SJR Scimago Journal & Country Rank

Enter Journal Title, ISSN or Publisher Name

Home   Journal Rankings   Country Rankings   Viz Tools   Help   About Us

International Journal of Innovation, Creativity and Change

Country	United Kingdom - Ⅲ SIR Ranking of United Kingdom

Subject Area and Category	Arts and Humanities
	    Arts and Humanities (miscellaneous)
	
	Social Sciences
	    Education

Publisher	Primrose Hall Publishing Group
Publication type	Journals
ISSN	22011323, 22011315
Coverage	2013-ongoing
Scope	The International Journal of Innovation, Creativity and Change publishes scholarly work that promotes and fosters innovation, creativity and change in all fields of social sciences. The focus is on papers that will be influential in their field or across fields and will significantly advance understanding in the following topics: anthropology, sociology, politics, culture, history, philosophy, economics, education, management, arts, laws, linguistics and psychology. It provides an academic platform for professionals and researchers to contribute innovative work in the field.

4

H Index

(?)   Homepage

How to publish in this journal

Contact

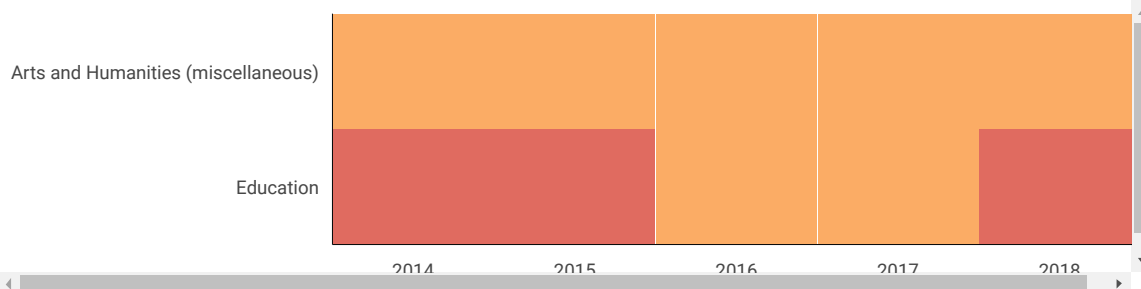💬 Join the conversation about this journal

ISI Thomson Reuters Indexing

Uttar Pradesh Journal of Zoology, ISI Master Journal list, UGC-care Approved Journal

mbimph.com   OPEN

Quartiles   +

Arts and Humanities (miscellaneous)

Education

2014   2015   2016   2017   2018

SJR

	2014	2015	2016	2017	2018

Citations per document

- Cites / Doc. (4 years)
- Cites / Doc. (3 years)
- Cites / Doc. (2 years)

Total Cites   Self-Cites

External Cites per Doc   Cites per Doc

% International Collaboration

Citable documents   Non-citable documents

Cited documents   Uncited documents
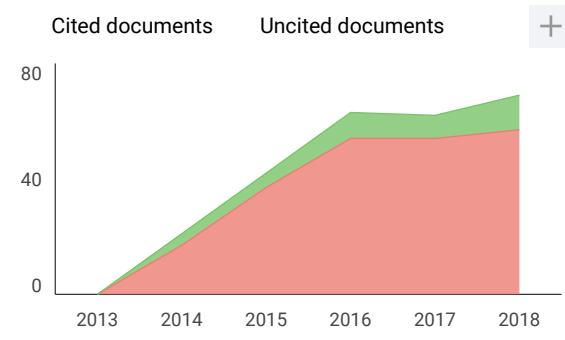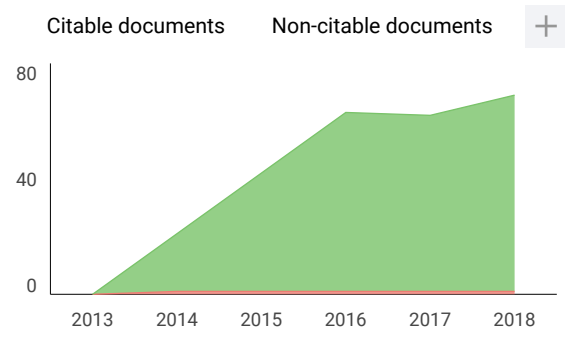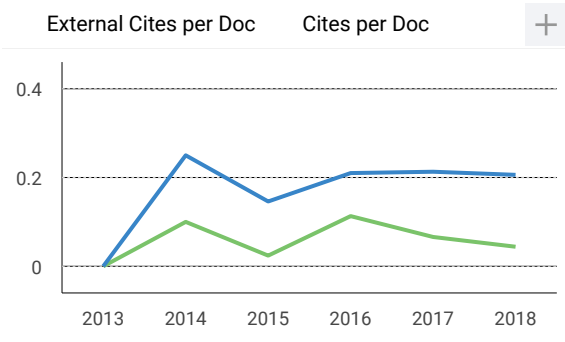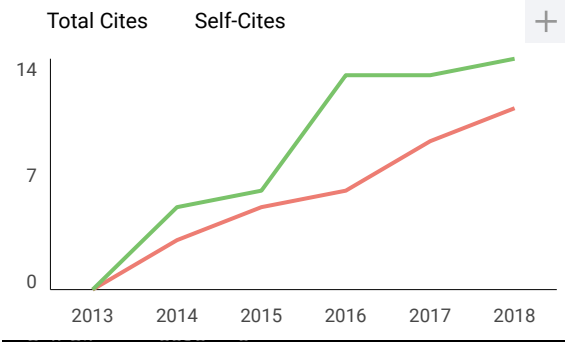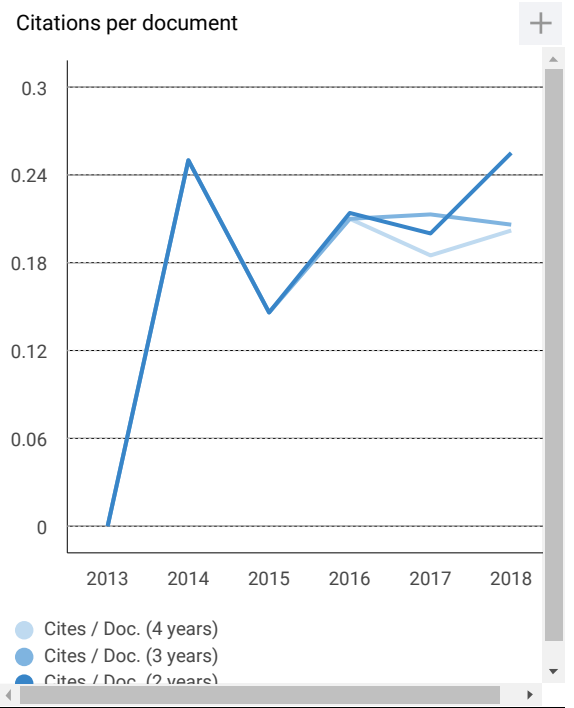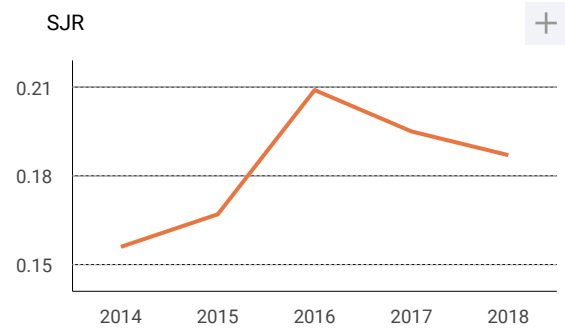
International Journal of Innovation, Creativity and…

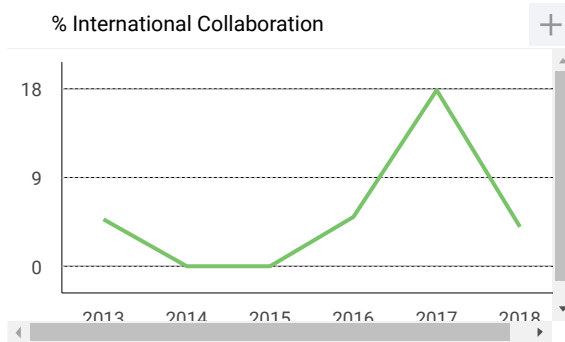Q3   Arts and Humanities (miscellaneous)   best quartile

SJR 2018
0.19

powered by scimagojr.com

← Show this widget in your own website

Just copy the code below and paste within your html code:

`<a href="https://www.scima`

Contact Us (/index.php/contact)

INTERNATIONAL JOURNAL OF INNOVATION, CREATIVITY and CHANGE

The International Journal of Innovation, Creativity and Change (IJICC) is an academic journal focused on publishing scholarly work that promotes and fosters innovation, creativity and change in all fields of endeavour. The focus is on papers that will be influential in their field or across fields and will significantly advance understanding in those fields. All submissions undergo double blind peer review. The Journal is constituted by an Editorial Board and managed by a Journal Editor. The current editor is Dr Tina Doe EdD.

Dr. Muhammad
Haseeb
Associate Editor

(mailto: This e-mail address is being protected from spambots. You need JavaScript enabled to view it)Dr Tina Doe
Editor

United Kingdom

C/- PHPG, Suite 2498, , Kemp House, City Road, London EC1V 2NX

Australia

C /- PHPG, Suite 3, Level 27, Governor Macquarie Tower,1 Farrer Place, Sydney NSW 2000,Australia

Editorial Board

Editorial Board members work together by consensus to provide IJICC with editorial direction in the following areas: Identify scope of journal content and, when appropriate, themes for various issues. Determining Criteria for accepting manuscripts for publication consideration. Developing criteria and guidelines for reviewers to use in reviewing each type of manuscript Developing criteria and guidelines for authors to use in creating each type of manuscript Reviewing manuscripts as needed and appropriate. Soliciting manuscripts from potential authors. Promoting IJICC to potential authors, readers and indexers.

Dr Tina Doe
Journal Editor

Senior Reserach Officer Southern Cross University

(https://twitter.com/doetinadoe)　　(https://au.linkedin.com/in/tinadoe)

Dr Muhammad Haseeb
Associate Editor

Senior Lecturer, Taylor's Business School, Taylor's University, Malaysia

Professor Richard Smith

Emeritus Professor of Education, Central Queensland Univeristy Chair, Board of Australian Institute of Music

Professor Iwao Shibata

Managing Director, Business Breakthrough, Inc. Japan

Professor, Graduate School of Management, BBT University, Japan.

Professor Bruce Knight

Professor of Education, Central Queensland University

A/Prof. Catherine O'Brien

Associate Professor of Education Cape Breton Univeristy, Canada

Dr. Rick Van der Zwan

Cognitive Neuro-scientist Consultant

Professor David Spendlove

Director, Teaching and Learning, Manchester Institute of Education The University of Manchester.

Dr. Abraham Francis

Senior Lecturer Department of Social Work and Human Service

Professor DOU Qin

Professor DOU Qin Dean, Dept. of Languages Northwest A&F University Yangling Shaanxi, China

Dr Eric F. Eshun

Senior Lecturer Kwame Nkrumah University of Science & Technology Ghana

Professor David Lynch
Southern Cross University, Australia

Dr.LI Xuan

Lecturer (Human Resource Management and International Education) Central Queensland Univeristy

Professor Greg Whateley
Academic (retired)

Tumpa Dey

Assistant Professor Organisational Behaviour and Human Resources IMT Hyderabad

Dr. Jake Madden

Principal, Al Yassat Private School, Abu Dhabi, UAE

Dr Lorna Hallahan

Senior Lecturer, Social Work and Social Planning Fli

Senior Lecturer, Social Work and Social Planning Flinders University SA

Ms. Maree Garrigan

Executive Northern Territory Department of Education

Dr Prudence Millear

Lecturer in Psychology University of the Sunshine Coast, Australia. FAB Prue Millear

Dr Mark Sinclair

Senior Lecturer Teacher Education Program University of Te

Dr Cecily Knight

Senior Lecturer and Academic Development Advisor James Cook

Dr Terry Quong

Principal Jockey Club Ti-I College, Hong Kong (ret)

Mr. Ken Sell

Head of School Aoba-Japan International School Tokyo, Japa

Dr Santosh Kumar Behera

Department of Education, Sidho-Kanho-Birsha University, West

Ms Deborah Trevallion

School of Education, The University of Newcastle, Australia

Dr Marisha McAuliffe

Queensland University of Technology Australia University of

Dr Steven Provost

Psychologist Academic Southern Cross Univeristy

Dr Teemu Ylikoski

Director Regional Services Laurea University of Applied Sci

Dr David Turner

Director Professional Learning Queensland Association of St

Cathy Quinn

Education Consultant Aakorn Management Australia

Shane Mason

Deputy Principal Cleveland District State High School Quee

Dr Pam Watters

Dr. Pamela Watters Office of Diversity, Inclusion, and Comm

Dr Venkat Pulla

Coordinator, Social Work Discipline Australian Catholic Uni

Dr Margaret-Anne Carter

Discipline Chair for Counselling Australian College of app

Eko Susanto

Head of Scientific Publication Unit Universitas Muhammadiyah

Associate Professor Armend Tahirsylaj

Associate Professor of Education Department of Teacher Educa

Dr Jason Sawyer

Assistant Professor The Ethelyn R. Strong School of Social W

INTERNATIONAL JOURNAL OF
INNOVATION, CREATIVITY AND CHANGE

Vol 5 Iss 4 (/index.php/volume-5-2019/146-vol-5-iss-4)

Pdf (/images/vol5iss4/5401x_Muhfahroyin_2019.pdf)

