ and the whole 360-degree panorama in which you are standing is MI (Fleetham, 2006).

The theory of Multiple Intelligences (MI) has been proposed to save the unfair justification of "a smart-kid" badge which mostly just includes the linguistic and logical-mathematical intelligence of a person. However, what teachers and parents should remember is that MI is meant to empower, not to label the learners (MacKenzie, 2017). In addition, MacKenzie (2017) also stated that everyone has all the bits of intelligence and that they can strengthen each type of intelligence.

The first two types of intelligence in Gardner's list of MI are the types of intelligence that have been popular in societies: linguistic intelligence and logical/mathematical Intelligence (Jasmine, 2019). Gardner (1993) states that a student who has and develops linguistic intelligence and logical-mathematical intelligence is believed to be successful in a traditional school setting. People whose high linguistic intelligence also seem to have a high level of other types of intelligence (those that will be explained later), since others may assess their

intelligence through verbal response, no matter what types of intelligence they are set to find out (Kirschenbaum, 1990). Meanwhile, logical/mathematical intelligence still gets higher prestige above other types of intelligence, especially in the scope of today's technological society (Jasmine, 2019).

Rahimia and Qannadzadeh (2010) attempted to demonstrate the connection between these first two categories of MI in EFL writing. The study's major goal was to determine whether logical/mathematical intelligence impacted the quantitative usage of logical connectors, either in terms of token rate or type-token ratio, and whether this influence was more or less important than that of linguistic intelligence. According to the study's findings, Iranian university students majoring in English (as a foreign language) with better logical/mathematical intelligence employ more tokens of logical connections in their EFL essay writing, however, they do not always avoid repetition in utilizing the connectors.

A more comprehensive study focusing on EFL essay writing and its correlation with Multiple Intelligences theory is also found in Widyasari's study (2018). Her study implemented another type of intelligence, musical intelligence, engaged in EFL instruction to the young learners. Her study reveals the use of consultancy prewriting protocol on writing ability can improve the students' essay text writing. Widyasari (2018) outlines the lack of integrated music teaching in Indonesia. Still, she believes that Indonesian children will not be out of access to being proficient in pieces of music, and that is a natural gift.

Bas (2008) conducted a study in the context of younger learners as the focus of his study. Bas underlined that teaching English in the frame of MI theory does not rely on the spoken word only, the importance of telling jokes in the class, making something that can stimulate the student's sense of humor, the use of cooperation instead of competition (collaborative works in class), and storybooks or storytelling activities. The latest one, according to Bas, can be followed by several activities such as drawing and coloring, handicrafts-making, song and rhymes, vocabulary activities, drama, and games. Some main activities and followed-up activities given by Bas (2008) lead to the other types of intelligence: visual-spatial intelligence, musical intelligence, body-kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence.

Pradana (2018), in the same vein as Bas (2008), explains the application of English language learning based on the Multiple Intelligence Theory on the kind of linguistic intelligence and student reactions in following English learning in the setting of Indonesian primary education. According to the findings of his study, pupils in general responded well to the learning activities. A useful proposal from Pradana's (2018) study is that the students' high intensity of physical motion mimics the characteristics of students with kinesthetic and naturalistic types; young learners in the Indonesian environment might be a factor that contributes to the features.

Following linguistic intelligence and logical-mathematical intelligence, the additional categories of intelligence in MI theory are visual-spatial intelligence, musical intelligence, body-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. Existential intelligence is the most recent sort of intelligence. However, this ninth type of intelligence is in wisely way believed by Gardner will be very risky full to include in educational purposes that might be safe to say that it is only the "half" in 8-1/2 bits of intelligence of MI theory (Pearson, 2011). Thus, this study excludes the ninth type of intelligence from the MI theory without closing the possibility of discussing it and includes it in future studies when needed.

MI theory, regardless of the previous discussion of including or excluding the ninth type, has been very interesting for many researchers to take as the main focus of their investigations. Studies related to investigating the challenges and opportunities of the MI theory in the classroom instruction have been conducted by Kentab (2016), Serin, Serin, and Muhammedzade (2009), and Mettetal, Jordan, and Harper (1997).

Kentab (2016) uses a descriptive and analytical approach to explore the influence of different bits of intelligence on Saudi intermediate students' EFL learning. The study looked not only at instructors' perceptions of their problems in incorporating many bits of intelligence among intermediate school students but also at the influence of multiple intelligences theory on students' knowledge of EFL. The study aimed to depict Saudi intermediate school EFL instructors' perspectives on many bits of intelligence theory as an inclusive pedagogy. Kentab's current research sample is comprised of

124 instructors who live in Riyadh and teach English as a foreign language.

Serin, Serin, and Muhammedzade (2009) investigated MI from the perspective of primary school teachers by evaluating the links between teaching approaches and multiple intelligence types. They discovered that the spatial/visual, naturalistic, and interpersonal factors had a substantial predictive influence on teaching methods, while the intrapersonal, logical/mathematical, bodily/kinesthetic, musical/rhythmic, and verbal/linguistic variables did not.

Mettetal et al. (1997) study the impact of a MI curriculum in a big suburban primary school. Parents were polled and classes were observed. Interviews were conducted with students, teachers, parents, and administrators. The data from the study were analyzed using qualitative approaches. According to Mettetal et al. (1997), MI was positively regarded by students, teachers, and parents, as well as the school-wide implementation. Furthermore, in this study, the researcher formulates three research questions:

1. What is the affective component of attitudes of the EFL Teachers regarding the MI theory?
2. What is the cognitive component of Attitudes of the EFL Teachers regarding the MI theory?
3. What is the behavioral component of attitudes of the EFL Teachers regarding the MI theory?

Literature Review

This current study wants to explore EFL teachers' attitudes towards MI theory in the context of an Indonesian Secondary School. While previous studies focus on investigating the impact of MI theory integrated within classroom instruction, students' EFL comprehension, and the impact of MI as an explicit curriculum in a school, this study takes into account firstly how EFL teachers' attitudes, in which MI has not yet been implemented explicitly, on MI theory and integrate it with the current teaching strategy that they have already gone with.

Teachers' Attitudes

Attitudes are inclusive enough to encompass both stable, memory-based evaluations, and online, temporarily constructed ones (Albarracin, Johnson, Zanna, & Kumkale, 2005). Eagly and Chaiken (1993) in Krischler and Pit-ten Cate (2019) postulate a three-component model of attitudes which includes three types of responses: (1) the

affective component, (2) the cognitive component, and (3) the behavioral component. Each of the attitude components represents emotions which can be in the form of a set of positive or negative feelings (affective), mental conceptualization and knowledge structures (cognitive), and intended behavior about something (Eagly and Chaiken, 1993).

The studies of attitudes or teachers' attitudes have been a part of a large number of researches from time to time. Shotel, Iano, and McGettigan's study in 1972 indicated experience caused a change in attitude (Mitchell, 1976). It is readily apparent that without competence, confidence in instructional planning and services to be delivered will not be forthcoming (Mitchell, 1976). Jabbarifar and Elhambakhsh (2012) also put their interest in how important it is to examine and understand teacher and learner's attitudes and learning needs in today's context.

The researchers believe that teachers' attitudes are essential to explore since they are whom the students should take as role models of transferring value in any classroom setting. Furthermore, the attitude or function of the instructor is one of the nuances that may have a greater effect than other aspects on a student's academic progress. Students may and do detect their teachers' emotions and dispositions (Marsh, 2019). As a teacher, you will occasionally endure tension that will follow you home. Rather than concentrating on it, look for constructive solutions to relieve your tension. Complaining about how horrible your day was will not improve the next day. So, figure out what went wrong and try to fix it. Did it bother you when your pupils failed to complete the reading? Were you annoyed with your kindergarteners because they were particularly boisterous that day? Instead of dwelling on what went wrong, prepare yourself emotionally, psychologically, and physically for the following day (GCU Blog, 2019). Attitudes certainly emerge from a variety of sources. What is unpleasant for one instructor may be beneficial to another (Andersson, 2019).

