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EDITOR'S NOTE



Assalamu'alaikum Wr. Wbr. (Peace be upon you)

Thanks to Allah SWT, Robbul-Izati, all blessings are only for Him, the Lord of the world. Invocation and greeting may always give to our Prophet, Muhammad SAW, and to his family, friends, and all his followers who stick to his Sunnah until the end of world.

As the Rector of UMP (Muhammadiyah University of Purwokerto) in Central Java, Indonesia, I am very grateful that EDUCARE journal is still able to be published to date. It means the seriousness and professionalism of the journal editorial boards. As we know that in order the journal is able to be published regularly as well as quality, there are at least three requirements namely: (1) available of quality articles, (2) possession of financial capital, and (3) presence of professionalism editorial board.

On the later requirement, UMP has actually lack of human resources, in this context is faculty member, for managing the scientific journal. Based on this condition, UMP has been joining publication the EDUCARE journal with ASPENSI (Association of Indonesian Scholars of History Education) in Bandung. On 23 April 2011, UMP has again conducted the MoA (Memorandum of Agreement) with ASPENSI for managing and publishing the EDUCARE journal for period of 2011 to 2013. By this, UMP hopes to continue the collaboration in order our ideas, research findings, and visions are able to disseminate to others, not only for academicians in UMP particularly and Indonesian generally, but also for academicians in South East Asia and throughout the world.

As the Rector of UMP, I am very also grateful and proud that the EDUCARE journal develops and its performance is more global and more convincing. I hope that the EDUCARE journal management will be more professional, qualified, and beneficial for the world society. Once again I accentuate here that this can only come into reality if the EDUCARE journal is run by professional organizers who possess very wide academic networks. Accordingly, building networking is also one of the intelligent due to include the trust. By networking, of course, we are easygoing to get the articles or manuscripts from the scholars over the world. In short, by networking will make something easier.

It is importance to stress here again that Dr. Silent's statement is absolutely correct. In his editorial note for ARCHIVES journal entitled "Publish or Perish", he said that scientific research is not complete until the results have been published. So, for him, a scientific manuscript is an essential part of the research process and consequently a scientist must know how to use words properly in the scientific journal. Finally, he also said that the education of a scientist is not complete until the ability to publish has been established. In line with this context, the EDUCARE journal provides the opportunity to the scientists over the world to publish their manuscripts in our scientific journal.

The name of EDUCARE itself is caring on educational matters. The name was specifically also selected for this journal to indicate our serious concern on education and our realization for the need to study and manage education and issues pertaining to it in a professional manner. Believing that education is a future investment for the advancement of a nation-state calls for an imperative effort in the professional management of education and in raising a sincere concern for the betterment of education. Therefore, actual and strategic issues in education – in Indonesia and other countries – shall be the major foci of EDUCARE.

Finally, I was also informed by ASPENSI Committee in Bandung that the EDUCARE journal has been submitting the process of accreditation to Ministry of National Education of the Republic of Indonesia. By this, hopefully, the EDUCARE will be accredited as scientific journal nationally as well as internationally. May Allah SWT always give His guidance in carrying out this mandate to reach the better in the future. Amen. Wassalamu'alaikum Wr. Wbr. (peace be also upon you).
Dr. Haji Syamsuhadi Irsyad, Rector of UMP.

NEW MODELS AND E-LEARNING TRENDS IN TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

HILAL AHMAD WANI

ABSTRACT: *With the advent of the knowledge era, teacher education needs to prepare teachers to face the changing technological contexts and to model pedagogies and tools for better forms of learning. Despite much enthusiasm about the roles of technology in education, its role in transforming teacher learning, in ways aligned with advances in the learning sciences and contemporary socio-cultural perspectives, few changes have occurred. While many teacher educators are turning away from technology after early attempts met with mitigated success, some are pushing the boundaries of teacher education and professional activity systems. This paper identifies and analyzes emerging trends and models in e-learning for teacher education and professional development from the developing research base, both international trends and current developments. As we know that globalization cannot be understood without including information and communication technology (ICT). Educational institutions and teaching staff have many benefits due to emergence of modern technology. Teachers have their own networks through which they connect themselves with other teachers across the globe. Institutions have web-supported classrooms. Similarly, it also enhanced the responsibilities of schools, colleges, universities that should have such teachers who can produce such students who after receiving their education can adjust themselves at any platform.*

KEY WORDS: *Teacher education, technology in education, models in e-learning, and teacher professional development.*

INTRODUCTION

With the advent of the knowledge era, teacher education needs to prepare teachers to face the changing technological contexts and to model pedagogies and tools for better forms of learning. Despite much enthusiasm about the roles of technology in education, its role in transforming teacher learning in ways aligned with advances in the learning sciences and contemporary socio-cultural perspectives. Darling-Hammond and Baratz-Snowden acknowledge that while specifying what teachers need to know and be able to do is not a simple task, it is possible to develop a vision of professional teaching that connects teaching with student learning and requires that teachers be able to point to evidence of that learning (cited by Berliner, 1994).

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Meanwhile, globalization and the increasing convergence of digital technologies were the defining characteristics of our world at the turn of the 21st century. As boundaries blurred due to the swiftness of information transfer, knowledge became power. With governments gearing up to prepare their citizens for the knowledge-economy, greater responsibility has been placed on education institutions to meet the challenges brought about by this new landscape. Education is the main enabler for a nation with no natural resources and whose competitive edge lies in arming its people with skills and competencies needed for the 21st century (Papastamatis, Panitsidou & Giavrimis, 2009:88).

THE OBJECTIVES AND CONNOTATION OF E-LEARNING

This paper identifies and analyzes emerging trends and models in e-learning for teacher education and professional development from the developing research based, both international trends and current developments. I focus mainly on connotation of e-learning, teacher's professional development, teacher's responsibilities, proposals for effective teaching professionals and staff-development, research in teacher education and teacher practice consists on several aspects, and conclusions and suggestions. I have also highlighted the role of modern techniques in educational field and professional development.

As we know that globalization cannot be understood without including information and communication technology (ICT). Modern technology created easiness in every field of human life. Today, we can receive and send any information from any part of the world within seconds through internet. Educational institutions and teaching staff have many benefits due to emergence of modern technology. Today, distance education is also going through on line. Teachers have their own networks through which they connect themselves with other teachers across the globe. Institutions have web-supported classrooms.

Due to emergence of modern technology, world has changed its domain. Similarly, it also enhanced the responsibilities of schools, colleges, and universities that should have such teachers who can produce such students, who after receiving their education can adjust themselves at any platform. Therefore, as per the modern, trend educational institutions need those teachers and learners who must be professionals in their field and work. They should have the qualities to work for the nation building process and betterment for the entire society.

E-learning is a technology which supports teaching and learning via a computer and the web technology. It bridges the gap between a teacher and a student in two different geographical locations. Advancement in internet and multimedia technology is the basic enabler for e-learning. E-learning applications facilitate online access to learning content and administration. Software applications built for planning, delivering, and managing learning events has become a crucial need for the corporate training departments of large organizations. Our creative and technical abilities allow us to package the most complex material into a comprehensive and

an interactive e-learning application. We work with sophisticated technologies and produce e-learning applications for a variety of situations and deployment methods (NID, 2008/2009).

EDUCATORS' PROFESSIONAL DEVELOPMENT AND TEACHERS RESPONSIBILITIES IN MODERN SCENARIO

In most cases, adult learners have somewhat different needs and characteristics as compared to children. They are more self-directed, more mature, more experienced, more problem-oriented, and live under different social circumstances and expectations. It is imperative, therefore, that educators should not equate and treat adult learners as children. Reflective adult educators have come to realize that treating adults as though they were children results in ineffective teaching and unsuccessful learning (Berliner, 1994).

It is widely recognized that one of the most enduring issues with staff development programmes for professionals has been the tendency on part of staff developers to treat adult learners as children rather than as adults. Some institutions and educators tend to maintain an authoritarian teaching style, relying upon the educator teaching from the front with very little interaction with the learners. Such practice would seem unsuitable for teaching adults. If adult educators and their adult learners need to share in a positive and meaningful educational experience, it is important to acquire greater understanding of the process involved in adult learning and the methodologies that can enhance this process.

Staff development planners should take this fact into account and adapt their teaching strategies and techniques accordingly. The extent and quality of the professional education and training, received by professionals, influence both the quality and the style of their teaching. The more knowledge and skills, they have in planning and delivering instructions the better their students will learn. Professionals without sufficient teaching knowledge tend to teach by instinct and are doomed to trial-and-error approaches (Fuller, 1969).

The 21st century has been characterized by knowledge driven economies, rapid information exchanges, and fast-moving communication technologies which have created new demands on education systems worldwide. In the 21st century landscape, education must focus on nurturing the whole child – morally, intellectually, physically, socially, and aesthetically. Students need to acquire new knowledge, skills, and dispositions to ensure their survival and success as individuals, as members of the community, and as citizens of our nation (Griffiths & Tann, 1992).

To achieve this, we must develop teachers who are able to undertake in content teaching, knowing how people learn best, and learning to design the best learning environment possible. Teacher identity values refers to having high standards and a strong drive to learn in view of the rapid changes in the education milieu and being responsive to student needs. The values of service to the profession and community focuses on teachers' commitment to their profession through active

collaborations with the fraternity and striving to become better practitioners to benefit the community (Guskey, 2003).

Teacher identity can be acknowledged when he/she must have the following characteristics: (1) Aims for high standards, (2) Enquiring nature, (3) Quest for learning, (4) Strives to improve, (5) Passion, (6) Adaptive and resilient, (7) Ethical, and (8) Professionalism (Berliner, 1994).

PROPOSALS FOR EFFECTIVE STAFF DEVELOPMENT OF TEACHING PROFESSIONALS

The foregoing discussion describes a picture of the unique professional growth needs of teaching professionals, who have been characterized as adult learners going through stages of career development. If educational authorities are to use this information wisely, they must translate it into effective reshaping of staff development programmes. It is worth mentioning that the characteristics that influence the effectiveness of professional development are multiple and complex. It may be unreasonable, therefore, to assume that a single list of effective professional characteristics will ever emerge, regardless of the quality of professional development research (Johnson, 1998). With this in mind, we believe that the following suggestions would seem essential for the development of such programmes.

First, encouragement and experimentation. Teaching professionals should be encouraged to try out new ideas, and even conduct their own classroom research on how well those ideas work with their learners and under what conditions they work best. They need to take time to reflect about what they are doing. Educational authorities need to provide them with opportunities to do so. To use modern methods effectively, professionals need first to understand the research upon which those methods are based. Considering that they have either not been taught or be experienced in these methods, they also need to practise them. They need to practise newer methods with guidance making necessary modifications so as to develop student learning (Kagan, 1992).

Second, the teaching professional must be at the center of staff development. Professionals must undertake the primary responsibility for their own professional growth. They must be given the responsibility for planning staff development in terms of diagnosing their own learning needs, designing, and identifying programmes to meet these needs and deciding when their needs have been adequately met. Placing professionals at the center of the staff development process means that they will both determine the nature of programmes for their own professional growth and will assume a major responsibility for supporting each other in their efforts to grow. Sharing knowledge and experience with their peers can improve teaching practice, progress learning, and foster true conceptual change (Tuomi, 2004).

Third, staff development programmes must be characterized by mutual professional respect. Professionals who take part in professional growth need to value and respect the professional skills and abilities of their colleagues. They should

honour learning, participation, and cooperation above prescription, production, and competition. This critical factor enables professionals to teach and learn from each other. In this kind of endeavour emerges the concept of the school as a learning community. All participants, teaching professionals, and learners engage in learning and teaching, and school becomes a place where students and professionals discover (rediscover) the difficulties and satisfaction of learning (Wagner, Hassanein & Head, 2008).

Fourth, education and training is a lifelong process. Teaching professionals need to think about education and staff development not merely in terms of initial courses but more fundamentally in terms of rhythms by which communities and individuals continually renew themselves. In this way, education becomes a mutual developmental process between community and individuals, one that goes beyond mere socialization. It is an investment of a community in its own future, not as a reproduction of the past through cultural transmission, but as the formation of new identities that could take its history of learning forward.

Fifth, learning must be related to the needs and expectancies of adult learners. Adequacy provision must be made for teaching professionals to give and receive feedback in relation to the relevance of the staff development programme. The needs identified will help justify decisions by the educator and learners. The needs identified by learners and by others can be distinguished as felt needs and prescribed needs. Felt needs are those desires and wishes of the learner, while prescribed needs are premised upon educators. It is inappropriate to plan a staff development programme for adult learners on a felt needs approach and it is equally unacceptable to plan a programme totally on needs prescribed by others. Combining felt needs and prescribed needs would seem to be a more rational approach. In this way, a mutual collaborative teaching-learning environment can result that ensures greater participation and desire to persist and achieve in teaching and learning situation (Sun, 2003).

Sixth, the primary focus of staff development programmes should be on sustained long-term growth. It is commonplace that one-shot quick-fix approaches to staff development have little to offer teaching professionals in terms of real professional growth. The reason, one-shot staff development has not been more growth enhancing for professionals, is the fact that instruction typically is delivered at the lower levels (knowledge and comprehension) of the cognitive domain. Professionals, therefore, are not afforded needed opportunities to apply and practice new skills (application), much less to adapt them to their present teaching repertoires (synthesis) or to take judgments about how well they are working (evaluation) and then determine the reason why they work or do not work (analysis) (Teo & Gay, 2006). This approach to staff development overemphasizes narrowly defined, technical teaching models that minimize the complexities of teaching and encourage teaching professionals to function as technicians rather than professionals. Only when professionals are encouraged to function at the higher levels of the cognitive domain can real growth be expected.

Seventh, learning to teach requires that professionals come to understand teaching in different ways from what they have learned from their own experience. Actually, they need not only to understand but also to perform a wide variety of things, many of them simultaneously. To achieve this requires much more than simply memorise facts and procedures, since there is a major difference between “knowing that” and “knowing why and how” (Kinshuk *et al.*, 2003).

Eighth, teaching professionals work with diverse students and have to achieve multiple educational aims requiring trade-offs from time to time. Although, some aspects of teaching could be routinised, what professionals do will be influenced by changing student needs and unexpected classrooms events? Many decisions in teaching are contingent upon student responses and the particular objectives sought at a given time. Therefore, these decisions cannot be routinised. Thus, helping professionals think systematically about this complexity is extremely important. They need to develop metacognitive abilities that guide decisions and reflection on practice (Lee, Cheung & Chen, 2005).

Typically, however staff development programmes attempt to cope up with the complexities of teaching as if they could be understood at a single sitting. In doing so, the education profession has effectively devalued teaching and, at the same time, turned off professionals to the potential opportunities that exist for personal and professional growth through continuous staff development. Modern professional development has a variety of purposes beyond skill training, including facilitation of teachers’ efficacy, cognitive development, and career development, as well as teacher collegiality and the improvement of school culture. An expanding body of literature has accompanied the broadening of professional development on effective development programmes.

Meanwhile on the research in teacher education and teacher practice, it consists of several aspects such as follows:

First, Research related to the subject content knowledge – meaning that teachers should understand how knowledge is generated in their specific academic disciplines and should have the knowledge of most recent research results in research in subjects they teach. They should develop critical scientific literacy and they should be able to teach their students how to critically read and evaluate scientific data.

Second, Research related to the educational sciences – meaning that teachers should be able to understand and participate in research related to different variables in educational contexts.

Third, Interdisciplinary – meaning that research is connecting between subject content knowledge and pedagogical knowledge (teaching methodologies).

Fourth, Evaluation research – meaning that teacher education should prepare teachers in using research methodology to evaluate the effectiveness of their teaching. It also means that teachers should learn how to interpret the obtain data, how to communicate and how to make evidence based decisions.

Fifth, Research-oriented attitude and value of lifelong learning – meaning that teacher education should support teachers in development of new aspects

of their professional role. They should perceive themselves as agents of change in changing society being analytical, open to new experiences, innovative and committed to lifelong learning.

Sixth, Action research is also very important aspect – meaning that it is about teacher-practitioners studying real classroom or school situations and fostering reflective and inquiring education community committed to formulating actions that work. Action research helps teachers to first reflect on their teaching practice, then systematically collect, and analyze classroom evidence in order to better understand their own practice. Teachers in action research are focused on their students' learning, well-being, and improving the quality of their practice (Hezel, 2005).

CONCLUSION AND SUGGESTIONS

E-learning is a large and growing market with great potential in higher education. In order to maximize this potential, e-learning implementations should endeavor to satisfy the needs and concerns of all groups as much as possible. The analysis undertaken in this paper and culminating step in that direction. As shown in our e-learning that each stakeholder group has an important role to play while working together towards the common goal of enhancing the overall learning experience.

Students and instructors should participate as proactively as possible; provide feedback to improve future experiences, and communicate the learning possibilities that e-learning create. Institutions should provide the technical infrastructure and support needed to enable comprehensive solutions. Content and technology providers should provide high quality, interoperable solutions that consider learning principles. Accreditation bodies should provide and enforce clear guidelines for this new form of learning delivery. Employers need to recognize the validity of this form of education and work with other stakeholders to ensure that graduates meet the needs of the job market. Institutions of higher education could utilize the responsibility presented in this paper as a starting point when undertaking a new e-learning initiative.

In addition, develop a set of expectations for each. Since the presented framework involves the cooperation of each stakeholder group, its implementation would entail communication between groups to ensure that the responsibilities of each group are clear. To this effect, when institutions undertake a substantial e-learning initiative, they should strive to involve a cross-functional team with representation from each relevant stakeholder group. This will ensure their specific needs are addressed during development and will help to facilitate during implementation.

Successful implementation also requires a project champion, who will communicate the responsibilities and the importance of cooperation to each group. It is suggested that leadership from the highest level of the institution is needed to see the opportunities available and bring them to reality. Through the effective dissemination of information, those involved in e-learning can be made aware of how they fit into the complete picture, and the importance of their specific roles in e-learning implementation success.

The framework presented in this paper is derived from the motivations/needs and concerns of stakeholder groups as noted in the literature. Future research should be conducted to validate this framework across various institution types, educational programs, and cultural settings. Since the application of the framework at an institution requires the coordination of many stakeholder groups, a case study methodology may be the most appropriate to study the application of the framework. This methodology would allow for in depth study of the success of a particular application in light of the levels of cooperation achieved according to the stakeholders.

Returning to the question posed in the title of this paper: “*Who is responsible for e-learning success in higher education?*”. I have shown the answer to be a shared responsibility between the various e-learning stakeholders. When all stakeholders fulfill their responsibilities to create effective and meaningful e-learning experiences, positive outcomes extend beyond success in specific courses and programs to facilitate lifelong learning and discovery. Knowledge grows within those who discipline themselves to think about what is known and what still needs to be known. The design of effective learning opportunities needs to begin with a clear idea of what we want people to know and be able to do.

In this way, we learn from one another and we develop new insights. Teaching professionals are people, and their personal professional growth is as legitimate a concern of education as is the cognitive and affective development of students. Learning to teach is a developmental progress from early concerns with “self” to a gradual focus upon issues related to student learning and eventually to the school climate. If we can help educators understand where they stand, and if they can stand there with dignity, security, satisfaction and competence, then everyone will make improvements.

Taken theories and ideas, I have discussed in this paper that e-learning can have a significant influence on the culture of teaching professionals, since they contribute in unanticipated ways to the development of individual professionals. It is commonplace that leadership for improving staff development is the key to unlocking that potential. Staff development offers many worthwhile benefits to teaching professionals. It can effectively provide the keys to improving professional performance, reducing isolation, providing support system, and generally improving the professional lives of teaching professionals by making them more productive.

In line with the discussion of this paper, I identified a growing consensus of guiding principles as on going professional learning, professional development connected to the teaching practice, school communities that encourage shared e-learning and professional development that is integrated into the school plans. The major function of educational authorities is to build an educational culture that values professional development and involves teaching professionals in planning learning activities, which best support, their practice. The challenge remains in creating schedules that allow time for teaching professionals to participate in continuous development. It is therefore important to encourage professionals, namely

the most critical actors in the educational process, to learn and develop, realising that this goal is apt to be met when they all work together to make it happen.

Moreover, it is imperative for educational authorities to make staff development so worthwhile, so exciting, so effective, and so clearly adjusted to the growth needs of teaching professionals that every single of them will demand to be part of the programme. Nonetheless, it has to be acknowledged that although serious steps have been taken towards this direction in other there is still a long way to go to build effective professional growth strategies for teaching professionals. Until nowadays, professional development programmes have failed to reach professionals' needs while they run randomly and uncoordinatedly, ignoring most rudimentary principles discussed in the present paper.

Thus, further action is required in order to make available to teaching professionals in developed and developing countries, a multitude of quality professional development alternatives are needed to be adapted, that can help to individual needs, meeting both quantitatively and qualitatively to professional growth programmes across the globe.

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PATTERNS OF INTERACTION AMONG MONO-CULTURAL ENGLISH AS SECOND LANGUAGE LEARNERS

NALINI ARUMUGAM, GERALDINE DE MELLO &
INDRANI MUTHUSAMY

ABSTRACT: *By exploring the educational pedagogies and classroom discourses, it is the aim of the paper to extend theoretical insights into the way ESL (English as Second Language) writing classrooms might help to make over, negotiate, and manage the linguistic, social and learning identities of the mono-cultural learners in the classrooms. The basic premise of social interdependence theory is that the way interdependence among goals is structured determines how individuals interact, which in turn largely determines outcomes. Research, therefore, has focused on student–student interaction in ESL tertiary writing classroom in an institution of higher learning. The results indicated that mono-cultural learners in an ESL classroom juxtaposed two languages (L1 and L2) and appropriated their bilingualism to learn English language. The results also revealed that group discussions in ESL classrooms in institution of higher learning offered experiential learning whereby learners became more skilled to use suitable choice of words (at times with help of their more capable peers), specifically utilising their bilingual expertise. The end results of this study point out a favourable feature of the discourses of the ESL learners striving for mutual benefits to successfully complete the assigned tasks.*

KEY WORDS: *Mono-cultural, English as second language, face-to-face interaction, patterns of interaction, and Malay students.*

INTRODUCTION

Language plays a significant role in social interactions. It enables various types of communication. Communication, on the other hand, enables individuals to expand understanding of the world and leads to cognitive development. Several types of communication take place in the classroom: teacher and learners as well as learners and learners, text and learners, and learners and teacher. These communication patterns propose that language is a significant tool that connects the individual with the world beyond the self. So does effective and meaningful communication and interaction takes place in an English as Second Language (ESL henceforth) classrooms?

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L.A. Hirst and C. Slavik (2005) and J. Kreie, R.W. Headrick and R. Steiner (2007) claimed that the use of group activities to provide opportunities for learners to use language in meaningful ways is one the most effective mode of second language instruction. In completing a cooperative task, learners must listen to and negotiate meaning with one another. Although learners' inter-language may not provide perfect models of the target language, there is obvious communication. Obviously, not all the learners in this study are proficient speakers but they still assist one another developing their competence in the target language as suggested by K. Mason (2006). Apparently, the small group learner-learner interactions indicate that such interactions provide conditions that facilitate language acquisition better than teacher-learner interactions (Ellis, 1994). Another note worthy point to consider is the mono-cultural ESL classroom where learners who prefer to work together to accomplish assigned tasks (Mariam, 2004) could result in code-switching, particularly from L1 (first language) to L2 (second language) or vice versa.

A. Iwai (2004) and M. Paramasivam (2005) perceived code switching to be fulfilling the function of language that amounts to effective communication and inter-lingual unity. Code switching is viewed as the medium to convey both social and linguistic meanings. They opined that learners often resorted to using their first language to "help bridge the proficiency gap". A.S. Canagarajah (2005) has also pointed out that code switching in the ESL classroom helps the instructors and learners to manage their classroom interactions efficiently and to negotiate the pedagogical content meaningfully. He argued that even if some code switches are motivated by incompetence, they are loaded with social meaning and rhetorical implications. In fact, "*Code switching can lessen the inhibitions against second language learning and enable learners to accommodate them in their repertoire of English*" (Canagarajah, 2005:592). He has also said that sometimes learners use L1 as the medium for accomplishing the prescribed pedagogical activity such as translating the question into L1, appropriating their attempted sequences, and peer help on difficult words. "*Such collaborative interactions in the vernacular displayed more depth and involvement than the collaborative tasks teachers gave learners to be conducted in English*" (Canagarajah, 2005:138). This explanation on the use of L1 befits well to this present study because the participating learners frequently use L1 to communicate. Thus, they may want to use their L1 to "speak their thoughts."

Meanwhile, D.W. Johnson and R.T. Johnson (1999) stressed the importance of the members meeting face-to-face to work together to complete group tasks and foster one another's success and stressed that the discipline of using group writing was to ensure the group members meet face-to-face, to work cooperatively to complete the assigned tasks and facilitate their peers' success as well. The face-to-face promotive interaction (FFPI henceforth) element encouraged group discussions by creating an environment where the group members assisted one another; exchanged ideas and information and provided feedback to members to improve their ideas and facts (Johnson & Johnson, 1999). Therefore, in Malaysia the ESL classrooms have a variety of language to assist a better grasp of the target language.

STATEMENT OF THE PROBLEM

The “mono-cultural” background of students to share the same mother tongue and often it is said that they use L1 (first language), the Malay language to learn L2 (second language), the English language. It is our view that the bilingual interaction found in these classrooms, particularly the way that the participants spontaneously and purposely juxtapose Malay language and English in order to create learning/teaching opportunities offers a useful example of “bilingual complementarity” at learning institutions. By this we mean the way that the two languages are used together in the classrooms, and how this plays an important part in the negotiation and management of the linguistic, social, and learning identities of the classroom participants. Through talk, interaction is made and classroom atmosphere is established.