The Effect of STAD and TPS Integration in Biology Learning Toward the Students Cognitive Achievement

Muhfahroyin[1], Handoko Santoso[2]

[1] [2]Department of Biology Education, Universitas Muhammadiyah Metro, Lampung, Indonesia

Email: [1]muhfahroyin@yahoo.com (mailto:muhfahroyin@yahoo.com)

This research was undertaken to examine the effect of the Student Team Achievement Divisions (STAD) and Think Pair Share (TPS) integration strategies in biology learning of ecology toward the cognitive achievement of biology; the difference between higher and lower student ability in biology learning. The method design of the research was a pretest-posttest non-equivalent control group with 2x2 factorial. The study was conducted in senior high schools in Metro City. The research result showed that there is an effect of STAD and TPS integration models in biology learning of ecology toward cognitive biology achievement. There is no difference between higher and lower student ability in cognitive performance because lower ability students could reach the result scaffolded by upper ability students. This suggests that teachers need to implement STAD and TPS integration in biology learning. Teachers are also expected to empower the difference of academic ability in the learning group. Pages i to xiii

---

Pdf (/images/vol5iss4/5401_Samwi_2019_E_R.pdf)

Learning Supervision Strengthening Based on School Culture in Kindergarten

Ahmad Samawi[a], Imron Arifin[b], Bambang Budi Wiyono[c], Ali Imron[d]

[a]Early Childhood Teacher Education, State University of Malang, [b]Department of Educational Administration, State University of Malang, [c]Department of Educational Administration, State University of Malang, [d]Department of Educational Administration, State University of Malang

Email: [a]ahmad.samawi.fip@um.ac.id (mailto:ahmad.samawi.fip@um.ac.id) [b]imron.arifin.fip@um.ac.id (mailto:imron.arifin.fip@um.ac.id) [c]bambang.budi.fip@um.ac.id

[d]ali.imron.fip@um.ac.id

This study aims to describe the strengthening of school culture-based learning using qualitative research methods with phenomenological designs. This study was conducted in three superior kindergartens in the city of Malang. The research design used was multisite qualitative research. Sources of data came from principals and teachers in the three kindergartens. The instruments used were guidelines for interviews, observation and documentation. Data collection techniques used were in-depth interviews, observation, documentation and field notes. The analysis technique used was qualitative and descriptive with a phenomenological technique. The results of this study are that three kindergartens have made supervision planning. The techniques used were determined as individual through classroom observation. The results of supervision were followed up by the teachers. The implementation of supervision was carried out with the developed schools' cultural principles, namely openness, collaboration, empowerment, cooperation, democracy and religious principles. It was concluded that supervision of learning can be strengthened through school culture. Pages 1 to 11

Pdf (/images/vol5iss4/5402_Purwaningrum_2019_E_R.pdf)

A Structural Model of Mindfulness, Religiosity, Goal Setting, Social Support, Self-Concept and School Counsellor Psychological Well-Being

Ribut Purwaningrum[a], Fattah Hanurawan[b], I Nyoman Sudana Degeng[c], Triyono[d]

[a]Doctoral Candidate of Guidance and Counselling Department, State University of Malang, [b]Lecturer of Faculty of Psychology Education, State University of Malang, [c]Lecturer of Graduate School of Learning Technology, State University of Malang, [d]Lecturer of Guidance and Counselling Program, State University of Malang

Email: [a] naning_purwaningrum@staff.uns.ac.id (mailto:naning_purwaningrum@staff.uns.ac.id), [b]fattah.hanurawan.fppsi@um.ac.id (mailto:fattah.hanurawan.fppsi@um.ac.id)

[c]nyoman.sudana.degeng.fip@um.ac.id, [d]triyono.fip@um.ac.id

This study focused on the underlying factors of school counsellors' psychological well-being and the contribution of these factors to psychological well-being. This study used Structural Equation Modelling as its analysis method. This study concludes that the major hypothesis was accepted. School counsellors with higher levels of mindfulness are capable of improving their self-concept. A good level of religiosity may improve a school counsellor's self-concept, or it may make their self-concept more positive. Religiosity, along with mindfulness, accounts for 56% of their self-concept. The rest of it is accounted

for by other variables. A school counsellor's mindfulness does not necessarily improve their psychological well-being. Otherwise, improvement of psychological well-being may be caused by other variables or by mindfulness related to other variables. Pages 12 to 29

The Transformational Leadership of School Principals, Organisational Climate and the Professional Attitudes of Teachers

Agustina Rahmi[a], Ibrahim Bafadal[b], Ali Imron[c], Sugeng Utaya[d]

[a,b,c,d]University of Negeri Malang, Indonesia,

[a]agustina.rahmi89@gmail.com, [b]ibrahim.bafadal.fip@um.ac.id, [c]ali.imron.fip@um.ac.id, [d]sugengutaya@yahoo.com

The purpose of this research is to know the transformational leadership relationship of school principals, the climate of school organisations and the professional attitudes of teachers in the Banjarmasin state high schools. The method used in this study is descriptive and correlational. Data analysis using Structural Equation Modelling (SEM) is processed through Analysis of Moment Structure (AMOS) software. The results showed (1) there is a direct relationship between the transformational leadership of school heads and the performance of teachers in SMAN Banjarmasin City, (2) there is a direct relationship between school organisational climate and the performance of teachers in SMAN City Banjarmasin, (3) there is a direct relationship between the professional attitude of teachers and the performance of teachers in SMAN Kota Banjarmasin, (4) there are indirect links between the transformational leadership of school principals and the performance of teachers due to organisational climate at the SMAN school in Banjarmasin and (5) there is an indirect relationship between the transformational leadership of a school principal and the performance of teachers due to the professional attitudes of the SMAN teachers in Banjarmasin. Pages 30 to 45

Participation from the Dayak Ma'anyan Tribal Community in Central Kalimantan in the Implementation of Education Based on Local Wisdom

Eshariyani[a], Prof. Dr. I Nyoman Sudana Degeng, M.Pd[b], Prof. Dr. Ali Imron, M.Pd.,M.Si [c], Dr. Achmad Supriyanto, M.Si[d],

[a]Doctoral Program, Faculty of Educational Management, State University of Malang, Indonesia, [b,c,d]Universitas Negeri Malang, East Java, Indonesia

Email: [a]eshariyani23@gmail.com (mailto:eshariyani23@gmail.com), [b]sudana_daniel@yahoo.com,

[c]ali.imron.fip@um.ac.id, [d] achmad.supriyanto.fip@um.ac.id (mailto:achmad.supriyanto.fip@um.ac.id)

The research method is qualitative with a theory oriented phenomenological approach. The research design used was multi-site involving three high schools in Barito, Central Kalimantan, Indonesia. Data collection techniques used were participatory observation, in-depth interviews and document studies. The results of this study found that the Dayak Ma'anyan tribal community's participation was still low in terms of the level of funds but was higher regarding the contribution of morals,

goods and services. In addition, supporting factors were found regarding the participation of the Dayak Ma'anyan tribal community based on local wisdom in the implementation of high school education. These included the following: (a) Social status. Based on past experience, the Dayak tribe go to other regions to get higher levels of social status. (b) there is a transfication effect at the level of education. (c) Preservation of the green environment in the school environment. Pages 46 to 63

Pdf (/images/vol5iss4/5405_Tsuroyah_2019_E_R.pdf)

The Influence of Intellectual, Emotional, and Spiritual Intelligence on Online Media Response Behaviour in Students

Nur Tsuroyah[a], Supriyono[b], Hardika[c], Ach Rasyad[d],

[a b c d]Department of Out of School Education (Jurusan Pendidikan Luar Sekolah),Universitas Negeri Malang, Indonesia

Email: [a]tsuroyah_msm@yahoo.com (mailto:atsuroyah_msm@yahoo.com), [b]supriyono.fip@um.ac.id (mailto:bsupriyono.fip@um.ac.id), [c]hardika.fip@um.ac.id (mailto:chardika.fip@um.ac.id), [d]ach.rasyad.fip@um.ac.id

This study aims to determine the effect of intellectual, emotional and spiritual intelligence on online media response behaviour in high school students. Using a quantitative approach with a survey design, the study population was all eleventh-grade high school students in the city of Surabaya, totalling 22 schools. Samples were taken in clusters and in a proportional manner. All research data was extracted with a questionnaire that had been tested for validity and reliability. Data was analysed by using discrete, correlational and general regression techniques. The study found: (1) there was no effect of high school students' intellectual intelligence on online media news response behaviour, (2) there was no influence of emotional intelligence on high school students' response behaviour to online media news, (3) there was no influence of high school students' spiritual intelligence on response behaviour to online media news. Pages 64 to 78

Pdf (/images/vol5iss4/5406_Sumarwoto_2019_E_R.pdf)

Designing Contextual, Civic Education Based Teaching and Learning Resources for Seventh Grade Secondary School Students

Sumarwoto[a], Punaji Setyosari[b], I Nyoman Sudana Degeng[c], Sukowiyono[d],

[a]Postgraduate Students in State University of Malang, Indonesia, [b c d]State University of Malang, Indonesia

Email: [a]sumarwoto@gmail.com (mailto:asumarwoto@gmail.com), [b]punaji.setyosari.fip@um.ac.id (mailto:bpunaji.setyosari.fip@um.ac.id), [c]nyoman.sudana.degeng.fip@um.ac.id (mailto:cnyoman.sudana.degeng.fip@um.ac.id), [d]sukowiyono.fis@um.ac.id (mailto:dsukowiyono.fis@um.ac.id)

This study focused on developing contextual teaching and learning resources, especially in civic education. This study was aimed to design the civic education textbook for seventh grade secondary school students and examine the effectiveness of the design to enhance students' learning outcomes. The results of the implementation of contextual-based teaching textbook in two diverse classrooms, 7A and 7B, showed that there was high improvement in students' learning outcomes. In class 7A,

students' marks changed slightly, from 74.67 in the pre-test to 78.00 in the post-test. While in class 7B, students had better learning outcomes, increasing from 76.00 in the pre-test to 79.17 in the post-test. Overall, students who used contextual based teaching textbook showed better learning outcomes than students who did not apply the textbook in their classroom. The learning mark of the former was 25% better than the average students' learning mark, which was under 13%. Pages 79 to 92

Pdf (/images/vol5iss4/5407_Hasibuan_2019_E_R.pdf)

Cadre Training for Community Empowerment in Islamic Boarding Schools

Irmayati Hasibuan[a], Supriyono[b], Umi Dayati[c], M. Ishaq[d]

[a]Doctoral Program Students in the Department Nonformal Education, [b c d] State University of Malang

Email: [a]ibuhafidh4@gmail.com (mailto:aibuhafidh4@gmail.com), [b]supriyono.fip@um.ac.id, [c]umi.dayati.fip@um.ac.id (mailto:cumi.dayati.fip@um.ac.id), [d]m.ishaq.fip@um.ac.id

This study uses a qualitative research design. The type of qualitative research used involves case studies. The objectives of this study are as follows: (1) analysing the characteristics of students as cadres of facilitators for community empowerment; (2) analysing the structure of the community learning curriculum (BBM) in the personality education program of the students as facilitators of community empowerment; (3) analysing the learning process in the community as education for cadres of community assistants in its input, process and output; (4) analysing evaluation activities as quality control of the learning outcomes of students as assistants in community empowerment. The conclusion is that students in boarding schools are from poor families (some are capable but problematic children). The curriculum is used purely by SPMAA with a percentage of 70% Islamic boarding school education 30% formal education. The impact of this collaborative learning community provides positive benefits obtained by the students regarding the curriculum that is applied specifically through spiritual cultivation establishing inner personality. Pages 93 to 109

Pdf (/images/vol5iss4/5408_Sumanto_2019_E_R.pdf)

Drawing Techniques and Tools Appreciated and Implemented by Elementary School Students

Sumanto[a], Arda Purnama Putra[b]

[a b]Department of Elementary School Teacher Education, Universitas Negeri Malang, Indonesia

Email: [a]sumantomunginan@.gmail.com (mailto:asumantomunginan@.gmail.com), [b]arda.purnama.fip@um.ac.id (mailto:barda.purnama.fip@um.ac.id)

This study aims to describe (1) drawing techniques and (2) drawing tools used according to elementary school students (SD). This study employed a qualitative descriptive research design. Subjects of the study are elementary school students of grade III, IV, V and VI in Malang city and regency. To collect data, this study used questionnaires and drawing documents. A content analysis approach and art appreciation were used to analyse the data. The results indicate that (1) drawing techniques involving self-creation, (imitating books and the Internet), were assisted by

fathers, mothers, brothers and friends. They imitated magazines and resources. For example, objects were seen directly, teachers' demonstration drawings were copied and techniques came from the imagination of the children themselves. (2) The drawing tools used included pencils, crayon paint, coloured pencils, markers, poster paint, pens and other tools. Pages 110 to 125

Pdf (/images/vol5iss4/5409_Eliyasni_2019_E_R.pdf)

Big Book Media for the Speaking Skills of Primary Students in Welcoming the Fourth Industrial Revolution

Rifda Eliyasni, M. Habibi, Elfia Sukma, Rahmatina

Primary Teacher Education Program, Universitas Negeri Padang

Email: habibie91@fip.unp.ac.id (mailto:habibie91@fip.unp.ac.id)