Multiple Intelligences

Howard Gardner, who has spent more than 30 years developing the concept of "Multiple Intelligences," believes that humans can have seven to 10 different forms of intellect (Strauss, 2013). The first seven categories of intelligence he identified are linguistic intelligence,

logical-mathematical intelligence, spatial-visual intelligence, musical intelligence, kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence (Gardner, 1983). In his book *Intelligence Reframed*, published in 1999, he began to talk about "existential" intelligence (the intelligence of concern with ultimate life issues) because it met most of the criteria for intelligence but not quite enough to qualify as a full-fledged intelligence, hence the half, which he talks about somewhat jokingly (Armstrong, 2020).

According to Gardner, the multiple intelligences people have been singled out as an area where a person has considerable computational power. For example, when someone can get a high score or win a video game in almost every game they play which needs good spatial thinking can be inferred that the person has a strong spatial intelligence. Meanwhile, he explained style or learning style as a different case (Strauss, 2013). According to Strauss' report (2013), Gardner recalled that "learning styles" was being bandied about in educational circles, before he spoke or wrote about the "MI". It is because all people, especially the students, are believed to have distinctive minds and personalities.

A study conducted by Saban (2015) emphasizes the conceptions of learning in the light of the MI theory through metaphorical images. Five themes were developed out of these metaphors which were provided by the participants of his study. The number on the brackets represents the number of participants. The metaphorical images representing the characteristics of learning resembled in Multiple Intelligences (MI) (Saban, 2015) are as in the following:

- They offer a variety of ways to learn.
- They provide learners with different stimulating learning experiences.
- Each of the types of intelligence is used in their specification and specialization.
- Learning is very unique. When someone is difficult to learn, it may be caused by the incompatibility of his/her learning preferences with his/her dominant intelligence area.
- There is no such intelligence as better than others, only that they are specifically different.

This study agrees with Fleetham's opinion (2006) about MI. Fleetham writes the following ideas to emphasize his beliefs about MI:

"MI is not an educational bolt-on or quick fix. It is not a curriculum, strategy, or catch-up program. Nor is it a trendy educational 'gadget' - here today, gone tomorrow. MI is a scientifically validated philosophy that has been steadily absorbed into classrooms worldwide over the last 20 years. MI offers an enriched way of seeing the world that can expand your thinking about human success. It gives you the chance to discover, value, and enhance the talents of all learners, not just those who are suited to 'traditional' schooling. And it provides a means to improve self-esteem, self-motivation, and independence, which can then lead to raised academic standards and life success.

His book doesn't aim to tell how readers should use the theory of multiple intelligences, or even try to prove to you that it 'works'. That would be against the spirit of MI. But it does present the basics of the theory and how it can be brought to life in the classroom. This means choices of really practical stuff: classroom resources, activities, and ideas for you to apply adapt, evaluate, praise, criticize, or even discard, as you wish! You are a creative, professional educator and only you know what is best for yourself and your learners."

Fleetham (2006) divides two steps to getting accustomed to the MI theory. The first is by discovering the MI. The teacher should look at intelligence in general, then goes on to explain the theory of multiple intelligences in an accessible way. The second is by using MI which presents many ways in which teachers have made multiple intelligences their own and suggests how teachers can begin to use it in the lessons. It demonstrates the benefits of using MI: to build on strengths, develop talents, enhance understanding, and solve problems.

Multiple Intelligences and EFL Teaching in Indonesian Secondary School Context

Human resources quality is what the globalization era needs as a basic requirement of competencies (Limbong, 2018). One of the basic competencies that should be possessed is by mastering the English language. However, Indonesia is categorized in the low level, 61st position of 100 countries in the world, according to the survey of English proficiency conducted by EF (2019). Compared to some countries in South East Asia, Indonesia has a long gap with Singapore (5th), the Philippines (20th), Malaysia (26th), and Vietnam (52nd). The

Ministry of Education and Culture of the Republic of Indonesia records that there are still about 4,976,127 Indonesian students settled in public and private senior secondary schools for the academic year of 2019/2020 (Pusdati Kemendikbud, 2020). With a total of almost five million young generations who are at the door of their further steps to the "real world", as the Nation hopes, it will not be impossible for them to help Indonesia improve the status of its low level of the last year's survey. Yet, it will only be a figment of imagination without hard work.

Five years ago, Yusuf Muhyiddin, Director of Training and Training of the Ministry of Education and Culture of the Republic of Indonesia has ever said that the cause of Indonesia's shortcoming in English is the lack of practicing the language (Priherdityo, 2015). Based on the researcher's experiences, many students or language learners in Indonesia are very much aware of their level of proficiency in English. Many pupils, junior high school students, and adult learners take English courses to improve their English, but not less of them finish the course with nothing they can get much more than before, except a piece completion certificate.

The myth of learning languages that is easy and fast can make someone frustrated when they do not progress accordingly to their expectations (EF, 2019). As a language learner, it is a must to put continuous practice and put aside pride and hesitation in learning. Learning a language needs more than an intended course without strong motivation and commitment, this that teachers have to think very carefully.

According to the American Council on the Teaching of Foreign Languages (ACTFL), language learning is a core component essential in the education of every student. Based on the report of ACTFL, Language learning fosters essential 21st-century skills by requiring learners to engage in face-to-face interactions via technology, internships, and volunteer opportunities in the community, apply their competence in a new language to their career and personal goals, broadening their thinking beyond self-serving goals, and become more adept at understanding diverse cultural perspectives and their own identity. The significance of such competencies allows learners to compete more extensively in the industry (Yosintha and Arochman, 2020). The MI theory may be applied to 21st-century language acquisition skills.

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia concerning the 2013 Curriculum, the Indonesian Senior Secondary School has a specialization program. It is a curricular program provided to accommodate the choice of interests, and talents of students with a concentration on orientation, expansion, and/or deepening of subjects or vocational content. Academic Specialization is a curricular program provided to accommodate the choice of interests, talents, or academic abilities of students with a mastery orientation of scientific subject groups. It has the aim to provide opportunities for students to develop three competencies, namely attitudes, knowledge, and skills of students according to their interests, talents, or academic abilities in a group of scientific subjects

Reference basics are usually on report grades from junior high school. For example, if the value of a science subject on a student's report card is better than a social science subject, students will likely be directed to enter the science class. If there are subjects that also interest students, but are not offered as specialization, students can take advantage of a cross-interest program. In addition to compulsory subjects (Education and Character, Citizenship Education, Indonesian Language, Mathematics, Indonesian History, English, Arts, Culture, Sports, and Crafts / Entrepreneurship), they also get additional specialization courses. If you are in the science class, students will get Math, Biology, Physics, and Chemistry subjects. If you are in a social studies class, you will study Geography, History, Sociology, and Economics. When in the Language and Culture class, students learn Indonesian Language and Literature, English Language and Literature, Other Foreign Languages (can be Arabic, Mandarin, Japanese, Korean, French, or German), and Anthropology. Then, students are still entitled to add two cross-interest subjects in class X. For example students in the science class, cross-interest subjects can be Biology and Economics, Economics and Sociology, or Economics and English. In grades XI and XII, students can continue with any of their cross-interest subjects. Students need to consider what subjects are considered sufficient and what still needs to be explored again (Purbowati, 2019).

Talking about the English subject itself, even though it is included both in compulsory subjects and cross-interest subjects, in any program the students are being classified in senior high school,

lack of English language exposure still occurs. When students as language learners reveal their unique intellectual ability(s), teachers who have the right as the pedagogical performer can adapt the uniqueness of the students into a more pleasant and effective teaching performance in the classroom (Fahim & Pishghadam, 2007).

Method

The data in this study were analyzed using both quantitative and qualitative methods. To comprehend the substance of the emotional and cognitive attitude components stated by the participants, quantitative analysis is used. The qualitative method is used to investigate teachers' perspectives toward the implementation of Multiple Intelligences (MI) theory in EFL instruction in Indonesian secondary schools. Attitudes are a collection of emotions, beliefs, and behaviors toward a certain attitude object (Eagly and Chaiken, 1993). Based on Eagly and Chaiken's (1993) postulation concerning assessment and attitude objects, Gardner's (1983) Multiple Intelligences (MI) hypothesis is the attitude object investigated in this study.

Methods of data collection include interviews, observation, and questionnaires. The total of questionnaires was developed by using Google Form and they were distributed through social network sites: Facebook and Whatsapp. There are five EFL teachers in the school as the main participants of this study. They consist of one male teacher and four female teachers whose experiences in teaching English above five years and fifteen years. Some students were also asked to confirm the results of the interviews and distributed questionnaires to their teachers.