Darrell M. Hull and Terrill F. Saxon (2009) opine that talking serves to structure and control our behaviour as well as being a means of communicating with others and influencing them. In this context, how the learners share their ideas and experiences with those involved will be observed. As learners naturally interact in small groups, there is a strong support for establishing interpersonal skills, to help their peers to achieve the group goal. The language skills used by the learners; especially how the learners exchange ideas to complete their assigned task using the characteristics of the Social Interdependence Theory to write the drafts of the essays will be taken into consideration.

Knowledge is constructed through joint activity (Vygotsky, 1978); and therefore, learning is mediated by different learners within the group. Knowledge is commonly said to be socially constructed through cooperative efforts toward shared objectives, or by discussions and challenges brought about by the interaction among learners (Barnes, 1995). According to D.W. Johnson and R.T. Johnson’s Social Interdependence Theory, characteristics of group discussion encompass positive interdependence, face-to-face interaction, individual accountability, social skills, and group processing. Positive interdependence is said to result in promotive interaction, and at times, negative interdependence (Johnson & Johnson, 1991 and 1999). This creates unity and trustworthiness in the group where learners become aware that they could optimise theirs as well as their peers’ learning (Johnson & Johnson, 1999; and Iwai, 2004) and strive for mutual benefits (Johnson, Johnson & Holubec, 1994). However, to date little has been done to show how beneficial is this approach at a higher learning institution, especially at mono-cultural ESL (English as Second Language) learning environment. Hence, the present study aimed to examine how learners in an ESL classroom shared their ideas and experiences in the process of discussion and negotiations.

RESEARCH QUESTIONS, SCOPE OF THE STUDY AND THEORETICAL FRAMEWORK, AND METHODOLOGY

The present research employed FFPI (Face-to-Face Promotive Interaction) which is claimed to encourage a more effective language learning process in the ESL (English as Second Language) writing classroom. As the FFPI in small groups provides multiple opportunities for students to interact and assist each other, the use of this approach can serve to overcome distressed and de-motivated ESL learners. Furthermore, group discussions also promote positive social interactions (Johnson & Johnson, 1991; Iwai, 2004; Mason, 2006; and Depaz & Moni, 2008) which can enhance students' learning experiences.

As such, this research attempted to answer the following questions: (1) What are the ESL learners' patterns of interaction in the mono-cultural ESL learning settings?; and (2) How do ESL learners' patterns of interaction in the writing classes facilitate learning?

This study included patterns of interaction based on Johnson and Johnson's Social Interdependence Theory, FFPI. FFPI takes place when group members encourage and facilitate one another's progress by assisting group members to accomplish the assigned tasks, achieving group goals. Knowledge is constructed through joint activity (Vygotsky, 1978); and therefore, learning is mediated by different learners within the group. To experience the optimal effects of FFPI the members should render assistance such as exchanging needed resources, information and materials, processing information more efficiently and effectively, providing one another with valuable feedback to improve their efficiency, and getting greater insight into the problems being considered (Johnson & Johnson, 1999).

A case study approach was chosen for this study. A total of sixty-three (63) learners, who are pursuing their diploma in Business Studies, participated in this study. In this context, qualitative method included observations and audio-recording of students' discussions in naturalistic learning contexts. The discussions were audio-taped and transcribed by the researchers. The checklist was adapted from D.W. Johnson, R.T. Johnson and E.J. Holubec (1994) to elicit data from a group of mono-ethnic students at a public institution of higher learning in Malaysia. The checklist consisted of elements like correcting peers, repeating ideas, integrating ideas, explanation, reinforcing, challenging, reasoning, influencing, questioning, probing, clarifying, paraphrasing, encouraging, criticising ideas, criticising members, and approving members' ideas (Johnson & Johnson, 1999).

The checklist was deemed sufficient in eliciting information on students' patterns of interaction employing FFPI. Later, group semi-structured interviews were conducted at the institution to elicit qualitative data about the issues under study, i.e. the efficacy of FFIP and observed their attitudes and ability to be fully engaged in tasks assigned in classroom.

RESULTS AND DISCUSSION

On the Research Question 1: Patterns of Interaction. L.S. Vygotsky (1978) claimed that learning is a social enterprise and students learn through interaction; while D.W. Johnson and R.T. Johnson (1999) claimed that students learn better by helping one another. These claims were observed by the researchers during discussions held among learners in this study. The learners assisted one another and engaged themselves in the tasks by explaining the question. These results show that the learners have practised FFPI (Face-to-Face Promotive Interaction) taught by the researchers to complete the designated tasks. They found FFPI traits to be beneficial, which was demonstrated in the structured interview. A learner said, “*When we meet to discuss with friends in the group, we learn better. If I don’t know anything, I can ask my friends who are clever*”. Another learner revealed that “*We can always check when we discuss. I feel it is easier to ask my friend and not shy to ask them*”.

These confessions also proved that FFPI had played a significant role in processing information more efficiently and effectively; providing one another with valuable feedback to improve their efficiency and getting greater insights into the problems being considered which was also observed in D.W. Johnson and R.T. Johnson (1999), A. Iwai (2004), and M.N. Mariam (2004). Although there are 16 characteristics suggested by D.W. Johnson, R.T. Johnson and E.J. Holubec (1994), the researchers found 6 (six) apparent features utilised by learners during their group discussions. The details of the common features are discussed below.

First, Correcting Peers. The “correcting peers” element is an essential skill in the FFPI context (Johnson & Johnson, 1999; and Iwai, 2004) and the researchers noted that it was an obvious sub skill practised by all the groups in both cases at almost the same frequency. It was also observed that peer correction reduced as the learners got more involved in the discussions and this could be ascribed to the fact that the learners gradually became more confident in their writing ability. D.W. Johnson and R.T. Johnson (1999) and M.N. Mariam (2004) posited that correcting peers in group discussion is often used among learners to facilitate a fruitful discussion.

The following are excerpts from the transcriptions of the students’ interactions demonstrating this sub skill.

Excerpt 1:

Group Writing Session 1, Lines 1 to 2

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- | | | |
|----|--------------|---|
| 1. | Noor Hanini, | “ <i>Carbo</i> will give us energy to work. Learner must have and <i>banyak</i> (a lot of) he ... he ... he ... much <i>tenaga</i> , power <i>ya</i> ?” (looking at Fauziana Asman for approval). |
| 2. | Fauzina, | “Not power <i>lah</i> , Energy” (then Noor Hanini continued). |
-

Excerpt 2:

Group Writing Session I, Lines 3 to 5

3.	Irma Suriani,	“ <i>Tugas</i> means responsibility and <i>harian</i> means every day. So, responsibility every day, <i>tak sedap lah</i> maybe everyday responsibility, what you say Fauziana?”
4.	Fauziana,	“No <i>lah</i> . Better to say ‘daily work’ or ‘daily responsibility’”.
5.	Noor Hanini,	“Okay, we take daily work in our life”.

The excerpts (1 & 2, appendix A) clearly illustrate the commitment of the members in correcting their peers to improve in writing. In the ESL (English as Second Language) classroom, Fauziana, a learner, who scored the highest grade in the pre-test assessment, corrected her peer who seemed to be a less proficient group member, Irma Suriani’s error “*everyday responsibility*” (lines 2) by providing the appropriate word to “*daily responsibility*” (line 4) to describe their task.

The correcting peer element was remarkable in all groups. This clearly showed that this group writing session not only had encouraged the learners to engage actively in class work and employ the learnt FFPI skills but also encouraged the learners to support and facilitate their peers’ involvement. These findings concur with the findings of M.N. Mariam (2004) and K. Mason (2006) who disclosed that group work would facilitate talk in the process of completing their task by creating a model for some learners to imitate and improve themselves. It was clear that when a learner was corrected by another, it created an avenue for all the learners in the group to generate better ideas and use more appropriate words such as in lines 2 and 4. During the group reflection, a group leader admitted, “*We are very happy having group writing because some of our friends are good in English and they help us. We are more confident now and can write better*”. Another member said, “*Now we know how to check our own work. Before we just write and ‘pass up’ but now we check before ‘passing up’*”.

These acknowledgements in fact provide a clearer picture of the learners and the extent to which they had learned from the group-learning experience as also observed in previous study of J. Kreie, R.W. Headrick and R. Steiner (2007).

Second, Approving. D.W. Johnson and R.T. Johnson (1999) and M.N. Mariam (2004) put forward that the approving element is another important characteristic among the CLL (Cooperative Language Learning)-based group work and this skill was also commonly observed among the learners in both cases. This showed the members’ approval of their group peers’ ideas and views. It was a noteworthy observation that the group members accepted their peers’ contribution in completing their group tasks together. Mostly, they accepted peers’ views after discussing and assessing if they were suitable and relevant. Below are some excerpts demonstrating the approval trait.

Excerpt 3:
Group Writing Session 2, Lines 6 to 8

6.	Siti Fairuza,	"We go point by point. First, we compare point one in hypermarkets with the first point in the sundry shop".
7.	Maimunah,	" <i>Ya lah</i> . Hypermarkets are very convenient because it is one-stop for shopping. We can buy a lot of things at one place. We no need to go to many shops".
8.	Siti Fairuza,	"Yes, good. Now can talk about sundry shop <i>lah</i> ".

When Siti Fairuza suggested that they could compare and contrast the characteristics of hypermarkets to sundry shops (line 6), the leader approved (line 7) her idea by saying "*Ya lah*". Likewise, Siti Fairuza (line 8) also appreciated and readily accepted, Maimunah's idea by acknowledging "*Yes, good*".

A learner said, "*Sometimes, we do talk other stories but our members will remind us of the time and task. Then we will come back to our work. We also talk about the grammar rules which helped us to check our work*". A group leader from institution A said, "*The group members were very helpful. When we made mistakes, they corrected us. We did not call the instructor to help us*". The researchers obviously noted the social talk present in the groups but perceived it as an essential element to strengthen their rapport as well as to stimulate the learners to acquire new knowledge based on their prior experience (Mason, 2006; and Doymus, 2008).

Third, Explaining. D.W. Johnson and R.T. Johnson (1999) highlighted that the explaining element in CLL (Cooperative Language Learning) stimulates learners' ability and willingness to assist their less capable friends to "swim along" to achieve the goals. Undoubtedly this trait was always practised in both cases. This could be interpreted that the members explained the tasks clearly to their peers whenever the group members did not understand. When the members explained the task, most of the times their peers managed to follow the discussion and participated actively in the group tasks. Below are some excerpts.

Excerpt 4:
Group Writing Session 2, Lines 9 to 11

9.	Maimunah,	"Can <i>lah</i> madam. We can do. Come let's start the first point. Hypermarkets <i>itu macam</i> (are like) big supermarkets. So, we talk about the good <i>isi</i> (point) first. Hypermarkets are better because it is air conditioned and can buy many things".
10.	Siti Fairuza,	"I don't know about grocery shops or sundry shops. No experience <i>lah</i> ".
11.	Adila Talip,	" <i>Tak apa</i> (nevermind). It is <i>kedai runcit lah</i> (grocery shop)".

One of the members did not know the meaning of "*hypermarkets*". Maimunah, the leader patiently, explained the term in their mother tongue (line 9). Moreover, she was optimistic and confident on performing the assigned task. In addition, when Siti Fairuza revealed that she did not have any experience (line 10) in dealing with sundry or grocery shops, Adila Talip accepted the fact without frowning. Besides,

she also “*explained*” the meaning in Malay, their mother tongue (line 11) ensuring her peer understood the task.

A limited proficient learner admitted that she was often assisted by her more capable group members. She said, “*Some of my group members are very good in English. So they will ‘explain’ the question if I do not know or understand the question. Then I can join the group discussion*”. It was clear that the explanation was effective and it went across to the other members. These results are in line with that of K.J. Chapman *et al.* (2006); K. Mason (2006); and J. Kreie, R.W. Headrick and R. Steiner (2007) who pointed that explanation would heighten learning, especially the average and limited proficient learners.

Fourth, Extending Ideas. The “extending ideas” feature is a vital skill in the FFPI context (Mariam, 2004; and Mason, 2006). This feature was noticed during the group writing sessions in both institution A and B. The observation check list in institution A showed that this sub skill was utilised throughout the discussions. It was also observed that extending peers’ ideas increased as they got more involved in the discussions and this could be described to the fact that the learners gradually became more confident and adept in their writing ability (Johnson, Johnson & Holubec, 1994; and Depaz & Moni, 2008).

Excerpt 5:

Group Writing Session 2, Lines 12 to 15

12.	Siti Fairuza,	“Hypermarkets are air-conditioned and very comfortable. They have a lot of things and more choices. On the other hand, sundry shops are usually not air conditioned and very small. They also got not much of things to sell. They are very boring. So, I prefer to go to hypermarkets”.
13.	Adila Talip,	“Must use the word one-stop shopping. Ida thinks it is good word”.
14.	Aida Suhana,	“ <i>Tambah</i> (add) the ‘one-stop shopping’”.
15.	Maimunah,	“Okay. Like this. Hypermarkets are one-stop shopping. They are air-conditioned and very comfortable. They have a lot of things and more choices. Then <i>sambung</i> (continue) with what Siti said”.

When Siti Fairuza explained her views (line 12), Adila Talip highlighted the importance of the word “*one-stop shopping*”, which is very relevant to their discussion (line 13). This was followed by Maimunah (line 15) who appropriated the suggestion given by Adila Talip and Aida Suhana which clearly demonstrated the feature of extending ideas.

Excerpt 6:

Group Writing Session 3, Lines 16 to 20

16.	Khatijah,	“ <i>Ya lah</i> . We must talk about the passive smoking. Can we start like this, ‘Sometimes, women who sit with their husband or their friends who smoke are called passive smokers’, okay <i>keh?</i> ”
17.	Khairul,	“This innocent people also tend to become the victim of smoking by getting cervical cancer. Finish writing?”

18.	Firdaus,	“We can add a bit more. Smoking can also cause heart attack. We smoke for fun but this fun can <i>musnah</i> ... <i>ah</i> destroy our whole life if we get heart attack. Anybody want to say anything?”
<hr/>		
19.	Khatijah,	“The conclusion? Start with ‘hence’, and give one advice <i>lah</i> ”.
<hr/>		
20.	Khairul,	“ <i>Ya lah</i> . What about the miscarriage? That point also can go with health risks. We must talk about all the points. Madam said we must use all the points in the book”.

Firdaus (line 18) extended Khatijah (line 16) and Khairul’s (line 17) idea. When Khairul stressed that the innocent passive smokers become victim to cervical cancer, Firdaus extended the outcome to heart disease. This is an obvious extension of ideas. Thus, it can be interpreted that extending and integrating of ideas are very commonly used by learners. This result concurs with the findings of A. Iwai (2004) and M.N. Mariam (2004).

Fifth, Integrating Ideas. Learners integrate ideas of members to write a better piece of writing. However, integration of ideas can be done only once the learners understand and work in groups. D.W. Johnson, R.T. Johnson and E.J. Holubec (1994) and D.W. Johnson and R.T. Johnson (1999) claimed that while learners are engaged in task-focused discussion, they integrate ideas of their peers. As a result, they are able to generate a better piece of writing.

Excerpt 7:

Group Writing Session 4, Institution A, Lines 21 to 24

21.	Aida Suhana,	“Clever girl <i>lah</i> you. At grocery shops, we cannot get the nice things there”. (Maimunah laughed a little. The others joined her too).
<hr/>		
22.	Siti Fairuza,	“Yes, good point but write clearly point by point. First, we compare point one in hypermarkets with the first point in the sundry shop”.
<hr/>		
23.	Maimunah,	“ <i>Ya lah</i> . Hypermarkets are very convenient because it is one-stop for shopping. We can buy a lot of things at one place. We no need to go to many shops”.
<hr/>		
24.	Siti Fairuza,	“Yes, good. Now can talk about sundry shop <i>lah</i> ”.

In a CLL-based group discussion, members attempt to integrate ideas of group members to put their thoughts into words (Johnson, Johnson & Holubec, 1994; and Johnson & Johnson, 1999). The researchers in this study also observed this characteristic as the learners discussed and planned their tasks. For instance, when Aida Suhana said that “*At grocery shops, we cannot get the nice things there*”; Siti Fairuza (line 22) integrated her idea to go further on their discussion. Then Maimunah contributed and integrated with her idea to touch on the point “*one-stop for shopping*”. Maimunah integrated further her ideas with Siti Fairuza’s (line 23).

Excerpt 8:

Group Writing Session 4, Institution A, Lines 25 to 27

25.	Maimunah,	“Okay. Like this. Hypermarkets are one-stop shopping. They are air-conditioned and very comfortable. They have a lot of things and more choices. Then <i>sambung</i> (continue) with what Siti Fairuza said”.
26.	Adila Talip,	“Show Madam <i>lah</i> ”.
27.	Aida Suhana,	“Wait first. Must write properly <i>cantik</i> (beautiful) then only show madam. I’ll write now. Munah, Munah (Maimunah) check the <i>para</i> (paragraph) first. See we have followed the guidelines or not”.

Suhaimi (line 29) integrated his strength to help Firman to put forward his idea clearly. Hazwan too came into the discussion to make the point clearer to the readers. It was apparent when Syahrul Nizam extended and integrated his idea to avoid being a victim of AIDS.

Excerpt 9:

Group Writing Session 5, Institution A, Lines 28 to 34

28.	Firman,	“It is proven that the main cause of AIDS is homosexual activities. All have to be very careful of their own <i>apa, apa</i> , sexual activities”.
29.	Shuhaimi,	“Why not we use the word <i>desire</i> ”.
30.	Firman,	“Desire can be anything like desire to have a car, new shirt like that. Here, we have to talk about sexual activities”.
31.	Hazwan,	We can say one’s sexual desire.
32.	Syahrul Nizam,	“Yes, it’s better. Everyone should have good moral conduct so that they do not have same gender as their sexual partner”.
33.	Hazwan,	“If one learns Islam, then you don’t have to worry about his moral. Islam teaches all the good things and good moral. So, the best way is to go for religious class. The parents also must teach their children about religion. So, they will not get into undesirable activity”.
34.	Syahrul Nizam,	“Yes, I truly agree with you. The religious class is important. If we go for <i>agama</i> (religious) class, we don’t have worry about the AIDS. We have to say the important role of Islam”.

Hazwan shared his idea that knowledge of religion would prevent one from engaging in immoral activities. Based on one point, all the members joined and integrated their ideas to accomplish their tasks.

And finally, *the sixth*, **Reasoning**. D.W. Johnson, R.T. Johnson and E.J. Holubec (1994) and D.W. Johnson and R.T. Johnson (1999) explained in their theory that “reasoning” element in CLL-based activities enhances learning. As the learners were engaged in group writing, it was noted that the learners at both sites applied the “reasoning” trait in their discussions. When they change the words or ideas presented by other members, reasons were expressed for their ideas or change of words etcetera.

Excerpt 10:
Group Writing Session 3, Lines 35 to 39

35.	Khairul,	"We must read all the facts given. Then select the suitable example to support our main idea".
36.	Nurasyikin,	"It is very difficult to explain <i>lah</i> . Why we must put here?"
37.	Khairul,	"Allah, no problem. The question asking how smoking <i>menjejas</i> our health. So, we must say the health problem we can get if we smoke".
38.	Firdaus,	"Don't worry. We can take the point from the text book. See here, the example is written, 'It increased heart beat and blood pressure' and 'It also cause thickening of arteries'. So, we can start like this, 'Smoking deteriorates our health and brings risks to our health'. Then, we can put all the examples from the book".
39.	Khatijah,	"Use the linkers <i>lah</i> . Then we can get more marks. Besides that, smoking also can cause lung cancer and heart attack".

When Khairul suggested that they should take the examples given in the book and then explain the relevant fact (line 37), Nurasyikin felt that it was difficult and not necessary to add that. Then Khairul just reasoned out why they should include the given point of view and the relevant examples. Firdaus gave reasons (line 38) and supported the need to include the specific point in their task. Another point of view was highlighted by Khatijah (line 39) and told the reason to include the point. She felt that they should include the consequences of passive smoking. Otherwise the paragraph seemed hanging, without a proper conclusion. This interaction shows clearly the element of reasoning.

Excerpt 11:
Group Writing Session 3, Lines 40 to 42

40.	Khatijah,	"I think we must write about cervical cancer. If not, we are not showing the <i>akibat</i> , the consequences. Then the paragraph likes <i>bergantung</i> ".
41.	Firdaus,	"I agree with her. We must add a bit more to show the results of passive smoking".
42.	Khatijah,	"Smoking can also cause heart attack. We smoke for fun but this fun can <i>musnah ... ah</i> destroy our whole life if we get heart attack. Anybody want to say anything?"

CONCLUSIONS

Undoubtedly, FFPI (Face-to-Face Promotive Interaction) approach requires a lot of effort and time on the instructors and students' part. This will not take place in the classroom unless and until instructors and students are prepared to make use of innovative styles of teaching and learning. It is crucial for both instructors and students to be trained for CLL (Cooperative Language Learning) activities to bring about effective outcomes. Furthermore, ESL (English as Second Language) instructors need to understand their students' language competence and individual differences to enjoy the optimal fruits of the approach. It is obvious that some

students prefer to seek help from the instructor instead of peers. In such cases, FFPI will not yield much positive outcomes.

However, it was also noted that given sufficient explanation and guidance these learners will gradually adapt and accommodate peer feedback. D.W. Johnson and R.T. Johnson (1999) emphasised on the importance of learners discussing face-to-face to complete a task. They also elaborated that these face-to-face interactions will promote learners' success and facilitate their peers' success as well. In this study, it was observed that D.W. Johnson and R.T. Johnson's claim was proven right as the researchers witnessed the learners encouraging group discussions by assisting one another, exchanging ideas and information, and providing feedback to members to improve their ideas.

Generally, it is believed that FFPI leads to a reasonably high quality of positive interdependence which appears to be in line with some researchers (Johnson & Johnson, 1991; Iwai, 2004; Mariam, 2004; and Depaz & Moni, 2008) and establish a strong platform, both at the individual and at group level, to proceed with interactive group work initiatives. When a member was "stranded" or "seemed lost", the group members often came to their aid. The learners explained and corrected their peers' mistake. When members came up with rational and logical ideas and opinions, they approved and acknowledged their peers' talents. In fact, all the groups actively practised FFPI. Looking at the benefits of the FFPI skills and how this skill had encouraged learners to engage in the writing task, ESL instructors could capitalise the small group-learning approach by adopting this FFPI approach in their writing classrooms to positive interdependence characteristics among learners.

It was noticeable that the group members practised the elements of interdependence whereby they witnessed the strength of their peers and shared the joy of satisfaction where they congratulated one another: "*Clever girl!*", "*I think it is a good start*", "*Fantastic*", "*Well done*", "*You are very clever*", "*I know you can do it*", and so on to acknowledge the group members' capabilities. Here, it must be acknowledged that they have modelled the researcher who often praised the learners to encourage them to speak up. The positive comments were an important feature of encouragement (Ghaith, 2002; and Doymous, 2008) which positively correlates with a supportive L2 (Second Language) climate. There was definitely a newfound camaraderie exhibited by the learners.

Moreover, time constraints could prevent the full implementation of group-discussion. Some learners and instructors are also anxious that they might not be in complete control of the learning experience and learners may not abide by the classroom rules and go off-task. If the characteristics of interdependence are not cultivated, one may not witness a fruitful outcome (Iwai, 2004). It takes a worse scenario if students and instructors do not understand the principles of FFPI and do not construct their groups with extra care; a free-rider effect may exist followed by shirking of responsibility (Chapman *et al.*, 2006).

Thus, instructors need to structure the groups very carefully so as to avoid any free-loaders. Group-discussion, when understood and implemented under certain

conditions like FFPI (Depaz & Moni, 2008), undoubtedly would bring about a positive impact. Whilst it is an effective language learning approach, it also creates opportunities for students to shirk responsibility. In short, FFPI-based group discussion should be implemented whenever possible, but with discretion as time constraints often prevent its full and meaningful implementation.

LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FUTURE INSTITUTIONAL RESEARCH

The study was conducted with a sample size of 63 learners in a public institution of higher learning which comprised predominantly Malay learners. It is acknowledged that the learning style and preference of one ethnic group of students may vary from another ethnic group of students, hence does not reflect all ESL (English as Second Language) learners' patterns of interaction, in general. The small sample size ($n=63$) too does not make allowance for any generalisations to the general population of ESL learners in Malaysia or anywhere else.

Moreover, the study investigates only one ethnic group of students, Malay students, and does not probe the other ethnic groups in Malaysia and other part of the world. This is seen as a limitation of the study as it provides data on the efficacy of group discussions from the students' perspective per se. Learners' interactions are measured based on the researchers' viewpoints and does not take into account the viewpoints recorded by the learners, as the direct recipients of the pedagogical approach.

The researchers recommend that more studies be carried out to provide further insights into ESL teaching and learning environments so as to encourage ESL proficiency at institutions of higher learning. The learners should also be taught strategies to think, to ask questions, to reason, and to structure their writing on paper.

Further research is required to carry out such case study in different higher learning institutions to study the efficacy of FFPI (Face-to-Face Promotive Interaction) among different ethnic groups of students. In order to enhance fruitful group discussions in ESL classrooms at tertiary levels, specific input is necessary in order to provide adequate training facilities to learners and instructors to enhance their performance by having them participate in relevant professional development programmes of institutional scale. ESL instructors are hereby invited to contribute their experiences on the efficacy of CLL (Cooperative Language Learning) to further reinforce the current vein of institutional research in the domain of ESL teaching and learning environment. Since the teacher and learner factor is an important factor to contend with in determining the extent of success of the use of FFPI, formal training in the area should be intensified.

