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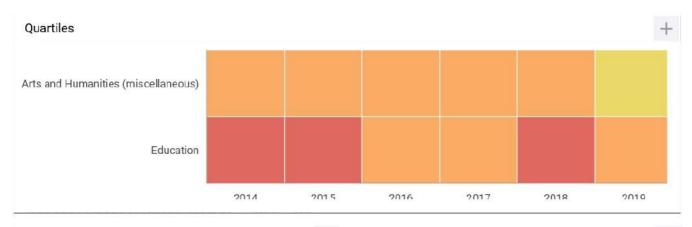Home   Journal Rankings   Country Rankings   Viz Tools   Help   About Us
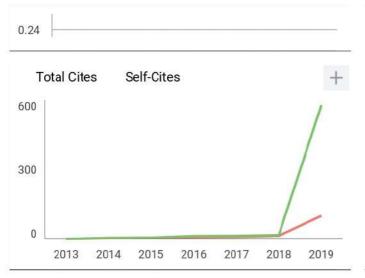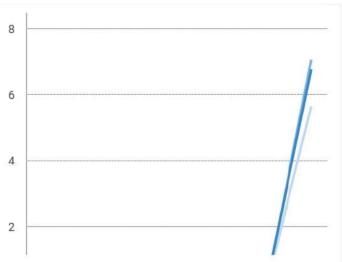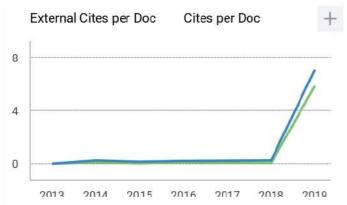
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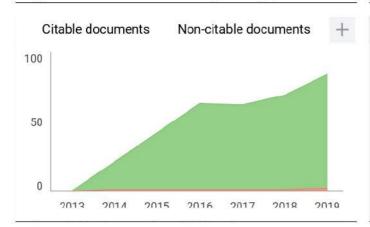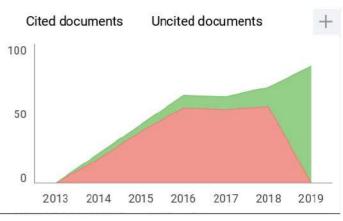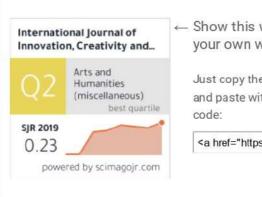
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Inheritance of the Customary Norms of Informal Education in the Tengger Community of Ngadas Village, East Java, Indonesia

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Customary norms are passed on to the younger generation in the Tengger community of Ngadas Village through informal education. Informal education is experiential, and runs spontaneously. The purpose of this research is to describe the process of inheriting customary norms through informal education to shape the behaviour of social order for the next generation of Tengger Village Ngadas. Qualitative research is used in descriptive case studies. The research case study illustrates that families inherit customary norms to shape social order behaviour. Conclusion: first, the inheritance of custom is carried out by the community through "tinular speech" or hereditary in the family to their offspring. One of the inheritances of customary norms is informal education, parents give direct examples to their children customary norms that exist in the village, so that children know and understand. Second, the norms in society are implemented jointly in the community, and custom is practiced by each individual in his family. Pages 1 to 14

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The Andragogy-Based Learning Model to Increase Functional Literacy Learning Motivation

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The objective of this study was describing and finding out: (1) the objective condition that motivates learners at functional literacy of PKBM Pengayoman at the Correctional Facility, Gorontalo; (2) the conceptual model of andragogy-based functional literacy to increase functional literacy learners' motivation, (3) implementation of andragogy-based functional literacy learning model to increase the motivation of the

learners, and (4) effectiveness of the andragogy-based learning model to increase the learning motivation of the learners. This was a research and development study with a descriptive qualitative and quantitative approach. This study was implemented at PKBM Pengayoman of the Correctional Facility, Gorontalo. The subject of this study was 10 functional literacy learners (1 group). The study found implementation of this functional literacy learning model was tried through the stages of: (1) planning; (2) implementation; (3) assessment/evaluation; and (4) development of the andragogy-based functional literacy. Pages 15 to 25

The STEAM Integrated Panca Pramana Model in Learning Elementary School Science in The Industrial Revolution Era 4.0

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Education in general, and science education in particular, have close links with culture. This can be seen from the function of education, which is empowering human potential to inherit and develop future cultures and civilisations. Until now, science education in Indonesia has tended to be adopted from the western model. The science curriculum that applies in formal schools, starting from Kindergarten, Elementary School to College, is adopted based on western culture. This shows the independence of the Indonesian people in science education. As a result of the practice of education that adopts western culture-style education that does not necessarily fit the style of the nation's own culture, it has been proven to succeed in forming a generation that is less confident, *inferior* and infatuated with western culture. Other impacts can be seen from the still low quality of the Indonesian Human Resources. The innovative idea offered in this paper is the STEAM integrated panca pramana model. Pages 26 to 39

Evaluation of the Effectiveness of Smart-Resilience Interventions for Middle School Students: A Pilot Study

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This pilot study aims at evaluating the effectiveness and feasibility of the SMART-Resilience program for secondary school students. The *control trial experiment* design conducted involved a total of 72 secondary school students in the Province of Bali. Resilience data was obtained using the 14 items of Indonesian resilience scale. The six items of acceptability and feasibility questions on the Likert's model was used to conduct the experimental group participant perception to the program, and an

interview with the counsellor facilitator of the program. Data of the effectiveness of the SMART-Resilience intervention were analysed with ANCOVA and was performed by the JASP program. The results of this study showed that: (1) the SMART-Resilience of psycho-education showed consistent effectiveness in increasing the students resilience in one week and for weeks after these sessions were terminated; and (2) the program was positive and high feasibility from students and counsellor facilitator. Pages 40 to 59