Improving the speaking skills of primary students can be done with reading-telling activities. Therefore, this study aims to develop the valid, practical and effective Big Book Media to improve the speaking and communication skills of primary students. Big Book Media uses the ADDIE (Analysis, Design, Development, Implementation and Evaluation) development model. The object of this research is students' speaking and communication skills. The subjects are primary school students in Padang Utara District, Padang City. The results show that the use of Big Book Media makes students more skilled in communicating messages and problems contained in the Big Book. Also, the use of pictures makes students express the content of the Big Book in their sentences. Stories related to everyday issues make students critical in expressing their opinions on the problems presented. This is important in supporting their speaking skills. Pages 126 to 138

Pdf (/images/vol5iss4/5410_Nurhafizah_2019_E_R.pdf)

Training Effective Communication in Early Childhood Teachers

Nurhafizah

Early Childhood Education, Universitas Negeri Padang, Indonesia

Email: nurhafizah@fip.unp.ac.id (mailto:nurhafizah@fip.unp.ac.id)

This article involves training (as a form of community service) in an effort to develop early childhood teacher skills. An interesting learning process is needed at an early age, because a child's attention span is still limited. Systematic efforts need to be made to achieve this. They include strategies, learning methods and other efforts involving the effective communication strategies of teachers. Knowledge and skills are needed in the form of training. This training makes improvements through the involvement of professional institutions, including universities. The methods used in the training are lectures, discussions and simulations. The results obtained increase teachers' understanding of the learning strategies, especially the importance of effective communication skills for early childhood learning. Teachers also have a better understanding of how to apply effective communication strategies in developing the abilities of young children. Pages 139 to 149

Pdf (/images/vol5iss4/5411_Sunandar_2019_E_R.pdf)

Post Occupancy Evaluation of School Assets for Effective Schooling

Asep Sunandar[a], Djum Djum Noor Benti[b], Bambang Sumarsono[c], Burhanuddin[d]

a b c dEducational Administration, Education Faculty, Universitas Negeri Malang

Email: aasep.sunandar.fip@um.ac.id (mailto:asep.sunandar.fip@um.ac.id), bdjum.djum.fip@um.ac.id (mailto:djum.djum.fip@um.ac.id), craden.bambang.fip@um.ac.id (mailto:craden.bambang.fip@um.ac.id), dburhanuddin.fip@um.ac.id (mailto:dburhanuddin.fip@um.ac.id)

This study was conducted to identify and measure the occupancy level of school facilities in three categories, namely, building/rooms, electronic facilities and books in the library. The methodology that was used in this research was quantitative with a descriptive analysis technique. The results of the research show that the utilisation of school assets in the three schools is not optimal. The utilisation of school buildings is not optimal because the learning schedule is only from 07.00 a.m. to 01.00 p.m. The schools could use the buildings for more than 6 hours. The asset utilisation is not optimal because the teachers rarely use the electronic facilities available. This indicates that the teachers in the school use conventional teaching processes. The lack of book borrowing in the library indicates that students' literacy levels are still low. Pages 150 to 163

Pdf (/images/vol5iss4/5412_Wiyono_2019_E_R.pdf)

Implementation of School Management Based on a Balanced Scorecard and Its Relationship with Headmaster Attributes in Indonesia

Bambang Budi Wiyonoa, Desi Eri Kusumaningrumb, Imam Gunawanc, Muhammad Ardiansyahd

abcEducational Administration Department, Faculty of Education, Universitas Negeri Malang

dEducational Management Department, Faculty of Education, Universitas Negeri Makassar

Email: abambang.budi.fip@um.ac.id (mailto:abambang.budi.fip@um.ac.id); bdesi.eri.fip@um.ac.id; cimam.gunawan.fip@um.ac.id; dm.ardiansyah.adpend@gmail.com

School management is an important factor that determines school performance. Only through effective management will optimal processes and work outcomes be achieved in schools. To improve the quality of education, it is absolutely necessary to effectively manage school performance. There are many school management models that can be applied by headmasters. An effective school management model is school management based on a balanced scorecard. The purpose of this study is to describe balanced scorecard-based school management that is used by headmasters in primary schools. The study was conducted in the city of Batu, East Java, Indonesia. The samples included 30 headmasters and 39 teachers. They were chosen using a random cluster sampling technique. The data analysis techniques used in this study include descriptive statistics, t-tests and Pearson Product-Moment Correlation. The results showed that the implementation of school management, based on a balanced scorecard, were good. The highest dimension is the customer's perspective, while the lowest dimension is in financial management. There is no significant difference in the results of the headmaster and teacher assessments. The main attributive

variable that was significantly positively related was the rank and tenure of the headmasters with a growth perspective. Pages 164 to 179

Opportunities for the Implementation of School-Based Management in the Eastern Area of Indonesia

Raden Bambang Sumarsono[a], Teguh Triwiyanto[b], Desi Eri Kusumaningrum[c], Imam Gunawan[d]

[a b c d]Department of Educational Administration, Universitas Negeri Malang, Indonesia

Email: [a]raden.bambang.fip@um.ac.id (mailto:raden.bambang.fip@um.ac.id), [b]teguh.triwiyanto.fip@um.ac.id (mailto:teguh.triwiyanto.fip@um.ac.id), [c]desi.eri.fip@um.ac.id (mailto:desi.eri.fip@um.ac.id), [d]imam.gunawan.fip@um.ac.id

This study aims to know the implementation of school-based management in the eastern area of Indonesia. The researched areas consist of 10 provinces and 35 respondents (the principals of primary schools). The research sample was determined by using a stratified random sampling technique with representatives from regencies/cities in each province in the eastern area of Indonesia. The data analysis was done descriptively through collecting, arranging, organising, synthesising, presenting and analysing the numerical data. The research results showed that the most compelling indicators of the opportunity to implement school-based management in the eastern area of Indonesia are policy type, policy impact, transparency, task division, policy substance, school independence, the improvement of school quality, policy scope, policy implementation and teacher guiding. The indicators that should be improved are planning, program evaluation, reporting, time suitability, time benefits, utilisation, organising, procurement, people's participation, decision making, accountability and teacher quality. The indicators that should be restored due to their low quality are the assessment of teachers' performance, supervision, the number of teachers, time efficiency, cost efficiency, time allocation, cost sources, cost types and cost-effectiveness. Pages 180 to 196

The Thoughts of Ki Hadjar Dewantara and Their Implications for School Management in the Industrial Era 4.0

Teguh Triwiyanto[a], Suyanto[b], Lantip Diat Prasojo[c]

[a]Department of Educational Administration, Universitas Negeri Malang, Indonesia

[b c]Graduate School, Universitas Negeri Yogyakarta, Indonesia

Email: [a]teguhtriwiyanto.2018@student.uny.ac.id (mailto:teguhtriwiyanto.2018@student.uny.ac.id), [b]suyanto@uny.ac.id (mailto:bsuyanto@uny.ac.id), [c]lantip@uny.ac.id

The purpose of this study is to examine the political thoughts of Ki Hadjar Dewantara regarding education and its implications for school management in the industrial era 4.0. Based on the object of study, this research is qualitative, interpretive literature. The approaches used involve (1) historical facts used to trace the thoughts of Ki Hadjar Dewantara in the historical environment and their various influences and (2) hermeneutics used to interpret

symbols and search for their meanings. The results showed that an indigenous education model is needed to deal with a colonial education system. An egalitarian and participatory system is required, through leadership techniques and among systems with a community model. It also needs a national style and school financing according to the concept of paguron. For principals, this involves trusting subordinates, encouraging staff to come forward, appreciation for teachers who have shown good teaching performance. In addition, teachers must try to improve competence. Pages 197 to 208

Pdf (/images/vol5iss4/5415_Daharnis_2019_E_R.pdf)

Optimising Cooperation Between School Personnel and Students' Self-Development in the Industrial Revolution 4.0

Daharnis Daharnis[a], Zadrian Ardi[b], Verlanda Yuca[c], Ifdil Ifdil[d]
[a b c d]Guidance and Counseling Department, Universitas Negeri Padang, Indonesia
Email: [a]daharnis@fip.unp.ac.id (mailto:adaharnis@fip.unp.ac.id), [b]zadrian@fip.unp.ac.id (mailto:bzadrian@fip.unp.ac.id), [c]verlandayuca@fip.unp.ac.id (mailto:cverlandayuca@fip.unp.ac.id), [d]ifdil@fip.unp.ac.id

Many challenges must be faced in the industrial revolution 4.0. In the scope of education, students are expected to develop themselves in the personal, social, learning and career fields. To help students develop these four fields, collaboration and cooperation between school personnel and the community (including parents) is needed. In order for this collaboration to be effective, efficient and practical, a reliable model is needed. The design of the model developed is based on the results of research related to the collaboration between school personnel in their service to students, especially guidance and counselling services. The research involved 428 respondents from various regions in Indonesia. Pages 209 to 218

Pdf (/images/vol5iss4/5416_Pramono_2019_E_R.pdf)

Playing Motion Activity Model Development to Improve Early Childhood Creative Thinking

Pramono[a], Nurhasan[b], Nining Widyah Kusnanik[c], ME Winarno[d]

[a]Dep. of Early Childhood Education, University of Malang, East Java, Indonesia

[b c]Dep. of Sport Faculty, State University of Surabaya, East Java, Indonesia.

[d] Dep. Faculty of Sport, University of Malang, East Java, Indonesia.

Email: [a]pramono.fip@um.ac.id (mailto:pramono.fip@um.ac.id), [b]nurhasan_007@yahoo.com (mailto:nurhasan_007@yahoo.com), [c]niningwidyah@unesa.ac.id (mailto:niningwidyah@unesa.ac.id), [d]m.e.winarno.fik@um.ac.id (mailto:m.e.winarno.fik@um.ac.id)

Creativity is a comprehensive concept involving complex cognitive processes such as perception, sensitivity and flexibility, which are commonly used in our daily lives. The design of this study is adapted from the model of Educational Research and Development, and features expert assessment of five key components, or activities, of the proposed model. Instrument validation was achieved with results showing 3 activities (60%) to be very valid, 2 activities (40%) to be moderately valid and no

activities as invalid. Following validation, pre- and post-testing was conducted to evaluate the effectiveness of the model's activities on creative thinking skills in children aged 4-5 years. This study is expected to develop the play motion activities learning model to enhance early childhood creative thinking. Pages 219 to 236

Pdf (/images/vol5iss4/5417_Roebyanto_2019_E_R.pdf)

A Comparative Study of "Conventional," "Beads" and "Running Plot" Media Methods for Addition and Subtraction Education

Goenawan Roebyanto

Department of Primary School and Pre-School Education, Universitas Negeri Malang, Indonesia
Email: goenawan.roebyanto.fip@um.ac.id
(mailto:goenawan.roebyanto.fip@um.ac.id)

This study aims to examine significant differences among various learning methods: (a) conventional, (b) the use of "beads" media, and (c) the use of "running plot" media. H_0 in this study suggests that through the use of these methods, no significant difference exists in the average class achievement towards the addition and subtraction of integers learning at the Elementary School of Bunulrejo 2, Malang City. The results of this study reject this initial hypothesis and rather support H_a, which states that a significant difference does exist in the average class achievement of integer addition and subtraction among the three teaching methods of beads, conventional and running plots at SDN Bunulrejo 2, Malang City. Pages 237 to 243

Pdf (/images/vol5iss4/5418_Indreswari_2019_E_R.pdf)

Interaction of E-Learning: Student Self-Efficacy in Using the "Learning Management System (Sipejar)"

Henny Indreswari[a], Nunung Nindigraha[b], Yulias Prihatmoko[c], Aisyah Ayu Qonita[d]

[a]Department of Guidance and Counseling, Universitas Negeri Malang, Indonesia,

[b c d] Department of Education Technology, Universitas Negeri Malang, Indonesia

Email: [a]henny.indreswari.fip@um.ac.id
(mailto:henny.indreswari.fip@um.ac.id),
[b]n.nindigraha@gmail.com (mailto:n.nindigraha@gmail.com),
[c]yulias.prihatmoko.fip@um.ac.id
(mailto:yulias.prihatmoko.fip@um.ac.id),
[d]aisyahqonita19@gmail.com

Universitas Negeri Malang (UM) developed the Sistem Pengelolaan Pembelajaran (SIPEJAR), an e-learning learning management system integrated with UM's academic system. SIPEJAR is designed to increase self-efficacy when performing various learning tasks. The purpose of this study is to therefore describe students' self-efficacy in using and interacting with the SIPEJAR system for learning purposes. The subjects of this study were students of UM FIP, with whom a quantitative descriptive survey method was used. Results showed that students of the Faculty of Education at the Universitas Negeri Malang displayed good interactions with the SIPEJAR system. Of the four variables that affect self-efficacy, the average indicates a value of 72. 96%

in both categories. It can therefore be concluded that students have good self-efficacy when using SIPEJAR and are highly confident in achieving successful learning. Pages 244 to 265

Pdf (/images/vol5iss4/5419_Burhanuddin_2019_E_R.pdf)

Improving University Leadership Performance through Enhanced Organisational Culture

Burhanuddin Burhanuddin[a], Francisco Ben[b], Achmad Supriyanto[c]

[a] [c]Department of Educational Administration, Faculty of Education, State University of Malang, [b]Tabor College of Higher Education, Faculty of Education, Millswood SA 5034 Australia

Email: [a]burhanuddin.fip@um.ac.id (mailto:burhanuddin.fip@um.ac.id),[b]FBen@adelaide.tabor.edu.au (mailto:FBen@adelaide.tabor.edu.au), [c]a.supriyanto.fip@um.ac.id