Administrators should appreciate that the uses of CLL approach although it is a time-consuming one and perhaps try to lessen workloads. This would take the toll off teachers who have to shoulder heavy workloads besides planning and preparing

CLL lessons. In addition, the decision to reconsider the workload of instructors may bring about a commitment to higher levels of involvement.

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Generally, it is believed that FFPI leads to a reasonably high quality of positive interdependence which appears to be in line with some researchers and establish a strong platform, both at the individual and at group level, to proceed with interactive group work initiatives.

AL-TARBIYAH MEANING IN AL-QUR'AN AND ITS IMPLICATION IN LEARNING AND TEACHING PROCESS BASED ON THE ISLAMIC EDUCATION

DEDENG ROSIDIN

ABSTRACT: In repertory Arabic, the term usually translated education with some vocabulary words, including "tarbiyah", study groups, "tadris", "ta'dib", and "tahdib". The vocabulary of popular and commonly used to express terms of education. And the fifth is the vocabulary of the most popular and most widely used is "al-tarbiyah" word. Semantic approach is commonly used to study more about this problem. This problem is studied from the aspect of language, how the term is used in a variety of lexical dictionary, and then how it is used in a variety of contexts in the Al-Qur'an. In the end result of the nature of meaning and pronunciation led to the concept of education in Islam. Based on the analysis and discussion of the meaning of the word "al-tarbiyah" with its derivation, it is concluded that "al-tarbiyah" is the process of development, maintenance, preservation, management, delivery of science, giving instructions, guidance, improvement, and sense of belonging for students both body, mind, soul, talent, potential, sense, on an ongoing basis, gradually, loving, caring, gentleness, good, wise, easily tolerated, thus forming the perfection of human nature, pleasure, glory, and live independently to achieve the pleasure of Allah SWT. The implications of the study results is that any interpretation of "al-tarbiyah", it should be explained by the semantic approach and perspective.

KEY WORDS: Al-tarbiyah, semantic perspective, Al-Qur'an, teaching and learning process, and implication in Islamic education.

INTRODUCTION

Al-Qur'an is a guidance and instruction for all men in carrying out its mission as *khalifatullah* on earth. It contains various aspects of human needs, such as the spiritual aspects, social, cultural, educational, and other aspects. The position of the Qur'an as the main source of Islamic education can be seen in the Qur'an *surah* an-Nahl verse 64 and *surah* Shad verse 29. There was revealed that in essence, the Qur'an is an important treasure for life and human culture, especially the field of spirituality. Al-Qur'an is a guide for civic education on moral and spiritual.

Muhammad Naqib al-'Attas opinion that in Islam, there are two terms that are used for the meaning of education, namely *tarbiyah* and *ta'dib* (al-'Attas, 1996).

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Semantically, *tarbiyah* specifically is not intended to educate people, but can be used for other species such as minerals, plants, and animals. While referring to the notion *ta'dib* or *'ilm*, teaching or study groups, and good parenting or *tarbiyah* (Ramayulis, 1994:2-3). Thus, the concept Muhammad Naqib al-'Attas (1996) on *tarbiyah* is only one sub-system of *ta'dib*. Hence, *tarbiyah* concepts and differences among the study groups encourage writer to study it from the perspective of semantic study.

This issue needs to be studied through Arabic literature research with semantic approach (linguistic), because of differences in concepts that are used will be very influential to the implications and implementation. Due to the broad range and scope of this discussion, so in this study is limited to the basics, the true meaning of *trabiyah* in the Qur'an.

Specifically, the research examined and questioned the following things: (1) How much *tarbiyah* word and its derivation that used in Qur'an whose meaning commensurate with education?; (2) How does the concept of education in the Qur'an by the following *tarbiyah* vocabulary and its derivation?; and (3) How to implicate *tarbiyah* meaning in teaching and learning courses in the Department of Arabic Education, Faculty of Arts and Language Education, Indonesia University of Education in Bandung, West Java, Indonesia?

LITERATURE REVIEW

On the Semantics and the Nature of its Element. Semantics is a technical term which refers to the study of meaning. Semantic means theory of meaning or sense of the theory systematic branch that investigates the meaning of language (Pateda, 1989:19). In other languages, Henry Guntur Tarigan said that semantics is the study of meaning. Examine semantic symbols or signs stating that the meaning of relationships with one another, and its impact on society (Tarigan, 1993:7). Therefore, semantic include its meaning, development, and change. Semantic consists of two components: (1) defines the components which form the sound forms of language; and (2) components defined or the meaning of the first component. The second component is a sign or symbol, while a marked or represented is something beyond language commonly known as the referendum or thing designed (Chaer, 1995:2).

There are three ways used by linguists and philosophers in their attempt to explain the meaning in human language, namely: (1) defines the nature of the meaning of the word; (2) by defining the essence of the meaning of the sentence; and (3) by explaining the communication process. The first way, the meaning of the word, is taken as a construct, a construct of the meaning of the sentence, and communication can be explained. The second way, the meaning of the sentence, is taken as a basis while the words be understood as a systematic contributor to the meaning of the sentence. The third way, both the meaning of sentences and the meaning of the word, described in the limits of use in acts of communication (Aqil, 1983).

On the *Tarbiyah* in Islamic Treasury. In the historical development of Islamic civilization since the time of the Prophet Muhammad SAW (*Salallahu 'Alaihi Wassalam* or Peace be Upon Him) until the golden age of Islam in the Bani Abbas, it was said that *tarbiyah* never appeared in the literature of education. It was only in the modern age that *tarbiyah* was said sticking to the surface as a translation of the word education. In classical times, people only know that the word *ta'dib* to refers to the meaning of education. As mentioned in the *Hadith* of the Prophet Muhammad SAW as follows:

Allah has taught me that I am well educated.

This kind of understanding continued in use during the heyday of Islam. So that all knowledge produced by the human mind is called *adab*, both associated with Islam such as *Fiqh*, *Tafseer*, *Tawheed*, and which are not related directly like Physics, Philosophy, Medicine, Astronomy, Pharmacy, and Language. All the books that contain science are called the popular *al-adab*. Then, when the scholars of leading to the field of specialization in science, the notion of *adab* narrowing, which is only used to refer to literature and ethics; *ta'dib* consequences as the concept of Islamic education is less well known anymore.

METHODOLOGY

This research uses descriptive linguistic methods with emphasis on the study of semantic grammatical, lexical, and semantic usage. The source of data in this study is the Al-Qur'an and commentary. Interpretation is used, among other interpretations of Ahmad Mushthafa al-Maraghi (1971) and Abi Ja'far Muhammad bin Jarir al-Thabari (1988) interpretations.

The techniques and steps taken are: (1) Collecting Al-Qur'an verses that contain words and *tarbiyah* and its derivation. After that sought explanation the commentary; (2) Analyzing the pronunciation *al-tarbiyah* above, both morphological and syntactic, consist of *fi'il madhi*, *fi'il mudhari*, and its *mashdar*; (3) Assessing through lexical analysis, among other uses *Mu'jam Taj al-'Arusy* and *Lisan al-Arab*; (4) Tracing and examining the semantic analysis by using books and commentaries of Ahmad Mushthafa al-Maraghi and Abi Ja'far Muhammad bin Jarir al-Thabari; (5) Classifying the data to find understanding and use of pronunciation *tarbiyah*; and (6) Inferring the meaning of the word *tarbiyah* in the Qur'an in the context of Islamic education.

RESULT AND DISCUSSION

On the *Al-Tarbiyah* Judging from the Aspect of Language. Generally, *tarbiyah* words can be returned to the three different verbs. *First*, the word around *yarbu*

(-) which means that the name *yanmu* (-): developed. *Second*, the word around *rabiya yarba* (-) *nasyaa* meaningful: *tara'ra'a* (grow). *Third*, the word around *rabba-yarubbu* (-) which means *aslahahu, tawalla amrahu, sasaahu, wa qama 'alaihi wa ra'aahu* which means repairing, care, conduct, maintain, and maintain or educate (Hamzah, 1996:6).

Etymologically, the word comes from the word *tarbiyat* - - then this wording was changed into a pattern *tsulatsi mazid* then it becomes - - . (al-Jubaedi, 1306H:142). In this context, Ibnu al-Manzhur (1988) and Muhammad Muradha al-Jubaedi (1306H) explained that

means that education means better maintenance and management of past childhood, he/she was good or not their children (Ibnu al-Manzhur, 1988:96). Then, they were adding that *tarbiyah* is interpreted here also means as feeding or care. Furthermore, Ibnu al-Manzhur (1988:95) suggested that - - , it means to have or control. Then, he explained that the pronunciation - - means to develop, adding, refining, and clean or organize.

Meanwhile, Muhammad Muradha al-Jubaedi conveys the same to explain Ibnu al-Manzhur the above, but he added another meaning that is the pronunciation , is full - - which means living or staying in one place (al-Jubaedi, 1306H:261). Then, Al-Fairuz Abadi explained in the dictionary that *al-Muhith* , means to collect, add, and live or stay (Abadi, n.y.:70). This is the meaning of the amplifier as well as reinforce the notion that the two figures submitted by the language above, as well as evidence that the experts on complementary.

On the *Al-Tarbiyat* Judging from the Grammatical Aspect. Research data about *tarbiyah fi'il* groups and grammatically *isim* in Al-Qur'an is as follows:

الرقم	الجملة	الصيغيات/ الوظائف	الفاعل	نائب الفاعل	المفعول به
	(:)	فعل ماض	هما (الوالدان)	-	أنا (الإنسان) صغار
٢	(:)	فعل مضارع	نحن (فرعون)	-	انت (الناس) - وليدا
٣	(:)	مضاف	-	-	-
٤	(:)	خير كان	-	-	-

From the data above, it can be obtained several images of related grammatical *tarbiyah*. Simply put, the researcher describes the content or links grammatically and intent of that line.

The word of *tarbiyah* (human) on first data, Al-Qur'an shows that education for men (since childhood). On second data, Al-Qur'an shows that education can be

used for humans in general, since childhood and adulthood. *Tarbiyah* components include: (1) – (2) – (3) – and (4) form of *tarbiyah fi'il* show will be one object, while objects in *tarbiyah* not called because the complex and the number of objects that must be *di-tarbiyah-i*. In third data (Al-Qur'an), the word of رب العالمين *idzafat*, this indicates that the *tarbiyah* used for all Allah's creatures including humans, animals, plants, and others. In fourth data (Al-Qur'an), رباني word suggests a human *rabbani* command. sentence implies among others who hold fast to the religion of Allah, obedient to continue his education specialists, educators are trustees.

One of the features of word رب *isim* رب *fa'il* of the word in the sense that الرب educate not show significance but الله as meaningful مربى stepfather or stepmother stepson educate. Meanwhile, as *murabbi mashdar* use as a form of meaning *isti'arah* for *fa'il*.

In terms of subject or *murabbi* and object or *mutarabbi* of grammatical data above can be explained as follows:

<i>Tarbiyah</i>		
<i>Murabbi</i>		<i>Mutarabbi</i>
1. Allah	1. Angel 2. Human 3. Ginny 4. Plants 5. Animal 6. etc	
2. Human	1. Babies/Children/Step Children 2. Human (All Ages) 3. Animals	

From the scheme above, it can be explained that *tarbiyah* and its *murabbi* consists of Allah and human beings, including the apostles. Object *tarbiyah* of Allah demonstrates comprehensive coverage, while the object of human or messenger can be used for people of all ages and levels of animals. This shows that *tarbiyah* emphasis on individual development and indicates that the object is not complex.

On the Meaning of Al-Tarbiyah in Al-Qur'an. Al-Qur'an, as the words of Allah, has many secrets and privilege both in content and linguistic terms which are not found in other religious scriptures. Similarly, existing vocabulary terms related to *tarbiyah*, Al-Qur'an tells us a lot of good vocabulary related directly or closely related to the term *tarbiyah*. In other words, the root of the term *tarbiyah* researcher found, whether in relation to the meaning of *tarbiyah*, the word taken and its derivation in terms closely related to *tarbiyah*.

Muhammad Fuad Abdu al-Baqi al-Baqi (1992:362) explained to us, some good vocabulary is directly related to educational affairs or indirectly. The vocabulary in the form of *fi'il* or in the form of *isim*. The words are included in the category *fi'il* group there were 6 (six) different verses, pronunciation, and pronunciations are:

; while the vocabulary that includes researcher finds *isim* group there were 12 (twelve) pronunciations. Pronunciation is:

If we divide in accordance with the purposes of this study, the eighteenth such vocabulary, researcher grouped into: (1) those who have a relationship of meaning with particulars or terms *tarbiyah*; and (2) a group closely associated with the case history of education, whether the purpose, process, means or strategies, procedures, coverage of education, and the like.

Pronunciations that have relationship or have a close meaning to the educational affairs, the *first* is: . This vocabulary is contained in the *surah* of Yusuf verse 39, and the *mufasssirs* explained, among others, according to Abi al-Faraj Abdurrahman Ibnu al-Juzi (1965:225), means statue both small and great.

Second, pronunciation of , it is contained in *surah* of Ali Imran verse 64. The mean of *mufasssirs*, both Abi al-Faraj Abdurrahman Ibnu al-Juzi (1965:402), Ahmad Mushthafa al-Maraghi (1971:101), and Abi Ja'far Muhammad bin Jarir al-Thabari (1988:304) have resemble *th*, that is defined . Jews made priest-pastor as scholars in the field of religion as *arbab*, and the Christians made their priest as a figure for those in worshipping.

Third, pronunciation of , it is contained in the *surah* of Ali Imran verse 146. The mean of *mufasssirs* are varied, both Abi al-Faraj Abdurrahman Ibnu al-Juzi (1965:472), Ahmad Mushthafa al-Maraghi (1971:92), and Abi Ja'far Muhammad bin Jarir al-Thabari (1988:117). But if we compromised the interpretation of the above verse, it means: a group of people who worship the God, either of the jurists, scholars and students or students and teachers.

Fourth, pronunciation of , it is contained in the *surah* Al-Ra'du verse 17. The mean of *mufasssirs* are also varied, both Abi al-Faraj Abdurrahman Ibnu al-Juzi (1965:321), Ahmad Mushthafa al-Maraghi (1971:87), and Abi Ja'far Muhammad bin Jarir al-Thabari (1988:134). But if we compromised the interpretation of the above verse, it means: high above the water or floating on the water.

Fifth, pronunciation of , it is found in *surah* Al-Haaqqa verse 10. The *mufasssirs* defined it variously, both Abi al-Faraj Abdurrahman Ibnu al-Juzi (1965:348), Ahmad Mushthafa al-Maraghi (1971:50), and Abi Ja'far Muhammad bin Jarir al-Thabari (1988:53). But if we compromise the interpretation of the above verses, it can be concluded that in this paragraph is hard punishment of God.

Sixth, pronunciation of , it is contained in the *surah* of Al-Mu'minun verse 50. The *mufasssirs* defined it variously, both Ahmad Mushthafa al-Maraghi (1971:27), Abdurrahman bin al-Kamal Jalaluddin al-Suyuthi (1993:100), and Ahmad al-Shawi (1993:144). But if we compromised the interpretation of the above verses, it can be concluded that in this paragraph is a place or high ground.

Seventh, pronunciation of , it is contained in *surah* Al-Fushshilat verse 39 and *surah* Al-Hajj verse 50. The *mufasssirs* interpret it a variety of both Abi al-Faraj Abdurrahman Ibnu al-Juzi (1965:408) and Ahmad Mushthafa al-Maraghi

(1971:134). But if the interpretation is compromised, then the interpretation of the above verse, it can be concluded that it means to fulfill or rising or expanding or growing.

Eighth, pronunciation of / / , this pronunciation is found in *surah* Ali Imran verse 130, the *surah* Al-Rum verse 39, and the *surah* Al-Baqarah verse 257. The *mufassirs* mean many things, both the interpretation of Abi al-Faraj Abdurrahman Ibnu al-Juzi (1965:304) or exegesis of Ahmad al-Shawi (1993:238). But if the interpretation is compromised, then the interpretation of the above verse, it can be concluded that / in verse is increasing or developing.

Ninth, pronunciation of , it is found in the *surah* Al-Rum verse 39. Then, Abi al-Faraj Abdurrahman Ibnu al-Juzi (1965:304) interpreted that means clean and being double or increasing.

Tenth, pronunciation of , the pronunciation is found in *surah* Al-Baqarah verse 276. The *mufassirs* defined many things, both interpretations of Ahmad Mushthafa al-Maraghi (1971:65) and Abi Ja'far Muhammad bin Jarir al-Thabari (1988:101). But if the interpretation is compromised, then the interpretation of the above verse it can be concluded that means increasing or growing and being double.

Eleventh, pronunciation of , it is found in *surah* An-Nahl verse 92. According to Abi al-Faraj Abdurrahman Ibnu al-Juzi (1965:486), means the rich; and according to Ahmad Mushthafa al-Maraghi (1971:129), means more. Both shows are no different meaning.

Thus, a variety of existing vocabulary related to *tarbiyah* meaning, but has no direct relationship with educational affairs. Here are researcher presents some vocabulary related to education found in *Al-Mu'jam al-Mufahras li al-Alfahz al-Qur'an al-Karim*. Vocabulary that includes 4 (four) in the form of pronunciation *isim* and 2 (two) in the form *fi'il* pronunciation.

Spelling-pronunciation included to *isim* category is . When researcher explored the book of *Al-Mu'jam al-Mufahras li al-Alfahz al-Quran al-Karim* by Muhammad Fuad Abdu al-Baqi (1992:362-380), there are 952 is said in Al-Qur'an, some researchers have examined a large (639) words and the rest (313) is said by the researchers that there have not examined deeply.

Furthermore, pronunciation of , according to some dictionary or *mu'jam* which researcher examined and the findings of several other interpretations of the commentators like Ahmad Mushthafa al-Maraghi (1971) and Ahmad al-Shawi (1993); and interpretation as well as the findings of Abu al-A'la al-Maududi (1981) was about 19 (nineteen) meanings. The *Al-Nihayat* book of Ibn al-Atsir, explained that the meaning is:

(cited by Ulwan, 1992). Meanwhile, the dictionary of *Taj al-'Arus* of Muhammad Murtadha al-Jubaedi (1306H:142) explains that ; whereas *Ma'ani al-Qur'an* book of Abdurrahman Faudah (n.y.) explains that / . In addition to meanings in the researcher also discovered other means, including: , , ,

and (al-Maraghi, 1971:69-194). Meanwhile, Abu al-A'la al-Maududi (1981:26-27) explains 5 (five) of meanings. Fifth meanings are as follows: (1) Education, assistance, and improvement; (2) Raise, mobilize, and prepare; (3) Responsibility, improvement, and care; (4) Greatness, leadership, authority, and the execution of orders; and (5) The owner and skipper.

Both pronunciation, this vocabulary is mentioned in Al-Qur'an as much as twice contained in *surah* Al-Maidah verse 44 and 63. *Third*, pronunciation of , in Al-Qur'an is mentioned once in *surah* Ali Imran verse 79. *Fourth*, pronunciation in Al-Quran is called only once in *surah* An-Nisa verse 23 (Depag RI, 1995).

Otherwise vocabulary derived from *fi'il*, new research found in the Al-Qur'an twice, namely pronunciations contained in *surah* Al-Isra verse 24 as well as pronunciation , the researcher found in *surah* Al-Isra verse 18 (Depag RI, 1995). Sixth vocabulary that will be examined in some depth, and will describe research and analysis based on the book of interpretation, according to the writer's ability is very limited. The books will be commentators who said the researcher in this study, including works of *Zad al-Masir fi Ilmi al-Tafsir* by Abi al-Faraj Abdurrahman Ibnu al-Juzi (1965); *Tafsir al-Maraghi* by Ahmad Mushthafa al-Maraghi (1971); *Jami' al-Bayan an-Ta'wil Ayi al-Qur'an* by Abi Ja'far Muhammad bin Jarir al-Thabari (1988); *Hatsiyat al-Shawi 'ala Tafsir al-Jalalen* by Ahmad al-Shawi (1993); and *Tafsir al-Dur al-Mantsur fi al-Tafsir al-Ma'tsur* by Abdurrahman bin al-Kamal Jalaluddin al-Suyuthi (1993).

A. DATA RESULTS OF RESEARCH ON "AL-TARBIYAH FI'IL" GROUP

From the data results of research on vocabulary *tarbiyah* which is a direct relationship with educational affairs, *fi'il* group of Al-Qur'an can be explained in the following points:

From the data of *surah* Al-Isra verse 24 may be understood that *tarbiyah* means to develop physical, mental, and reason requires the child to be accompanied with the love and tenderness until the child can be independent and able to defend him/herself or his/her life in a heterogeneous society. This is supported by Abi Qasim Jarullah Mahmud bin Umar al-Zamakhshari al-Khawarizmi in *Al-Kasysyaf an Haqiq al-Tanzil wa 'Uyun al-Aqawil fi Wujuhi al-Ta'wil* (n.y.) which states that children should feel sorry for his/her parents and pray that God gives eternal blessing because they have been educated since childhood without limit. Abi Ja'far Muhammad bin Jarir al-Thabari (1988) explains that is convey the same meaning grow. In other words, every parent is always to educate children in a small time and lovingly until the child reaches adulthood to be independent and adequate.

Other analysts, Ahmad Mushthafa al-Maraghi (1971) explained that means the old man always in educating their children of the perfect loving, patient, and responsible. Furthermore, he explained that / has 3 (three) kinds: (1) or physical education; (2) or educational mind / mental; and (3)

or psychological education (al-Maraghi, 1971:30). This is reinforced by other analysts, Muhammad Mahmud Hijazi (1993) that both parents had a little time to educate children. Viewed from the context, the pronunciation associated with , this indicates that *tarbiyah* here is used for little children.

In the structure (morphology and syntax), *mashdar* of is as well as *mashdar* of is both follow the pattern of . The pronunciation above shows one object, namely "I". This shows that the pressure of *tarbiyah* is on individual development and developed by a complex way.

Based on data of *surah* Asyu'ara verse 18, *tarbiyah* of Pharaoh to Moses that is occurred in the maintenance and development of the physical side, not mental educate and conscience, because Pharaoh grew Moses without his faith. In addition, in Islamic concept, the process and implementation of *tarbiyah* happens and applies to the early age / childhood and also occurs during adulthood. This is supported by Ahmad al-Shawi (1993) who explains that Pharaoh gave pleasure to take care of Moses as a child with education. This is reinforced by Abi al-Faraj Abdurrahman Ibnu al-Juzi (1965) that Pharaoh took care Moses since he was child. The duration of the education process by Pharaoh, the friends (*tabi'in*) informed by varied, but essentially is the same that is until the age of mature (*baligh*).

Ibn Abbas argued that the age of Moses until 18 years, according to Ibn as-Saib, Moses was 40 years old, while according Muqatil, until reaching 30 years of age Moses. This suggests that Moses was educated by the Pharaoh from childhood until adulthood stage. This means that the process of *tarbiyah* is not just for early / childhood only, but applies also to the adult age (al-Abrasyi, 1950; al-Hasyimi, 1972; and al-Nadwi, 1974).

Al-Wadhih explained that the above verse describes Moses to the Pharaoh's answer of the point: "*How could you (Pharaoh) feel educate Moses in Pharaoh's house but he has been tormenting the Bani Israel with a grievous punishment?*" This suggests that Moses does not mean educated by Pharaoh though Pharaoh acknowledged it. In other words, the essence of Pharaoh educated and grew Moses is just in terms of physical and did not educate in his mental and his conscience (al-Ahwani, n.y.; al-'Attas, 1996; and al-Nahlawi, 1999).

Other analysts, Ahmad Mushthafa al-Maraghi in *Tafsir al-Maraghi* (1971) explains that *tarbiyah* of Pharaoh reached the adult level (the *rajul* age). Abi Qasim Jarullah Mahmud bin Umar al-Zamakhsyari al-Khawarizmi in *Al-Kasysyaf an Haqaiq al-Tanzil wa 'Uyun al-Aqawil fi Wujuhi al-Ta'wil* (n.y.) and Abdurrahman bin al-Kamal Jalaluddin al-Suyuthi in *Tafsir al-Dur al-Mantsur fi al-Tafsir al-Ma'tsur* (1993) agree with al-Maraghi that the Pharaoh educate Moses from childhood until the age of *rajul*. Ibnu al-Manzhur (1988:154) also explains that what is meant by *rajul* is if a person has reached the condition of *ihtilam* and through a period of youth; and what is meant by *syabab* is if someone has entered the age of *baligh* (14-16 years old). Viewed from the context of associated with which according to Abi Qasim Jarullah Mahmud bin Umar al-Zamakhsyari al-Khawarizmi in *Al-Kasysyaf an Haqaiq al-Tanzil wa 'Uyun al-Aqawil fi Wujuhi al-Ta'wil* (n.y.) that is meant by

newborn of baby, thereby the *tarbiyah* used for babies at the beginning of birth.

In structure, pronunciation above has one object. This means that the pressure of *tarbiyah* emphasizes on individuals and physical objects to be *tarbiyah*. From both data about the *tarbiyah fi'il* that it can be concluded that the root word *tarbiyah* is *رب* - which means *رب* - that is meant by to develop and grow. *Tarbiyah* includes his/her body, soul, and minds. The way of *tarbiyah* should gently and affectionate. *Tarbiyah* happened since early age or childhood to adulthood, i.e. after *ihtilam* age and after passing the *syabb* level.