The researchers purposively took a state senior secondary school, located in Luwuk, Banggai Regency, Central Sulawesi Province, Indonesia, to be the place of conducting this study. The school has an approximately good profile in the last decade for its achievements both academic and non-academic at the level of regional level and national levels. The acceptance rate of the schools' alumni in the state universities in Indonesia is also good. The school also includes many interesting programs for the students to develop their skills. Based on the curriculum implemented in the school, the students have their time from 7.15 am to 2.00 pm for regular class five times a week (Monday, Tuesday, Wednesday, Thursday, and Saturday) and 7.15 to

11.00 am on Friday. Afternoon class (after 2.00 pm) is often provided for extracurricular activities that students should take at least one type of the activities. There are Scouting, Paskibra (the group of students that will have intensive training and soon be the trained flag raisers representing school and region), Science and Mathematics Club, Youth Red Cross, Art and Sports Club, The School Choir, Spiritual Group, and English Club. The English club was founded on October 20, 2018, as an effort to provide a place for students who love to learn English so that they have more opportunities to explore their abilities and interests. The material presented is not a topic of learning in the classroom. Teachers focus on developing students' speaking skills. The process of collecting data started in December 2018. It was when the researcher was invited as one of the speakers at the first English Camp of the club, as one of the English club's programs. The observation of the classroom and school was completed in two weeks.

Results and Discussion

Results

The main objective of this study is to explore the EFL Teachers' attitudes toward Multiple Intelligences (MI) theory regarding the English instructions in Indonesian Secondary schools. To solve the objective, three research questions have been previously presented and will be discussed in this section.

The Affective Component of attitudes of the EFL Teachers regarding the MI theory

Based on the results of the questionnaires that have been collected, the affective component of attitudes of the EFL teachers has shown that four teachers generally show positive acceptance of MI theory. However, one of them did not give any response about this.

Teachers of the school mostly give positive acceptance towards MI. This is similar to the study by Mettetal et al (1997) in one of their findings showing MI was positively valued by teachers.

The Cognitive Component of Attitudes of the EFL Teachers regarding the MI theory

Most of the EFL teachers at the school consider that all types of intelligence (linguistic, logical, visual/spatial, musical, interpersonal, intrapersonal, kinesthetic, and naturalist) are important in EFL

teaching and learning. One teacher assumes that only linguistic intelligence is important. For this result, the researchers attempt to confirm it through observation and interviews with some students. The discussion will be presented later.

Most of the EFL teachers at the school also consider that the Multiple Intelligences theory is a good contribution to be taken into account in the teaching and learning process.

Kentab (2016) has already found how teachers face the difficulties of integrating MI within their teaching performance. In a not-so-far case, this study also found three teachers consider that MI theory is very challenging in the case of matching the students' learning styles and their intelligence. One teacher is concerned about how to make a different lesson for the students with different types of intelligence. One teacher states that teaching students by adapting Multiple Intelligences (MI) theory can help them to make the class becomes more cheerful and fun. In short, it indicates valuable learning experiences students can have.

The Behavioral Component of attitudes of the EFL Teachers regarding the MI theory

To assess the behavioral component of attitudes of the EFL Teachers towards their performances regarding the MI theory, the researcher refers to the result of observation, interview, and questionnaire. The researchers found that the EFL teachers implement the MI theory within two settings. Besides regular class following the timetable of school from around 7.15 am to 2.00, they also attended English Club after the school time, once a week.

In the classroom setting, the researchers found some strategies the teachers apply. Teacher M1 uses various strategies in teaching but does not usually differentiate his learning in one meeting. He would be able to do it not in a single meeting, but several meetings. Then, Teacher F2 and Teacher F3 use collaborative learning, while Teacher F1 uses project-based learning. The last is Teacher F4, who often uses task-based learning. In the English club setting, the researchers found some strategies the teachers apply. All Teachers mostly give demonstration/oral presentations and fun games for the students. The limited use of learning strategy in a single meeting is reported to be the effect of limited time. All teachers use various media: pictures/symbols/tables, audio, and audio visual/video. In English

Club: Teachers often use visuals and audio as media used in an English club meeting. Teachers mostly use written tests and oral teachers. Sometimes they also use project and product-based assessments. Teacher F3 also often uses peer assessment. Unfortunately, self-assessment was never been observed to give.

In the English club, all teachers mostly use oral assessment and they often involve students to do peer assessments with their friends. These results show limited use of learning strategy in a single meeting but vary in several meetings. There was no existence of self-assessment, but the use of distinctive learning media was found.

Discussion

One of the researchers was invited by the teachers and the club admin to join the Whatsapp Group of the English Club so that she would be able to see the teacher's and students' activities through the online platform. The students in the club communicated with each other, whether sharing information about their club, discussing certain topics or sharing some funny things. The students and teachers in the Whatsapp Group use English and Luwuk-Indonesian as the media of their communication.

Based on observation, Teacher F2 has the most participation in the online platform group, followed by Teacher F3 and Teacher F4. Teacher F2 and Teacher M1 give the lowest level of participation in the group. Teacher F1 is not included in the group. Teacher M1 shows a closer relationship with the students. He often uses personal issues as an example or motivation to gain the students' attention in the classroom. Teacher F4 has more interest in potential students rather than those who are concerned with challenging and at-risk students.

Some students were asked for their opinions about the four teachers as presented below.

St2- "Teacher M1 emphasizes the students to have the courage to perform, gives the motivation to be able to speak in front of people, He is also more interactive in answering questions so that we as students are not bored. That's from what I've seen. "- " For games so far there hasn't been, but it's more for the mutual vent."

St1- "Teacher F2 mostly explains afterward then he gives exercises such as the practice of making sentences, it is also common for her to ask students to practice the dialogues in the book verbally in

front of the class, then also she usually divides us into several groups to be able to discuss the material being taught. "

St1- "Teacher F4 has a way of teaching it is somewhat disliked by most students because she only gives assignments to do all the tasks in 1 chapter, she only briefly explains the rest he gives so many assignments and usually has not been explained he immediately wanted to give a test so indirectly he told us to study on his own with a little explanation of the material by her. ... "She rarely gives humor, and she has never given any games."

St3 -"Teacher F4, she doesn't like explaining material too much, but gives more practice so that it's easy to understand right away." - "The teaching method, it's normal. She loves more practice than explanation."

St2 - "Teacher F3, she is a perfectionist one, she prefers teaching grammar mostly, in my opinion, sometimes she also practices our language in English by advancing and answering questions then written on the blackboard, the way of teaching is detailed and clear. If any questions come from the students, she gives the chance first to students who can answer their friend's question. After that, she will correct or add the explanation. "

St3- "Teacher F1, when she teaches, she always explains the topics discussed, like what most teachers do. If no one understands, we are welcome to ask. Then for the student to practice, we are given homework. The method is just like that, as usual."

Teacher F1 teaches the students by using the conventional method and students' participation lies mostly in terms of cognitive skills and individual-based learning. Teacher F1 has a strong belief in MI but she has not implied it in the teaching and learning process. Teacher F2 mostly offers opportunities for the students to do role-play, discussion, and task-based learning. Teacher F3 prefers to use the grammatical approach in her EFL classroom. This is to confirm her belief that linguistic intelligence is the most vital type of intelligence above others (see chart 2). The excerpt from St2 about Teacher M1 is supported by Bas (2008) for the importance of ice breaking, front class performance, and collaboration. At the same time, the EFL learners in the senior high school also show intensity higher in the physical activity than young learners do (Pradana, 2018), but this intensity would be revealed mostly because of the teacher's active role in the class. Meanwhile, teacher F4, based on the observation and interview

with the students, has been relying on her teaching mostly on task-based learning and drilling techniques. Despite the effectiveness of drilling as part of the audio-lingual method (ALM) in the EFL context (Reed-Yamauchi, 2014), she did not give a clear perception of MI theory. Thus, the observation and students' comments are used to cope with the last component.

Finally, the results have confirmed Fleetham's concept (2006) of a couple of steps to get used to the MI theory: to discover and to use. In the discovery phase, teachers are aware of the existence of the MI and realize that it can be very contributive to apply in the teaching and learning process. Each of the teachers did not explicitly state their teaching to be under the MI-based approach. However, some of them have put the MI theory into practice. The great challenge may be still in terms of how effective and cognitive components can move the teachers to do some breakthroughs in their behavioral attitudes by applying the MI theory-based instruction as well as how educational policy and the school can support them. Nevertheless, the possibility of implementing the MI-based curriculum in the school is not an impossible thing to do.