Organisational culture is regarded as one of the situational factors that influences the management and leadership of organisations. University leaders are challenged to build cultures that address organisations' needs and goals. This study aims to examine organisational culture being adopted in universities and how it influences leadership performance and student academic culture. A quantitative approach was taken in conducting this study with a multiple regression design. The study involved 332 participants from five Indonesian universities consisting of 98 employees, 58 lecturers and 176 students. Data was collected using a questionnaire and analysed with descriptive and inferential techniques. Results indicate that organisational culture produces significant impacts on leadership performance, administrative services and student academic culture. University leaders must therefore be familiar with their organisation culture and should choose the leadership style best suited to that culture. Pages 266 to 284

Pdf (/images/vol5iss4/5420_Yunisrul_2019_E_R.pdf)

Effects of Free Expression Methods on Elementary School Students' Creativity in Three-Dimensional Drawing

Yunisrul[a], Zuardi[b], Arwin[c], Suci Rahmadani[d]

[a] [b] [c]Primary Education, Universitas Negeri Padang, Indonesia

[d]Non-formal Education, Universitas Negeri Padang, Indonesia

Email: [a]yunisrul46@gmail.com (mailto:yunisrul46@gmail.com), [b]zuardi.msi@gmail.com (mailto:zuardi.msi@gmail.com), [c]arwinrasyid62@gmail.com (mailto:arwinrasyid62@gmail.com), [d]Suciramadani909@gmail.com

This research aims to determine the influence of the free expression method on students' creativity in drawing three dimensions. Students from class IV of the Elementary School State Gugus 1 IVAngkek subdistrict were selected for the sample study of this research using a simple random sampling technique. The study employs a quantitative research method within an experimental and quasi-experimental design. Data collection techniques used are essay-shaped tests, and a t-test is used for analysis to determine the influence of the two average values following the test. The results of this study suggest that the mean post-test class of experimentation was 80.96 and the mean control class was 77.00. Analysis of data from both classes obtained t-count results of 5.132 and 1.701, both of which are

above the required level of 0.05. It can therefore be concluded that the free method of expression produces positive results in students' creativity in drawing three dimensions. Pages 285 to 299

Pdf (/images/vol5iss4/5421_Fitria_2019_E_R.pdf)

Effectiveness of Problem Based Learning for Improving Motivation and Critical Thinking Skills

Yanti Fitria[a], Ratmi Yetti[b], Risda Amini[c], Rifda Eliyasni[d]

[a b c d]Primary Education, Universitas Negeri Padang

Email: [a]yanti_fitria@fip.unp.ac.id (mailto:ayanti_fitria@fip.unp.ac.id), [c]risdamini@yahoo.co.id (mailto:crisdamini@yahoo.co.id), [d]rifdaeliyasni@yahoo.com

Critical thinking is a learning process and it is not a question of natural ability. It is a process of dealing with a problem in life. The phenomenon of low motivation and critical thinking skills of primary school (SD) students at Plus Aisyiyah 1in Padang City is the subject of this research. The purpose of this research is to describe the improvment of the motivation of critical thinking ability of learners in science by using a Problem Based Learning model in the fifth year students at Plus Aisyiyah 1 Padang city. The type of research used is classroom action research implemented in two cycles, while using the Problem Based Learning model. The results of the study show an increase in the critical thinking skills of students by achieving a score of 9.27%. Thus the problem based learning model can improves students' learning competencies. Pages 300 to 316

Pdf (/images/vol5iss4/5422_Gistituati_2019_E_R.pdf)

Building Culture of Trust Among Academic Staff and University Leaders

Nurthizrah Gistituati[a], Azwar Ananda[b]

[a]Educational Administration Department, Universitas Negeri Padang, [b]Citizenship Education Department, Universitas Negeri Padang

Email: [a]gistituatinurhizrah@gmail.com (mailto:gistituatinurhizrah@gmail.com), [b]ananda.azwar4127@gmail.com

The aim of this paper is to propose several ways to build a culture of trust among academic staff and university leaders in a higher educational institution. The study was conducted at the Universitas Negeri Padang and it was found that the culture of trust among the academic staff and university leaders were not yet strongly embedded. From several studies that have already been conducted elsewhere show that the culture of trust plays an important role for the effectiveness of an institution, including higher educational institutions. Institutions that have a strong culture of trust among their members were likely to be more effective than those which do not have. Therefore, it is necessary for a leader of an institution or organisation to develop a strong culture of trust among its members. Pages 317 to 332

Pdf (/images/vol5iss4/5423_Kusumawardani_2019_E_R.pdf)

Social Innovation and Collaboration Skills of Parent Involvement: A Choice or a Need?

Erma Kusumawardani[a], Endang Titik[b]

[a]Non-formal Education, Universitas Negeri Yogyakarta, [b]Center for Early Childhood Education and Development and Yogyakarta Community Education

Email: [a]ermakusumawardani@uny.ac.id (mailto:aermakusumawardani@uny.ac.id), [b]bungabakung@gmail.com

Parents should have a paradigm following increasingly sophisticated demands. However, in reality, the classical paradigm is still inherent in parents to participate and be involved in the success of their child's education. Parental involvement is inseparable from partnerships with formal and informal education components. Collaboration skills become a significant effort in realising social innovation. Through participatory action research methods, this study seeks to develop a pattern of parental involvement and observe changes in the patterns developed. This action research was conducted in collaboration with elementary school education units in two districts, Daerah Istimewa Yogyakarta. The family engagement clinic is an embodiment of the pattern developed to be further seen as a choice or need. There are positive changes in the research target groups that can be measured and observed during the implementation process and mentoring. Pages 333 to 350

Pdf (/images/vol5iss4/5424_Tohani_2019_E_R.pdf)

Learning Process and Experiential Based Cultural Literacy Education Needs

Entoh Tohani[a], Puji Yanti[b], RB. Suharta[c]

Non-formal Education, Yogyakarta State University

Email: [a]tohani@uny.ac.id (mailto:atohani@uny.ac.id), [b]pujiyanti@uny.ac.id (mailto:bpujiyanti@uny.ac.id), suhartapls@gmail.com (mailto:suhartapls@gmail.com)

The purpose of this study is to understand the process of learning and cultural literacy education needs based on experienced arts and cultural actors. This study carried out for cultural literacy practitioners will be formed optimally if the learning process takes significant importance. This research is a case study with qualitative approach carried out in Bejiharjo village, Yogyakarta. Data was collected through interviews, observation, and focus group discussions. The key people included art and cultural practitioners, community leaders, and cultural village manager. The results showed that the actor implementing the learning process independently and collectively preserved and developed culture. It is realised there is a need for cultural literacy education that can be applied directly in cultural activities related to regeneration, curriculum, trainer and competence in marketing arts and culture. A meaningful education process can be done as an act of development to manage arts and cultural community. Pages 351 to 365

Pdf (/images/vol5iss4/5425_Efendi_2019_E_R.pdf)

Critical Factors in the Performance of Special Education Teachers in Inclusive Schools

Mohammad Efendi, Dimas Arif Dewantoro, Rizqi Fajar Pradipta, Umi Safiul Ummah

[a b c d] Special Education, State University of Malang

Email: [a]mohammad.efendi.fip@um.ac.id
(mailto:amohammad.efendi.fip@um.ac.id),
[b]dimas.arif.fip@um.ac.id (mailto:bdimas.arif.fip@um.ac.id),
[c]rizqi.fajar.fip@um.ac.id (mailto:crizqi.fajar.fip@um.ac.id),
[d]umi.safiul.fip@um.ac.id

The purpose of this study is to analyse the performance of special education teacher competencies and factors that influence the performance of teacher competencies in Inclusive School in Malang, Indonesia. For this reason, the type of research plan is descriptive quantitative research using the ex post facto method which means that all information recorded in this study has already been conducted. The results of the questionnaire and interviews with 43 special education teachers at the Inclusive Schools in Greater Malang showed that, descriptively, the pedagogic, personality, professional and social competencies of the inclusive teachers were in the good category, although this is not what was expected. Partially, the determinant contributions (age, sex, years of service, additional education) have no significant effect on teacher performance, but simultaneously these determinants can work together to contribute significantly to the performance of education teachers in Inclusive Schools in Greater Malang. Pages 366 to 379

Pdf (/images/vol5iss4/Pt_2/54201_Dewantoro_2019_E_R.pdf)

Accommodating Critical and Creative Thinking of Disable Students Through a Design Thinking Approach

Dimas Arif Dewantoro[a], Muslihati[b], Rizqi Fajar Pradipta[c], Sinta Yuni Susilawati[d]

[a c d]Special Education Department, Universitas Negeri Malang, [b]Guidance and Counseling Department, Universitas Negeri Malang

Email: [a]dimas.arif.fip@um.ac.id
(mailto:dimas.arif.fip@um.ac.id), [b]muslihati.fip@um.ac.id
(mailto:muslihati.fip@um.ac.id), [c]rizqi.fajar.fip@um.ac.id
(mailto:rizqi.fajar.fip@um.ac.id), [d]sinta.yuni.fip@um.ac.id

Improving the ability to think creatively and critically among students with disabilities requires adjustments to learning in heterogeneous classes. The modified design thinking approach provides an opportunity for students with disabilities to manage creative ideas. This study used a descriptive survey study of 72 students including 6 disabled students and 66 non-disabled students. The results of the study mentioned the participation of visual impairment students in active categories, namely 72%, 76% and 71%, hearing impairment students' participation in the acting categories were 72% and 70%. There is urgency in accommodating the learning needs of students with visual impairment at the empathy and prototype stages. The urgency of accommodating needs in learning for students hearing impairment is at the stage of empathise and desperation. Pages 380 to 397

Pdf
(/images/vol5iss4/Pt_2/54202_Prihatmoko_2019_E_R.pdf)

Strengthening Capability in the Learning Profession of Education Technology at State University Of Malang

Yulias Prihatmoko[a], Sulton[b], Henry Praherdhiono[c]

[a] [b] [c]Department of Education Technology, State University of Malang, Indonesia

Email: [a]yulias.prihatmoko.fip@um.ac.id (mailto:ayulias.prihatmoko.fip@um.ac.id), [b]sulton.fip@um.ac.id (mailto:sulton.fip@um.ac.id), [c]henry.praherdhiono.fip@um.ac.id (mailto:henry.praherdhiono.fip@um.ac.id)

Migration towards capabilities from the era of competence influences the design and management of learning ecology. This is done through the ability of transdisciplinary conditions from various competencies to support core competencies. The learning process of the Educational Technology Profession (TEP) course at Malang State University (UM) is designed and managed using learning capacity building. The purpose of this study is to look at 1) how to strengthen the ability of students to work by creating innovative ideas that can be improved and are related to the profession and 2) how students act as the originators of ideas in the process of constructing knowledge and abilities as a form of reinforcing learning outcomes. The method used in this study is survey methods to determine the response of the research subjects to get a picture of the quantity and quality of students working with developing creative ideas. The research result showed that the learning process strengthens capabilities and supports the UM curriculum and builds learning outcomes. Pages 398 to 412

Adaptive Learning Analytics Management System (Alams): An Innovative Online Learning Approach

Ence Surahman[a], Dedi Kuswandi[b], Agus Wedi[c], I Nyoman Sudana Degeng[d], Dini Aris Setyanti[e], Zahid Zufar At Thaariq[f]

Departement of Educational Technology, State University of Malang, Indonesia

Email: [a]ence.surahman.fip@um.ac.id (mailto:ence.surahman.fip@um.ac.id), [b]dedi.kuswandi.fip@um.ac.id (mailto:dedi.kuswandi.fip@um.ac.id), [c]agus.wedi.fip@um.ac.id (mailto:agus.wedi.fip@um.ac.id), [d]nyoman.sudana.d.fip@um.ac.id, [e]diniaris7@gmail.com, [f]zahidthoriq123@gmail.com

Online learning in some universities in Indonesia have experienced a significant development in the last ten years. However, most services are presented uniformly for all learners. The homogeneity in the sense of service is not celebrated in the diversity of learners' preferences. This study aims to develop online learning services that can adapt to the characteristics of learners in particular learning style. The method used in the form of research and development (R & D). Stages of research began with the analysis of the characteristics of learners, then the development of services that can

adapt to the characteristics of learners was considered. The next phase tests the online learning that has been implemented. Based on the results of the expert judgments Alams can facilitate the diversity of learners. In addition, the learning process can be effective as evidenced by the achievement of learning outcomes of learners who exceed the target set. Pages 413 to 430

Strengthening Moocs of Academic Community Through Scaffolding Electronic Automation

Henry Praherdhiono[a], Ririen Kusumawati[b], Eka Adi Pramono[c], Adi Atmoko[d]

[a] [c]Education Technology, State University of Malang, [b]Information Technology, the State Islamic University of Maulana Malik Ibrahim Malang, [d]Counselling, University of Malang

Email: [a]henry.praherdhiono.fip@um.ac.id (mailto:ahenry.praherdhiono.fip@um.ac.id), [b]ririen.kusumawati@ti.uin-malang.ac.id (mailto:bririen.kusumawati@ti.uin-malang.ac.id), [c]eka.pramono.fip@um.ac.id (mailto:ceka.pramono.fip@um.ac.id), [d]adi.atmoko.fip@um.ac.id

MOOCs services need to be strengthened through electronic scaffolding. Scaffolding was developed for prospective members of the academic community and is in the form of surveys and quizzes. The technique is embedded in the design community MOOCs Engineering Technology field. The MOOCs development model that features scaffolding for community development is based on survey results of engineering technology readiness of community members. Based on the quantity domination, engineering technology community members have received the input start readiness and technical concepts. Scaffolding electronics will be automatically assigned by the system in MOOCs as an input to every member of the community through the assessment. Scaffolding is electronically embedded into synchronous features and is asynchronous for giving out support for more effective collaboration activities. Pages 431 to 446