B. DATA RESULTS OF RESEARCH ON "AL-TARBIYAH ISIM" GROUP

From the data results of research on vocabulary of *tarbiyah* which relates directly or indirectly with *isim* group educational affairs from the Al-Qur'an, it can be explained in the following points:

Rabb on *surah* Al-Fatihah verse 2 that means to develop, lead, educate, organize, assist, and own. This is consistent with Ahmad Mushthafa al-Maraghi in *Tafsir al-Maraghi* (1971) that defines the leader, master of education which administers the students and manage his/her business. And about the *rabb*, it means the king and lord, the word implies divinity, education, and guidance or assistance. In this context, Abi al-Faraj Abdurrahman Ibnu al-Juzi (1965) argues that *rabb* is the king. The name did not use for His creatures except to be said in other words, such as: *رب* = homeowner, *رب* = master of followers, and said that the word *رب* is taken from *tarbiyah*.

Furthermore, Abi Qasim Jarullah Mahmud bin Umar al-Zamakhshari al-Khawarizmi in *Al-Kasysyaf an Haqaiq al-Tanzil wa 'Uyun al-Aqawil fi Wujuhi al-Ta'wil* (n.y.) explains that the *tarbiyah* is for those who have knowledge like humans, *jinn*, and angels; and are known by the creator such as plants and animals. Ahmad Mushthafa al-Maraghi in *Tafsir al-Maraghi* (1971) explains that *tarbiyah* of God to human that there are two, namely: (1) *Tarbiyat Khalqiyat*, coaching and development of body, soul, and intellect in various forms; and (2) *Tarbiyat Diniyat Tahdzibiyat*, namely coaching soul with the revelation to the perfection of reason and sanctity of life. Word *رب* means all what is exist. Usually the pronunciation of *رب* unusual to be plural, they used to say: human nature, animal nature, natural plants, and unusual is said by the natural stone, the natural soil. Realms of meaning here that contain *tarbiyah* (development) that signed by word *رب*. So, who is / looks at her is life, eat, and breed.

In its context, the word *رب* connected at *رب*, this shows the meaning of *tarbiyah* used to be common: for angels, humans, *jinn*, animals, plants, etc. And the type *tarbiyah* for humans include: development and physical development, mental, and mind with various clues and revelations. In its structure, *mashdar* of pronunciation *رب* - *رب* namely *mashdar* used in the meaning *fa'il*; and means as *mubalaghah*, *رب*: plural *رب*, it has many kinds, besides nature of God, such as the nature of angels, humans, *jinn*, animals, plants, etc.

According to Muhammad Mahmud Hijazi in *Al-Tafsir al-Wadhih* (1993:180), the education process must be in fresh, loving, caring, inspiration, and fun or not boring environment. In *surah* Al-An'am verse 104 and *surah* At-Thalaq verse 1, according to Ahmad Mushthafa al-Maraghi (1971), there are explained that the scope of education includes physical, emotion, mind or intellect, and talent or potential, the soul, so on as to achieve the perfection of humanity in the eyes of God Almighty. Then, he explained that the purpose of education is to give pleasure and glory of the teacher-student without any limitation.

Later in the data of *surah* Ar-Rahman verse 13, *surah* Al-Baqarah verse 260, and *surah* Al-An'am verse 83, Ahmad Mushthafa al-Maraghi (1971) explains the phrase *rabb* here is a hint that originated from the Supreme Self or educator who developed the physical and mental. In another verse, Ahmad Mushthafa al-Maraghi (1971) explains that begins with the phrase *rabbi* will petition and help as a servant of God and the petition will be an educational sense and soul. And *tarbiyah* means educating, teaching, and showing or guiding or giving directions; with another expression that the purpose of *tarbiyah* is to imperfect the innate nature of humanity. According to Abi Ja'far Muhammad bin Jarir al-Thabari (1988), in *surah* Al-An'am verse 128 is explained that *tarbiyah* must be wise in its settings and manage from one condition to another condition, and must be developed stage by stage. Ahmad Mushthafa al-Maraghi (1971), in another verse, points out that *tarbiyah* imperfect human nature.

From the ninth *tafsir* on *tarbiyah* above, it can be shorted that there are two kinds of *tarbiyah*, namely: (1) *Tarbiyah Khalqiyah* which includes coaching, development of body, soul, and mind with the instructions; and (2) *Tarbiyah Diniyah Tahdzibiyah*, supervising the soul with the revelation to the perfection of mind and sanctity of life.

Tarbiyah can occur in general circumstances for people in various age levels; occurs also for the animals, in the sense of taking care of, train, feed, and maintain; occurs also for plants, in the sense of care, nurture, and maintain. *Tarbiyah* should also be proceed, clear guidelines, have specific goals, everything comes from God Almighty to refer to things that are educational, teaching, guiding, and developing the potential for future students in order to live independently and be useful for their surroundings.

CONCLUSION

On the meaning of *tarbiyah*, it is drawn from the results of the study of the verses of the Al-Qur'an, and the term of language that has been discussed in the previous section. Then, the analysis of the meaning of the *tarbiyah* to see, assess, and compare the results of discussion, research, or review of previous experts to obtain input and description in the arrangement of the definition of *al-tarbiyah* by the its term. Furthermore, the definition of *al-tarbiyah* according to its terms. The arrangement of this definition will stand and is based on the meanings of the *tarbiyah* that have been analyzed.

In general, the word *tarbiyah* can be returned to the three different verbs and have a relationship of meaning, namely: (1) *Raba* which means developing; (2) *Yanmu* which means grow; and (3) *Rabba-yaribbu* which means repair, manage, lead, keep, maintain or educate.

From the results of the study of the verses of the Al-Qur'an, it acquired several meanings of *tarbiyah* is as follows: (1) *Tarbiyah* is the process of development and guidance on body, mind, and soul carried on an ongoing basis so that *mutarabbi* or students can be mature and independent living in the community; (2) *Tarbiyah* is an activity which is accompanied with great affection, tenderness, caring, wise, and fun not with boring environment; (3) Essential *Murabbi* that develops body, mind, and soul is God Almighty; (4) *Tarbiyah* aims to improve human nature, giving a pleasure and glory without limitation based on the *shari'ah* of Allah Almighty; (5) *Tarbiyah* is a process that is done by setting a wise way and implemented in stages from easy to difficult one; (6) *Murabbi* always to be able to and try her/his best to maintain the purity of the *shari'ah* of Allah and carry out *amar ma'ruf* and *nahyi munkar*; (7) *Murabbi* should always hold hardy to the religion, always obedient to Allah, teaches science, and always learning; (8) *Murabbi* levels are higher than the levels of *mua'lim* and *mudaris*; (9) *Tarbiyah* is to educate children through the delivery of science, using methods that are readily accepted so that students can practice it in daily life; (10) *Tarbiyah* is an activity which includes the development, maintenance, preservation, processing, and delivery of science, giving instructions, guidance, improvement, and a feeling of belonging; (11) *Tarbiyah* carried out with the intention to obey, worship God Almighty and to attain His good pleasure; (12) *Tarbiyah* occurs in human beings in the sense that is common to various age levels, both aged child and the next age; (13) *Tarbiyah* included in *tarbiyah khalqiyah*, coaching and development of body, mind, soul, potential, feeling with a variety of directions, and *tarbiah diniyah tahdhibiyah*, coaching soul by revelation to the perfection of mind and sanctity of the soul in the eyes of God Almighty; (14) In *tarbiyah* activity, it implied the existence of *murabbi* or educator, *yurabbi* or educational process, *mutarabbi* or students, and *tarbiyah* itself that is non-teaching materials; and (15) *Tarbiyah* may occur also in animals and plants within the meaning of feed, maintain, and keep doing well and big.

So, on the basis of the meaning of the above simple, definition of *tarbiyah* according to its terms is as follows: *Al-tarbiyah* is the process of development, maintenance, preservation, processing, delivery of science, giving instructions, guidance, improvement, and the feeling of having good pupils' body, mind, soul, talents, potentials, feelings, continuous, gradual, full of love, caring, tenderness, playful, wise, easy to be accepted, thus it will form the perfection of human nature, pleasure, glory, live independently, to achieve the willing of Allah Almighty.

The implications of the study results is that any interpretation or *tafsir* of *tarbawi* teacher at any college student should explain by the semantic approach, so that it will be able to look the meaning of the language, terms and the other kinds of, and any subject matter that is in the interpretation *tarbawi* should approach through

lexicologist, morphological, syntactic, contextual or *munasabah al-ayat* approach even strengthened by *al-ahadists al-syarifah*.

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PROBLEM-BASED LEARNING IN MALAYSIAN TECHNICAL SCHOOL

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ABSTRACT: *The purpose of this action research was to identify the problems faced by electrical and electronic engineering or PKEE (Pelajaran Kejuruteraan Elektronik dan Elektrik) students studying a difficult topic – transistor. This study was also aimed at examining students’ attitude towards Problem-Based Learning (PBL). PBL is said to enhance students’ understanding and make the learning more meaningful. This action research was based on Kemmis and McTaggart (1998) model. Jigsaw technique was also used in the first and second rounds of the study whereas the discussion technique was used in the third round. A sample of 30 form 5 students from a Technical School Melaka, Malaysia was selected. The treatment was given for a nine-weeks duration. Data were obtained from peer assessment, observation, and pre- and post-tests. Descriptive statistics used in this study, include frequency, mean, and standard deviation. The study found that the collaboration skill of the students increases in each round and their achievements also show better results. Students’ attitude became more positive with regard to PBL. In the open-ended questions, the respondents said that they like collaborative and problem-solving activities. Thus, teachers are suggested to use this method. However, for those who are not confident or do not have the skills to use the PBL method, it is advised that training and guidance be given to them. PBL workshops and short courses should be offered to them.*

KEY WORDS: *Action research, problem-based learning, jigsaw technique, electrical and electronic engineering, and technical school.*

INTRODUCTION

The electrical and electronic subject or PKEE (*Pelajaran Kejuruteraan Elektronik dan Elektrik*) is one of the courses offered in Technical Schools. The subject is taught four (4) periods per week, with the duration of 40 minutes for each period. The timetable can be arranged in a four-blocked periods as it involves theories and practical works (KPM, 2003). The subject is offered at the Technical Schools for students who are interested in Electrical and Electronic Engineering. The subject was designed to suit the capabilities of Form 4 and Form 5 students whereby it has some continuity from the lower secondary level subject – the Living Skills. The subject is also related to Mathematics and Science, especially Physics (KPM, 2001).

The teaching of this subject is relatively challenging due to the nature of the subject which is perceived as “difficult subject” by the students. In addition, most

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teachers who teach this subject use traditional teaching method. The traditional teaching method is still preferred by the majority of teachers in the exam-oriented system. According to D.P. Diaz and R.B. Cartnal (1999), substantial number of teachers thought that traditional teaching method was more suitable than the student-centred method when the focus is on the examination and the class size is large.

However, the Malaysian Curriculum Development Centre (*Pusat Perkembangan Kurikulum*, 1991) has identified among the weaknesses of the traditional teaching method was the failure (of the students) to make connection between new information and what they had already known and between what they learnt at school and the real life situation. An effective teacher should be able to use various teaching strategies to ensure his or her class is interesting and meaningful. Among the student-oriented techniques that a teacher can use are discussion, brain-storming, role-play, simulation, games, and problem-solving activities. These teaching techniques are more interactive than the lecture mode (Burden & Byrd, 1994).

Problem-Based Learning (PBL) is one of the learning methods using relevant and meaningful real-life problems as its foundation. Literature has indicated the strengths of PBL in terms of active learning and group dynamics. According to L. Torp and S. Sage (2002), PBL is focusing on active learning involving mind and hands. In PBL, students are given a real problem or actual situation in which they are asked to find the solutions by gathering various inputs from books, journals, newspapers, brochures, internet, and so on. Teachers only act as guides or catalysts to the students.

STATEMENT OF THE PROBLEM

Based on the analysis of the SPM (*Sijil Pelajaran Malaysia* or Malaysia Certificate of Education) Examination results in 2003, it was stated that students had shown moderate achievements in the paper 2 of the electrical and electronic subject (LPM, 2004). Mistakes in simplifying the formula have caused some high-achievers to provide the wrong answers. For the moderate achievers, only a few of them were able to answer completely based on the instruction. For examples, most candidates only wrote the formulae without showing the calculation. Mistakes also occurred when they wrote the wrong units of the calculation. For the low achievers, their main problem was that they did not how to solve the problem and the majority would just guess the answer.

Similarly, for the paper 1 of the electrical and electronic subject, most moderate achievers failed to provide complete answers for the structural questions. There were candidates who tried to guess the answers, especially names of the gadgets and components. The low achievers, on the other hand, failed to answer multiple choice questions and to list down components. For the structural questions, majority of them failed to do the calculation and they drew the circuits wrongly. There were few students who did not attempt to answer at all. Table 1 shows that only a few technical school students obtained excellent results (A1 and A2) in the electrical and electronic subject. SPM analysis for five consecutive years (for this particular

subject) has shown that there were fewer than 6% of the students obtained excellent result (A1) in the subject for each year.

Table 1
SPM Results Analysis for the Electrical and Electronic Subject from 2001 to 2005

SPM	A1	A2	B3	B4	C5	C6	D7	E8	G9	No of Passes	Average Grade Point
2005	189 (2.84)	499 (7.49)	968 (14.53)	1110 (16.67)	1357 (20.38)	1284 (19.28)	865 (12.99)	309 (4.64)	79 (1.19)	6581 98.81%	4.84
2004	267 (5.48)	414 (8.50)	776 (15.93)	1003 (20.60)	973 (19.98)	719 (14.76)	554 (11.38)	121 (2.48)	43 (0.88)	4827 99.12%	4.49
2003	241 (4.82)	361 (7.22)	694 (13.88)	858 (17.16)	964 (19.28)	874 (17.58)	688 (13.76)	250 (5.00)	70 (1.40)	4930 98.60%	4.80
2002	183 (2.77)	408 (6.18)	734 (11.12)	967 (14.66)	1368 (20.73)	1239 (18.78)	1182 (17.91)	420 (6.37)	97 (1.47)	6501 98.53%	5.13
2001	170 (4.64)	200 (5.46)	368 (10.04)	510 (13.92)	592 (16.15)	662 (18.06)	680 (18.55)	368 (10.04)	115 (3.14)	3550 96.86%	5.29

Source: JPT [*Jabatan Pendidikan Teknikal*] (2006).

If the candidates were given the choices, they would not choose to answer questions about transistor. Only those who were really confident and skillful would choose to answer these questions. SPM analysis (2003) for the electrical and electronic subject (LPM, 2004) showed that only a few candidates chose to answer questions about transistor. Among these candidates, some were unable to use the formula correctly, they did not know how to change the miliampere to ampere units, some thought $I_c = I_e$, few of them used wrong formula, did not label the load line, and labeled the saturation and divert points wrongly.

PURPOSE AND OBJECTIVES OF THE STUDY

This action research was conducted to identify the students' understanding about transistor in the electrical and electronic subject, using the PBL (Problem-Based Learning) method. The study was also designed to identify students' attitudes towards Problem-Based Learning.

Specifically, the research objectives were to: (1) Identify the students' misconception in learning about transistor in the electrical and electronic subject; (2) Examine the students' achievements in the subject after undergoing PBL process; (3) Investigate how well the group members work together to solve the problem; and (4) Assess the students' attitudes towards PBL in learning a topic about transistor in the electrical and electronic subject.

LITERATURE REVIEW

On the Problem-Based Learning. Problem-Based Learning (PBL) is a learning method that uses relevant and meaningful problem in the learning process (UTM,

2005). According to E. Graaff and A. Kolmos (2003), PBL is based on various theories such as constructivism and social learning theory. Based on those theories, PBL was formed. In the PBL, students were given an authentic problem or situation. They were asked to solve it using various inputs from books, journals, newspapers, brochures, or internet. Teachers only functioned as guides or facilitators for the students.

Boud and Felitti stated that PBL is a new philosophy in teaching and learning (cited by Ousey, 2003). It means that teachers are no more the sole source of knowledge or reference for the students. Thus, they can obtain information from other sources. They further stated that PBL helps students achieve specific learning in order to make them skillful and knowledgeable. For example, students should solve the problem critically and creatively, as well as finding causes and effects of certain phenomena. In addition, students can identify their strengths and weaknesses and work cooperatively in groups. Consequently, PBL can help improving their learning more effectively. According to Finley and Torp, PBL is a teaching and learning system which simultaneously builds the students' problem-solving skills (cited by Barrows, 1999). In PBL, students are given ill-structured problems taken from real life problems.

PBL can train students to become more responsible and active in learning as well as more independent. Teachers are only guides or facilitators. In PBL, students have to realize that they must be active in thinking of how to solve the problems and should not depend on their teacher to provide the solution (Barrows, 1999). E. Graaff and A. Kolmos (2003) said that PBL is a teaching and learning method using problems as the basic of the learning process itself. Generally, the problems chosen are real life problems and adjustments are made to suit the teaching objectives. In the nutshell, PBL can be a philosophy, a theory, a model, a concept, an approach, or a strategy that improves learning process. In PBL, students are given problems, and they must conduct research, explore, and find information relevant to the problems and solve them using various tools.

On the Models of Problem-Based Learning. According to E. Graaff and A. Kolmos (2003), the PBL principles include: (1) PBL is a learning approach which uses problems as the basic in the learning process; (2) Student-centered learning, students are only given guidance by the teacher to solve the problems, no direct teaching; (3) Teachers should be ingenious in creating problems relevance to the topic taught; (4) Use real-life problems; (5) Students use prior knowledge and experiences during the teaching and learning processes; (6) Learning activities are the basics of the processes in PBL; (7) Involve "deep" learning; (8) Cooperative learning in the groups; and (9) PBL is an active and reflective learning process.

According to K.N. Lynda Wee (2004), there are various models which can be used in carrying out the PBL process. Table 2 shows examples of PBL models used by selected learning institutions:

Table 2
 Models of Problem-Based Learning

Institution	PBL Process
Temasek Polytechnics, Singapore.	<ol style="list-style-type: none"> 1. Select the learning groups. 2. Identify the problems. 3. Brainstorm the ideas. 4. Identify learning issues. 5. Self-learning process. 6. Synthesize the knowledge. 7. Reflect and receive feedback.
Republic Polytechnics, Singapore.	<ol style="list-style-type: none"> 1. Select ill-structured problems. 2. Activate students mind to generate ideas. 3. Identify what is known and what had already known. 4. Facilitators guide students on important questions and learning objectives. Then, students learn on their own. 5. Share information among the group members. 6. Enhance understanding to solve the problems. 7. Conduct reflection.
Medicine School, University of Southern Illinois, USA.	<ol style="list-style-type: none"> 1. Introduce the group members. 2. Set the scenario. 3. Select objectives. 4. Identify problems. 5. Identify facts. 6. Explore the ideas. 7. Identify learning issues. 8. Propose action plan. 9. Focus on learning outcomes. 10. Identify resources. 11. Self-learning process. 12. Assess the resources. 13. Assess the problems based on new knowledge obtained. 14. Suggest problem solutions. 15. Self and peer evaluation.
University of Samford, USA.	<ol style="list-style-type: none"> 1. Identify problems 2. In groups, students identify existing knowledge and determine the nature of the problems. 3. Students raise questions on what they do not know. 4. Students suggest actions to solve the problems and identify the resources needed. 5. Students gather information to solve the problems. 6. Facilitators guide by asking questions.
Chemical Engineering School, University of McMaster, Canada.	<ol style="list-style-type: none"> 1. Explore the problems, make hypotheses, and identify learning issues. 2. Attempt to solve the problems based on what the students know. 3. Identify knowledge gap to solve the problems. 4. Determine learning needs, select learning targets and identify resources for self-learning. 5. Sharing knowledge among group members. 6. Apply knowledge to solve the problems. 7. Receive feedback.

University of Maarsicht, Netherlands.	<ol style="list-style-type: none">1. Identify unknown terminologies associated with the problems.2. Define the problems.3. Analyze problems, provide explanation and activate existing knowledge.4. Evaluate proposed explanation and describe processes involved in the problems.5. Determine learning issues.6. Self-learning process.7. Share findings among group members to form comprehensive explanation.
Newcastle University, Australia.	<ol style="list-style-type: none">1. Seek the problems.2. Gather information via on-line resources.3. Identify the problems.4. Identify the learning issues.5. Self-learning process.6. Apply knowledge and submit written report.7. Generate self-evaluation checklists.8. Feedback from facilitators.9. Students submit the report based on feedback received.
University of Technology Queensland, Australia.	<ol style="list-style-type: none">1. Analyse problems by identifying early responses towards the problems, determining the terminologies and concepts, defining the problems, and confirming the scope of the problems.2. Activate prior knowledge.3. Identify learning objectives.4. Conduct self-learning.5. Synthesize the information obtained.6. Analyze additional issues.7. Analyze, synthesize, and summarize.
Gimmer University, United Kingdom.	<ol style="list-style-type: none">1. Two groups are given similar problem.2. First group acts as a consultant and the other group acts as a problem solver.3. Third group acts as a client and use criteria to assess the problem.4. The clients and the consultants produce their own critics.5. Meeting between the client and the consultant.
Stanage University, United Kingdom (Diploma in Social Works).	<ol style="list-style-type: none">1. Students are given real-life problems.2. Analyze the problems.3. Identify learning issues.4. Self-learning process.5. Discussion.6. Solve the problem.
University of Lambert, United Kingdom.	<ol style="list-style-type: none">1. Introduce PBL – students write about their learning in journal.2. Assign tasks to the students.3. Deal with the problems in group and individually.4. Present orally and submit report.5. Provide self and peer evaluation.

Table 2 shows that most of the models possess similar conceptual framework, which is focusing on problems. However, the PBL practised at Temasek Polytechnics Singapore, Medicine School University of Southern Illinois USA, and Gimmer University United Kingdom put focus on learning groups identification prior to formulating the problem itself. Uniquely, University of Lambert has PBL introduced at the beginning of the class.

On the Action Research. J. McNiff (1998) defined “action research” as an approach to improve or enhance education through changes which make teachers more alert about themselves. They should also become more critical with those practices and ready to change any ineffective practices. Meanwhile, P. Lomax (1994) has come out with the similar concept when he stressed that an action research is an educational research and it is different with research in education. This is because the researcher is the teacher herself, who aims to improve herself and her profession. P. Lomax also stressed that action research is very important for educational innovation as it is a way which enables the teachers to make improvement in education. Action research is a research on social situation involving teachers as researchers, with the aim of improving the quality of teaching practices. In doing the research, the teachers do innovation and changes by reflection and inquiries. In this study, the Kemmis and McTaggart (1998) model was selected because it is among the simplest models and it embeds self-reflection mechanism (Zailah Zainuddin, 2005).

On the Conceptual Framework. The conceptual framework for this study in figure 1 is formed based on the PBL model developed by K.N. Lynda Wee and Y.C. Megan Kek (2002) and an action research model by Kemmis and McTaggart (1998). The conceptual framework begins with finding a problem. After identifying the problem, a pre-test was carried out to measure the students’ understanding. Using the PBL method, six heterogeneous small groups (selection was based on the pre-test result and gender) were formed in the first round of the study. The problem-based learning was implemented for 3 weeks in the first round, using the PBL module. After the 3-weeks duration, the students took the post-test. In addition, reflection, planning, implementing, and observation were conducted in the first round (such as looking at students’ results in a test on transistor, students’ collaboration, observation on competency and students’ interaction) for the betterment in the next rounds.

The re-evaluation process in the second and the third rounds was conducted until the students’ achievement in the post-test has reached the saturation point. Students’ attitudes towards PBL were measured through the questionnaire prepared. The dependent variables in this study were the students’ attitudes in solving the problems, their attitudes towards the PBL, and their perception towards the facilitator whereas the independent variable was the PBL method itself. The problem-based learning also includes collaborative learning. Collaborative learning encourages students to discuss, communicate, and integrate new ideas with existing ideas in order to enable students to learn new ideas in depths using conceptual exploitation and their existing knowledge (Khoo Yin Yin & Zakaria Kassim, 2005).