Conclusion

Based on the research questions given, the researchers conclude:

1. The affective component of the attitudes of the teachers is averagely positive. Most of the teachers consider that MI theory would be very helpful to answer students' intelligence diversity issues.
2. The cognitive component of attitudes of the teachers shows adequate understanding of the teachers in the case of considering the importance of all types of multiple intelligences possessed by the students. On the other hand, they agreed on the challenges of integrating the MI and learning strategies. A teacher comes up with the difficulty of differentiating learning for each student whose different types of intelligence.
3. The behavior component of attitudes of the teachers still shows the averagely low intention of diversifying learning experiences as well as giving more chances to the students to explore the learning experiences in their own unique and attractive ways.

Therefore, some diversifications are applied to help the researchers come up with a more understandable frame from how are the attitudes of the teacher regarding the MI theory. First is the Greatly-Integrated MI. This one comes when there is a balance among the positive attitudes of the affective component, cognitive component, and behavior component (two teachers counted). The second, the Fairly-Integrated MI, is indicated by the positive attitudes from at least two components among the three (one teacher included). The last is Poorly-Integrated MI, indicated by the low positive values of the three components of attitudes (one teacher included). Besides, this study suggests more exposure to MI for the teachers and schools that have a plan to implement it in their classrooms and in the curriculum. A pilot study of teachers' and students' multiple intelligences tracking should also be conducted earlier.

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The Use of Reading Culture-Oriented Material in Reading Comprehension for EFL students.

Muliati ^{a, 1}, Ilmiah ^{b, 2}, St. Asriati.Am ^{c, 3}

^a Pendidikan Bahasa Inggris, Universitas Bosowa,
muliati@universitasbosowa.ac.id

^b Pendidikan Bahasa Inggris, Universitas Muhammadiyah Makassar,
ilmiah@unismuh.ac.id

^c Pendidikan Bahasa Inggris, Universitas Muhammadiyah Makassar,
sittiasriati@unismuh.ac.id

ABSTRACT

This study aims to know students' ability in reading texts using Reading Culture-Oriented Material. This study was a pre-experimental design. The population is Eighth-grade students of SMP Negeri 25 Makassar with 240 students divided into 9 classes. The sample is students of class VII-8 totaling 30 students. The instrument of the study was a reading test in analyzing technique. The test was taken in pre-test and post-test. Treatment was conducted using Reading Culture-Oriented Material. Finding reveals that the t-test value was 27.38 and the t-table was 2.045. It means the t-test value was higher than the t-table ($27.38 > 2.045$). This shows that students' ability significantly increased in their reading comprehension through Reading Culture-Oriented Material. This indicates that there was a significant difference between the pre-test and post-test. Detailed findings will be presented and their implications discussed.

Keywords: Reading Comprehension, Reading Culture-Oriented Material, Students' ability, and EFL students.

Introduction

Reading is essential for everybody who wants to advance in life. Everyone should be able to read, especially in English, because the majority of scientific texts are published in English. People should read in English regularly to gain concepts or ideas from what they have read. Reading may also provide people with knowledge that can help them comprehend and handle numerous difficulties that arise in their life regularly. Students in a school should grasp the importance of reading in learning English. Students who wish to expand their knowledge should be able to read and interpret books, magazines, pamphlets, brochures, journals, newspapers, and other reading materials to broaden their knowledge in various domains of science.

Speaking, reading, listening, and writing are the four English skills. However, according to the revised 2004 curriculum, reading is seen as the most essential of the four language skills to be taught and developed; reading is viewed as the foundation of other language abilities (Sukrianto, 2007). Furthermore, the majority of textbooks, periodicals, and other learning materials are written in English. As a result, it is suggested that strengthening reading abilities can lead to improvements in speaking, writing, and listening skills. Reading also helps to expand one's vocabulary. Therefore, it is suggested for students in junior high school need to be familiar to read English text, and this is a custom for a student early in starting reading English. It is no doubt for everyone to start their habit of reading English and therefore, Reading Culture-Oriented Material is one of a method for junior high school to gain knowledge of reading English.

The inability to teach English at school is part of the difficulty of learning English. This is corroborated by Ramelan (1992), who indicated that English instruction in junior high schools in Indonesia is ineffective. He also noted that most senior high school graduates have inadequate reading comprehension skills since pupils are unable to read or understand articles in English and publications that are presently in circulation in Indonesia, despite broad English. Reading is the most heavily stressed skill in English teaching and learning. Simply said, second language learners, cannot succeed in reading unless they have excellent reading skills. Reading is thus not a passive but an active activity that involves the reader in constant contact with the text. Reading needs frequent guessing, predicting, checking, and comprehension. Students in a group reading may appreciate breaking away from the traditional pattern of reading the narrative or article aloud at sight from time to time. This is especially true for better readers; what may be unattractive as a typical practice has genuine benefit as a one-time variant. Because of the challenges, it is important to master English, particularly reading.

Reading is a very complex human habit. It is a thought process that brings two individuals together in interactivity an author and a reader. Giving a definition is by no means a simple task. Many scholars choose not to describe reading because simple definitions can misrepresent complicated cognitive processes associated with reading (Yang, 2017). "A definition of reading must account for the concepts that fluent reading is quick, intentional, participatory, understanding,

adaptable, and gradually growing," (Grabe, 1997, p.198). He believes that describing the fundamental information and processes necessary for fluent reading is a better place to start. Reading is a comprehension process in which known information is combined with unknown information.

Knowledge of the relevant culture can help students grasp the texts more accurately since more familiar material promotes comprehension. According to Schema theory, understanding a text is an interactive process between the reader's past knowledge and the text. It is hard to read the material correctly without cultural background knowledge (Yang, 2017). According to Widdowson (1979), reading is the realization of a general interpretative process that underpins all communicative activities, with the first level being immediate comprehension of information and the second being the dissemination of this information into patterns of conceptual significance. He claimed that reading entails a relationship between the writer and the reader, mediated through the text. He says that extracting meaning from a text is vitally dependent on two factors: the reader's knowledge and purpose, as well as the writer's ability to provide the necessary cues to activate the reader's knowledge and aid him in absorbing new information from the text.

Some scholars debated the meaning of culture. Most of them have distinct arguments to support their point of view. The term "culture" has multiple meanings, two of which should be mentioned and distinguished. They are the notion in which culture is identical to "civilization" and an older and more radical statement of the opposition. Against" (Tomasow, 1996, p.13). This is the meaning in which the adjective "cultures" operates. It is based on culture and consists of anything one has to know or believe to operate in a way that is acceptable to its members. Brown (1990, p.123) defines culture as "the ideas, habits, skills, arts, and tools that distinguish a certain group of people within a specific historical period." However, culture is more than the sum of its pieces, according to Condon cites Saprianto (2008, p.23), it is a system of interconnected patterns, the majority of which guide human conduct unknowingly, just like strings of puppet control its movements.

In terms of reading comprehension for EFL students at Junior high school examined the use of the Reading Culture-Oriented Material technique in reading comprehension at school. There will be

a particular focus on reading techniques because the Reading Culture-Oriented Material technique may well have the potential to accelerate the improvement of the skills needed for reading textbooks and journals written in English.

The usage of Reading Culture-Oriented Material in students' reading comprehension at SMP Negeri 25 Makassar is the topic of this study. The purpose of this research is to determine whether or not using Reading Culture-Oriented Material may increase students' reading comprehension. The study's theoretical relevance is to increase knowledge and information in teaching and learning English, particularly in teaching and learning reading for junior high school students. Meanwhile, the practical importance of this study for the educational world is predicted to be beneficial information and acquire knowledge to the science world as a finding that can be utilized as a technique in teaching and learning English. The students, it is expected to use Reading Culture-Oriented Material able to improve their reading comprehension. For the English teacher, it is expected to be useful references to create teaching methods how to make their learning and teaching process enjoyable. It is a recommendation for the next future, as a reference in a survey about teaching and learning English problems and solving in the school on a particular reading.

Method

The research design applied a pre-experimental design that involved one group. It aimed to find out improvement of students reading comprehension through Reading Culture-Oriented Material at SMP Negeri 25 Makassar. The design can be illustrated as follows:

Pre-test	Treatment	Post-test
O1	X	O2

(Gay & Airasian, 2000).