Digital Broadcasting System Integration for Strengthening Competence Capacity in Life-Based Learning Model

Sulton[a], Henry Praherdhiono[b], Yulias Prihatmoko[c]

[a] [b] [c]Department of Education Technology, State University of Malang, Indonesia

Email: [a]sulton.fip@um.ac.id (mailto:sulton.fip@um.ac.id), [b]henry.praherdhiono.fip@um.ac.id (mailto:henry.praherdhiono.fip@um.ac.id),, [c]yulias.prihatmoko.fip@um.ac.id

Capacity of competence of students at Universitas Negeri Malang is the focus of learning outcomes as a consequence of the application of Life Based Learning

models in curriculum. Strengthening the capacity of student competency requires flexible technology support. Learners with the characteristics of the present, the evolution of the generation and requires the services of the present. Broadcasting technology services leads to hybrid information. Analog delivery patterns in the form of text, images, audio and video, have evolved towards digital streaming technology. The method of development through the integration of Web 2.0 technology, based on the development models for web-based learning. Digital broadcasting system is a solution of professional change items, namely the change of the competence era into an era of competency capacities. Pages 447 to 463

Pdf (/images/vol5iss4/Pt_2/54206_Kartini_2019_E_R.pdf)

The Role of School Culture in the Development of Characters in Elementary School

Harti Kartini[a], **Sri Estu Winahyu[b]**

[a] [b] Department of Elementary and Preschool Education, Faculty of Education, State University of Malang

Email: [a]harti.kartini.fip@um.ac.id (mailto:harti.kartini.fip@um.ac.id), [b]sri.estu.fip@um.ac.id (mailto:sri.estu.fip@um.ac.id)

This study aims to describe the planning, implementation, evaluation, and the role of school culture in the character development of students in Elementary School. This study used a qualitative approach with a case-study design. Data was collected by observation, in-depth interviews, document studies. The results of the study indicated that character development through school culture was designed as an implementation of school vision, mission, and branding. The values of religious character are carried out through the habit of reading *Asmaul Husna*, reciting and reading and writing Alqur'an, dhuha, dzuhur, and Friday joint prayers; the value of the nationalist character by habituating ceremonies every Monday, singing national songs and folk songs; independent character values through habituation of literacy, entrepreneurship, and conversation; the value of mutual cooperation characters by habituating clean Friday, class pickets, fire suppression simulations, and entrepreneurship; character integrity values through the introduction of health problems, simulations, entrepreneurship and extra-curricular activities. Pages 464 to 475

Pdf (/images/vol5iss4/Pt_2/54207_Sakerani_2019_E_R.pdf)

A Synergy of Headmaster Leadership and Teacher Working Motivation with Public Junior High School Teacher Performance in Banjarmasin City

Sakerani[a], Prof. Dr. Ali Imron[b], M. Pd. M. Si, Prof. Dr. Ery Try Djatmika[c], R. W. W. MA. M. Si, Ph.d., Dr. Imron Arifin[d], M. Pd

[a]Doctoral Programme Faculty of Education Management, State University of Malang Indonesia, Graduate Program of Educational Management,

Universitas Negeri Malang, [b c d] Lecturer of University of Malang, East Java, Indonesia

Email: [a]Sakeranibappeda64@gmail.com (mailto:Sakeranibappeda64@gmail.com), [b]ali.imronfip@um.ac.id (mailto:ali.imronfip@um.ac.id), [c]Ery.tri.fe@um.ac.id (mailto:Ery.tri.fe@um.ac.id), [d]Imron.arifin.fip@um.ac.id (mailto:Imron.arifin.fip@um.ac.id)

The Indonesian education system is confronted with low-quality teaching, which has manifested low Teacher Competency Test (UKG) scores and incompetency among teachers. In Banjarmasin City, the UKG score in 2016 was 62.73, while, on average, the Teacher Performance Assessment (PKG) score was 49.148, which is 25.852 lower than the required minimum of 75.0. Existing pieces of literature have established the core role of school leadership in improving the quality of education offered in public institutions. The aim of the present investigation was to explore the synergistic impacts of the headmaster's leadership approaches and teacher motivation on performance among high school teachers from three schools in Banjarmasin City, Indonesia. A qualitative research framework was adopted, which entailed the utilisation of purposive sampling technique, semi-structured interviews, and thematic analysis, to collect and analyse data. The findings suggested that in the selected institutions, headmasters straightforwardly influence teachers' performance and motivation, through the provision of supportive governance. In addition, school leadership indirectly shape teachers' performance and morale through the moderating effect of school culture. Pages 476 to 492

Life Skills Curriculum Planning on Higher Education Based on Islamic Boarding Schools

Retno Indah Rahayu[1], Mohammad Huda AY[2], A. Sonhadji KH[2], Sugeng Utaya[2].

[1] Lecture, University of Gresik, Gresik City, East Java, Indonesia

[2] Professor, State University of Malang, Malang City, East Java, Indonesia

E-mail: retnoindahrahayu@yahoo.co.id (mailto:retnoindahrahayu@yahoo.co.id)

This study aims to describe and explain the curriculum development planning at three universities based on boarding schools and conceptually enrich the theory of educational management. This research uses a qualitative descriptive approach with three sites. Data collection is conducted through observation, interviews, field notes and documentation. The analysis used is single site analysis and continued cross-site analysis. The validity of data findings was checked by examining four criteria, namely: 1. Degree of trust/credibility

(credibility) 2. Transferability, 3. Dependability, 4. Certainty (confirmability). Researchers use all the criteria in checking the validity of data. The findings of this cross-site study show that those three universities, in planning the development of Life Skills curriculum, focus on: vision and mission, community needs, college load, lecturer's materials, curriculum integration, elective courses, learning facilities, learning processes based on Student Center Learning, model of democratic leadership that is mutually agreed, so as to maintain and accommodate all elements, functions and roles of the study program, and type of planning direction above (bottom up planning). This research is different from other research because the objects of this research have never been studied on its Life Skill development curriculum development planning. Pages 493 to 512

Pdf (/images/vol5iss4/Pt_2/54209_Redjeki_2019_E1_R.pdf)

Relationship of Organisational Citizenship Behaviour to Lecturer Performance Through Work Load and Motivation

Dwi Sogi Sri Redjeki[a]*, Ibrahim Bafadal[b], Sugeng Utaya[c], Achmad Supriyanto[d]

[abcd]Program Study Educational Management, Postgraduate Program, State University of Malang

*Corresponding Author Email:
[a]*rinacubby72@gmail.com;
[b]ibrahim.bafadal.fip@um.ac.id

[c]sugeng.utaya.fis@um.ac.id; [d]a.supriyanto.fip@um.ac.id (mailto:da.supriyanto.fip@um.ac.id)

The purpose of this study is to determine the relationship between Organisational Citizenship Behaviour (OCB) and the performance of lecturers through workload and motivation. Education in higher education institutions requires support especially from adequate human resources so that the education process can run well, especially in the health sector. Lecturers greatly influence the quality of the lecture process and the quality of the output produced by the higher education institution. To achieve this, a lecturer is expected to have social sensitivity and academic competence in transforming existing knowledge to their students. The purpose of this study was to determine the effect of Organisational Citizenship Behaviour on lecturer performance through workload and motivation. The results of the study using structural equation modeling (SEM) approach show that the model of lecturer performance with the SEM approach is a fit model based on GoF criteria. Organisational Citizenship Behaviour (X) with loyalty indicators (0.854) and compliance aspects (0.823) have a significant and positive effect on workload (Y1) and work motivation (Y2). workload (Y1) with indicators Participating in Cooperation Teams in Learning Activities (Y1.8) (0.770) and Attending Departmental Meetings (Y1.10) (0.741) significant and positive influence on Motivation (Y2) and Lecturer Performance (Y3) Work Motivation (Y2) with indicators Having High Risk in Action (Y2.3) (0.918) and

Trying to Do Something with New and Creative Ways (Y2.1) (0.849) have a significant and positive effect on Lecturer Performance (Y3) with indicators of academic qualifications and performance on teaching (Y3.1) (0.923) and Perceptions of Pedagogic, Professional, Social and Personality Competencies (Y3.2). Pages 513 to 534

Pdf (/images/vol5iss4/Pt_2/54210_Zamroni_2019_E_R.pdf)

Academic Stress and its Sources among First Year Students of Islamic Higher Education in Indonesia

Zamroni[a], Nur Hidayah[b], M. Ramli[c], IM. Hambali[d]

[a][b][c][d]Department of Guidance and Counseling, Universitas Negeri Malang, Indonesia.

Email: [a]zamroni.th@gmail.com (mailto:zamroni.th@gmail.com), [b]nur.hidayah.fip@um.ac.id (mailto:nur.hidayah.fip@um.ac.id), [c]m.ramli.fip@um.ac.id (mailto:m.ramli.fip@um.ac.id), [d]imam.hambali.fip@um.ac.id

Research on sources of academic stress among first-year students in the State Islamic Higher Education Institutions in Indonesia has not gained serious attention among scholars. This study aims to describe the prevalence and trends as well as differences in academic stress based on socio-demographics and sources of academic stress. A cross-sectional survey was conducted on 290 students in UIN of Maulana Malik Ibrahim Malang, IAIN of Jember, and STAIN of Kediri. Instruments of this study included socio-demographics, open-ended questionnaires about sources of stress, and the Academic Stress Questionnaire (ASQ) with Cronbach's Alpha = 0.86. Descriptive and inferential statistics were employed to analyse the data. The results indicated that prevalence of academic stress reached 51.1%, while the trend of high academic stress was only found among the UIN's students and common academic stress was experienced by the UIN's, IAIN's and STAIN's students. There was no significant difference between the male and the female students in the academic stress score, but the stages of change differed the score. Sources of academic stress were mainly workload (39%), limited times (25%), academic difficulty (14%), teaching relation (12%), and academic pressure (11%). Counselling services through self-development programs in the Islamic universities are necessary to improve students' psychological immunity and academic hardiness to reduce academic stress during their study. Pages 535 to 551

Pdf (/images/vol5iss4/Pt_2/54211_Soepriyanto_2019_E1_R.pdf)

The Effect of Using WebQuest for Lower Order Thinking Skills

Yerry Soepriyanto[a], I Nyoman Sudana Degeng[b], Punaji Setyosari[c], Saida Ulfa[d]

[a][b][c][d]Departement of Educational Technology, Universitas Negeri Malang, Indonesia

Email: [a]yerry.soepriyanto.fip@um.ac.id
(mailto:ayerry.soepriyanto.fip@um.ac.id),
[b]nyoman.sudana.d.fip@um.ac.id
(mailto:nyoman.sudana.d.fip@um.ac.id),
[c]punaji.setyosari.fip@um.ac.id
(mailto:cpunaji.setyosari.fip@um.ac.id),
[d]saida.ulfa.fip@um.ac.id

Previous research has been widely reported on the use of WebQuest in learning activities. However, no research reported the use of WebQuest for lower-order thinking skills. The purpose of this study was to examine the effect of the use of WebQuest for lower-order thinking skills. The research method was quasi-experimental with two groups of participants were selected by cluster random sampling. The two groups are the experimental group using WebQuest and the control group using traditional methods in learning. Participants' study was the 63 third-year student majoring in Education Technology at the State University of Malang network technology subjects. The instruments used to collect data were pre and post-test scores. The results show that learning using WebQuest is superior to traditional methods for lower-order thinking skills. Pages 552 to 563

Pdf (/images/vol5iss4/Pt_2/54213_Sulistiyana_2019_E_R.pdf)

Total Quality Management Program Specific Guidance and Counselling Services in the State High School

Sulistiyana[1], Bambang Budi Wiyono[1], Ali Imron[1], Ahmad Suriansyah[2]

[1]State University of Malang, [2]Lambung Mangkurat University

Email: sulis.bk@ulm.ac.id (mailto:sulis.bk@ulm.ac.id)

This study aimed to describe the planning, implementation, evaluation, improvement, total quality improvement program and specialised guidance and counselling services in the Senior High School. Conclusion of the study is firstly; total quality planning in guidance and counselling services with a preparatory phase (preparing) and design (designing) that involve various parties; secondly, the implementation of total quality plan in a special service counselling program conducted by a team with PDCA principle involving various components such as parents/families, teachers, and education personnel staff with coordination and intensive interaction. Evaluation is total quality in a special service program and guidance is through individual and group counseling, adherence to the program, the achievement, obstacles and constraints and involve all components including the parents / families. The total quality improvement program specialised in guidance and counselling services in the assessment-based implementation, involving stakeholders, continuous improvement, repair and improvement of the comprehensive and expanding services. Pages 564 to 582

Pdf (/images/vol5iss4/Pt_2/54214_Aslamiah_2019_E_R.pdf)

Building Professional Learning Communities (PLC) to Increase the Quality of Education in Elementary Schools

Aslamiah[1], Ahmad Suriansyah[1], Rizky Amelia[1], and Ngadimun[1]

[1]Lambung Mangkurat University, Banjarmasin , Indonesia

Email: aslamiah@ulm.ac.id (mailto:aslamiah@ulm.ac.id)

The low quality of education in Indonesia is a longstanding discussion. But until now the issue of the quality of education has not yet been resolved. This study uses qualitative methods that aim to identify and describe building professional learning communities to improve the quality of education in schools. Data collection is conducted using interviews, observation, and documentation techniques. Improving the quality of education is in line with the design of today's teacher quality improvement programs that emphasise collaboration oriented to enabling teachers to overcome any problems encountered; which are interactive and interrelated programs and implemented continuously and planned systematically and comprehensively. Pages 583 to 598