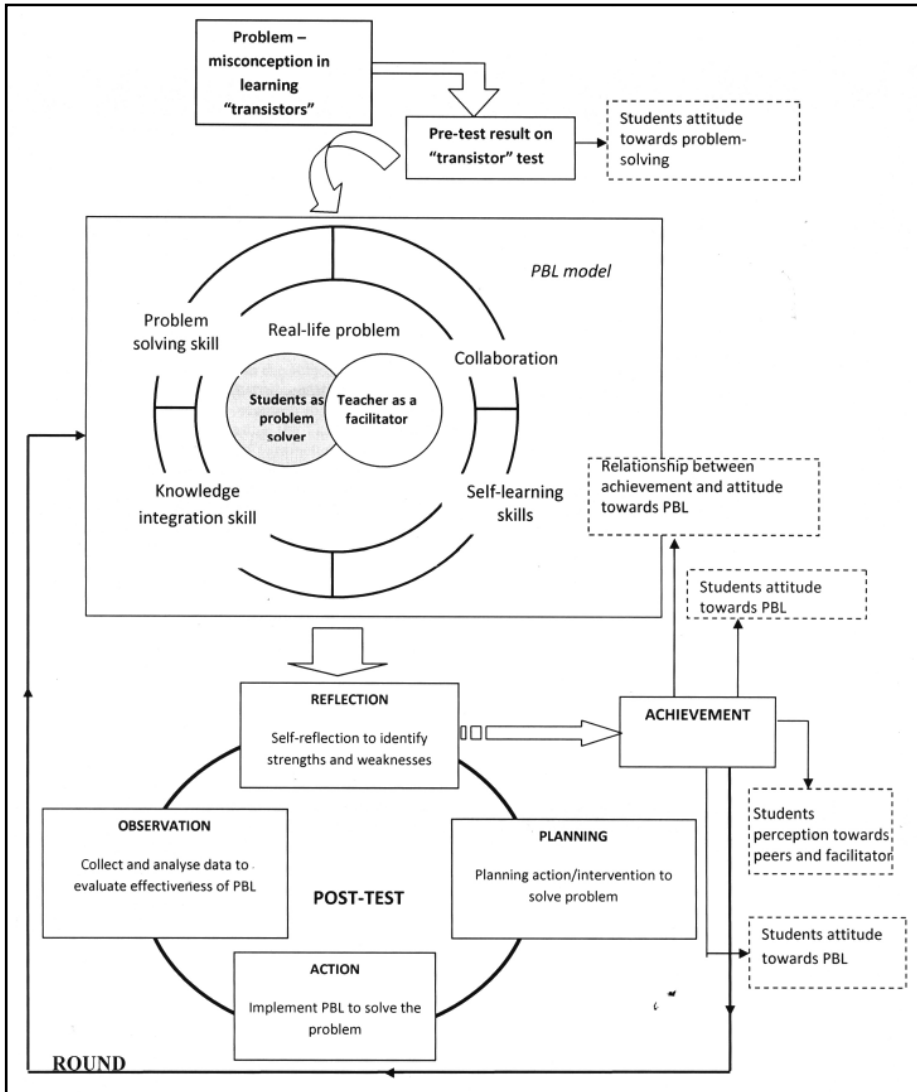


Figure 1. Conceptual Framework

RESEARCH METHODOLOGY

On the Research Design. This study utilized an action research design to rectify students' misconception regarding transistor in the electrical and electronic subject, using Problem-Based Learning. Pre- and post-test, observation, and interviews were used in the data gathering process for each round. The processes involved in each

round follow the model developed by Kemmis and McTaggart (1998). According to this model, action research moves in a continuous cycle involving four levels or steps, which are Level 1: Reflection, Level 2 : Planning, Level 3: Action, and Level 4: Observation.

On the Sample. The sample for this study were the Form 5 students from one of the Technical Schools in Melaka, Malaysia. There were 30 students, comprising 21 male and 9 female students. According to P. Lomax (1994), an action research is not designed to make generalization but just to solve the problem they face. These students were selected because of their low achievement in the subject.

On the Instrumentation. According to Mohd Majid Konting (2004), a valid and reliable research instrument is essential for data collection. It is also a tool used to measure the variables studied. He added that a good measuring tool measures the parameters accurately. In this research, the instrument used include the group members' evaluation form, observation checklist on students' interaction, unstructured interviews, pre- and post-tests (on the topic transistor in the electrical and electronic subject), questionnaires on students' attitudes towards problem-based learning, questionnaires on students' opinion regarding their facilitator, and questionnaires on their attitudes towards problem solving.

RESEARCH FINDINGS

The action research was conducted at one of the Technical Schools in Melaka, Malaysia. It took the total duration of nine weeks, which involved 36 teaching sessions, 80 minutes for each session. The research was designed to enhance the students' understanding of the topic transistor in the electrical and electronic subject, using the PBL (Problem-Based Learning) method. Apart from that, the research was also conducted to determine the students' attitudes towards problem-based learning and their perception on the facilitator. The study has reached its saturation point in the third round, based on the post-test mean score.

On the Respondents' Profiles. A total of 30 form 5 students were selected as research subjects. They consisted of 21 (70%) male and 9 (30%) female students. Almost half (53%) of the students (8 males and 8 females) stayed at the school hostel.

Research Finding 1: Students' difficulties to master the topic transistor in the electrical and electronic subject. The pre-test results showed that among the reasons why students had difficulties in mastering the topic transistor in the electrical and electronic subject were their failure to understand the concept of electronic circuit; failure to remember the formulae; inability to apply the formulae with the questions; limited knowledge of the topic; confusion with the values and symbols of microampere (μ), miliampere (m) and misunderstanding of the concept of I_c where most of the time they thought $I_c = I_e$.

These results supported the findings of the *Laporan Prestasi SPM 2003* (for the topic transistor) which were released by the LPM (*Lembaga Peperiksaan Malaysia*) in 2004. According to the report, majority of the students did not remember the

formulae; they failed to use them correctly; they did not know how to change miliampere to ampere; they also thought that $I_c = I_e$; they used wrong formulae; and they failed to identify correctly the load line, saturation, and divert points (LPM, 2004).

Based on students' personal notes, they had given some reasons for these failures (arranged according to the highest frequency) which were (1) did not understand the concept; (2) teachers were being too fast in the teachings; (3) difficulties to memorize the formulae; (4) lack of communication and interaction in the learning sessions; (5) difficulties in understanding the topic transistor; (6) did not know how to solve the problems given; and (7) lack of practice and did not do the assignments.

Research Finding 2: Students' achievements after undergoing problem-based learning for the topic transistor in the electronic and electronic subject. Before the students underwent the PBL (Problem-Based Learning) process, they had only obtained 19% the mean score in the pre-test, with an average grade of 8.93. After participating in PBL, the students sat for the post-test and the achievement had improved to 34% with an average point of 7.67 (in the first round), 64% with an average point 4.20 in the second round, and 62% with an average point 4.37 in the final round. The findings show that there were significant achievements between the pre-test with the post-tests of the first and the second rounds of the PBL. The post-tests results of the second and third rounds did not show much improvement which indicated a saturation point.

Analysis on students' answers in the tests has shown that the students have made significant improvements in the subject from round one to round two and the number of those making mistakes were fewer. This shows that problem-based learning is effective as students have shown significant achievements in the subject. The findings can also be associated with Vygotsky's theory on proximal development zone, which indicates that collaboration between a student with a smarter peer may enable him to solve difficult and complicated questions (as cited by Savery & Duffy, 1995; Tan, 2003; Lambros, 2004; Khairiyah Mohd Yusof, 2005; and Hall, 2006). The results of this study have shown that students' involvement in team work and active group members' interaction has improved their mastery of the subject matter.

Research Finding 3: The extent of group members' cooperative work in order to achieve collaborative skills. Researchers have made observation in each round focusing on aspects such as sharing of the ideas, listening to others' opinions, managing time, supporting the group, carrying out tasks, and contributing knowledge or information to the groups. Overall, the findings show that there was 70% improvement for the cooperative work in the first round, 84% in the second round, and 88% in the final (third) round. It is clear that there were improvements from the first to the second and the third rounds. In the first round, it had been at a positive level and became even better in the second and third rounds. This means that PBL helps students to improve their collaborative skills in learning. The finding is supported by studies conducted by H. Barrows (1999), L. Torp and S. Sage (2002), A. Lambros (2004), and K.N. Lynda Wee (2004).

Since there were students who could not stay in a particular group as they were either hyper active or passive, they were then allowed to change group members. This was to ease the collaboration process among the members. They also could discuss better. This situation is supported by O.S. Tan (2003) who says that less effective discussion may take place if the group members are unskillful, immature, and lack knowledge. Though, during open-ended questioning to test students' abilities to answering questions without teachers' assistance, the findings indicated that despite of their "protest" for not being helped by the teacher in the first round, the students could actually discuss and learn together. This supports the constructivism theory which states that knowledge is actively developed by one's existing knowledge and experiences (as cited by PPK, 1991). In this process, students adapt new information they receive with their existing knowledge, to build new knowledge in their minds. According to J.R. Savery and T.M. Duffy (1995), problem-based learning is based on constructivism approach.

Research Finding 4: Students' attitudes towards problem-based learning for the topic transistor in the electrical and electronic subject. The study found that most participants have positive attitudes towards the PBL for the topic transistor in the electrical and electronic subject. In fact, few weak students also had shown active participation in the team work. This finding supports the result of research conducted by Khairiyah Mohd Yusof (2005) that shows students have positive attitudes towards problem-based learning. Norsyahidan Mohd Yusof (2004) also found that there is a significant difference between the achievement of those who used PBL and those who used conventional learning method. Mohd Khairuddin Abdul Karim (2004), in his research, found also that the students who used PBL could solve problems better than those students who attended lecture method.

CONCLUSION AND RECOMMENDATIONS

Difficulties in memorizing the formulae; failure to understand the concept of electronic circuit; inability to apply the formulae with the questions; limited knowledge of the topic; confusion with the values and symbols of microampere (μ), miliampere (m); and misunderstanding of the concept of I_c where most of the time they thought $I_c = I_e$ were the main weaknesses of the students in mastering the topic transistor in the electrical and electronic subject. The study also found that students' collaborative skills improved in each round, their achievement became better, they showed positive attitudes towards PBL (Problem-Based Learning), and they also had positive opinions on the facilitator and PBL itself. Open-ended questions showed that cooperative and problem solution aspects were the most preferred aspects in the PBL. There was a significant difference of students' achievements between the first and second rounds and the research reached its saturation point in the third round. There was also significant difference of students' attitudes towards problem solution, as shown in the mean scores of the pre- and post-test results.

However, there were some challenges arose during the research. *First*, the researcher had to deal with few students who refuse to give full commitment to the other group members during the group presentation. *Second*, time constraint whereby the lesson must be stopped (following the class timetable) although during that time, students were really enthusiastic to learn in the PBL environment. In this case, the researchers had asked the students to continue group discussion after the school hours. *Third*, differences in IQ levels had given advantage to more intelligent students to dominate group activities. For this situation, the researchers had identified less active students and they were given supports to do the activities as well. Active students were encouraged to motivate those students to participate in the activities.

Based on researchers' experiences as a teacher who has used the PBL approach, it is suggested that teachers should be active in constructing problems according to the objectives of the lesson. If they are not active, the students might not be excited to learn, which can result in ineffective learning.

Based on the findings and limitations of the study, it was shown that PBL approach had given positive impact on students' learning process. Thus, teachers are suggested to use this method. However, for those who are not confident or do not have the skills to use the PBL method, it is advised that training and guidance be given to them. PBL workshops and short courses should be offered to them. In addition, the teachers' training sector is advised to include PBL as one of subjects in the teachers' training programme. Further, lecturers at teachers' training institutes and universities should be exposed to PBL.

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EFFORTS TO ENHANCE THE LEARNING OF SOCIAL SCIENCES THROUGH THE ROLE OF THE STRATEGIC FACTORS OF ACCOUNTABILITY

ROSEMARIE SUTJIATI NJOTOPRAJITNO

ABSTRACT: *The urgency to improve the quality of human resources is experiencing continuous escalation. Education holds the key to answer this demand. Social sciences is an important part of education that is very useful to provide students with various knowledge and skills. In Indonesia, social sciences tends to be underestimated and many perceived social sciences as a lesson that only require students to memorize some subject matter without involving further and higher level of thinking. This paper tries to examine the attempt to improve social sciences' effective learning process through the role of accountability's strategic factors. This research is using quantitative approach through statistical test. The end results show that implementation of accountability in its strategic factors will eventually improve the quality of social sciences' effective learning process and the graduates. In order to implement and operate an adequate system of accountability, there are various requirements that must be met. Accountability must be thorough and integrated in the institution. Accountability also requires funds and sufficient time for their implementation to demonstrate the expected output. Hopefully, the implementation of accountability in its strategic factors will enhance the dignity, value, and position of social sciences in order to provide qualified human resources in Indonesia's development.*

KEY WORDS: *Social sciences, human resources, improvement, accountability, strategic factors, and Indonesia's development.*

INTRODUCTION

Globalization makes cooperation and competition between countries higher and covers a wider area. Qualified and competent human resources are absolutely necessary. In this case, the government and society are responsible for the success of education in order to create the desired workforce. Social sciences education is one important part of education that is taught to students in order to equip them with various kinds of knowledge and expertise that is expected to be useful in the real life and in the workplace.

In Indonesia, there are many who think that social sciences are a second-class lessons and considered inferior compared with the other lessons. In senior high

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school level, for example, students who have such a good scores are advised to enter the science stream which considered having higher levels of difficulty. In other words, social sciences is considered to have lower levels of difficulty and someone is considered eligible and pass if he/she is able to memorize various theories being taught even though he/she may not understand it and not been able to apply them in real life and in the workplace.

Further, there are peoples who consider social sciences as meaningless memorizing lessons without the need to cultivate students' thinking in such a way as to produce a creative thinking. When viewed from the history of social science and how persistent the figures of the social sciences in the fight for social science coupled with the importance of this science in the world, then these things should not happen. Social sciences should be able to stand equal with other sciences in contributing to the advancement of human civilization in the world.

In this study,¹ the researcher attempted to give contributions in an effort to improve the learning of social studies through the role of strategic factors of accountability. Accountability itself is part the social sciences thought that aim to improve and ensure the quality of human life. Implementation of the strategic component of accountability is expected to improve the quality of learning in social studies as well as the reputation of social sciences as a lessons that highly disciplined and highly beneficial.

LITERATURE REVIEW

On the Social Sciences. In the beginning, the social sciences that is taught in Indonesia's schools is an integration and simplification of various branches of social sciences. B.H. Hoed (2001) stated that social sciences emphasis on the interaction between humans and between humans and the environment (nature). Since it has been simplified and integrated, the science is taught to students ranging from elementary school level up to levels higher. In its development in Indonesia, this science began to split into separate scientific knowledge which is also the problem areas and branches of social sciences earlier. Some problem areas and branches of social sciences are anthropology, political science, sociology, economics, communication, etc. Social sciences itself is the study of humans and its relationship with the community and society. It also examines how humans run their lives.

In its early history, social sciences has many names such as behavioral science, moral science, human science, etc. T.M. Porter and D. Ross (2003:1) noted that the phrase "Sciences Morales et Politique" was introduced in France in 1770, and in 1795 the social sciences is labeled as a second class at the Institute de France. In history, there are many who regard social sciences as a second class science which

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is inferior from natural sciences which are shown first. Social sciences is also often regarded as underdeveloped in comparison to other science plus many people question its appropriateness as a science. In the course of its long history many great figures appear, they managed to fight for social sciences position existence as a science that can stand parallel to the natural sciences.

On the Accountability. M. Trow (1996:310) defines “accountability” as an obligation to provide reports to others, to provide justification, to answer various questions about how the resources have been used, and to what effect. From the definition above, it can be concluded that accountability is an obligation to give account or to answer and explain the performance and actions of a person/corporate/head of an organization to those who have the right or obligation to ask for their responsibility. Further, M. Trow (1996) and J. Currie and J. Huisman (2004) suggested also that the function of accountability is, *first*, to limiting any absolute power, thus weakening the possibility of someone to perform any action of manipulation and fraud and would also strengthen the legitimacy of various institutions that are required to provide a report to the particular group. *Second*, accountability is claimed to be able to maintain or even improve the quality of performance by forcing the parties involved to examine their activities and operations critically and place them into visible position that is capable to be given a critical input from outside parties. *Third*, accountability can be used as a device regulation through various reports and explicit and implicit criteria that must be met by the institutions that give reports.

Burke (2005:2) argues that accountability imposes six demands on officials or their agents for government or public service organizations, including colleges and universities. *First*, they must demonstrate that they have used their powers properly. *Second*, they must show that they are working to achieve the mission or priorities set for their office or organization. *Third*, they must report on their performance. *Fourth*, the two “E” words of public stewardship that is efficiency and effectiveness require accounting. *Fifth*, they must ensure the quality of the programs and services produced. Last, *sixth*, they must show that they serve public needs.

Educational accountability is an embodiment of the obligations of educational institutions to account for the success or failure of implementation of the education process. In the context of learning, we need to always strive to repair and improve learning process so that the learning process lasts optimal and effective, and can improve the quality of its graduates.

According to M.G. Brown (2003) and M.J. Bober (2004), there are seven areas of accountability, such as follows:

First, **Leadership**, which explores how senior leaders attend to organizational values, directions, and performance expectations; focus on students and stakeholders, student and organizational learning, empowerment and innovation; and address public/community responsibilities.

Second, **Strategic Planning**, which examines how the organization develops and deploys strategic objectives and action plans, and then measures their quality, impact and/or effectiveness.

Third, Student, Stakeholder, and Market Focus, which targets how the organization determines the requirements, expectations and preferences of its constituents; builds relationships with them; and uncovers the key factors that lead to their satisfaction, persistence and, ultimately, to programmatic excellence.

Fourth, Information and Analysis, which focuses on the organization's information management and performance measurement systems – in particular, on how the data these systems generate are analyzed.

Fifth, Faculty and Staff Focus, which delves into the ways in which the organization encourages faculty and staff to develop to their full potential and builds/maintains a positive work environment that fosters performance excellence and personal/organizational growth.

Sixth, Process Management, which investigates key aspects of the organization's strategies for maintaining/supporting all critical workflow (student services, support, instructional design/delivery, etc.).

Seventh, Organizational Performance Results, which explores the outcomes associated with student learning, finances (budget, marketplace) and operational effectiveness and how well they compare to the performance levels of key competitors (schools or other selected groups/entities).

In order to generate maximum impact, the accountability should be applied to all existing areas that can support each other and produce real benefits.

METHODS

This research is non-experimental research. The purpose of this research is to obtain the description of the characteristics of variables or properties of something that is in progress at the time the study was conducted and to examine the causes of these symptoms. The object of research is the leadership, faculty, and students who are active in student organization and has attended four semesters at UKM (*Universitas Kristen Maranatha* or Maranatha Christian University) in Bandung, West Java, Indonesia.

The research refers to the explanation design, using a quantitative approach. The quantitative approach is simply more refers to collecting data and analyzing information statistically by using statistical Structural Equation Modeling (SEM).

This research has established a number of variables, included in the independent variable and dependent variable, as follows: (1) Visionary, response capacity, alertness, intelligence, leadership capacity are independent variables that affect the leadership as the dependent variable; (2) Quality of human resources, professionalism, desirable organization culture, adequacy of management information systems, systems of incentive, financial policy are independent variables that affect the management capacity as the dependent variable; (3) Education, research, community service, administrative tasks, and advisement are independent variables that affect faculty quality performance as the dependent variable; and (4) Relevancy of the curriculum, the effective learning process, the effective and efficiency resources, the effective of

quality assurance, and quality graduate are independent variables that affect effective learning as the dependent variable.

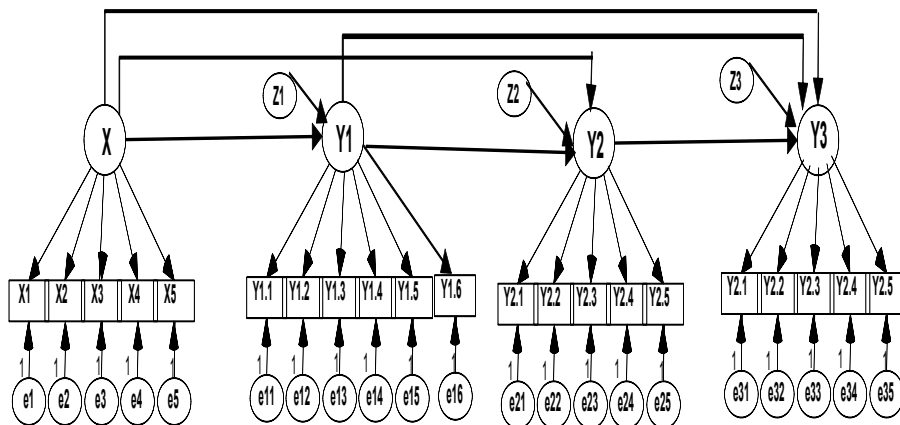


Figure 1
Path Diagram of Structural Equation Relationships Model
Leadership (X), Management Capacity (Y₁), Faculty Quality Performance (Y₂), and
Effective Learning (Y₃)

RESULTS AND DISCUSSIONS

On the Role of the Strategic Factors of Accountability. From the research that has been done, there are several findings. *First*, Leadership strategic component and accountability are capable to form management capacity and influence significantly. Up to 40.60% variation that occurs in leadership can be explained by the management capacity.

Second, Leadership in an institution or educational institution has a positive and significant relationship with sub variables visionary (53.90%), the response capacity (75.00%), alertness (52.40%), intelligent (78.70%), and leadership capacity (68.90%).

Third, Management capacity has a positive and significant relationship with sub variables quality of human resources (50.40%), professionalism (62.10%), desirable organization culture (75.50%), adequacy of management information systems (46.80%), the system of incentive (53.70%), and financial policy (42.90%).

Fourth, the Variance that occurred in faculty quality performance positively and directly affected by management capacity but not directly influenced by leadership. The effect of management capacity is 31.90%. The rest 68.1% was the influence of other variables that cannot be explained by model. Leadership indirectly affects

faculty quality performance through management capacity. The amount of the influence of leadership on faculty quality performance is 18.10%.

Fifth, Quality performance of teachers and lecturers (faculty quality performance) has a positive and significant relationship with sub variables education (65.10%), research (74.10%), community service (63.70%), administrative tasks (55.80%), and advisement (71.40%).

Sixth, the Variance that occurs in effective learning is positively and directly affected by faculty quality performance. The effect of faculty quality performance is 39.30%. The rest 60.70% is the influence of other variables that cannot be explained by model. Leadership and management capacity indirectly affect effective learning through quality faculty performance. The amount of the influence of leadership on effective learning is 16.50% and the influence of management capacity towards effective learning is 18.10%. Effect of leadership, management capacity, and faculty quality performance together towards effective learning is 73.90%.

Seventh, Effective learning has a positive and significant relationship with sub variables relevancy of the curriculum (47.60%), the effective learning process (62.30%), the effective and resource efficiency (55.40%), effectiveness of quality resources (69.40%), and quality graduate (52.10%).

On the Efforts to Enhance the Learning of Social Sciences Through the Role of the Strategic Factors of Accountability. The problem that many complaints both by educators, students, alumni, and the community in social sciences learning is about how learning is delivered to students. Most of the existing educational institutions are still using one-way lecture method and adjusted to the test to find out how deep the ability of students to remember and memorize the material that has been delivered. This method is the most simple and does not require large funds but the quality of results and output is questionable. To direct students' thinking processes to a higher level would need a deeper manner. Some schools obviously already use more advanced manner and provide various facilities such as laboratories in social studies lessons, but this is still limited to certain, small numbers of schools.

In this study, the researcher did not directly working to find ways of improving learning through changes in social studies subject matter, the methodology which the lessons delivered, the forms of test, etc. Researcher takes a step backwards to obtain a clearer picture on an educational institution (schools and colleges) more clearly and suggest that the effort to enhance the learning of social sciences can be done through the implementation of the strategic factors of accountability on educational institutions as a whole.

Accountability involves a large number of factors. From these factors the researcher took several strategic factors that are assumed have the capability to increase effective learning of social sciences. Application of accountability in this study focused on leadership, management capacity, faculty quality performance, and effective learning. This is because the researcher looked at the problems that occur in the social sciences learning in Indonesia are not just about the subject matter,

type of test questions, etc. Changes and improvements should be implemented as a whole at the level of educational institutions in this regard at the school or college. Changes and improvements at this level are assumed to influence either directly or indirectly to the subject matter, learning methodologies, the questions that are tested, and various other systems on social sciences education. It has been tested in the previous section and found that accountability will improve the quality of all factors of an educational institution, including educators and the learning process the result will have a positive feedback planning stage and further improvement.

With the implementation of accountability in all aspects of an educational institution, it will ultimately improve the quality of teaching-learning of social sciences conducted at that institution. This process needs to be done thoroughly and repeatedly in order to achieve the expected results in the future.

CONCLUSIONS

Based on the examination which was held in the previous section, there have been several findings which are assembled into a variety of conclusions, implications, and suggestions.

First, application of accountability can improve the quality of the learning process effectively in the field of social sciences.

Second, to be able to function properly, accountability needs to be applied in a comprehensive and interlinked or integrated into the strategic factors. This means that it would take the involvement of all parties involved to cooperate and equate their views toward improving the quality of education that are currently and continuously implemented.

Third, the positive impact of the implementation of accountability on the strategic factors may not be directly visible and significantly and requires sufficient time to allow the process of quality improvement occur repeatedly. This means it takes the consistency of the parties involved to be disciplined in implementing accountability in an educational institution.

Fourth, application of accountability on the strategic factors are also possible would require some funds to support this process and accountability system. This means that there is a need for approval and commitment from all parties involved to support the implementation of accountability in educational institutions.

Fifth, besides the improvement in the learning of social sciences, application of accountability on the strategic factors is also possible to be done on other learning in order to improve quality. In this regard, several adjustments that are flexible, athletic and creative are needed since there might be differences of purpose and problems faced by the different course of learning. Differences may also occur due to the differences in educational institutions both in terms of levels (elementary, junior high, high school, college), in terms of type, region, and so forth. Therefore, efforts to extend the practices of accountability at every different condition need to be taken seriously and developed further in the future.

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SCHOOL PRINCIPALS LEADERSHIP AND TEACHERS' STRESS LEVEL IN MALAYSIAN PRIMARY SCHOOLS

NAJEEMAH MOHD YUSOF

ABSTRACT: Teaching is a profession that needs knowledge and the practice of psychological knowledge because this career relates directly to human. It is said that a long condition of stress could cause an individual to retreat from his/her work whether in physical or psychological way. Thus, a step to control the emotion was necessary for every individual. The purpose of this research was to investigate the leadership style of principals in relation to the stress level of teachers. The Leader Behaviour Description Questionnaire (LBDQ) measuring instrument was applied to measure the dimensions of principals' leadership style, initiating structure, and consideration. The teachers' stress measuring instrument was used to measure the stress level of teachers based on principal leadership style. Sample consists of 200 teachers from Primary Schools in Malaysia. The data was analysed based on descriptive and inferential statistics. The findings showed that teachers had high opinion of principals. Moreover, there was a significant relationship between teachers' stress level and the structural and consideration dimensions of the principals' leadership style. It was also discovered that the teacher's stress level had an influence with the style of headmaster's leadership. The factor that was identified as the main factor for work stress among the respondents was the discipline problem among student, this was followed by the factors of the restriction of time and source, appreciation factor, and interpersonal factor.