The population of the study is SMP Negeri 25 Makassar. The total population is 270 students which consists of nine classes. This research applied the total sampling technique for the Eighth Grade students. It consists of 30 students. The instrument of this research is reading text, which is taken from an English textbook. The instrument of this research test was given to EFL students' in a pre-test that was administrated to the students by spending one hour. then the researchers gave treatment to the EFL students using Reading Culture-Oriented Material. Students comprehended their English reading text.

Lastly, the post-test is a process after the treatment. It aimed to examine the students' reading comprehension. Data analysis used inferential statistic percentage scores to know the students' reading comprehension after applying Reading Culture-Oriented Material. The steps were undertaken in quantitative analysis employing the following formulas:

1. Scoring the students' correct answers to pre-test and post-test

$$\text{Score} = \frac{\text{student's correct answer a}}{\text{total number of item}} \times 100$$

2. Classifying the score of the students' answers:

Classifications	Score	Indicator
(1)	(2)	(3)
Excellent	9.6 - 10	Makes few (if any) able errors in reading
Very good	8.6 - 9.5	The way to read rather the same with a native speaker
Good	7.6 - 8.5	Understand most of what is read
Fairly good	6.6 - 7.5	Understand what is read but at lowers than normal understanding of what is read
Fair	5.6 - 6.5	Little understanding of what is read
Poor	3.6 - 5.5	Has great difficulty following what is read, understanding with frequent repetition
Very poor	0.0 - 3.5	Cannot be read even in simple reading

3. Findings the improvement in the students, the writers compared of pre-test and post-test.

Results and Discussion

Results

In this section, the writers present the result of data analysis in the pre-test and post-test. The result of the data analysis presents the score of pre-test and post-test of EFL students' reading comprehension

through Reading Culture-Oriented Material which could be seen in the following table.

Tabel 1.
Percentage of pre-test and post-test score classification

Classification	Pre-test		Post-Test	
	X1	%	X2	%
Excellent	-	-	-	-
Very Good	-	-	4	13%
Good	-	-	9	30%
Fairly Good	-	-	11	37%
Fair	7	23%	6	20%
Poor	20	67%	-	-
Very Poor	3	10%	-	-
Total	30	100%	30	100%

Findings show that in the pre-test there were 7 students classified as fair, then 20 students (67%) classified as poor, and 3 students (10%) were classified as very poor. In the post-test after applying the reading culture-oriented material technique, there were 4 students classified as very good (13%), 9 students classified as good (30%), 11 students classified as fairly good (37%), 6 students classified as fair (20%), and none of the students classified as poor and very poor.

Students' rate percentages in post-test are higher than in pre-test. It proved that after applying Reading Culture-Oriented Material, students significantly increased their reading comprehension.

Table 2.
The Students' Means Score in Pre-Test, and Post-Test

Pre-test (X1)	Post-test (X2)	Improvement
4.77	7.4	55.14%

Findings show that the classification of the students based on the pre-test of experiment class was 143 and their mean score was 4.77. It shows that students' reading comprehension was poor classification before applying Reading Culture-Oriented Material. To know the mean score analysis for the reading comprehension test, the researchers calculated the post-test score was 7.4. It indicates that the students' improvement of the Eight grade students who were taught through Reading Culture-Oriented Material was an effective method in

teaching reading skills in English subjects. It shows the mean score of the students' pre-test (4.7) and post-test (7.4) was significantly increased. The students' improvement of reading comprehension by using Reading Culture-Oriented Material was 55.14%. It means there was an improvement in EFL students' reading of English text.

Table 3.
The T-test Value in Students' Reading Comprehension Before and After Treatment

t-test	t-table	Comprehension	Different
27.38	2.045	t-test>t-table	Significant

The reading test t-test value of students' reading comprehension before and after therapy revealed that the reading t-test value was larger than the t-table value ($27.38 > 2.045$). The finding evaluates the hypothesis that happened in this research, as it said that the null hypothesis (H_0) is rejected when the value of the t-test is larger than the value of the t-table, and the alternative hypothesis (H_1) is accepted. It indicates that the alternative hypothesis (H_1) was accepted whereas the null hypothesis (H_0) was rejected. After using the Reading Culture-Oriented Material approach at SMP Negeri 25 Makassar, there was a significant outcome between t-table, and t-test.

Discussions

Applying Reading Culture-Oriented Material has effective teaching to the EFL students in learning reading skills. This method carried out the improvement of EFL students in learning English subjects. Data shows that Reading Culture-Oriented materials affect students reading capability such as students have increased their capability in reading English text and students have the habit of reading which is done regularly and continuously.

The data collected through the Reading Culture-Oriented Material method describes in the previous section show that the EFL students' reading comprehension was improved. It was supported by the frequency of the post-test of students' scores after reading through

Reading Culture-Oriented Material was better than the pre-test. This is relevant to Yang (2017) states that the three concepts outlined in the article should be followed while teaching and learning about the culture. Teachers should not only enhance their traits to teach cultural background information more precisely, extensively, and broadly, but they should also help increase students' cultural awareness and inspire students to value cultural language acquisition. Teachers implemented Reading Culture-Oriented Material in school as one way of reading comprehension. In this context, EFL students were demanded to know about their cultural language acquisition. In other words, the language of the original culture has the most evident impact; a student brings to the classroom certain grammar, syntax, and language norms from the native language that do not necessarily translate straight to the English language.

The finding indicates that there was an improvement from pre-test to post-test. Initially, the EFL students have a limitation in reading English text and understanding the meaning of the reading text. Then, after applying reading culture-oriented material, the EFL students can read well. this is because EFL students are familiar with some different vocabularies and as a result, EFL students can understand the words. This is relevant to Luong's (2021) claims that reading culture is expressed in many different ways, but in general, it can be observed that reading culture is viewed from two perspectives: reading culture as a culture class of the community during a certain period, and reading culture as a cultural behavior of each individual in society. State (2010) A variety of causes have been blamed for students' weak reading culture. These problems show the weaknesses of EFL students in reading text, however, implementing Reading Culture-Oriented Material leads EFL students to understand the content of reading.

The statistical analysis from the result of the students' Eight grade at SMP Negeri 25 Makassar shows that the EFL students' reading comprehension has a lower capability in English reading text. Interestingly, there was a significant improvement in students' reading in post-test. It was approved by the result of the post-test that applied reading culture-oriented material technique that none of the students classified as poor and very poor. Then, the writers conclude that this strategy is effective to improve students' reading comprehension at SMP Negeri 25 Makassar.

The data acquired using the reading culture-oriented material method mentioned in the preceding section demonstrated that students' reading comprehension had increased. It was substantiated by the frequency and rate % of the students' pre-test and post-test results. The students' scores improved after presenting in teaching reading using reading culture-oriented material style. The pupils were also highly interested in learning to read by reading culturally relevant content.

According to the data acquired through the pre-test and post-test, the eighth-grade students at SMP Negeri 25 Makassar had strong reading comprehension. The mean score of the students' pre-test result was 4.77, while the mean score of the students' post-test result was 7.4. It signifies that the post-mean test's score was greater than the pre-mean test's score. The Reading Culture Oriented Material approach improved pupils' reading comprehension by 55.14 percent. The test results reveal a substantial difference between the t-table (2.045) and the t-test (26.64).

Cultural background information in junior students' textbooks is quite poor, reading after class is an efficient technique to assist students to increase their cultural understanding. On the one hand, students should actively learn cultural knowledge after class; they should not learn cultural knowledge selectively based on test content or simply ignore it to have more time to prepare for exams in which cultural knowledge is not required (Davoudi & Ramezani, 2014), and on the other hand, students should broaden their knowledge horizons. They can become acquainted with the art, history, customs, and habits firsthand by reading authentic English works such as English literary works, newspapers, and magazines, and viewing movies from English-speaking nations.