Pdf (/images/vol5iss4/Pt_2/54215_Maisyaroh_2019_E_R.pdf)

Development of the Model of Implementation and Evaluation of the 21st Century Community Participation in *Pesantren*-Based Junior High School

Maisyaroh, **Mustiningsih**, **Desi Eri Kusumaningrum**, **Ahmad Munjin Nasih**

Department of Educational Administration, Faculty of Education, State University of Malang, Indonesia

E-mail: maisyaroh.fip@um.ac.id (mailto:maisyaroh.fip@um.ac.id)

This study aims to determine the model of implementation and evaluation of community participation in the 21st century in a *pesantren*-based junior high school. The *Research and Development* design is used to produce certain products. Development that is used to produce product components refers to the Reflective, Recursive, Design, and Development (R2D2) model. The results of the reviews and trials were analysed descriptively as a percentage. Based on the results of the review, the community participation implementation model is very feasible to use and the evaluation model is declared feasible to use. Conclusions of the results of the study: (1) the model of implementation of community participation in accordance with community participation in the 21st century era in *pesantren*-based junior high schools is appropriate, (2) the evaluation of community participation models that are appropriate to the community in the 21st century era in *pesantren*-based junior high schools is feasible to use. Pages 599 to 610

Pdf
(/images/vol5iss4/Pt_2/54216_Kusumaningrum_2019_E_R.pdf)

Professional Ethics and Teacher Teaching Performance: Measurement of Teacher Empowerment with a Soft System Methodology Approach

Desi Eri Kusumaningrum[1], Raden Bambang Sumarsono[2], Imam Gunawan[3]

Department of Educational Administration**,** State University of Malang, Indonesia

Email: [1]desi.eri.fip@um.ac.id (mailto:desi.eri.fip@um.ac.id), [2]raden.bambang.fip@um.ac.id (mailto:2raden.bambang.fip@um.ac.id), [3]imam.gunawan.fip@um.ac.id

Teaching, as a profession, has professional ethics arranged in the teacher's code of ethics. The code of ethics is a reference for teachers in carrying out their teaching assignments in class. Teachers' teaching performance is the teachers' achievements in planning, implementing, and evaluating learning activities. Ttheir study uses a quantitative approach. The variables studied were professional ethics (X) and teachers' teaching performance (Y). The instrument used to measure the two variables was a questionnaire. The research respondents were 20 teachers of Junior High School in An Nur Malang Regency, East Java, Indonesia. To test the research hypothesis Pearson Product Moment Correlation was used. Hypothesis test results concluded that: there is a positive relationship between professional ethics (X) and teaching performance (Y) at Junior High School in An Nur Malang Regency, East Java, Indonesia, with a correlation coefficient of 0.498. Pages 611 to 624

Pdf (/images/vol5iss4/Pt_2/54217_Bafadal_2019_E_R.pdf)

The Competence of Beginner Principals as Instructional Leaders in

Primary Schools

Ibrahim Bafadal[1], Ahmad Nurabadi[2], Ahmad Yusuf Sobri[3], Imam Gunawan[4]

Department of Educational Administration, State University of Malang, Indonesia

Email: [1]ibrahim.bafadal.fip@um.ac.id (mailto:1ibrahim.bafadal.fip@um.ac.id), [2]ahmad.nurabadi.fip@um.ac.id (mailto:2ahmad.nurabadi.fip@um.ac.id), [3]ahmad.yusuf.fip@um.ac.id (mailto:3ahmad.yusuf.fip@um.ac.id), [4]imam.gunawan.fip@um.ac.id (mailto:4imam.gunawan.fip@um.ac.id)

The purpose of this study is to describe the competence level of beginner principals as instructional leaders in primary schools. The aspects measured are: (1) personal competence; (2) professional competence; and (3) social competence. The research approach used is quantitative. The instrument used was a questionnaire. The research sample was 34 beginner principals, from 3

regions namely Malang City, Kediri Regency, and Pamekasan Regency; East Java, Indonesia. The data obtained were analysed using descriptive analysis. Based on the results of data analysis, it was concluded that: (1) personal competencies faced by beginner principals; (2) professional competencies faced by beginner principals in; and (3) social competencies faced by beginner principals in the excellent category. Pages 625 to 639

Improving Disaster Response Through Disaster Simulation

Imam Gunawan[1], Fira Afiantari[2], Desi Eri Kusumaningrum[3], Siti Amalia Thasbikha[4], Wildan Zulkarnain[5], Akbar Syah Ichwanda Burham[6], Ahmad Nurabadi[7], Adhe Kusuma Pertiwi[8], Hana Andriningrum[9], Puri Selfi Cholifah[10], Elis Sri Kusumawati[11], Ni Luh Sakinah Nuraini[12], Erika Mei Budiarti[13]

[1 2 3 4 5 6 7 8 9 13]Department of Educational Administration, Universitas Negeri Malang, Indonesia, [10] [12]Department of Primary School Education, Universitas Negeri Malang, Indonesia, [11]Department of Educational Economics, Universitas Negeri Malang Malang, Indonesia

Email: [1]imam.gunawan.fip@um.ac.id (mailto:1imam.gunawan.fip@um.ac.id), [2]firaafyantari@gmail.com (mailto:2firaafyantari@gmail.com), [3]desi.eri.fip@um.ac.id (mailto:3desi.eri.fip@um.ac.id), [4]amaliahthasbikha@gmail.com (mailto:4amaliahthasbikha@gmail.com), [5]wildan.zulkarnain.fip@um.ac.id (mailto:5wildan.zulkarnain.fip@um.ac.id), [6]akbar.syah355@gmail.com (mailto:6akbar.syah355@gmail.com), [7]ahmad.nurabadi.fip@um.ac.id (mailto:7ahmad.nurabadi.fip@um.ac.id), [8]adhe4555@gmail.com (mailto:8adhe4555@gmail.com), [9]hansiphana@gmail.com (mailto:9hansiphana@gmail.com), [10]puri.selfi.fip@um.ac.id (mailto:10puri.selfi.fip@um.ac.id), [11]elissrikusumawati16@gmail.com (mailto:11elissrikusumawati16@gmail.com), [12]niluh.sakinah.fip@um.ac.id (mailto:12niluh.sakinah.fip@um.ac.id), [13]meierika09@gmail.com (mailto:13meierika09@gmail.com)

Disaster preparedness is a basic need of each region to reduce the risk of disasters that can occur without knowing the time and place. Therefore, prevention is needed with the right methods so that the risk of disasters that occur, especially regarding human victims, can be minimised. The target of this disaster simulation activity is the students of Malang State University. There were 85 participants in this activity. This disaster

simulation activity was carried out with the following methods: (1) lecture; and (2) simulation. The disaster simulation activity was directly guided and directed by Indonesian Red Cross Malang Regency (PMI Kabupaten Malang Indonesia), assisted by a team of Voluntary Corps Indonesian Red Cross Unit Universitas Negeri Malang (KSR PMI Unit UM). The simulation refers to a scenario designed by the KSR PMI Unit UM. The conditions for handling disaster victims include: minor injuries, moderate injuries, serious injuries, and death victims. Handling of victims is guided by the distribution of disaster simulation teams (seven teams). The victim scenario is designed in such a way that aims to increase participants' understanding of the handling of injuries suffered by victims with various variations. Pages 640 to 653

Pdf (/images/vol5iss4/Pt_2/54219_Supandi_2019_E1_R.pdf)

Leadership of High School Head Masters in the Province of DKI Jakarta Indonesia in the Era of the Industrial Revolution 4.0

Supadi[1], Hamid Muhammad[2], Evitha Soraya[3], Dimas Kurnia Robby[4]

Department of Education Management, State University of Jakarta, Indonesia

Email: [1]supadi@unj.ac.id (mailto:supadi@unj.ac.id), [2]hamid559@gmail.com (mailto:2hamid559@gmail.com), [3]evithampunj@gmail.com (mailto:3evithampunj@gmail.com), [4]deemazkovic@gmail.com (mailto:4deemazkovic@gmail.com)

This exposition article aims to identify the role of the principal in a Senior High School's performance in the industrial revolution 4.0 era using questionnaires and a deep interview method. So, the research was conducted using mixed-methods with quantitative and qualitative approaches. We conducted questionnaires with 50 teacher's that were spread randomly to all public senior high-schools of DKI Jakarta and by conducting interviews with 10 principals from all principals of public Senior High Schools of DKI Jakarta with the assumption that each region is represented by two principals. The results of the data collection show that the principal's performance still leads their school in the era of the industrial revolution 4.0. Pages 654 to 665

Pdf (/images/vol5iss4/Pt_2/54220_Ramli_2019_E1_R.pdf)

Acceptability of Solution-Focused Counseling Manual for the Improvement of Vocational Secondary School Students' Emotional Intelligence

M. Ramli[1], Nur Hidayah[2]

Guidance and Counseling Department, College of Education, State University of Malang

Email: [1]m.ramli.fip@um.ac.id (mailto:m.ramli.fip@um.ac.id), [2]nur.hidayah.fip@um.ac.id (mailto:nur.hidayah.fip@um.ac.id)

Improving emotional intelligence of students is one of the main objectives of vocational secondary schools. One of counseling models that can be effective and efficient in improving the emotional intelligence is a solution-focused counseling. However, counselors have trouble because there is not any solution-focused counseling manual infor improving emotional intelligence of vocational secondary school students. Therefore, it is necessary to develop a solution-focused counseling manual for improving emotional intelligence of vocational secondary school students in Malang. This research is intended to produce a solution-focused counseling manual that is both theoretically and practically acceptable to improve students' emotional intelligence of vocational secondary schools in Malang. The study design is a research and development. Product test subject consists of subject matter experts and target subjects. Subject matter experts comprise of experts of guidance and counseling, educational technology, and educational psychology, while the target subjects consist of counselors and vocational secondary school students in Malang. Data were collected by questionnaire and interview techniques. Data were analyszed by quantitative and qualitative analysis techniques. The results showed that the solution-focused counseling manual being developed is acceptable both theoretically and practically to improve emotional intelligence of vocational secondary students in Malang. Pages 666 to 678

Pdf
(/images/vol5iss4/Pt_2/54221_Arwildayanto_2019_E_R.pdf)

Transparency of Education Financing Management at High School in Gorontalo City

Arwildayanto[1], Nina Lamatenggo[2], Ayu Anggraini Rosadi[3]

Department of Educational Management, Universitas Negeri Gorontalo, Indonesia

Email: [1]arwildayanto@ung.ac.id (mailto:arwildayanto@ung.ac.id), [2]nina.lamatenggo@ung.ac.id (mailto:nina.lamatenggo@ung.ac.id), [3]ayurosadi07@gmail.com (mailto:ayurosadi07@gmail.com)

This research aims to investigate the plan, arrangement, implementation and report of financing education budget management program in all SMA of Gorontalo City. The applied research method is the quantitative approach with a descriptive explanatory type. The technique of collecting data uses questionnaire, interview and documentation. The research findings reveal that the plan, arrangement, implementation and report of financing the education budget management program in all SMA of Gorontalo City is a good category. Therefore, it suggests that: 1) the plan process should involve parents actively, although it deals only by giving suggestions and assessment over school policy related to financing education in all SMA of Gorontalo City; 2)

the arrangement process of school financing education should identify what the school needs truly due to very limited school financing and education should identify the schools true needs due to a very limited school fund as well as absence of additional charges for parents; 3) principals, in the process of implementation, should keep communicating, coordinating and monitoring, in order to avoid misuse of the determined budget, for instance, a deficit occurs which makes inadequate funding and does not optimise fund absorption that can be pressed by school; 4) the report process should also involve parents due in this stage, there is thorough evaluation toward input, process and output of plan of financing education arranged and implementation by school. Pages 679 to 691

Pdf (/images/vol5iss4/Pt_2/54222_Masaong_2019_E1_R.pdf)

Character Education Management Model Development Based on Multiple Intelligence for Strengthening "Student-Ethos-Transformation" in the Revolutionary Era of Industry 4.0

Abd. Kadim Masaong[1], Siti Roskina Mas[2]

Department of Educational Management, Universitas Negeri Gorontalo Gorontalo, Indonesia

Email:[1]akmas1961@gmail.com (mailto:akmas1961@gmail.com), [2]strosmas@yahoo.co.id (mailto:2strosmas@yahoo.co.id)

Currently, Indonesia has launched the Industry 4.0 revolutionary era that characterizes the development of modern civilisation with the phenomenon of Internet of Things (IoT), big data, automation, robotics and artificial intelligence. This development trend must also be accompanied by an increase in the quality of students soft skills. Therefore, schools should be given extensive autonomy in the management of character education to strengthen the ethos transformation of students according to the demands of the Industry 4.0. Schools must improve themselves from the educational process which has been more focused on strengthening knowledge (intellectual intelligence) and ignoring the soft skill aspects (strengthening spiritual intelligence and emotional intelligence). This research has produced a Multiple intelligence-based character education management model to strengthen the ethos transformation of students in Gorontalo Province which can be a reference for all levels of education. The method adapted in this study was the Borg and Gall model which included 5 steps: (1) analysing the product to be developed, (2) developing the initial product, (3) expert validation and revision, small-scale field trials and product revisions, and (5) large- scale trials and final products. The developed model produced guidelines of planning, program implementation, monitoring and evaluation of character education management in order to strengthen the ethos transformation of students. Pages 692 to 703