KEY WORDS: School principal leadership, teachers, stress level, school leadership management, and human capital development.

INTRODUCTION

Education is an important asset to all individuals and very crucial in the development of a country. Human capital development becomes a main drive for the success of a country. Creating a well-balanced human capital in facing the globalisation effect requires a suitable leadership that meet with the current needs. A human capital that is being developed must be balanced from physical, emotion, spiritual, intellect, and social. Therefore, the style of leadership of the headmaster is a foundation to the development of students through the teacher's educating under his/her leadership. The teacher's responsibility is becoming more challenging not only from the education world itself but also from the society that has put great expectations on the headmaster and teacher. Emotional stability is

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needed in executing all the responsibilities that are given. A good quality of school leader becomes a main drive for the excellent schools. The leader should be able to arrange a strategy according to the intent of the National Education Philosophy, Education Development Objective, 2001-2010, and further paralleled with the desire into the direction of realisation of Vision or *Wawasan 2020* in Malaysia.

In this context, the leadership of teaching which involves the element of knowledge and the process of conveying knowledge in teaching and learning, translation, and operational curriculum, staff development, observation process, and supervising, curriculum development and group development is being understood and practiced by every party that is involved especially the leadership level in the school (Haron Md Isa, 2002). In developing the world-class education system, there are many changes and upgrades that should be done by the Ministry of Education to strengthen the education in this country. The seriousness in pioneering and designing to strengthen the available education system will bring the direct or indirect affect to the main driver of the education world that is the teacher. The positive aspect will give spirit to the teachers. Whereas, the negative aspect will bring to the existence of negative phenomena to the teacher him/herself. This state will contribute to the anxiety of mental health, especially the stress among teachers.

The human life in this century is seen as the challenging and complex conditions. The diversity of attractive and challenging life is to satisfy the needs of human. This state has catalysed the emerging of stress phenomenon that needs special attention to be understood. Now, stress is a phenomenon that is frequently mentioned as a big threat to the multi-dimensional that has strong influence towards human life (Hatta Sidi & Mohamed Hatta Shaharom, 2002). Accordingly, R. Bloon (2000) showed that this phenomenon is now at everywhere. It has become an element in the life journey of every individual. Besides that, stress phenomenon among the teachers has enclosed all aspects of teacher's life. It must be related to the cause of individual stress, symptoms that are shown and how a teacher handles the stress in his/her life according L.A. Slavin *et al.* (1991).

As a unique human group, stress among the teachers should be viewed from occupation aspect and personal life overall. A teacher that has his/her own personal life is different with other careers. Stress that exists in this profession will also affect the teacher's life. The same thing also happens to the performance of work when the personal life of a teacher is affected by stress.

BACKGROUND OF THE STUDY

The study about stress that is experienced by teachers was given attention. According to Mohd Taib Dora and Hamdan Abd Kadir (2006), from the study that was conducted by University of Manchester Institute of Science and Technology discovered that the teacher's occupation has a high stress rate, at scale 6.2 from the stress scale 0 until 10. This high level of teacher's stress is contributed by the

change and competition of education world in facing the globalisation era. The teachers feel compelled to carry out the duty to fulfil the expectation from many parties such as school organisation, headmaster, the Office of District Education, Department of State Education, Ministry of Education, and also the expectation from students, parents, society, and country. The possibility for the style of headmaster's leadership in school indirectly caused the teacher's work stress can be measured whether high or low. There are many types of style of headmaster's leadership that used different approach and theory such as characteristic approach, habit, contingency, and contemporary theory.

The style of headmaster's leadership follows the habit theory can be seen from the study made by Ohio State University, Michigan University, and management grid. The study of Ohio State University found out that the style of headmaster's leadership from two dimensions: structural dimension and considerate dimension. The study of Michigan University discovered that the habit of headmaster's leadership was producing oriented – duty. Whereas, the management grid by Robert T. Blake and Jane Mouton (1999) concerned on human and producing.

Headmaster plays an important role at Primary School because his/her leadership style can influence the teachers at school. The success of a headmaster in guiding the teachers can be differentiated in style theory or leadership-oriented. This theory can be applied by the headmaster to identify whether his/her leadership at school is based on considerate style or concerning the structural duty. The study of Ohio State University found out that the style of headmaster's leadership from two dimensions: structural dimension and considerate dimension. The style of considerate dimension displayed that a leader should has a good relationship with his/her workers. The leader should also confident with his/her worker's ability, respecting ideas, listening to other's views, and giving attention towards the feeling of workers. The style of concerning the structural duty emphasised on how a leader defines his/her role and structures his/her duty and how is the duties being handled.

Apart from the style of headmaster's leadership, in West countries are very concerned with works stress among the teachers where the problem has been given attention since two decades ago. This matter can be proved by a lot of stress studies that were conducted on the teachers (Kyriacou & Sutcliffe, 1978 and 1979). In this context, C. Kyriacou and J. Sutcliffe (1978 and 1979) emphasised that over-period stress can weaken the mental and physical and also able to significantly weaken the teacher's career and the performance of student because stress is said that can harm the quality of teaching and teacher's commitment. Whereas in Malaysia, the study about work stress among teachers has attracted many researchers such as Siti Radziah (1982), Ahmad Shakri (1998), and Helen Malaka *et al.* (2005). Thus, it is hope that this study about the relationship between the style of headmaster's leadership and teacher's stress can be done with details so that it can be used as a reference in the future.

Evidences from the study of teacher's stress showed that this problem is at a level that needs an attention. The teachers are well aware that small stress, that is given in executing their duty, will give benefit and affect the performance of work. But, excessive amount of stress will reduce the performance of work and harm the health, especially from the mental and physical of a teacher. Besides that, the decreasing in the work satisfaction of the teachers also causes the deteriorating in work quality, increasing in psychological confusion and work stress among the teachers (Simon, 1978). These aspects can influence the spirit, motivation, and willingness of the teachers to maximise their teaching potential (Borget & Fazlon, 1991).

The negative effect from the stress is not only a personal problem that must be endured by the worker him/herself, but stress is a problem to employer, organisation or government, and also harms the mental and physical health of this group (Hassan bin Hashim, 1994). From the relation aspect, stress and the style of headmaster's leadership have compensation relationship. In teaching profession, teachers reported that a high level of work stress causes a low level of work satisfaction (Simon, 1978; and Kyriacou & Sutcliffe, 1979). The personality influence towards work stress can be seen through many models that put the personality as main prediction or indicator for work stress. These models stated that the interaction between many personality traits and types of occupation can create work stress (Feidler, 1994). According to R. Bloona (2000), personality trait has genetic element that create the individual difference in facing the psychological reaction.

OBJECTIVES, RESEARCH QUESTIONS, HYPOTHESIS, AND PURPOSE OF THE STUDY

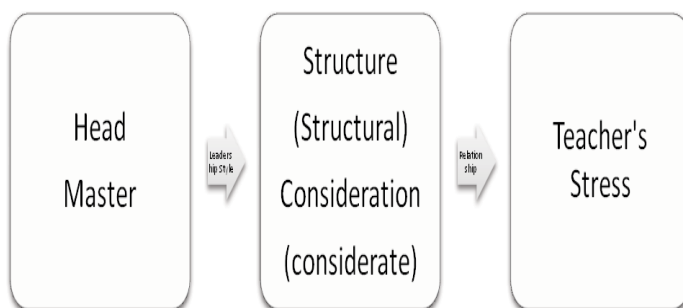
The objectives of this study are: (1) to identify the style of headmaster's leadership through the teacher's view; (2) to identify the level of teacher's stress; and (3) to identify whether there is a significant relationship between the style of headmaster's leadership and teacher's stress.

The research questions of this study that are need to be answered are: (1) What is the style of headmaster's leadership through the teacher's view?; (2) What is the level of stress?; and (3) Is there any relationship between the style of headmaster's leadership and teacher's stress?

The hypotheses of this study are: (1) Ho 1 = There is no significant relationship between the style of headmaster's leadership and the level of teacher's stress; (2) Ho 1.1 = There is no significant relationship between the style of headmaster's leadership or structural dimension and the level of teacher's stress; and (3) Ho 1.2 = There is no significant relationship between the style of headmaster's leadership or considerate dimension between the level of teacher's stress.

Finally, the purpose of this research was to study about teacher's stress towards the style of headmaster's leadership at eight schools in the West Coast of Malaysia. This researcher also wanted to find a strong relationship between the style of headmaster's leadership and teacher's stress at school. For understanding and

supporting the purpose in this research, the diagram on framework for the concept of study is as follows:



LITERATURE REVIEW

On the Leadership Styles. According to F.E. Feidler (1994), the style of leadership is a structural need that motivates the leader's behaviour in many different of leadership situations. Aion Mohd (2005) also said that the difference in the style of leadership has an important impact on the productivity of the individuals that is lead. Therefore, the knowledge about the style of leadership enables a leader to become more confident and expert in management, administration, and leadership.

The style of autocracy, democracy, and *laissez faire* were introduced by K. Lewin, R. Lippit & R.K. White (1994). The characteristics for autocratic, democratic, and *laissez-faire* style as the following:

First, Characteristics of autocratic style are: (1) the leader determines all the policies; (2) the techniques and steps to achieve the goal are directed by the leader, there is one goal only from one moment of time until future which always uncertain; and (3) the tasks and colleagues are determined by the leader; (4) the leader is personal in giving a praise or critic towards the work of every member without giving any objective reason. He/she does not involve in group activities unless when showing something.

Second, Characteristics of democratic style are: (1) all policies are determined by a group of people that is formed and supported by the leader; (2) all activities that will be noticed by the members, will understand from the explanation given about the common steps in first discussion. If the group needs a technical advice, the leader will give two or three alternative procedure that can be chosen by the group; (3) the groups are free to work with anybody they like and the division of task is handed over to the group; and (4) the leader tries to behave with objective in giving a praise and critic. He/she involves in the group activities with high spirit and also does not intervene in the work matter.

Third, Characteristics of *laissez faire* style are: (1) the leader gives an autonomy in the way of working; and (2) the leader only intervenes when an opinion is asked.

The style of autocracy, democracy, and *laissez faire* are differentiated by the level and role of a leader on his workers. The leader with autocratic style is more likely to give a command, task-oriented, and centred to the leader. The leader with democratic style allows the chief and his/her workers to move and work together in making decision. The leader with *laissez-faire* style shows that there no role for a leader in an organisation. Style for concerning the structural task explains how far a leader defines his/her role in determining the structure towards his/her task. The headmaster also arranges the work of his/her staff. This type of headmaster always orders group activities, makes a work list of his staff and tries new ideas. These measurements create work satisfaction. The considerate style explains how far a headmaster has a good relationship with his/her staff and teachers. This style needs the headmaster to feel confident on the ability of teachers. The headmaster should be concerned, respecting ideas, hearing opinions, and considering towards the feeling of teachers and staff. These measurements need two-way communications and can produce work satisfaction. These two dimensions, when is combined, will form four types of behavioural style that contain whether high or low in both dimensions or whether high or low in one of the dimensions.

On the Definition and Concept of Stress. TCCDT (Times Chambers Combine Dictionary Thesaurus) in *Times Language Dictionary* (1995) defined stress as anxious feeling that is experienced by a person that is caused by certain events that happen in life. Stress is also an individual reaction whether from physical or emotional aspect or both aspects that can cause disturbance not only to psychology but also physical. It means that stress can cause a negative effect to a person.

The word stress actually originated from the word *eustres* that carry the meaning for adapting ourselves or stress build-up. This word also originated from the word “distress” that means cannot adapt or can harm ourselves. Thus, stress is a situation that disturbs or builds our daily life. Stress, from the view of language, also carries the meaning for the pressure where it is a nature of life (Harunsani Zakaria, 2006). Stress is a frequent phenomenon that is mentioned as a big threat towards the mental health of universal human.

As a unique human group, stress among the teachers should be viewed from occupation aspect and personal life overall. A teacher that has his/her own personal life is different with other careers. Stress that exists in this profession will also affect the teacher's life. The same thing also happens to the performance of work when the personal life of a teacher is affected by stress. This statement is supported by Hans Selye (1990) who shows that it is very difficult for a person to forget family problem at home when working. And also if there is a problem at workplace, it is not difficult for that individual to think about the problem when he is together with his family.

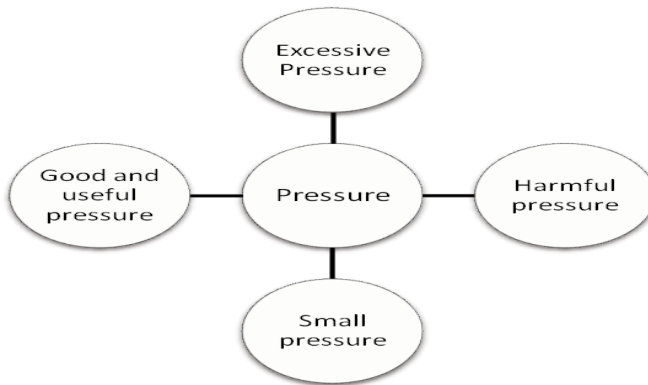


Diagram 1:
Several Types of Pressure that is Faced by Human.
(Source: Hans Selye, 1990)

On the Factors for Teacher Stress and Stress Theory. The behaviour and personality of a person will decide his/her ability to confront with stress. However, the ways of confronting or handling the stress cannot be applied effectively without knowing the factors that cause the stress problem. In the teaching profession, stress is an inevitable problem that will be confronted by those who are called teacher. This profession contains a lot of work situation elements that can cause stress problem especially when the person needs to face with lots of students all day (Noorazifah bt Md Suandi, 2008).

Among the factors that cause teacher's stress are depersonalisation, self success, lacks of emotion, heavy workload, interpersonal relationship, and work environment. Depersonalisation is referred to the state of emotional of a teacher such as the way of communicating with student and how a teacher overcomes his/her student's problem. Self success is referred to the way of a teacher achieves the success in making his/her students achieves a good result in examination. Lack of emotion is referred to the strong feeling of a teacher in carrying out his/her duty without feeling angry, sad, and sentimental. Work environment such as condition of class environment and study facilities also affects the teachers in carrying out their duty.

Harun Arrasyid Haji Tuskan (2006) said that stress problem is caused by the physical and psychological state. The physical state that is dirty, noisy, crowded whether at house or workplace and physical disease that is experienced contributes to the feeling of pressure to an individual. Stress that is caused by psychological factor exists if the change needed an adaptation such as: (1) A change at workplace such as employer, colleague, or a new environment; (2) Starting a marriage; (3) Losing of beloved person or property; and (4) Feeling afraid or threatened. For example, coming late to workplace, feeling guilty to the things that has been done, or fail to fulfil the target.

According to Mohd Azhar Abd Hamid (2004), the elements that cause the stress problem in human life are: (1) Stress factor that is self external factor and self inner factor. Self external factor of an individual consists of organisation or employer factor, occupation, career, and social relationship. Self internal factor is disappointment, anxiety, losing, loneliness, failure, and lack of source; (2) Building of behaviour; and (3) Individual reaction and the meaning of his relationship with stress factor.

Meanwhile, according to Dr. Hans Selye, the founder of stress theory, stress is a reaction symptom that is not specified by an individual towards the burden that comes in the anxiety shape, that is caused by a challenge, threat, or change that needs a response (Selye, 1980).

There are four theories from Mohd Salleh Lebar (1994) that related with the concept of life pressure, namely: (1) Stress from the angle of psychodynamic theory; (2) View of behaviourism about stress; (3) Mind and stress; and (4) Biological influence towards stress.

On the stress from the angle of psychodynamic theory, Sigmund Freud introduced the theory of psychodynamic that relates the anxiety with stress that is experienced by human. A person that experiences the stress will also experience psychodynamic, a disease that is related to mental-emotion disturbance and physical pain. The signs of this disease are asthma, migraine, high blood pressure, and pale. Meanwhile, about view of behaviourism towards stress, according the view of behaviourism, human that confronts the stress will have several behaviour like does not perform the job with systematic, smokes heavily or increase the intake of alcohol, taking a lot medications to cure the stress, easy to forget about something, grasp in fist without any intention, increase or decrease in appetite, and biting the nail or pluck out the hair.

VARIABLE AND INSTRUMENT OF STUDY

In this study, there are two variables: dependent variable and independent variable. The dependent variable of this study is the level of teacher's stress. The level of teacher's stress is given in a level whether it is low, moderate, or high. The decision for the teacher's stress level is made based on the min score of the respondent towards stress level that is felt from the style of headmaster's leadership. The independent variable of this study is the factors of respondent's demography such as sex, age, teaching experience, and marital status. These independent variables will affect to the dependent variable.

According to Mohamad Najib Ghafar (1998), the instrument in the form of inquiry was easy to handle after well built and the data was easy to be processed for analysing. The instrument of this study was divided into three part: Part A (demography), Part B (inquiry about the style of headmaster's leadership), and Part C (inquiry about the level of teacher's stress).

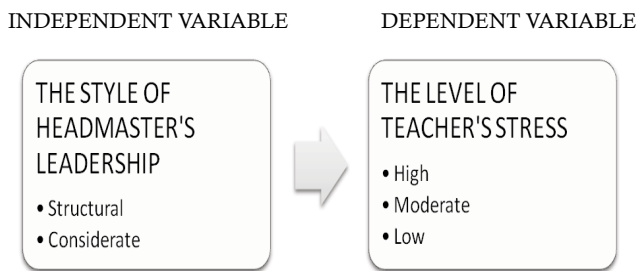


Diagram 2:
 The Relationship between Independent Variable and Dependent Variable

Part C represented an inquiry about the level of teacher’s stress that was built by researcher with the way of modifying all items in Part B and it was adjusted with the level of teacher’s stress. Part C contained items to get the information about teacher’s stress level according to the item for the style of headmaster’s leadership that was practiced whether it was structural or considerate dimension. This inquiry contained 30 items to measure the level of teacher’s stress in confronting the style of headmaster’s leadership based on two dimensional leaderships given. Every item contained five optional answers that had the degree of agreeing in the form five-point scale. The position of the scales were 1 (no pressure), 2 (slight pressure), 3 (fair pressure), 4 (absolute pressure), and 5 (extreme pressure). The negative items were coded back in the form of positive and the mark was given as follows: 1 (extreme pressure), 2 (absolute pressure), 3 (fair pressure), 4 (slight pressure), and 5 (no pressure).

Table 1:
 Total Score for Teacher’s Stress Level

Stress Level	Point	Min
Highest Score	150	5
Lowest Score	30	1

Table 2:
 Answer Scale for the Teacher’s Stress Level Enquiry

Work Pressure Level	Point	
	Positive Question	Negative Question
No Pressure	1	5
Slight Pressure	2	4
Fair Pressure	3	3
Absolute Pressure	4	2
Extreme Pressure	5	1

The determination of teacher's stress level can be seen from the min obtained. The minimum score is determined by calculation method. Every item had 1 until 5 points. The total minimum score for the teacher's work pressure is 30 points (30 items x 1 point). The total minimum score is used to determine the teacher's work pressure level either the highest or the lowest.

FINDINGS OF THE STUDY

On the descriptive analysis of level of the headmaster's leadership style or structural dimension is able to be seen in the table as follows:

Table 3:
Descriptive Analysis of Level of the Headmaster's Leadership Style or Structural Dimension

Item Number	Description	Frequency & Percentage (%)					Min
		TP	JJ	SS	KK	S	
1.	He ensured that his attitude was easy to be understood by teacher.	0	0	66	134	0	4.33
		0.0	0.0	33.0	67.0	0.0	
4.	He was easy to try new ideas with teacher.	0	1	4	134	61	4.28
		0	0.5	2.0	67.0	30.5	
6.	He administered with compulsion.	2	4	3	131	60	4.22
		1.0	2.0	1.5	65.5	30.0	
8.	He criticised the works of teacher that was not good enough.	0	4	3	122	71	4.30
		0	2.0	1.5	61.0	35.5	
9.	He spoke in the way that cannot be questioned.	1	1	1	128	69	4.32
		0.5	0.5	0.5	64.0	34.5	
12.	He decided certain tasks for every teacher.	0	0	2	109	89	4.44
		0	0	1.0	54.5	44.5	
13.	He decided the work schedule that was need to be executed.	0	0	1	116	83	4.41
		0	0	0.5	58.0	41.5	
14.	He maintained a regular achievement.	0	1	1	121	77	4.37
		0	0.5	0.5	60.5	38.5	
18.	He concerned the all works that were given must be met with deadline.	1	4	0	121	74	4.32
		0.5	2.0	0	60.5	37.0	
20.	He encouraged teacher to use a same work procedure.	0	2	3	123	72	4.33
		0	1.0	1.5	61.5	36.0	
22.	He made sure that all teachers understood his role in school.	1	0	3	117	79	4.37
		0.5	0	1.5	58.5	39.5	

24.	He asked teacher to follow all the rules and work conditions that had been fixed.	1	0	1	115	83	4.40
		0.5	0	0.5	57.5	41.5	
26.	He explained to all teachers his expectations.	1	0	2	121	76	4.36
		0.5	0	1.0	60.5	38.0	
28.	He decided that all teachers must perform their duty with full commitment.	0	0	2	114	84	4.41
		0	0	1.0	57.0	42.0	
30.	He made sure that all teachers' tasks were adjusted.	1	1	1	97	100	4.47
		0.5	0.5	0.5	48.5	50.0	
Overall Min							4.35

Table 3 above shows that the distribution of respondents' perception towards the style of the headmaster's leadership according to structural dimension. The result of analysis shows that all items displayed min value at a high level. From the analysis, it is discovered that the min value of every statement is from 4.22 until 4.47. The overall min value of item for structural dimension is 4.35 which was a high level. It pictures that all the headmasters of school from this study practices a high style of headmaster's leadership with structural dimension. From the result of study, it is known that a high style of headmaster's leadership can cause the teachers in school to be pressured and indirectly affect the performance of teacher during teaching in class.

Table 4:
Descriptive Analysis of the Style of Headmaster's Leadership or Considerate Dimension

Item Number	Statement	Frequency & Percentage (%)					Min
		TP	JJ	SS	KK	S	
1.	He offered personal help to teachers.	8	14	53	104	21	3.58
		4.0	7.0	26.5	52.0	10.5	
3.	He did several works to make himself comfortable as a member of school society.	3	14	45	109	29	3.74
		1.5	7.0	22.5	54.5	14.5	
5.	He was easy to be understood.	7	18	58	79	38	3.62
		3.5	9.0	29.0	39.50	19.0	
7.	He was willing to spend time to give an attention to teacher.	7	21	46	91	35	3.63
		3.5	10.5	23.0	45.5	17.5	
10.	He loved to be alone.	26	31	33	84	26	3.27
		13.0	15.5	16.5	42.0	17.5	
11.	He cared about the welfare of teacher.	7	13	47	100	33	3.70
		3.5	6.5	23.5	50.0	16.5	

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15.	He was unwilling to explain all his actions.	16 8.0	31 15.5	41 20.5	85 42.5	27 13.5	3.38
16.	He acted without negotiating with teacher.	10 5.0	28 14.0	39 19.5	91 45.5	32 16.0	3.54
17.	He supported all teachers' action.	3 1.5	22 11.0	49 24.5	91 45.5	35 17.5	3.67
19.	He assumed that all teachers were same level with him.	12 6.0	24 12.0	50 25.0	79 39.5	35 17.5	3.51
21.	He was ready to make a big change.	3 1.5	15 7.5	39 19.5	94 47.0	49 24.5	3.86
23.	He was very warm and friendly to all teachers.	10 5.0	10 5.0	45 22.5	103 51.5	32 16.0	3.69
25.	The teachers were comfortable when discussing with him.	5 2.5	19 9.5	52 26.0	90 45.0	34 17.0	3.65
27.	He executed the suggestions that were put forward by teachers.	6 3.0	14 7.0	57 28.5	89 44.5	34 17.0	3.66
29.	He got a permission from the teachers first before continuing an important work.	5 2.5	27 13.5	47 23.5	63 31.5	58 29.0	3.71
Overall Min							3.58

Table 4 above shows the distribution of respondent's perception towards the style of headmaster's leadership according to considerate dimension. The result of this analysis shows that all items displayed a high min value. From the analysis also, it is found out that every min value of the statement is around 3.27 until 3.86. The overall min of item for considerate dimension is 3.57 which is a high value. In the style of headmaster's leadership, considerate dimension aspect with teacher is very important. A headmaster that is caring for each teacher's welfare and becomes a good listener to the teachers especially in helping the teacher's problem will create a more effective learning environment.