This is relevant with the Luong (2021), some software to exploit and disseminate information) and information literacy (ability to identify information needs, locate information, find information, evaluate information, use information, analyze and synthesize information, and understand economic, legal, and ethical issues related to the information use and sharing). The reading test t-test value of students' reading comprehension before and after therapy revealed that the reading t-test value was larger than the t-table value ($27.38 > 2.045$). This finding was utilized to identify the hypothesis that happened in this study since it said that the null hypothesis (H_0) is

rejected when the value of the t-test is larger than the value of the t-test, and the alternative hypothesis (H1) is accepted. This indicates that in this study, the alternative hypothesis (H1) was automatically accepted whereas the null hypothesis (Ho) was rejected. After using the Reading Culture Oriented Material approach at SMP Negeri 25 Makassar, there was a significant outcome between t - table, and t-test.

Conclusion

There is no doubt that Reading Culture-Oriented Material leads EFL students to have reading comprehension in English. EFL students can adapt to reading English text through Reading Culture-Oriented Material. The concentration of EFL students will improve, allowing students to absorb knowledge more effectively. Reading books regularly can help the brain recall information more easily. Because reading allows students to create new memories while also reinforcing old ones. The reading Culture-Oriented Material method is more effective in teaching reading comprehension than the conventional way. In this method, the students are easier to understand the reading material. Therefore, teachers need to consider a strategy for teaching reading comprehension, in this context, Reading Culture-Oriented Material is appropriate in teaching English reading comprehension. Students have an improvement in reading when they teach using Reading Culture-Oriented Material. Students can understand the context of reading, students have experiences in reading passages, and students can express their ideas by the meaning of the reading test. It is a recommendation for English teachers to apply reading techniques by using Reading Culture Oriented Material especially in teaching English. English teachers should be creative to develop teaching material. They can use a variety of techniques to catch the attention of the students in learning English, particularly in reading comprehension. It is suggested to English teachers in Junior High School use the Reading Culture-Oriented Material technique in teaching English to their students because after applying this strategy there is an improvement in the student's reading skills. There was an improvement after conducting treatment through the Reading Culture-Oriented Material technique. Based on the researcher's observation when this research had been done at SMP Negeri 25

Makassar, the application of the Reading Culture Oriented Material technique in the teaching and learning process at SMP Negeri 25 Makassar will affect students' habits to learn on an ongoing basis. Students have an interest in always reading texts in English. English teachers should apply reading techniques or methods by using Reading Culture-Oriented Material especially in teaching English subjects on particular reading English texts. English teachers should be creative to develop teaching material. Teachers can use a variety of techniques to catch the attention of the students in learning English, particularly in reading comprehension. It is suggested to English teachers in Junior High School use the Reading Culture- Oriented Material technique in teaching English to their students because after applying this strategy there is an improvement in the student's reading skills.

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Muhammadiyah's Strategy for Empowering Indigenous Papuans (Case study of the Kokoda Tribe in Sorong City)

Edyanto ^{a,1}, **Rifdan** ^{b,2}, **Hermanu Iriawan** ^{c,3},

^a Mahasiswa Prodi Doktor Administrasi Publik, UNM, Makassar,
edypapua10@gmail.com

^b Dosen Prodi Doktor Administrasi Publik, UNM, Makassar,
rifdanunm@gmail.com

^c Dosen Prodi Magister Administrasi Publik, IISIP Yapis Biak
hermanu.iriawan@gmail.com

ABSTRACT

Community empowerment is very important to do in developing community potential. This study aims to describe the strategy of Muhammadiyah in empowering the kokoda community in the city of Sorong. This study used a qualitative descriptive approach, data collection techniques were carried out through interviews, observations, and documentation studies. The results showed that the poor condition of the kokoda community, such as low income and not being able to meet their own needs, became an opportunity for government organizations and non-governmental organizations including Muhammadiyah to play a role in empowering the kokoda community not only in the form of providing basic food but also in forms of entrepreneurial training and mentoring. The existence of educational scholarships provided by the Muhammadiyah organization through Lazismu to the kokoda community has not been fully maximized.

Keywords: Strategy, Muhammadiyah, Empowerment.

Introduction

The age of Muhammadiyah since its establishment has exceeded 100 years, an age that is not too meaningful for the journey of civilization. This movement for more than 100 years, at least quantitatively, seems to show more of an upward current. Perhaps it is second to none in the Islamic world when viewed from the point of view of the charitable efforts contributed by the ummah to Islam and humanity. This movement seems to never get tired of doing charity. And charity is more widespread and complex. So sometimes it is not easy to control properly. As a charity-oriented movement, Muhammadiyah presents itself through its role in the formation of society. The role of Muhammadiyah has been seen since its inception, where Muhammadiyah emphasizes its role in all aspects of social life

through the efforts of preaching tabligh, recitations, fostering Muslim families, and education. This is shown by the establishment of Muhammadiyah schools which are a vehicle for advancing the nation, which is mostly Muslim so that it is not trapped in a traditional, closed cultural environment and is left behind by the demands and progress of the times. The 107th sura of the Qur'an serves as the foundation of Muhammadiyah's ethos or ideology as a contemporary Islamic organization. Al Maun aims to eradicate the culture of heresy, superstition, and superstition in society. The Qur'an and Hadith provide the foundation for a healthy and pure Muhammadiyah intellect. Muhammadiyah implements the ideals of Advanced Islam in its development through promoting Islamic civilization.

The establishment of the Relief for the Misery of the People (PKU) in 1923, for example, was a reaction to Muhammadiyah's social concern for the suffering of the people (Akbar, 2012). It was also based on the harsh reality experienced by the community at that time, especially the misery of the people due to the economic crisis, and as an effort to mobilize help in a more organized and modern way (Edyanto, Karsiman, 2019). PKU which eventually developed into a hospital, polyclinic, orphanage, and nursing home was not only based on the harsh reality experienced at that time but also based on the fulfillment of religious obligations. Community empowerment is an economic development concept that emphasizes social values (Akbar, 2012). This represents the new development paradigm, which is people-centered, participative, empowering, and long-term. This notion is wider than simply supplying necessities or providing a mechanism to prevent greater poverty (safety net), or others who invented the concept lately as an attempt to identify alternatives to progress in the past. This notion arose from the efforts of many experts and practitioners to create alternative development, which necessitates "inclusive democracy, proper economic growth, gender equality, and generational equality."

According to Nawawi (Wulandari & Meirinawati, 2012) strategy is defined as certain tips, methods, or tactics designed systematically in carrying out Nawawi's management functions. In addition, the notion of the strategy was also expressed by Bryson (in Wulandari & Meirinawati, 2012) according to him strategy is defined as a way to help organizations overcome an ever-changing environment and help organizations solve problems. According to (Widjajanti, 2011) the

community empowerment approach which includes local economic development emphasizes the importance of local community independence as a self-organizing system. Furthermore, according to (Dwi Pratiwi Kurniawati, and Bambang Supriyono, 2013) the community empowerment approach that is owned is certainly expected to give roles to individuals and not as objects, but as actors or factors that determine their own lives. The empowering process, according to (Santosa, 2011), has two inclinations. The first empowerment process focuses on the process of providing or transferring some authority, strength, or capacity to the community for the individual concerned to become more empowered. This process can be supplemented by attempts to accumulate material assets to aid in the growth of self-sufficiency inside the organization. This initial process tendency is known as the basic tendency of empowerment's meaning. The second kind is secondary tendencies, which highlight the act of stimulating, encouraging, or inspiring individuals to have the capacity or empowerment to choose their life paths through a conversion process. And the two empowerment processes are inextricably linked.

Efforts to empower the impoverished must begin by building an environment or climate that permits the community's potential to grow (Safri Miradj, 2014). The awareness that every human person, every civilization, has potential that can be developed (Aflandari et al., 2018), that is, no society is powerless, because else it would be extinct, is the beginning point here. According to (Ras, 2013) the empowerment process is an effort to provide strength and ability so that empowerment contains two parties that need to be reviewed carefully, namely the empowered party and the empowering party. To obtain satisfactory results, a high commitment from both parties is required (Suryadi & Sufi, 2019). From the empowerment side, it is necessary to move from the approach that the community is not the object of various development programs and programs, but is the subject of its development efforts (Hermanto, 2017). For this reason, community empowerment must follow a targeted approach, implemented by the community who is the target group, and use a group approach (Edyanto, Karsiman, 2019).