Pdf (/images/vol5iss4/Pt_2/54223_Pinontoan_2019_E1_R.pdf)

The Numbered Heads Together Model in Social Learning

Marien Pinontoan

Elementary School Teacher Education Department, Universitas Negeri Manado, Indonesia

Email: marienpinontoan@unima.ac.id (mailto:marienpinontoan@unima.ac.id)

The purpose of this study was to find out how the application of the Numbered Heads Together learning model in grade IV Elementary School influenced social issues in social studies learning. This research method uses classroom action research proposed by Kemmis and Taggart, which consists of four stages, namely planning, implementing actions, observing, and reflecting. The subjects of the study were fourth grade students of Inpres 7/83 Batusaiki Elementary School with a total of 18 students, consisting of 8 male students and 10 female students. Data collection was done by observation, tests, and interviews during the teaching and learning process with the teacher in class. Data analysis was based on observations on the assessment instrument sheet. The data is described in the form of a percentage. The application of the Numbered Heads Together learning model in social studies learning material social problems in fourth grade elementary school students can make students active and synergise with teachers as facilitators and managers of learning so as to enable the achievement of optimal student learning outcomes. Pages 704 to 718

Pdf (/images/vol5iss4/Pt_2/54224_Hidayat_2019_E_R.pdf)

Career Decision-Making Difficulties Among High School Students in Jakarta and West Java: A Need Analysis For Career Guidance Application Development

Dede Rahmat Hidayat[1], Cecep Kustandi[2], Robbani Alfan[3]

[1][3]Guidance and Counseling Program, Universitas Negeri Jakarta, Indonesia, [2]Educational Technology Program, Universitas Negeri Jakarta, Indonesia

Email: [1]dederhidayat@unj.ac.id, [2]cecep_kustandi@unj.ac.id (mailto:cecep_kustandi@unj.ac.id), [3]robbani.alfan@upi.edu

The aim of this study is to discover the various career decision-making difficulties experienced by high school students as a basis for developing career guidance applications. This study involved 1913 high school students in grade 10-12 in the area of DKI Jakarta and West Java using convenience sampling techniques. The instrument used in this study is SKPK (Career Decision Making Difficulty Scale – the Indonesian version). The results showed the level of difficulty of career decision making for high school students at the moderate level, especially in the aspect of lack of information and inconsistent information. Pages 719 to 727

Pdf (/images/vol5iss4/Pt_2/54225_Wahyuni_2019_E1_R.pdf)

Participation of Watershead Communities for Environmental Rescue Efforts

Sri Wahyuni[1], Endang Sri Redjeki[2], Kukuh Miroso Raharjo[3]

Department of Non-Formal Education, Universitas Negeri Malang, Indonesia
Email: [1]sri.wahyuni.fip@um.ac.id (mailto:1sri.wahyuni.fip@um.ac.id), [2]endang.djeki.fip@um.ac.id (mailto:endang.djeki.fip@um.ac.id), [3]kukuh.raharjo.fip@um.ac.id (mailto:kukuh.raharjo.fip@um.ac.id)

The purpose of this study was to describe the profile of watershed community participation. The type of research used is descriptive qualitative research with a case study design. Data collection was carried out through observation and in-depth interviews with the community in Banjararum Village, Singosari District, Malang Regency. The results of the study show that community behaviour does not reflect the awareness and involvement of efforts to save the watershed environment as evidenced by the following phenomena: (1) community knowledge about saving the environment is still limited; (2) there is still a lot of environmental damage around the watershed; and, (3) there are negative community behaviours that damage the environment around the watershed. Based on these findings, it is suggested that educative efforts be made to the community, especially around the watershed to form a comprehensive understanding of the importance of efforts to save the environment. Pages 728 to 741

Pdf (/images/vol5iss4/Pt_2/54212_Hafdiz_2019_E_R.pdf)

Transformational Leadership Characterized Basic Principal of Islam In the City of Banjarmasin Indonesia

Yasser Ahmad Noor Hafidz[1], Bambang Budi Wiyono[2], Ali Imron[3], Ahmad Suriansyah[4]

[1]Department of Educational Management, Universitas Negeri Malang, Indonesia, [2] [3]Department of Educational Administration, Universitas Negeri Malang, Indonesia, [4] Department of Educational Management, Lambung Mangkurat University, Indonesia

Email: [1]yasser.nh@gmail.com (mailto:1yasser.nh@gmail.com), [2]bambang.budi.fip@um.ac.id (mailto:2bambang.budi.fip@um.ac.id), [3]ali.imron.fip@um.ac.id (mailto:3ali.imron.fip@um.ac.id), [4]a.suriansyah@yahoo.co.id (mailto:4a.suriansyah@yahoo.co.id)

Values-based leadership education has become very important to implaments as the moral degradation of students continues. A principles, in this case as a leader of a school, should be able to collaborate and synergise the components of the school. Some of these components include teachers, students and other school

employees. Based on the results of preliminary studies, there are similarities and differences in transformational leadership principals characterized by Islam. This study was conducted to see: (1) the values of transformational leadership as characterized by basic principals of Islam; (2) implementation of the transformational value of a primary school principal, characterized by Islam; and (3) the factors supporting and elementary school principal transformational leadership as characterized by Islam. The approach used in this study is a qualitative approach with a phenomenological type of study design; multi-cases and constant comparative method. Data was collected using in-depth interviews, participant observation and documentation techniques. Informants were selected using a purposive technique combined with the snowball sampling technique. Through this study, the research findings obtained show that elementary school leadership is characterized by the religion of Islam, generally derived from the values of *aqidah*, *syariah* and morals. Pages 742 to 763

ijicc

INTERNATIONAL JOURNAL OF
INNOVATION, CREATIVITY AND CHANGE

Character Education Management Model Development Based on Multiple Intelligence for Strengthening "Student-Ethos-Transformation" in the Revolutionary Era of Industry 4.0

Abd. Kadim Masaong[1], Siti Roskina Mas[2]

Department of Educational Management, Universitas Negeri Gorontalo Gorontalo, Indonesia

Email:[1]akmas1961@gmail.com, [2]strosmas@yahoo.co.id

Currently, Indonesia has launched the Industry 4.0 revolutionary era that characterizes the development of modern civilisation with the phenomenon of Internet of Things (IoT), big data, automation, robotics and artificial intelligence. This development trend must also be accompanied by an increase in the quality of students soft skills. Therefore, schools should be given extensive autonomy in the management of character education to strengthen the ethos transformation of students according to the demands of the Industry 4.0. Schools must improve themselves from the educational process which has been more focused on strengthening knowledge (intellectual intelligence) and ignoring the soft skill aspects (strengthening spiritual intelligence and emotional intelligence). This research has produced a Multiple intelligence-based character education management model to strengthen the ethos transformation of students in Gorontalo Province which can be a reference for all levels of education. The method adapted in this study was the Borg and Gall model which included 5 steps: (1) analysing the product to be developed, (2) developing the initial product, (3) expert validation and revision, small-scale field trials and product revisions, and (5) large-scale trials and final products. The developed model produced guidelines of planning, program implementation, monitoring and evaluation of character education management in order to strengthen the ethos transformation of students.

Keywords: *character education, model, Industry 4.0, revolutionary era*

INTRODUCTION

Multiple-intelligence-based character education to strengthen ethos transformation is a fundamental requirement in the Industry 4.0 revolutionary era. Global education in this era no longer creates a boundary given the progress of information technology and telecommunications (Scheunpflug & Asbrand, 2006; Zhao et al., 2007; Prasodjo, 2011; Ferreira, 2013; Molina & Lattimer, 2013; DeNobile et al., 2014). Technological sophistication can affect the character of students to be selfish and arrogant because they feel they have mastered technology and become arrogant with the abilities possessed, they even have the desire to master something by ignoring character values that should be upheld and become a reference in life (Govin et.al., 1990; Kemdiknas, 2010; Salleh et al., 2010; AL-Eqab & Adel, 2013; Mansor et al., 2016). Multiple-intelligence-based character education is one of the solutions to control unfavorable behaviour as a result of Industry 4.0 by making technological progress as a moment to improve self-quality, compete positively, control emotions to avoid negative actions, and always rely on spiritual values (Altan, 2017;; Yaumi et.al, 2018).

Through Multiple-intelligence-based character education, students are guided to develop: (1) spirit and discipline, including consistent actions and responsible behaviour, (2) defense for social groups and altruistic spirit with character education as personal activities based on morality, (3) personal determination or autonomy, character or morality as an effort to strengthen the empowerment of individuals or groups by establishing agreed moral rules (Vender et al. 1990; Lickona, 1991; MAK, 2014; Ash-shidiqqi, 2018). The ineffectiveness of the application of character education in schools inspired author to produce solution ideas through three years of research by making a model of Multiple intelligence-based character education management in Junior High Schools in Gorontalo province.

METHODS

This research was a development research. Development of character education management models to strengthen ethos transformation was based on Multiple intelligence. This model referred to the opinion of Borg and Gall consisting of five steps, namely: (1) analyszing the products to be developed, (2) developing the initial products, (3) expert validation and revision, (4) small scale field trials and product revisions; and (5) large-scale field trials and final products. The fifth stage was executed well by the researchers according to the research procedures resulting in a model along with the guidance. This model had been tested on teachers and students and obtained positive responses for being a solution to the application of character education in schools effectively (Borg, 2003).

RESULTS AND DISCUSSIONS
Development of a Multiple-intelligence-based character education model

The rapid development of science and technology today has added insight into students'

character formation comprehensively. The Industry 4.0 became one of the culminating points to the importance of developing Multiple intelligence-based character management model in schools. Referring to the concept of neuro-science, it can be emphasiszed that the key to the success of managing character education in students depends on the ability of teachers to develop and synergisze the potential of intellectual intelligence (IQ), emotional intelligence (EQ) and spiritual intelligence (SQ) (Berman, 2001; Sukidi, 2004; Agustina, 2006; Hamruni, 2008; Pala, 2011; Agung, 2011; Kamaruddin, 2012; Hidayati et al., 2014). Related to this, the design of programs and management activities of Multiple intelligence-based character education refers to three activities which include: (1) character education- based inbound activities; (2) character education-based outbound activities; (3) integration of character values of Multiple intelligence in subjects; and (4) habituation activities at school.

One of the strategic goals to be achieved from this character education model is to create a "blueprint" for quantum changes in students. The students character development is to create their ethos based on intellectual intelligence, emotional intelligence and spiritual intelligence (Boyatzis & Van Oosten, 2002; Tasmara, 2006; AR, 2013; Pattaro, 2016; Tannir & Al-Hroub, 2013; Novianti, 2017). These transformative values give spirit to students' character development which is expected to bring positive energy to create superior individual qualities. Values are fundamental ideas in accordance with what is desired, which is considered good and right by most members of the organisation (Co Schen, 1992; Bilsky & Schwartz, 1994; Zohar, 2007; Cooper, 2007; Powell & Hughes, 2016).

To develop ethos transformation in schools, schools should have driving values in schools. Ethos development of students which could develop transformative values both developed in character education specifically and integrated in school activities were scouts activities, inside and outside schools. Here, the schools were expected to be able to identify driving values to be developed in their students. Driving values were in the form of religious values and also from local cultural values developed in the school. These values developed from intensive excavation of all schools' components, especially the principals who led the process of developing driving values in school life. These values moved principals, teachers, students and school staff to base themselves and provide the prestige of great schools through academic and non-academic activities, and both intra-curricular and extracurricular.

Multiple-intelligence-based character education models developed in schools included three stages: (1) integration of character education with each subject matter; (2) inbound activities; (3) outbound activities, and (4) habituation. The model can be broadly seen in the following diagram (Figure 1).

Integration of character values in a learning implementation plan

The development of Multiple-intelligence-based character values in subjects was done in

order to give references to schools in implementing it in the classroom through planning contained in the theme or sub-theme of each subject and listed in the Learning Implementation Plan (LIL). The development of the Multiple-Intelligence-based character values was carried out by the following steps: (a) reviewing Basic Competencies (BC) and indicators on the syllabus; (b) determining the value of the Multiple-Intelligence-based character that will be integrated with the BC and indicators; (c) including values of Multiple-Intelligence-based characters in the Learning Implementation Plan; (d) developing a learning process that allows students to internalise values in appropriate behaviour; and (e) providing assistance to students to internalise values in their daily behaviour.

Integration of character values in the learning implementation plan was actualised through the learning process by using contextual learning models such as jigsaw, think pair share, round table and Student Team Achievement Divisions (STAD). Teachers used scientific approaches such as problem-based learning, project-based learning, discovery learning and other approaches to trigger students to carry out learning activities proactively and independently. The development of character values in learning using these various learning models made the learning atmosphere more meaningful and guided students to transform Multiple-Intelligence-based character values in the context of their lives (Figure 2). Evaluation and feedback were also conducted to determine the success achieved in implementing learning that integrates Multiple-Iintelligence-based character values.

Inbound activities through the stages of planning, implementation, evaluation and feedback
Inbound was carried out in several types of activities choices such as the form of the game using tools or without tools to test the intelligence and agility of students in solving problems. Inbound activities were carried out through the stages of planning, implementation, evaluation and feedback. Planning inbound activities was done by preparing equipment and conditioning students to be able to follow the overall activities well. Inbound activities were carried out to develop students' ability to apply character values through games or other types of agility performed in the room. Those activities were carried out to fill students' time with things that were useful after participating in learning activities (Figure 3; Figure 4). Inbound activities could be carried out integrally with scouting, Youth Red Cross, Student Activity Unit, environment-based sanitation, and the development of talents and interests. Inbound programs could be implemented in an integrated manner in the classroom learning process such as ice breaking.