Table 5:
Descriptive Analysis of Teacher's Stress Level

Item Number	Statement	Frequency & Percentage (%)					Min
		NH	LP	FP	AP	EP	
1.	He did not offer any personal help to the teachers.	2 1.0	80 40.0	74 37.0	43 21.5	1 0.5	3.20
2.	He did not ensure that his attitude to be understood by the teachers.	6 3.0	102 51.0	56 28.0	31 15.5	5 2.5	3.37
3.	He did several works to make himself comfortable as a member of school society.	18 9.0	97 48.5	63 31.5	19 9.5	3 1.5	3.54

4.	He was proactive in trying new ideas in his administration.	11	107	39	37	6	3.40
		5.5	53.5	19.5	18.5	3.0	
5.	He was hard to be understood.	11	80	45	48	16	3.11
		5.5	40.0	22.5	24.0	8.0	
6.	He administered with compulsion.	17	77	35	40	31	3.05
		8.5	38.5	17.5	20.0	15.5	
7.	He did not spend any time to give an attention towards teacher.	16	80	50	46	8	3.25
		8.0	40.0	25.0	23.0	4.0	
8.	He criticised the works of teacher that is not good enough.	11	85	40	47	17	3.13
		5.5	42.5	20.0	23.5	8.5	
9.	He spoke in the way that cannot be questioned.	11	84	40	38	27	3.07
		5.5	42.0	20.0	19.0	13.5	
10.	He did not like to mix with the school society.	13	90	39	39	19	3.20
		6.5	45.0	19.5	19.5	6.5	
11.	He did not care about the welfare of the teachers as an individual.	17	92	39	39	19	3.31
		8.5	46.0	19.5	19.5	6.5	
12.	He did not decide certain tasks for every teacher.	18	89	49	37	7	3.37
		9.0	44.5	24.5	18.5	3.5	
13.	He did not decide the work schedule that is need to be executed.	23	81	50	40	6	3.38
		11.5	40.5	25.0	20.0	3.0	
14.	He did not maintain a regular achievement.	10	89	52	44	5	3.28
		5.0	44.5	26.0	22.0	2.5	
15.	He was unwilling to explain all his actions.	11	73	46	55	15	3.05
		5.5	36.5	23.0	27.5	9.5	
16.	He acted without negotiating with the teachers.	7	83	36	55	19	3.02
		3.5	41.5	18.0	27.5	9.5	
17.	He did not support all the actions that had been done by the teachers.	6	88	41	45	20	3.08
		3.0	44.0	20.5	22.5	10.0	
18.	He did not concern all the works that were given must be met with the deadline.	14	95	39	40	12	3.30
		7.0	47.5	19.5	20.0	6.0	
19.	He assumed that all teachers were not at same level with himself.	12	72	71	35	10	3.21
		6.0	36.0	35.5	17.5	5.0	
20.	He did not encourage all teachers practiced the same work procedure.	10	84	44	58	4	3.19
		5.0	42.0	22.0	29.0	2.0	
21.	He did not ready to make a big change.	16	80	48	51	5	3.49
		8.0	40.0	24.0	25.5	2.5	
22.	He ensured that all teachers understood his role at school.	23	89	54	31	3	3.49
		11.5	44.5	27.0	15.5	1.5	

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23.	He was not friendly and warm.	3	80	47	47	23	2.97
		1.5	40.0	23.5	23.5	11.5	
24.	He asked teacher to follow all the rules and work conditions that had been fixed.	15	83	36	50	16	3.16
		7.5	41.5	18.0	25.0	8.0	
25.	He was not easy to discuss with teacher.	14	70	42	47	27	2.99
		7.0	35.0	21.0	23.5	13.5	
26.	He did not explain to teacher his expectations.	10	90	46	44	10	3.23
		5.0	45.0	23.0	22.0	5.0	
27.	He did not execute all the plans that is bring forward by the teachers.	9	74	60	52	5	3.15
		4.5	37.0	30.0	26.0	2.5	
28.	He did not make sure that all teachers performed the duty with commitment.	11	85	56	42	6	3.27
		5.5	42.5	28.0	21.0	3.0	
29.	He did not get a permission from the teachers before continuing an important work.	9	76	50	49	16	3.27
		5.5	42.5	28.0	21.0	3.0	
30.	He did not adjust the teacher's task.	10	76	57	40	17	3.11
		5.0	38.0	28.5	20.0	8.5	
Overall Min							3.20

Table 5 above shows the distribution of respondent's perception to the teacher's stress level in school organisation. The result of analysis shows that all items displayed an average level of min value. From the analysis, it is found out that every min value of the statement is around 2.97 until 3.54. The overall min of item for teacher's stress level is 3.20 which is a moderate level. This shows that not all teachers can handle the pressure when there is a change at school. The result of analysis showed that every teacher had a medium preparation for preparing any pressure that has to be faced. Therefore, teacher's stress still exists if the school party, like the headmaster that is stressed, will cause an emotional problem among the teachers at school.

Table 6:
Analysis of Result for the Level of Style of Headmaster's Leadership and Teacher's Stress at School
(Findings of Descriptive Analysis)

Variable	Average Min	Level
The Style of Headmaster's Leadership (Structural Dimension)	4.35	High
The Style of Headmaster's Leadership (Considerate Dimension)	3.58	High
Teacher's Stress Level	3.20	Moderate

Table 7:
 The Scale of Stress Level (Findings of Descriptive Analysis)

Scale	Category
1.00 – 2.33	Slight Pressure/Low
2.34 – 3.66	Fair Pressure/Moderate
3.67 – 5.00	Absolute Pressure/High

From the overall analysis above, it is found out that the level for the style of headmaster’s leadership in structural dimension and considerate dimension are at a higher level as shown in the table 6. Only teacher’s stress level is at a moderate level or fair pressure as shown in table 7.

On the other sides, inference analysis was used to obtain a result of hypothesis experiment that was built by researcher. One of the statistics that was used was Pearson Correlation. Results are shown in table below.

Table 8:
 Analysis of Result for the Relationship between the Style of Headmaster’s Leadership with Teacher’s Stress

Variable	Stress	P	Definition
Style of Headmaster’s Leadership	0.455	0.000	Moderate correlation, the connection is strong and firm.
Style of Headmaster’s Leadership (Structural Dimension)	0.433	0.000	Moderate correlation, the connection is strong and firm.
Style of Headmaster’s Leadership (Considerate Dimension)	0.413	0.000	Moderate correlation, the connection is strong and firm.

*Significant at level $p \leq 0.05$

Table 8 above showed that there is a significance relationship between teacher’s stress with the style of headmaster’s leadership (structural and considerate dimension), that is every relationship shows its own significant value 0.000 which is less than the level of significant (0.05). Based on the table above, it is discovered that a connection between teacher’s stress and the style of headmaster’s leadership (structural and considerate dimension) has a moderate correlation value, strong and firm connection. And also the connection between teacher’s stress and the style of headmaster’s leadership has a moderate correlation value, strong and firm connection.

DISCUSSION, IMPLICATION, AND CONCLUSION OF THE STUDY

The first objective of this study was to identify the style of headmaster’s leadership from the teacher’s view whether structural or considerate style. The result of this study found out that the style of headmaster’s leadership from the view of 200 respondents among the teacher’s was a high level at structural style (min = 4.35) and considerate style (min = 3.58). This result is supported by the study that was

conducted by Suaidah Ahmad (1983) who had found out that the percentage of headmasters that practiced the act of consideration and structural main drive was high.

While the second objective was to identify the level of teacher's stress. The result of this study discovered that the level of teacher's stress according to the view of 200 respondents among the teachers was at a moderate level or absolute pressure (min = 3.20). The third objective of this study was to identify whether there was a significant relationship between the styles of headmaster's leadership with teacher's stress. Therefore, there was a relationship between the styles of headmaster's leadership with teacher's stress. According to Rowntree, as cited in Mohamad Najib Ghafar (1998), this value showed a moderate relationship. The result of this study supported Sadri Hj Kormin's study (1998) who had found out that the headmasters tend to have a positive relationship with the teacher's work pressure.

Suaidah Ahmad (1983) also discovered that the behaviour for structural main drive was related to the pressure in a positive way. The level for the style of headmaster's leadership (structural and considerate dimension) was at a high level. Only the level of teacher's stress at a moderate level. The result for the hypothesis experiment that was conducted discovered that all hypotheses for this experiment were rejected. The result of this study showed that there was a significant relationship between the style of headmaster's leadership (structural and considerate dimension) with teacher's stress.

This study was conducted as an effort to increase and expand more knowledge about the style of headmaster's leadership from the dimension that emphasised on structure and consideration and its relationship with the level of teacher's stress according to the style of headmaster's leadership. This matter needs to be known to observe the level of teacher's stress according to the style of headmaster's leadership through the view of teacher. This matter is necessary for the party that is related with education program whether school, district education office, state or ministry to plan a preventing program so that the teacher's stress is in a controlled situation.

This part will discuss the implication and conclusion of the study. Based on the study, it was discovered that the style of headmaster's leadership in both dimensions, structural and considerate was high according from the teacher's view. Some of the items in both dimensions have min. value around 3.00 until 4.00. This showed that the headmaster in schools, that are studied, had practiced a high style of headmaster's leadership in both dimensions.

This study also found out that there was a significant relationship between the style of headmaster's leadership (structural dimension) with the teacher's stress level ($r = 0.433$ and $p = 0.000$). This relationship was at a high level which meant the higher the style of headmaster's leadership (structural dimension), the higher the teacher's stress level. However, the level of teacher's stress was different according to the items in the inquiry form since the relationship was at a moderate correlation only.

This study discovered that there was a significant relationship between the styles of headmaster's leadership (considerate dimension) with the teacher's stress level. The result of this study found out that whatever the style of headmaster's leadership, there is must for a teacher feels an extreme pressure. This was shown by the result of study that showed a high level ($r = 0.413$ and $p = 0.000$). The relationship was a moderate correlation and had strong and firm connection. It explained that why the relationship between the styles of leadership for both dimensions with teacher's stress level was at a high level and there was a significant relationship. According to the study that was conducted by Azizi Yahya Shahrin Hashim *et al.* (2007), it was discovered that the teacher's stress level had an influence with the style of headmaster's leadership. The factor that was identified as the main factor for work stress among the respondents was the discipline problem among students (min = 3.43). This was followed by the factor of the restriction of time and source (min = 2.97), appreciation factor (min = 2.90), and interpersonal factor (min = 2.85).

Teaching is a profession that needs knowledge and the practice of psychological knowledge because this career relates directly to human. Watts and Short, as cited by Noorazifah bt Md Suandi (2008), said that a long condition of stress could cause an individual to retreat from his/her work whether in physical or psychological way. Thus, a step to control the emotion was necessary for every individual.

According to Mohd Azhar Abd Hamid (2004), the first step in adapting to the stress was to identify the level of pressure that was experienced. This step can be done by understanding the process and effect of pressure, identifying the main causes of pressure, identifying and knowing when the pressure occurs or will occur, creating several ways to overcome the pressure, training ourselves to overcome the pressure with the way that is already determined, and knowing the form of pressure that can help us to expand our potential. An individual needs to know him/herself first so that he/she can handle the pressure that is faced. The ability to know ourselves and handling the pressure will make an individual can overcome any form of pressure in the state of stable emotion.

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Teaching is a profession that needs knowledge and the practice of psychological knowledge because this career relates directly to human. It is said that a long condition of stress could cause an individual to retreat from his/her work whether in physical or psychological way. Thus, a step to control the emotion was necessary for every individual.

EFFECTIVENESS OF QUANTUM LEARNING FOR TEACHING LINEAR PROGRAM AT THE MUHAMMADIYAH SENIOR HIGH SCHOOL OF PURWOKERTO IN CENTRAL JAVA, INDONESIA

KUSNO & JOKO PURWANTO

ABSTRACT: For most Indonesian students, Mathematics is still regarded as a difficult and scaring subject compared to other subjects. Therefore, there should be a learning strategy which can empower all the available potential to achieve the learning objectives as a whole. In relation to the learning process of Mathematics, the choice of learning strategy is also based on the achievement of the learning objectives. One way of realizing that is through the use of quantum learning. The aim of this research is: (1) to find out the effectiveness of quantum learning for teaching Mathematics; and (2) to analyze the difference the result of quantum learning and that of the conventional one. Two classes of grade X were randomly taken as sample out of five available, one class being the experimental group and the other control. This random sampling was due to the fact that students are distributed evenly on ability basis. Data was taken using test and non-test techniques (observation and questionnaire). To find out the effectiveness of this quantum learning, descriptive analysis was used toward: (1) student's activity during the learning process; (2) the teacher's ability in managing the learning process; (3) student's response toward the learning model; and (4) the student's mastery. While ANAKOVA inferential analysis was used to test the difference on the learning achievement. The result of the two analysis were that quantum learning was effective and there was significant difference in which the quantum learning gave a better learning achievement than the conventional one.

KEY WORDS: Teaching and learning effectiveness, Mathematics subject, quantum learning concept, and modern and conventional learning.

INTRODUCTION

For most Indonesian students, Mathematics is still regarded as a difficult and scaring subject compared to other subjects. The result of PISA (Programme of International Student Assessment) and TIMSS (Third International Mathematics and Science Study) over several periods shows that the ability of Indonesian students is below than of the international students. Indonesian students can only

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solve low-category questions, and even there is almost no student can answer high thinking question (Muhaimin, 2001). This shows that the quality of Mathematics learning in Indonesia is still low.

This low quality of Mathematics learning, according to Marpaung (2001), is due to the fact that teachers mostly use the paradigm of uniformity in terms of curriculum, learning process, as well as the test items regardless of students' difference. According to Degeng (2001:1) this is due to centralized, monolithic, and uniformed way of thinking of most Indonesian teachers.

In general, out of the desire to meet the demands of curriculum, teachers tend to pour as much information as possible to students, where concept, principles, and rules of Mathematics are presented as something finished. Students are given test samples and their solution, and then given exercises in which they will use the formula that have been previously given. Concept, principles, and rules of Mathematics seem to be meaningless, and presented as something mechanistic just for the sake of solving test items (Soedjadi, 2001). This has caused the students not to be able to develop their reasoning, communicating, and understanding of Mathematics.

Therefore, there should be a learning strategy which can empower all the available potential to achieve the learning objectives as a whole (Kusno, 2002). In relation to the learning process of Mathematics, the choice of learning strategy is also based on the achievement of the learning objectives. According to R. Soedjadi, the objective of Mathematics learning in the future should pay attention to: (1) the formal objective, the establishing of reasoning system and personal development of the students; and (2) the objective which material in nature, the application of Mathematic and Mathematical skill (Soedjadi, 1994:20). While Davis (in Suryanto, 1987) give more emphasis on the effort to thinking exercise and communication.

To make that a reality students always have to be in ideal condition, knowing what they are going to learn, realizing its importance for their lives, being optimistic that they are going to succeed, even having a plan of what they are going to do. For this, they should be opportunity to express themselves. Teachers only add or reduce what they already have where necessary so as not to deviate from the initial learning objective. One way of realizing that is through the use of quantum learning.

Quantum model of learning is one used as a guide in planning and executing classroom learning which include the strategy called, in Indonesian language, *TANDUR* (*Tumbuhkan* – grow, *Alami* – experience, *Namai* – give a name, *Demonstrasikan* – demonstrate, *Ulangi* – repeat, and *Rayakan* – celebrate), context, content, principle, and main paradigm. Quantum learning is a combination of various interactions which are available in the learning moment. This interaction covers all element which effective in enabling students' success (De Porter, 2000).

In quantum learning, what is meant by *Tumbuhkan* – grow, is to grow students' interest by answering the question of *AMBAK* – an acronym of “*Apakah Manfaat BAgiKu*”, how is it useful for me, and also for the students. Finding the *AMBAK* is

creating interest in the part of the students toward what is being learned and relate it to the real world, and also creating optimism in learning. This is expected to arouse the students' need of learning and strong determination for its success.

What is meant by *Alami* – experience, is providing students with learning experience before a material is taught so that there appears a natural desire to explore (De Porter, 2001). In this phase, teacher gives the students a game to play so that student can understand Mathematics in meaningful way, because Ausubel (in Dahar, 1996) says that new information will be related with cognitive structure which is already present. By playing game, student will also have enjoyable situation so that can occur eliminating mathematics *phobia*.

What is meant by *Namai* – give a name, is an effort to satisfy the natural urge of mind to name, order, and define by giving opportunity to the students to construct knowledge in the form of concept, principle, and thinking skills based on the game the students have played. In this case, teacher can help the students by giving guiding questions, examples, illustration, and so on according to each concept. According to Bruner (in Slavin, 2000) through active participation, students can find the concepts and principles which is the material of the lesson.

What is meant by *Demonstrasikan* – demonstrate, is providing students opportunity to show that they know. Students are given a chance to translate what they know into a case, events, and other learning into their lives. For example, they are given a problem to solve of which the solution is to be demonstrated to their classmates. Here, the teachers give freedom to their students to express their ideas, present their work, and make positive interaction as well as make the use of students difference to support learning. This is important because, according to Bandura (in Slavin, 2000), learning is effective if done through demonstration.

What is meant by *Ulangi* – repeat, is an effort of reiterating, emphasizing, and inferring the learning material. Teacher has to show to the students how to repeat learning material to show that they already know what they are learning. Repetition can reinforce the connection of the nerve. By repeating retention will be stronger.

And finally, what is meant by *Rayakan* – celebrate, is the recognition and appreciation to every accomplishment of participation and the acquisition of knowledge and skill. Celebration can be in the form of giving gift, praising, nodding showing approval, smiling, giving point, thumb up, applause, three times yeah, poster display, and things that can arouse students' positive self perception. According to Lozanov (in De Porter, 2001), this can accelerate learning.

In short, in quantum learning students are required to think, explore, and construct knowledge from their experiences with the guide question given by the teacher. Students should solve a problem through discussion and present their solution. The teacher only facilitates, guide, and encourage enjoyable and cheerful learning.

Meanwhile, it is known that conventional Mathematics learning is mainly teacher centered activity, characterized by memorization instead of understanding

(Russefendi, 1992:74). Lesson usually starts with theory followed by example of problem solving activity and continued with exercise. Daily phenomenon is sometimes included in certain topics, but it is just for the sake of showing an example of how a theory can be applied. There is hardly any interaction among students (Soedjadi, 2001). In other words, students tend to be passive, just listening to and jotting, and only few ask questions.

THE AIM, BENEFIT, AND METHOD OF THE RESEARCH

This research aims at applying quantum learning to teach linear program and seeing the practical implication of the application. There are two purposes of this research:

First, finding out the effectiveness of quantum learning for teaching Mathematics by seeing the effectiveness of students' activity, effectiveness of teacher's capability in his/her classroom management using quantum learning, and students' response toward the learning and their classical achievement.

Second, analyzing the difference of learning result of students who are taught with quantum learning and those taught using conventional model of learning.

The benefits of this research are: (1) It can be an alternative learning which is suitable with the demand of educational reform in Indonesia; (2) If it is proved effectively, quantum learning can be a means of improving the quality of Mathematics learning process; and (3) The finding can be the basis of further research.

The population of this research is all the grade X students of SMU (*Sekolah Menengah Umum* or Senior High School) Muhammadiyah of Purwokerto in Central Java, Indonesia, which consists five classes. From that population, two classes are then chosen on random basis to be the sample of the research, one as the experiment group, and the other as control. This random selection of sample is due to the fact that, according to the headmaster, students are evenly distributed to the five classes.

Data on students' and teachers' activities are obtained through observation, while questionnaire was used to get data on students' response toward quantum learning. Students' achievement of both experiment and control group was measured using essay test after quantum learning was done.

There were three stages in this research: preparation, action, and concluding stage. *Preparation* stage included: (1) developing learning device and research instrument using 4-D model according to Semmel D.S. Thiagarajan in 1974 which has been modified; and (2) communicating the learning device with the collaborator. The *action* stage included: (1) giving pre-test to both experiment and control groups; (2) forming study group for the experiment group; (3) applying quantum learning to experiment group and conventional learning to the control; and (4) giving post-test to both groups. Finally, the *concluding* stage was the analysis of the data obtained in the second stage.

The design of this research used *two-group pre-test – post-test* by involving (1) the treatment variable, namely the quantum and conventional learning for experiment and control group respectively; (2) the control variable, name the teacher, subject matter, and time; and (3) dependent variable, namely the learning achievement on the topic of linear program.

In this design, descriptively-statistical and inferential analysis was used. Descriptive analysis was used to test the effectiveness of the learning based on the test of learning mastery, learning achievement, teacher's performance in classroom management, students' activity and response. A learning is said to be effective if: (1) mastery is at least 65% with 85% of the students in the class master the topic; (2) the accomplishment of the mastery of the learning objective if $\geq 85\%$ of the objective can mastered by 65% of the students; (3) effectiveness of students' activity is achieved, and (4) 80% of students give positive response toward the learning (Dahar, 1996; and Slavin, 2000).

Inferential statistic analysis was used to test the research hypothesis and draw conclusion toward population being studied based on the sample of the study. Data analyzed in this research is the score of the pre-test as the accompanying variable or co-variant and the score of the post-test as the dependent variable. The data was analyzed using co-variant analysis (ANACOVA) because co-variant variable was used as the independent variable which is difficult to control but can be measured at the same time with that of the dependent variable (Agung, 1998). ANACOVA has the same principle as that of ANAVA, it having effect to any treatment toward dependent variable of each group (Netter & Wassernmen, 1974).

Besides that, prerequisite test was also done with the following stages: (1) setting the regretion model; (2) independence test/significance test; (3) test of regression model linearity; (4) similarity test of the two regression models; and (5) test of the two regression models parallelism/homogeneity test. If the two regression models sought are not linear or parallel, co-variant analysis cannot be used.

RESULT AND DISCUSSION

The research discussion based on the descriptive-quantitative analysis, included: (1) students' activity during the learning process; (2) teacher's performance in managing the class; (3) students' response toward the learning; and (4) the students' mastery.

Based on the observation to students' activity during the learning process, it was obtained that the mean of students' activity for demonstrating (communicating ideas) was 23.69%. This shows that quantum learning can make students active and thus reducing teacher's dominance. Therefore, there is opportunity for discussion among students and between students and teacher. Based on the students' response, the new (85%) and pleasant classroom atmosphere (90%) can improve enthusiasm so that the silent students had the courage and will to ask questions and present ideas. This was based on the observation and testimony of the Mathematics

teacher who facilitated the learning process. While the students' enjoyment was seen from the questionnaire which shows that they responded positively toward the quantum learning.

Each observation on the teacher's performance in running the learning gave 2.3 to 3.0. This can be categorized as effective based on the criteria previously set. Only that in the first and second meeting the pause belonged to fair category. This might be caused by the teacher's doubtfulness in facilitating pause song.

Based on the questionnaire on the students' response to the learning, 97% of the students were interested in joining the following lesson with the same model. This positive response will surely make students pleased during the learning. They are motivated in individual problem solving activities and constructing knowledge, so that they enlarge their knowledge because they are not dependent on the teacher.

The minimum mastery was achieved in the experiment group but not in control group. Post-test score shows that 35 out of 40 or 88% the student master the topic learned compared to 23 out of 38 or 61% students. This means that students' achievement in quantum group is better that in conventional group. This can also be seen from the increase from the pre-test score to the post-test score. In the experiment group, the mean score of the pre-test was 5.38 (14.16%) and increased in the post-test to 28.83 (75.87% from total score), compared to control group with 4.41 (11.60%) for the mean pre-test score to 24.95 (65.65% from total score) or in other an increase of 54.04%.

Based on the inferential statistic analysis, it was obtained that the simple regression model which showed the relationship between the initial performance and the learning achievement of students taught using quantum learning was $Y_c = 21.35 + 1.52 X_c$, while the simple regression model which showed the relationship between the initial performance and the learning achievement of students taught using conventional learning was $Y_k = 17.87 + 1.51 X_k$. The analysis on the test result of regression coefficient significance (independence test) for the model, as shown in table 1 and table 2, showed that students' initial performance (X) has significant effect on the students' learning achievement (Y).

Table 1:
 Variant Analysis for Independence Test of Experiment Group

Variant Source	SS	Df	MS	F*
Regression	279.1	1	279.1	
Error	382.2	38	10.06	27.75
Total	661.3	39		

Level of significance $\alpha = 5\%$ gave $F(0.95; 1; 38) = 4.15$ which means $F^* > F$ so that H_0 is rejected or that regression coefficient does not equal zero.

Table 2:
 Variant Analysis for Independence Test of Control Group

Variant Source	SS	Df	MS	F*
Regression	221.6	1	221.6	17.18
Error	464.3	36	12.9	
Total	685.9	37		

Level of significance $\alpha = 5\%$ gave $F(0.95; 1; 38) = 4.15$ which means $F^* > F$ so that H_0 is rejected or that regression coefficient does not equal zero.

From the result of linearity test, as seen in table 3 and table 4, it was found that the two models above was compatible with linear regression model in which the initial performance and learning achievement can be expressed in the form of linear regression.

Table 3:
 Variant Analysis for Linearity Test of the Experiment Group

Variant Source	SS	Df	MS	F*
Regression	279.1	1	279.1	0.646
Error	382.2	38	10.06	
Lack of Fit	338.55	12	28.21	
Pure Error	1134.5	26	43.63	

Level of significance $\alpha = 5\%$ gave $F(0.95; 26; 12) = 2.75$ which means $F^* > F$ so that H_0 is accepted or that the regression model of experiment group is linear.

Table 4:
 Variant Analysis for Linearity Test of Control Class

Variant Source	SS	Df	MS	F*
Regression	221.6	1	221.6	1.967
Error	446.3	38	12.9	
Lack of Fit	445.4	12	37.12	
Pure Error	452.8	24	18.87	

Level of significance $\alpha = 5\%$ gives $F(0.95; 24; 12) = 2.27$ which means $F^* < F$ so that H_0 is accepted or that the regression model of control group is linear. This further means that the higher the initial score (X) the higher the learning achievement (Y).

From the result of similarity test, it was found that the regression model was not the same; and from the result of parallelism test, it was found that the two regression model was parallel. Therefore, it can be concluded that there is difference between students who were taught Mathematics with quantum method and those with conventional method.

The regression line of the experiment group and that of control group is parallel and the constant of the regression line of the experiment group is higher than that of control group, which means that the difference is significant. Geometrically, the regression line of the experiment group is above that of the control group. This means that the learning achievement of the students taught with quantum learning is better than those taught conventional learning. This means that the result of the quantitative descriptive analysis is in line with the result of statistic inferential analysis, showing superiority of quantum learning over conventional one. This also shows that quantum learning used in teaching Mathematics can motivate students, make retention better and longer, because students were required to present their learning, knew how to learn, how to motivate themselves, and how to think.