The kokoda tribe is predominantly Muslim, so this tribe is also known as the Muslim tribe. This tribe is the indigenous people or indigenous Papuans. Only a small percentage of them become

Christians. The existence of this tribe is unique because it is a native Papuan tribe that is Muslim. The Islam of this tribe is not preceded or preceded by other religions such as the Javanese, who before Islam entered were Hindus. The Kokoda tribe converted to Islam after they embraced animism and dynamism. In the city of Sorong, the capital city of West Papua, the Kokoda tribe occupies coastal areas and mountainous areas. This community is spread across four territorial locations in Sorong City and one location in Sorong Regency, namely in Km. 7 near Domine Edward Osok Airport, Km. 8 which is the center or parent of the Kokoda tribe in the Sorong area, Rufe km.3, Victory Km. 10, and Makbusun SP 3 which occupies an area outside the hustle and bustle of the city. Geographically, Sorong City's position is quite strategic as the gateway to the Papua region. Apart from its location right in the bird's head area in the mapping or map of Indonesia, its natural conditions are still potential to be developed. One of its natural potentials is its oil and sea content. Both, are the main capital in increasing the level of community productivity in the development of Sorong City. Therefore, for the Kokoda community, this marine potential is the main factor in maintaining its existence in Sorong City. The resources and productivity of the Kokoda community are generally only capable of the marine sector, for example, fishermen, looking for coral reefs, and mangrove wood.

The population of the Kokoda community is increasing every year, the Kokoda community center, or their term is the Kokoda complex is located at a location of km. 8 which is the center for information and coordination of all Kokoda communities in Sorong City. In this place, several social structures of the kokoda community gathered, the intended community structure starting with the King, tribal chiefs, traditional figures, and religious leaders. Each of them has roles and responsibilities. The limited business and competence of this community make them unable to compete in the economic field. The work done so far is not enough to improve the standard of living for the better. Their income is derived from the sale of stone and wood, which fluctuates, sometimes a lot, and often the results are small, sometimes even non-existent. The results obtained are not only intended for one or one family but must be shared equally with other family members with consideration of unity and brotherhood. This can be interpreted that the economic condition of the Kokoda community is difficult to improve. This is because they did not build a whole

family concept that prioritized the economic needs of their small family members first and then their relatives. This is what distinguishes the kokoda community from other communities (Rais, 2011).

Method

a. Types of research

This research is descriptive qualitative research that is based on the philosophy of post-positivism and is used to research natural objects where the researcher is the key instrument. This study seeks to describe and describe facts related to the Muhammadiyah strategy in empowering the kokoda community in the city of Sorong. This type of qualitative research is used to analyze events, phenomena, or social conditions. Qualitative research displays research results as they are without any manipulation process or other treatment.

b. Location and Research Subject

This research was conducted in the city of Sorong. The subjects of this study were the kokoda community of Sorong city, while the subjects in this study were determined by the technique, of purposive sampling.

c. Data collection technique

The techniques used in collecting data in this study include;

1. In observation, researchers went directly to the field to observe phenomena that occurred, especially regarding the kokoda tribe in the city of Sorong.
2. In interviews, researchers conducted direct interviews with informants who came from the kokoda community in the city of Sorong, and interviews with informants who came from administrators and members of the Muhammadiyah organization.
3. Documentation, researchers use this technique by studying documents related to the Muhammadiyah strategy in empowering the kokoda community in the city of Sorong

d. Data analysis

Data analysis in this research is using qualitative descriptive data analysis. There are three stages in the data analysis technique, namely:

1. Data reduction, that is, the data obtained in the field is written very completely and abundantly, the data is then reduced, summarized, and selected the main things.
2. Arrangement in Units, namely very large data then analyzed in-depth to draw conclusions
3. Checking Data Validity.

Results and Discussion

A. Description of the Kokoda Tribe in Sorong City

Persyarikatan Muhammadiyah aspires to steer the community toward economic development, as well as to boost education and science and technology. The social programs and activities carried out by Muhammadiyah are the spirit of Al-Maun, which is demanded to be sharper and felt directly by the community, so that the Muhammadiyah movement truly becomes the main and strategic pillar of the dynamics of community life at the grassroots, providing guidance, enlightenment, liberation, and empowerment. The issue of community empowerment is one of the important activities that need to be carried out by the Muhammadiyah association to empower the kokoda community because the kokoda community is a community group that is considered weak and vulnerable to poverty. So with the empowerment carried out by the Muhammadiyah organization, it is hoped that they have the ability and strength and can free themselves from various adversity, backwardness, and backwardness and thus their desire to become a group that is advanced, independent and fulfilled and all their needs can be achieved. To find out how the role of Muhammadiyah in empowering the kokoda community, researchers conducted observations, documentation studies, and interviews at the research location. In the city of Sorong, several indigenous Papuan tribes inhabit and reside it, and a complex (environment) is formed where they are inseparable, the tribes include the Moi, Aifat, Aitinyo, Ayamaru, and another tribe, the Kokoda. The kokoda tribe in Sorong City more precisely inhabits an area of km 8 which is included in the Klasabi village area, Sorong Manoi district, which is the parent area of the original kokoda tribal village.

The Kokoda tribe is predominantly Muslim, so this tribe is also known as a Muslim tribe. This tribe is the indigenous people or indigenous Papuans. Only a small part of them are Christians. The existence of this tribe is unique because it is a native Papuan tribe that

is Muslim. According to (Rais, 2011) in general, the condition of the kokoda community is poor and very apprehensive, poverty is shown by not being able to buy clothes and household goods, not being able to send their children to school, not having a decent house, low purchasing power, and always hoping for help. the hands of others.

Furthermore, poverty is influenced by two factors, namely; low income and lazy people. The lazy nature of the kokoda is made worse by some of them with a culture that likes to commit deviant acts, such as drinking, gambling, and hedonistic culture of living. The majority of the men in this community earn money from selling stones and wood, they spend this income by buying drinks and in places of prostitution. This habit lasts from generation to generation, without any effort being made for moral and religious development (Rais, 2011).

Persyarikatan Muhammadiyah is an Islamic movement that is continually commanding good and prohibiting evil, and will never keep mute in preserving ma'ruf (positive values) and avoiding Munkar (bad values). In addition to carrying out social and humanitarian initiatives. As a result, the Muhammadiyah Association's role in strengthening the Sorong City Kokoda community is critical.

Based on the results of an interview with the head of the Kokoda Tribe, Aziz Wugaje stated that:

".....Kokoda's job is selling rocks and selling wood. We collect rocks and look for mango wood (mangroves) on the island and then sell it on the side of the road. People here really need decent housing and clean water. Here the ones who often assist are the police, if from Muhammadiyah, who usually comes to assist in the form of groceries, and even then it is not only at certain times like during the fasting month. Muhammadiyah never gave training, only in the form of necessities. Here there is a priest who teaches children to read and write. The center of the foundation is in Manado, but that only teaches children here to read and write, not to teach anything else." (Results of the interview 20 February 2018).

The results of an interview with a kokoda community named Abdul Malik Bodori stated that;

"... we need help from the government or any other party, Muhammadiyah usually comes with necessities, but that is during the fasting month where rice is distributed. The mosque there has been cut off from electricity by PLN because it has not been paid for four months. The church is better than the mosque even though the mosque

was inaugurated before the church. We need help, our work is only selling coral and selling wood." (The results of the interview on January 30, 2018).

Based on the results of observations and interviews conducted by researchers, it is known that the living conditions of the kokoda community are very apprehensive, they have inadequate houses, lack clean water supplies and they even buy water for drinking and bathing needs. Besides, most of them work as rock sellers and wood sellers. They can break their corals in the sea and then sell them by the roadside, as well as the mangi-mangi (mangrove) logs they find and get on their islands, cut into pieces and then sell them which serve as flagpoles and firewood for the community. Besides that, many of the children of the Kokoda community drop out of school because they cannot afford to go to school. This was used by a non-Muslim foundation to teach children of the Kokoda community to read and write, and the activity was carried out at the House of the Chief of the Kokoda community. The picture of the poverty of the Kokoda community is exacerbated by the condition of the mosque which is not well maintained, even the electricity supply to the Kokoda mosque is cut off by PLN because of the inability to pay electricity rent from PLN. Besides that, the condition of the church is more than the condition of the mosque, even though the kokoda mosque was first built from the church, and the majority of the kokoda community are Muslims.

From the results of observations and interviews conducted by researchers that the government's attention to the kokoda community is still very lacking. The Muhammadiyah association usually only provides basic food assistance to the kokoda community, rarely does the Muhammadiyah organization provide training, mentoring, and counseling to the kokoda community.