Outbound activities for students and teachers
The outbound implementation was designed through scouting, Youth Red Cross, Student Activity Unit, environment-based sanitation, and the development of talents and interests. Each activity had several sub-activities and all of them were designed in a practical manner so that they were easily used as guidelines by the teacher during outbound activities. The character

values developed in each activity varied according to the substance of the activities students followed. The more varied activities that students followed, the more varied the Multiple-Intelligence-based character values that they obtained in each of these activities. The following were pictures of outbound implementation activities for students and teachers when disseminating research results (Figure 5).

Outbound activities for teachers were carried out to introduce procedures for research activities related to the transformation of ethos based on Multiple-Iintelligence which were easy and practical (Figure 6). Implanting Multiple-Iintelligence-based character values developed through inbound, outbound and integration activities in learning could contribute positively for improving the character quality of students in junior high schools.

Character education through habituation activities
One important aspect that is often not implemented in schools after training/coaching is habituation;, even though this activity is very important for strengthening the soft skills (Figure 7). Character education will be effective through habituation; therefore, teachers should strengthen their position as an innovative and creative figure who are guided and imitated by their students. Students were expected to be more active and creative in developing their soft skills (characters) so that they are accustomed to doing and practicing the learning outcomes that they have obtained in the class or during inbound and outbound activities.

First, strengthening the motivation and fighting ability of students through the pronunciation of the motto or yells "*With faith we are strong, with praying we are enthusiastic, hard work we succeed*" delivered at each morning parade and when learning will begin. The meaning of this motto is that with strong faith, without fear we will be serious to carry out various activities for the help of Allah SWT. "*with praying we are enthusiastic*" meaning that the effort we do must be strengthened by prayer. Every human is praying that will lead to high enthusiasm and optimism for success. Finally, "*with hard work we succeed*" is the belief that Allah will only give to someone in accordance with what he is trying earnestly.

Second, habituation related to strengthening aspects of emotional and spiritual intelligence in students through activities of ablution procedures, five daily prayers, *dhuha* prayers independently in school during leisure time without being instructed by the teacher, a culture of sincerity and honesty in giving/charity, and queuing culture as shown in the following picture (Figure 8).

CONCLUSION

The Multiple-Iintelligence-based character education management model in the revolutionary era of Industry 4.0 was very effective in improving the quality of character education in schools through inbound and outbound programs and the integration in learning process.

The planning of character education was the first factor that determines the success of this program so that the management of Multiple-Iintelligence-based character education was very urgent to be included, implemented and evaluated in the School Work Plans consistently and routinely to ensure the implementation of character education programs optimally. In addition, the commitment and consistency of stakeholders were absolutely realiszed in helping to instill and familiarisze character values based on Multiple-Iintelligence in school as culture.
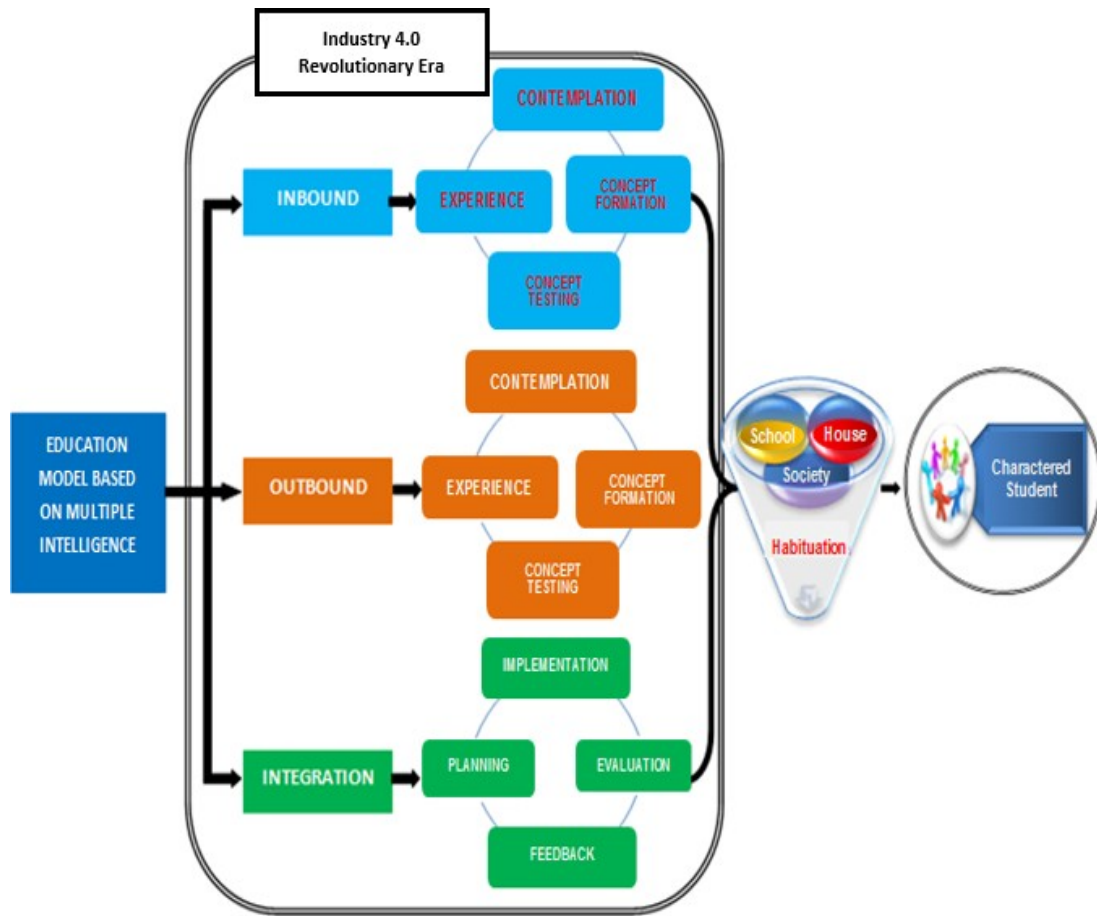
Figure 1. Model of Multiple-Iintelligence-based character education management (Masaong et al., 2016; Masaong et al., 2016; Murphy, 1999)

Figure 2. Development of character values in learning process

Figure 3. Testing the intelligence and agility of students in solving problems

Figure 4. Training of inbound activity programs for teachers

Figure 5. Outbound activities for students

Figure 6. Outbound activities for teachers when disseminating research results

The Spiritual Work

Figure 7. Positive habit to strengthen motivation of students

Figure 8. Habituation activities in emotional and spiritual intelligence aspects in schools

REFERENCES

Agung, L. (2011). Character Education Integration in Social Studies Learning. Historia: *International Journal of History Education*, *12*(2), 392-403. https://doi.org/10.17509/historia.v12i2.12111

Agustina, G. A. (2006). *Rahassia Sukses Membangkitkan ESQ Power Sebuah Inner Journey Melalui Al-Ihsan*. Jakarta: Arga.

Al-Eqab, M & Adel, D. (2013). The Impact of IT Sophistications on the Perceived Usefulness of Accounting Information Characteristics among Jordanian Listed Companies. *International Journal of Business and Social Science*, *4*(3), 145-155.

Altan, M.Z. (2017). Moral Intelligence for more Diverse and Democratic World. European *Journal of Education Studies*, *3*(3), 197-209.

Ar, Djailani. (2013). Strategy Character Building of Students at Excellent Schools in the City of Banda Aceh. *IOSR Journal of Reserch & Method in Education*, *1*(5), 49-59. https://doi.org/10.9790/7388-0154959

Ash-shidiqqi, E.A. (2018). The Analysis of Character Education in Indonesia, *3*(4), 39-46.

Berman, M. (2001). Developing SQ (Spiritual Intelligence) through ELT. Available on http://www.spiritualintelligence.com

Bilsky, W & Schwartz, S.H. (1994). Values and Personality. *European Journal of Personality*, *8*(3), 163-181. https://doi.org/10.1002/per.2410080303

Borg, Gall. (1999). Educational Research. Educational Reseach. New York.

Boyatzis, R.E., & Van Oosten, E. (2002). Developing Emotinally Intelligent Organization. Available on http://www.eiconsortium.org.

Co Schen, H.E. (1992). Organizatinonal Culture and Leadership. San Fracisco: Joosey-Bass Publishers.

Cooper. R.K. (2007). The Other 90%: How to Unlock Your Vast Untapped Potential for Leadership and Life: Tuttle-Mori Agency. Inc.

DeNobile, J., Kleeman, G., & Anastasia Z. (2014). Investigating The Impacts of Global Education Curriculum on The Values and Attitudes of Secondary Students. Geographical Education, *27*, 28-38.

Ferreira, R. (2013). Making A Case for Global Education: Revisiting Pre-service Teacher Lesson Planning Methods. In M.S Plakhotnik & S.M. Nielsen (Eds.). *Proceeding of the 12 th Annual South Florida Education Research Conference*, 53-60.

Govin, J.G., Prescott, J.E., & Dennis P.S. (1990). The Effects of Technological Sophistication on Strategic Profiles, Structure and Firm Performance. *Journal of Management Studies*, *27*(5). https://doi.org/10.1111/j.1467-6486.1990.tb00258.x

Hamruni. (2008). Mengembangkan Dimensi Spiritual-Etik dalam Wawasan Ilmu Pendidikan. Yogyakarta: Jurnal Kependidikan Islam, *3*(1).

Hidayati, A., Zaim, M., Kasman R., & Darmansyah. (2014). The Development of Character

Education Curriculum for Elementary Student in West Sumatera. *International Journal of Education and Research*, *2*(6), 189-198.

Kamaruddin, S.A. (2012). Character Education and Students Social Behaviour. *Journal of Education and Learning*, *6(*4), 223-230. https://doi.org/10.11591/edulearn.v6i4.166

Lickona, Thomas. (1991). Educating For Character. How Our Schools Can Teach Respect and Responsibility. The New York Times Company.

MAK, W.S. (2014). Evaluation of A Moral and Character Education Group for Primary Schools Students. *SS Student E-Journal*, *3*, 142-164.

Mansor, N.H.Abd, Mohamed, I.S., Lai Ming Ling, & Nawal K. (2016). Information Technology Sophistication and Goods and Services Tax in Malaysia. *Procedia Economics and Finance*, *35*, 2-9. https://doi.org/10.1016/S2212-5671(16)00003-4

Masaong, AK., Ansar, Haris, Ikhfan & Yunus Dj., Sutrisno. (2016). Developing a synergy model of intellectual, emotional and spiritual intelligences in managing student conflict. MAN in India, *96* (5): 1607-1621. *An International Journal of Anthropology*. Serials Publications [p] Ltd., New Delhi.

Molina, S & Lattimer, H. (2013). Defining Global Education. Policy Futures in Education, *11*(4), 414-422. https://doi.org/10.2304/pfie.2013.11.4.414

Murphy, E. (1999). Leadership IQ: A Personal Development Process Based On A Scientific Study. Available on http://www.toto@cps-sss.org.

Novianti, N. (2017). Teaching Character Education to College Students using Bildungsromans. *International Journal of Instruction*, *10*(4), 255-272. https://doi.org/10.12973/iji.2017.10415a

Pala, A. (2011). The Need for Character Education. *International Journal of Social Sciences and Humanity Studies*, *3*(2), 23-32.

Pattaro, C. (2016). Character Education: Themes and Researches. An Academic Literature Review. *Italian Journal of Sociology of Education*, *8*(1), 6-30.

Powell, T.H & Hughes, M. (2016). Exploring Values as The Foundation of Value Proposition Design. Journal of Business *Models*, *4*(1), 29-44.

Prasodjo, Eko. Revitalisasi Negara. (2011). Jakarta. PT. Gramedia. Kompas (4/7/ 2011).

Salleh, N.O.M., Jusoh, R., & Che Ruhana Isa. (2010). Relationship between Information Systems Sophistication and Performance Measurement. Industrial Management & Data Systems, *110*(7), 993-1017. https://doi.org/10.1108/02635571011069077

Scheunpflug, A & Asbrand, B. (2006). Global Education and Education for Sustainability. *Environmental Education Research*, *12*(1), 33-46. https://doi.org/10.1080/13504620500526446

Sukidi. (2004). *Kecerdasan Spiritual; Mengapa SQ Lebih Penting daripada IQ dan EQ*. Jakarta: Gramedia Pustaka Utama.

Tannir, A & Al-Hroub, A. (2013). Effects of Character Education on The Self-Esteem of

Intellectually Able and Less Able Elementary Students in Kuwait. International *Journal of Special Education*, *28*(1), 47-59.

Tasmara, T. (2006). Spiritual Centered Leadership. Jakarta: Gema Insani.

Vender, W, James W dan Zanden, Vander. (1990). Sociology The Core. Singapore: Mc-Graw Hill Book.

Yaumi, M., Sirate, S.F.S., & Andi A.P. (2018). Investigating Multiple Intelligence-based Instructions Approach on Performance Improvement of Indonesian Elementary Madrasah Teachers. Sage Open, *8*(4), 1-10. https://doi.org/10.1177/2158244018809216

Zhao, Y., Lin Lin, & John D.H. (2007). Establishing The Need for Cross-Cultural and *Global Issues research*, *8*(1), 139-150.

Zohar, D. & Marshall, I. (2007). Kecerdasan Spiritual. Terjemahan. Jakarta: Mizan.