CONCLUSION AND SUGGESTION

Based on the data analysis, it can be concluded that: (1) quantum learning is effective to teach Mathematics on the topic of linear program; and (2) the learning achievement of students taught with quantum method is better than that of conventional method.

With this, the researchers recommend that quantum learning be used to teach other topic because the method attract students' interests due to their experiencing and constructing knowledge with their own modes, which in turn improve their achievement.

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The quantum learning is effective to teach Mathematics on the topic of linear program and the learning achievement of students taught with quantum method is better than that of conventional method.

SIGNIFICANCE OF ENGLISH LITERACY AND ACADEMIC PERFORMANCE OF MEDICAL STUDENTS IN USIM

SUHAILA SANIP & NOOR FADZILAH ZULKIFLI

ABSTRACT: English had been thought as one of the determining factor of academic excellence in medical school as students with better command of English are thought to have better understanding of the subjects compared to students who have poor command of English. English literacy has also been thought to be correlated with academic performance in medical school. While a lot of researches had been conducted on the relationship of English language proficiency and academic performance among non-native English speakers in other countries. The study on Malaysian medical students regarding this issue is still limited. The study was conducted to look at the correlation of English literacy and academic performance of medical students in USIM (Universiti Sains Islam Malaysia or Islamic Science University of Malaysia). This is a retrospective observational study. The results for “English for Medical Sciences” in Semester 4 was compared to the performance in Pathology course in the Second Professional Examination in Semester 6. A correlation study showed no correlation between the English literacy and the academic performance of the medical students with $r = -0.027$. Therefore, there is no significant correlation between the English literacy and the academic performance of the medical students in USIM.

KEY WORDS: English literacy, academic performance, medical student of USIM, and English language proficiency.

INTRODUCTION

English had been the medium of instruction of most medical schools in Malaysia. This could be due to the fact that Western countries had led technology advancement in medicine long ago and most textbook and references are written in English. In our Faculty of Medicine and Health Sciences USIM (Universiti Sains Islam Malaysia or Islamic Science University of Malaysia), students were expected to master at least three languages: (1) English is the medium of instruction in medical subjects; (2) Arabic language is the medium of instruction for memorization of Qur’anic verses and subjects related to the teaching of Islam; and (3) Malay language will be the language they use when communicating with patients in the teaching hospitals.

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Although English is not the mother's tongue of Malaysian, the English language proficiency is a pre-requisite for entrance into medical schools. Although patients seen in the clinical settings mostly speak Malay, English language proficiency is important as doctors in Malaysia do see patients who are from different countries and speaks different languages. Rather than learning all different languages of the patients, doctors mostly either speaks in Malay or English to their patients. In cases where patients cannot speak Malay or English, patient always bring their translator with them for easy communication. English proficiency is also very important in medical field as it is the medium of communication amongst medical colleague locally or abroad when they discuss interesting cases or refer clinical cases to their superior.

English language proficiency required of a medical student comprises a few components. The main components of proficiency are speaking, writing, and reading. The importance of speaking proficiency is very apparent in the clinical phase. Students who cannot articulate their words fluently may have a problem explaining their answers to clinical examiners. Students who do not have enough vocabulary knowledge may face difficulty explaining their answers in written examinations and; while reading textbooks which is written academically in English.

On average, Malaysian medical students had undergone eleven to twelve years of English language training prior to entering the university. The students then sat for a national English language test called "Malaysian University English Test" (MUET) which is applicable to all candidates entering Malaysian universities. The reliability of MUET scores, as entrance criteria for entry to some medical schools in Malaysia, has been argued. International Medical University, for example, developed their own English Placement Test (EPT) to reflect medical students English literacy as MUET or IELTS (*International English Language Test Score*) may not cover certain domain of English language literacy which is important in the medical field (Doray *et al.*, 2007; and Periera *et al.*, 2007). In our faculty, MUET score is also used as entrance criteria on top of other academic merits. Students should score a MUET band of 4 or higher in order to be accepted into medical faculty.

Once accepted as a medical student, they will receive a further two years of English training in the faculty through a subject known as "English for Medical Sciences". In the first half of the semester, students were taught mainly on the communication aspect of English in the medical environment; while in the second semester, students were taught on writing reports, memos, and medical texts comprehension. Assessments of the students were conducted in written format accordingly.

LITERATURE REVIEW

In order to excel in medical school, English literacy has been thought to be correlated with academic performance in medical school. To further support the importance of English in medicine, P. McCoubrie (2004) argued that in examination questions construction, any confusion over grammar or question structure invalidates the test as this extra grammatical variable does not relate to knowledge of the subject. Grammatical error also discriminates against examinees whom English is not their

first language as their cognitive processes may work slightly less efficiently in the second language (Paxton, 2000).

In a similar study conducted locally by S. Doray *et al.* (2007), they noted that as for either MUET (Malaysian University English Test) or IELTS (*International English Language Test Score*), there was no significant correlation between the students' English Language proficiency and their academic performance. A study conducted by C. Periera and B. Budgell (2007) on Biomedical science students noted that there's only little relationship between biomedical language ability and either first language or language instruction prior to university entrance. They also concluded that the language abilities of Malaysian students in Biomedical is on par with those of their Australian counterparts (who is English native speakers) and substantially higher than the abilities of matching cohorts from Japan. Therefore, is it true that language ability only play a small roles in determing medical students academic excellence?

Similar studies conducted in other countries give out contradicting results. The studies which resulted in a positive correlation between English language proficiency and academic performance was conducted by Yenna Salamonson (2008) on 273 first year nursing students who speak English as second language. M.O. Hassan *et al.* (1995) found a significant positive correlation between results in English and the alimentary system whereas foundation sciences courses results in the CVRUS (Cardiovascular, Respiratory and Urinary System) were not correlated with English proficiency. They concluded that the contradicting result could be due to the structure of the English language course or the new objectives and structure of the CVRUS course.

Most researches in this topic also proposed that English should be taught according to the need of the students and even medical practitioners. A need analysis should be carried out among the students before English language curriculum is developed. The need analyses ensure better success of the English language proficiency intervention programs as suggested by V.R. Chur-Hansen (1998) and Anna Chur-Hansen (2007).

Some researches also proposed methods of effectively teaching English language proficiency to the students. Trish Stoddart (2002) proposed that the integration of inquiry science and language acquisition enhances learning in both domains. This is not the case in our faculty. English is taught as university core courses and faculty core courses. The English as university core course is delivered to students for the whole university regardless of faculties. English for Medical Sciences is taught as faculty core course and the content is related generally to the medical field. However, the course content need to be further scrutinized so that it matches the learning needs of the student and the learning outcome of the course.

The delivery method of the course should be taken into consideration too. Accordingly, P.R. Léonard proposed that low academic achievers may benefit from peer discussion of explanatory tasks while high academic achievers benefit more from writing explanation which enhances comprehension more than restricted writing activities (cited in Fen Wang, 2004). It is clear that students should be divided

according to their language proficiency and delivery methods for each language proficiency level should be tailored according to their ability or competence.

OBJECTIVE, MATERIALS, AND METHOD

The main objective of the research is to study the correlation of English literacy and academic performance of medical students in USIM (*Universiti Sains Islam Malaysia* or Islamic Science University of Malaysia) in the subject of Pathology.

This is a retrospective observational study on 43 third year medical students in USIM in 2009. The results for “English for Medical Sciences II” in Semester 4 were compared to the performance in Pathology course in the Second Professional Examination in Semester 6.

Pathology was chosen as the subject of choice as it is perceived by the students as the most difficult medical subjects. A lot of reading and text book comprehension is needed for the students to pass the subject examination.

RESULTS

Majority of the students is female (62.79%) and all of the students are Malay in ethnic. About 1/3 of the class passed in English with good marks. The average score obtained by the students for English is 57.37 while for pathology; the average score obtained by the students were 58.16. No students scored A in English and only one student scored A-. All students passed the English examination. In pathology, six student managed to get A and A-. About 7% of the students failed in pathology. A correlation study was carried out using SPSS version 15. The result of the statistical analysis showed no significance correlation between the English literacy and the academic performance of the medical students with $r = -0.027$.

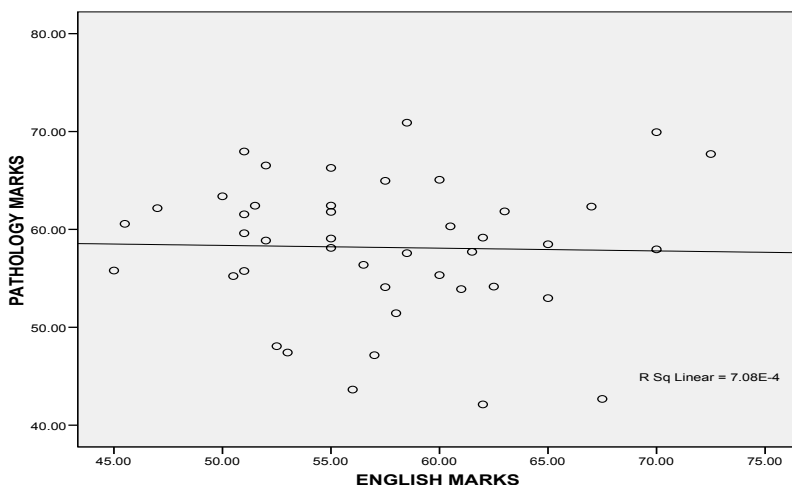
Table 1:
Descriptive Statistics

	N	Minimum	Maximum	Median
ENGLISH MARKS	43	45.00	72.50	57.0000
PATHOLOGY MARKS	43	42.12	70.90	58.8600
Valid N (listwise)	43			

Table 2:
Correlations

		ENGLISH MARKS	PATHOLOGY MARKS
ENGLISH MARKS	Pearson Correlation	1	-.027
	Sig. (2-tailed)		.866
	N	43	43
PATHOLOGY MARKS	Pearson Correlation	-.027	1
	Sig. (2-tailed)	.866	
	N	43	43

Figure 1:
Correlations



DISCUSSION

The result of this study, and other studies conducted by other researchers before, provide a strong basis for a new intervention in providing language support for the medical students in our faculty. The delivery of English language support should be tailored to the need of the students in the faculty. The planning of English language literacy curriculum should include a thorough and comprehensive learning need analysis involving the students and the lecturers both in basic and clinical sciences.

The delivery of the English language curriculum should also look into each student individual needs. As personal coaching may not be the perfect mode of delivery, students should be stratified according to their English language proficiency. Weaker students should be given more attention on developing their language literacy, while better students can be coached on further development of their language literacy.

CONCLUSION

English had been thought as one of the determining factor of academic excellence in medical school as students with better command of English are thought to have better understanding of the subjects compared to students who have poor command of English.

However, our study had showed that there is no significant correlation between the English literacy and the academic performance of the medical students in USIM

(Universiti Sains Islam Malaysia or Islamic Science University of Malaysia). Our findings also support findings of the research conducted by S. Periera *et al.* (2007). A larger study ideally involving bigger number of medical students, other ethnicity, and other well establish medical schools is needed to confirm our findings.

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USING THE IMITATING MODEL TECHNIQUES ON *INSYA* TEACHING FOR IMPROVING THE STUDENT'S WRITING ABILITY IN THESIS

YAYAN NURBAYAN

ABSTRACT: *Writing skills is one of the skills of the four language competences that must be owned by each learner language. The research's data show that student writing skills in thesis examined ten samples of 30% error rate is still high. This amount includes the category of very many, because they have received coaching from two tutors. This phenomenon has encouraged researcher to conduct research on learning to write through the technique of imitating models. The method used in this study was quasi experiment by taking a sample of university students majoring in Arabic language education as many as 27 people. Data analysis used descriptive qualitative. The results of this research are: (1) Learning to write by using a technique modeled requires good planning, ranging from the selection of instructional materials that can serve as a model to be emulated by students; (2) The technique of imitating models of the courses conducted by following the nine steps; (3) Learning to write or "insya" by using the technique of imitating the model has improved the students' ability in writing a "faqrah" or paragraph and "kitabah hurriyah" or free text. This can be seen from the significant difference between the pre-test conducted before the treatment begins with post-test results conducted after the study conducted; and (4) Ability to write "faqrah" and "kitabah hurriyah" is the basic ability for someone to be able to write papers, books, reports, and other writings.*

KEY WORDS: *Imitating models, techniques of "insya" (writing), making "faqrah" (paragraph) and "kitabah hurriyah" (free text), and students' competences.*

INTRODUCTION

In curriculum of the Arabic Education Department in UPI (*Universitas Pendidikan Indonesia* or Indonesia University of Education) in Bandung is stated that the purposes of teaching subjects are willing to provide lunch to students so that they know, understand, and practice the rules and *uslub-uslub* accepted and used in Arabic (UPI, 2006). With the provision of skills, students are expected to practice the theories mentioned in the text or essay writing Arabic-speaking like writing a structured essay, free essay, resume, writing letters, and research reports.

From the description above, it appears that the curriculum subjects willing to have a significant relationship with students' competence in writing the thesis. Adequate quality of learning, the scope of good material and the use of appropri-

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ate methodology will influence the level of student ability in writing. However, organizing lectures seem willing at the student has not achieved satisfactory results. Numerous studies have shown that there are a number of shortcomings and constraints that lead to the objectives of the course have not been reached.

In this regard, Yayan Nurbayan (2005) has examined the quality of student writing of Arabic Language Education Program with the following results: of the ten samples examined thesis that there is still a high error rate. The highest error rate about 66 errors. This amount includes the category of very many, because they have received coaching from two tutors.

The above data also indicate that students experience on aspect *qawaid* error of 23.1%; the selection of an incorrect diction 25.3%; error in *uslub* aspect of 22.3%; and their errors in the use of *muta'allaq* of 29.4 %. The data above show that the error on various aspects of student writing is still quite high. Therefore, innovation in learning to write on subjects willing should continue to strive for.

This study is one response to the problem. For that, the formulas in this study are as follows: (1) What to do in create a lesson plan using the technique of imitating models in learning to write?; (2) What is the process of learning to write *faqrah* and *kitabah hurriyah* using techniques modeled?; (3) Is the technique modeled effective in improving learning ability to write *faqrah* and *kitabah hurriyah*?; and (4) Are techniques modeled effective in improving students' ability in writing a thesis?

THEORETICAL STUDIES

On the Teaching *Insya* or Writing. Writing skills is one of the four basic competences on language skill, both in the process of first language teaching as well as in foreign languages. In teaching writing (*insya*), a curriculum designers and teachers need to consider aspects of grading. Gradation in writing (*insya*) includes writing letters, copying, dictation, structured writing, and free writing (Indarpati, 2007).

On the Good Paragraphs. It is very useful if the teacher explained to the learners a few paragraphs of good criteria so that they are trying to try must best. It also is very useful if the teacher shows a good paragraph, then analyzed it why the paragraph was quite good. To find a paragraph called "good or not", it needs to be some criteria for the paragraphs which are: (1) the idea of unity, (2) linkage, (3) strengthening, (4) clarity, and (5) accuracy (Richard & Rodgers, 1986).

On the Writing Paper. After the learners to practice writing paragraphs, they start practicing writing paper. What is meant here on the writing paper that is composed of two or more paragraphs in one theme. Writing this paper continues added gradually, starting from two paragraphs, three, and so on. Writing paper is the final step of writing skills and is the most difficult stage. The criteria that apply to a good paragraph also applied to a good paper. The criteria that must be met for a good paper should be augmented with some additional criteria, such as the unity of these ideas in each paragraph. Another criterion is the overall relevance, namely the relationship between paragraphs by using certain customs that links between one paragraph with another paragraph. Similarly, the need for a specific sequence

in paragraphs of a paper like the paragraph. And other additional criteria are the nature of the overall clarity and validity (Heller, 1991).

So far, teaching on writing delivered by starting from the theories. It was boring and theories are difficult to its implement. Not so with the techniques modeled. According to Ismail Marahimin, technique derived from the model mimic the Chinese people's thinking. It also is said that in ancient times in China, people who want to become a painter will be given a painting that is so, and well, usually made by a master, the expert painting or notorious painter. The candidates were told to imitate the master's paintings had to be. Finally candidate this painter can paint himself, and began to discover the typical form in accordance with his/her character. This Method is named by imitating a model, meant to imitate the master (as cited in Sari, 2007).

According Rahmawati (2007), those models and its techniques can be applied in writing lessons. The technique starts from the master's essay and then imitating the master with the exercises given in accordance with the master. The masters' work is to be read first, viewed the contents and forms, analyzed and made the frame, and do the things that need to be, just after it came time to write. Of course not be written exactly like the master copy of this name is round, trace, or even hijack. However, that is copied is the skeleton, or idea, or even "how" or "technique" of his.

So this is the core exercises of all kinds and forms of writing lessons. In addition, learning to write must be supported with a lot of reading to find background information and sensitivities, with a lot of reading and doing the exercises mimic the writings that have been finished. With a variety of models that can be pursued the master, students will be skilled writing.

For more details, modeled their technique is a technique used in learning where the teacher provides a model example of a lesson which will be imitated by the child until the child is actually able to replicate exactly according to this example. Every child who has been able to replicate the subject matter in accordance with an example or model then the child is considered to be. For children, who in imitating not in accordance with an example/model, they shall be deemed to not be and must be held until the child's repetition imitation of similar subject matter in accordance with the model.

Meanwhile, the elements of learning in the technique of imitating this model consists of: (1) material or subject matter that will be used as a model or example; (2) the observation model or example of subject matter that will be imitated by children; (3) imitation by the child model; (4) correcting the result of artificial child by the teacher; and (5) repetition of imitation by the child if the child's job is not in imitating model accordance with an example or model

On the imitating model of learning evaluation techniques, it is due to a child is said to have succeeded when they are able to imitate things in accordance with an example or model, then the assessment of a child's success is determined by the same whether or not the work of the child in the example or imitate something

that became the model. Its weight evaluation is dependent to weight value of the examples given.

A method or technique of learning is inseparable from its process and contexts (McKeachie, 1986). The advantages of imitating model technique are: (1) children in learning in the classroom is easier to be conditioned as children to become active with their respective activities; (2) assignment of teachers in the learning process becomes much lighter and easier because the teacher only provides the material serve as a model and examine the results of the writing of children; (3) the exercises that support the child's writing skills because writing exercises conducted by the child will reflect the ability to write, the more frequent practice, the child will become more proficient in writing; and (4) the learning activities through this technique can be done inside and outside the classroom.

The disadvantages of this technique include: (1) in the learning process of teachers do not help explain; and (2) in the learning process without any questions and answers between children and teachers.

METHODOLOGY

The method used in this study was quasi-experimental. The purpose of the study, by using a quasi experimental method, is to obtain information for researcher who is estimated that can be obtained through real experiments in a state that is not possible to control and or manipulate all relevant variables (Arikunto, 1983; Moleong, 1990; Ali, 1993; Fuchan, 2004; and Sudjana & Ibrahim, 2006). Population are used as samples in this study were students of Arabic Language Education Department in UPI (*Universitas Pendidikan Indonesia* or Indonesia University of Education) in Bandung, West Java, Indonesia, amounting to 27 students.

In this study, students are given the examples of *faqrah* (paragraphs) and *kitabah huriyah* (free papers) models after which they imitate and constant practice. For the instrument used as a tool in this research is a test. Data obtained from test results whether committed before or after learning processed and analyzed to test the research hypothesis. Analysis of qualitative data using descriptive techniques in the form of correlational analysis.

RESULTS AND DISCUSSION

First, on the Results Pretest and Posttest Writing. Pretest conducted at the first meeting, before treatment begins learning. Pretest conducted to determine the ability of the students in writing. Pretest is given to determine their ability to write paragraphs and a free essay is limited. Problem first pretest, they were asked to write a paragraph with a minimum of three rows of free themes. While the second question, they were asked to write an essay limited free consisting of several paragraphs on the theme “للمسلمين مهمة اللغة العربي”.

After a pretest of students numbering 27 people gathered the data that the average value of writing paragraphs 6.7, while the average value of 6.2 free essay writing. From here, it appears that the difference between the average ability in writing a paragraph is not much different from the average writing ability to write freely. While the results of the post-test showed that the number of students who tested an average value of writing paragraphs is 7.5, while the average value of the free essay writing is 6.5.

Second, on the Student Writing Errors. From these two tests, namely the pre-test and post-test, seemed that the students are still frequently making mistakes in writing. Their errors in writing occur in *qawaid lughawiyyah* aspects of the use, selection of diction, and selection of letters on *ficil-ficil mutha'allaq*. Other errors contained in their writings *uslub-uslub* use. They still use a lot of sentences in Arabic but uses language structure in Indonesian language. In terms of content, especially on the writing, test results free of the students still there is something wrong in the relationship between sentences in a paragraph and the relationship between paragraphs in a post.

Among some of these errors include as follows:

N	Aspect of Errors	Pretest	Posttest
1	<i>Qawaid</i>	144	120
2	Diktion	131	112
3	<i>Mutha'allaq</i>	72	53
4	<i>Uslub</i>	44	27
5	Writing	123	120

Writing skills are skills accumulated from a variety of other language competences. The fifth aspect above is the linguistic aspects that must be owned by students if they want to have good writing. From the results of the pre-test and post-test data, we can see there are many errors of students in the fifth aspect above. In addition, students should have knowledge on aspects of language, other things most important to improve their ability in writing is an exercise.

DISCUSSION

In the previous section, it has been analyzed the results of the pre-test and post-test after learning to write through the technique of imitating models. Analysis of writing skills (willing) aims to determine the impact of learning techniques modeled on traffic student writing. For the ability to write, it must be connected between the ability before treatment (pre-test) and after treatment are seen with the post-test.

Data pre-test results showed that the average value of writing them to the test set is 6.7 and formulate paragraph-free essay of 6.2. While the post-test for both were 7.5 and 6.5. Based on these data, it appears that there is increased student learning outcomes after they learn to write by using a technique modeled. Improving learning outcomes is indeed minimal (0.8 to write paragraphs and 0.3 to write the essay free).

Technique mimics the model used in the teaching of writing has improved students' ability in writing. This is because the learning approach based on several theories in psychology such as stimulus-response theory and adaptation and imitation theory. In the theory of adaptation and imitation, someone is studying a competency by way of conditioning and imitation. In learning to write through a technique modeled, students whose are given a sample paragraph and writing (essays) is good.

In the implementation of learning to write with engineering students modeled, their attempt to analyze and observe the writing in terms of structure, language, and content. After that, they started in trying to write according to the examples they see. Replication process is done by students repeatedly. From the results of student exercises from time to time, the better their writing. Likewise, they are fewer and fewer mistakes. From the data write error experienced by students appears that aspects of the mistakes that are often experienced by students is related to aspects *qawaid*, writing, diction, *muta'allaq*, and *ushub*.

Qawaid application error is an error aspect most experienced students, i.e. 144 at pre-test and 120 at post-test. This phenomenon is a common occurrence experienced by learners of Arabic language. Arabic *qaeda* is usually a major constraint for both beginners and advanced learners. According to the assessment of learners of Arabic language *qaeda* that is more complex than in other languages *qaeda*.

CONCLUSIONS AND SUGGESTIONS

After doing research by using quasi-experimental methods, it can be found then the following things:

First, learning to write by using a technique modeled requires good planning, ranging from the selection of instructional materials that can serve as a model to be emulated by students. The materials used as models in this research are *faqrah* and writing. Various *faqrah* and a good essay are taken from various sources, both from Arab and non-Arab writers.

Second, implementation of the lecture with techniques modeled done by following the steps: (1) Apperception, (2) Identification prates, (3) Preparation of teaching materials, (4) Observations, (5) Imitation Model, (6) Examination, (7) Model of the second and third paragraphs, (8) Provision of a model, and (9) Closing. In practice, the students more practice to follow the model given, while the faculty review and provide direction for student writing and better fit a given model or approach.

Third, learning to write (*insya*) by using the technique of imitating model has improved the students' ability in writing a *faqrah* and *kitabah hurriyah*. This can be seen from the significant difference between the pre-test conducted before the treatment begins with post-test results conducted after the study conducted.

Fourth, ability to write *faqrah* (paragraph) and *kitabah hurriyah* (free text) is the basic ability for someone to be able to write papers, books, reports, and other writings. If a student has to write a paragraph in accordance with the criteria of good

paragraphs and he/she was able to construct a good essay, then this will contribute to him/her in writing the thesis. Because the data in the thesis consist elements of paragraphs and essays.

Given some of the findings as a result of this study, the researcher proposes some suggestions to the parties as follows:

First, to UPI (Indonesia University of Education) in Bandung as the funder for this research activity, it is suggested in order to continue to provide support primarily by increasing financial support and supervision of research activities, particularly for novice researchers.

Second, to the Department of Arabic Language Education, Faculty of Art and Language Education UPI for research activities related to improving students' ability in writing needs to be done, given the ability to write highly related to their main task is to write thesis.

Third, to the researchers, particularly researchers in the field of teaching Arabic language, for the results of this study continue to be followed. Application of the model can be applied to mimic other fields.

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Citation takes the following form: "... (Saripudin, 2004:7); bibliography from books and journals should be in the following order respectively: Zainul, Asmawi. (2005). *Alternative Assessment*. Jakarta: UT Publisher; and Hasan, Said Hamid. (2007). "Kebijakan dan Pelaksanaan Kurikulum Pendidikan Sejarah di Indonesia" in *HISTORIA: Journal of Historical Studies*, IX(1), pp.25-40. Internet sources and interview should include place and date of access.

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