B. Strategy of Muhammadiyah in Empowering the Kokoda Community in Sorong City.

In all circumstances, strategy is employed to attain the objectives that have been specified. Goals will be difficult to attain without a plan since every activity or action cannot be isolated from the strategy. As a result, the technique is critical in community empowerment. It is very important to strengthen the development of conditions that can support the capacity of the community to attain and use economic, social, and political rights to improve the welfare and independence of

the community in the form of community empowerment. Community empowerment is one of the initiatives undertaken to promote the well-being of the community. These initiatives boost community membership, environmental improvement, business development, economic development, financial institution improvement, and community capacity to produce more.

Community empowerment is a social activity in which residents organize themselves in collective action to address social issues or satisfy social demands in connection to the availability of local resources. Low-income groups typically consist of people who lack skills and endure internal as well as external pressures from the environment. As a result, community empowerment has emerged as one of the most essential foundations in poverty reduction initiatives. Because the effects of community empowerment programs might be delayed, they are regarded as a recipe. Poverty is always addressed through a community empowerment strategy.

The religious practices of Indonesian Muslims differ from Islamic precepts. Furthermore, non-Islamic teachings degrade the soul, making them slaves to outsiders in their land. The fundamental cause for the Netherlands' lengthy reign and the country's history is ignorance and poverty. From this situation arose an Islamic reform movement such as Muhammadiyah. KH Ahmad Dahlan launched this reform movement on 9 Dzulhijjah 1330 H, November 18, 1912, in Yogyakarta. Muhammadiyah, as a religious reform group, seeks to purify Islamic teachings according to their origins, namely the Al-Qur'an and Al-Hadith, by interpreting Islamic teachings simply and reforming the current Islamic education system to keep up with the times. Muhammadiyah has focused its da'wah on two goals: to develop a just and prosperous primary society for people and communities orientated to Amar Ma'ruf Nahi Munkar.

The goal of the community empowerment initiative is to help local communities grow. Local community development is a process that involves the community's economic and social capacities via the active participation and initiative of community members. Members of the community are viewed not as a system with issues, but as a little community with promise that has yet to be realized. Local community development is essentially a process of contact between members of the local community aided by social institutions, which helps to raise awareness and improve their capacities to achieve the desired goals.

According to the research findings, Muhammadiyah employs numerous techniques in empowering the kokoda tribe in Sorong City, namely:

1. Food Distribution

Based on the results of interviews with the informant who is the chairman of LazisMu, Sorong city stated that:

"..... The kokoda tribe has become a target of LazisMu, every month we hold recitations, as well as in the month of Ramadan we always distribute basic needs. (Interview results, March 16, 2018).

The results of an interview with the kokoda community named Ramadhan Agia, stated that:

"..... If we have known Muhammadiyah for a long time, Muhammadiyah always comes here to bring aid, especially rice. Some of the Kokoda people have low incomes (Interview results, 13 March 2018).

From the results of interviews conducted by researchers, information was obtained that the Muhammadiyah organization was already known to exist by the kokoda community and had been carrying out social activities in the city of Sorong for a long time, especially for the kokoda community such as providing basic food assistance. However, besides the kokoda community besides them need basic needs, they also need empowerment in the form of motivation, and encouragement, which can raise awareness of the kokoda community that they have potential that can be developed. The potential of the kokoda community such as making tokens, making mats, and even the cultural and tourism potential the kokoda community. This potential should be developed by government organizations and non-governmental organizations, including in this case the Muhammadiyah organization. The potential possessed by the kokoda community should be developed so that it can generate income for the kokoda community in the city of Sorong and will no longer depend on assistance from other parties. It is highly expected by government organizations and non-governmental organizations including in this case the Muhammadiyah organization to provide training in managing natural products around the kokoda community, so that later the kokoda community has skills in managing natural products so that they have a high and quality selling value.

The purpose of community development is to help people and communities become self-sufficient. This independence involves the

freedom to think, act, and control what they do. Community independence is a situation experienced by the community that is characterized by the capacity to think, decide, and do something suitable to solve challenges encountered by employing this power/ability. According to the preceding debate, community empowerment is found in its decision-making process to build adaptation choices to changing environmental and social conditions. As a result, understanding community activities for adjusting to environmental changes is critical for people-centered development.

2. LAZISMU Scholarship Award

The Muhammadiyah organization is very well known in Indonesia, besides being engaged in Islamic da'wah, it is also engaged in other fields such as social, and economic, including education. Muhammadiyah has various kinds of social business charities, including orphanages for orphans and the elderly, health centers, and schools, which were established to help the community and provide easy access for the community, especially for poor families. Especially in the city of Sorong, there are Muhammadiyah colleges ranging from kindergarten to university.

To find out about the provision of scholarships for the kokoda community who continue their higher education, the researcher interviewed one of the students who came from the kokoda tribe. The results of the interview with the informant Syamsuddin Bodori, one of the students from the kokoda community who studied at the Muhammadiyah University of Sorong, stated that:

".....I am in my final semester at the Muhammadiyah University of Sorong and studying at my own expense. As for the scholarship from Muhammadiyah, I can't get it, but if my friends get a scholarship from Muhammadiyah,". (Results of the interview 24 February 2018).

Furthermore, the results of the researcher's interview with the informant who is a kokoda community studying at the Muhammadiyah University of Sorong named Jalil Beyete stated that:

".....I am very grateful to be able to get a scholarship from LazisMu muhammadiyah because initially there were 4 people from kokoda who received scholarships but only I survived, hopefully in the future Muhammad will give me a postgraduate scholarship' '. (Interview results, 15 February 2018).

Based on the results of interviews conducted, information was obtained that the Muhammadiyah organization through Lazismu in the city of Sorong provided educational scholarships for kokoda students. The provision of educational scholarships provided by Muhammadiyah helps students from Kokoda to develop their potential, they even hope that more students from the Kokoda tribe will receive educational scholarships from Muhammadiyah. It is not only educational scholarships in the undergraduate program but also educational scholarships for the master's program.

Conclusion

Persyarikatan Muhammadiyah is an organization that is always engaged not only in the field of da'wah but also in the field of social society. The conclusions drawn are based on the formulation of the problem from this research, namely; The role of Muhammadiyah in Indonesia in assisting the government in various fields is well known. Based on the results of the research that has been described above, it can be concluded that:

- a. The role of Muhammadiyah in empowering the kokoda community in Sorong City has not been optimal even though it already has various business charities that are well known in Sorong City including the Muhammadiyah University of Sorong. This can be seen from the empowerment carried out by Persyarikatan Muhammadiyah to the kokoda community in Sorong City only in the form of distributing food packages during the fasting month. The condition of the kokoda community which is still alarming, such as low income and not being able to meet their own needs, is an opportunity for government organizations and non-governmental organizations including Muhammadiyah to play a role in empowering the kokoda community not only in the form of providing basic food but also in the form of training and mentoring. Entrepreneur.
- b. The existence of educational scholarships provided by the Muhammadiyah organization through Lazismu has not been fully maximized, because the educational scholarship scholarships provided by the Muhammadiyah organization through Lazismu are only given to 1 Kokoda student,

although at first 4 Kokoda students were given educational scholarships 3 people eventually withdrew.

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SYNOPSIS

In the context of the fourth industrial revolution, high-quality human capital that generates innovations is emerging as a critical factor in enhancing the competitiveness of individual businesses and the national economy as a whole. The digital transformation of public life has significantly impacted human capital development. Technologies such as remote communication, robotics, and artificial intelligence have created new education, health care, and employment opportunities. Education and health care have become more personalized and technologically advanced. Opportunities for remote work and combining work in multiple companies have emerged.

On the other hand, digitization poses challenges and threats to human capital development. These include the need for continuous competency enhancement, increased stress levels due to the increasing information and emotional load on an individual operating in a digital environment, etc. The digital economy is also characterized by general job cuts and a decline in the rights of employees who have switched to telecommuting. Furthermore, the introduction of digital tools raises the risks of discrimination against various population groups and growing social and economic inequality. Holders of human capital face the need to acquire new knowledge, improve their professional qualifications, and engage in comprehensive personal development throughout their lives under these conditions. To ensure the least painful inclusion of all members of society in the digital environment, the state and business must create conditions for increasing the population's level of digital, financial, and legal competence.



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