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Professional Identity of Middle School Counsellors in East Java, Indonesia, and the Development Efforts

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The development level of professional identity of guidance and counselling officers in public middle schools is the main research problem in this study. The quantitative descriptive research design using a survey method. Two data collection instruments were developed which were analyszed descriptively and the results were compared. The results show that there are level differences between self-perceptions obtained through instrument one and an assessment based on performance scale inventory obtained through instrument two. Based on these results, it is discussed the possible causes are discussed and level differences and their impact on service quality and the relationship between psychological assisting professions and other school personnel. Those issues mentioned above are discussed with the contribution of the idea on how the solution strengthens the professional identity of school counsellors from pre-service education, practice to organiszational. Pages 60 to 72

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Aspects of Guidance and Counselling in the *Pembe'atan* Tradition of Gorontalo, Indonesia

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The research question is, what are the values contained in the tradition of cultural *pembe'atan* Gorontalo? It aims to determine the values of counselling and guidance contained on the *pembe'atan* tradition. A qualitative method is applied by having 6 informants consisting of 1 traditional figure, 2 stakeholders, 1 doctor (male nurse), and 2 teenagers. Data collection techniques include interviews, observation and documentation. The research applied data triangulation. The findings of the values are: (a) personal aspect, during *be'at* to change their personalities for the better, (b) social aspect, so that adolescent social behaviour is for the better, (c) learning aspect, to understand the importance of learning and to have high motivation in learning, (d) career aspect, to make them understand the importance of work, (e) comprehension aspect, for teens understand themselves better, and (f) development function aspect, suggested for making behaviour developed after *be'at*, and from the aspect of self-adjustment function, adjust positively with their friends after be'at procession. Pages 73 to 96

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Technology Approaches to School Supervision: The Way to Improve School Supervision Practice in Remote/Disadvantaged Areas

Ikhfan Haris[1], Fory A. Naway, Wiwy T. Pulukadang

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This paper explores a review of using Information Communication Technology (ICT) to improve the quality of school supervision practices in remote/disadvantaged areas from the national and international perspective. The recent manuscript was the result of a literature review of the International Research Collaborative and Scientific Publication, which was undertaken by one of UNG's researcher teams under the RISTEK-DIKTI scheme funding. The paper will be focused on the approaches of technology to school supervision that have been applied by other countries, as well as in Indonesia, that may be applicable for school supervision in Indonesia's 3T or special regions. In addition, the paper will examine and provide information on approaches to school supervision for remote, disadvantaged and border/outlying areas utilised in other countries and it may be adopted or adapted to the unique environment in the '3T' areas in Indonesia. Pages 97 to 107

Evaluation of the Implementation of an Acceleration Class Program at Junior High School

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The purpose of this research is to investigate the objective of the planning, the objective of the implementation, and the objective of the evaluation of the acceleration class program. This quantitative descriptive study employed a Goal-Oriented Evaluation model. The data were collected by a questionnaire and documentation. The data were further analysed descriptively using a percentage formula. The results show that the planning, implementation, and evaluation objectives of the acceleration class program are categorised as very good. In regards to the evaluation of acceleration class implementation, this study proposes recommendations that the implementation of the acceleration class program in junior high school SMPN 8 Gorontalo should be continued since the program has been well-implemented; further research is expected to investigate other indicators regarding the implementation of the acceleration class; this is to provide meaningful contributions to schools, and teachers in the acceleration class significantly determining the success of the program. Pages 108 to 123

Portfolio Assessment Trial on Learning of Citizenship in Elementary School

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This research is background by the field's fact which indicates the decreasing of Indonesian educational quality recently and also the criticism from society and educational observer to the civic Education (PKN) material which is less 'Praxis' contents and rather politically and indoctrination tools oriented. These matters give the impression of a stiff learning method in the teaching and learning process; less flexibility, less democratic and tend to be teacher oriented. So, it is necessary to create a learning method which can stimulate and challenge the students to increase their capability. Among others, by applying the Portfolio Assessment on the civic Education Lesson. Through an experimental method on a three times research sample test (RPP 01, RPP 02 and RPP 03) by applying a Comparative Test (t – test), it resulted in a very

significant differentiation between before and after the learning process. This has led to the idea that there is a capability differentiation before and after a civic Education learning process with an applying of a Portfolio Assessment. One conclusion that can be drawn that based on the experimental research test result, is that it can be surely confirmed that the application of Portfolio Assessment in the civic Education Learning Process had shown an increase of students' capability at SD GMIM Sonder. Pages 124 to 135

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Adlerian Group Counselling to Improve Student's Self–Efficacy

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This research was carried out with counselling through the group counselling of the Adlerian approach with the aim of increasing low self-efficacy in middle school students. This study was conducted in Waleo State Middle School for approximately six months in the academic year of 2018/2019. There were eight students involved in this research. The design used in this research is counselling action research, carried out in stages, namely: planning, implementation, observation and reflection. The action was carried out for two sessions with eight meeting sessions, according to the steps of Adlerian counselling. The results of this study indicate that there was a significant increase in self-efficacy in the research subjects after going through the Adlerian group counselling action. Pages 136 to 146

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Improving Poetry Reading Skills in Grade V Elementary School Students using the Emotive Approach

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This research is based on the background of the emergence of the attitude of students who are impressed as they are in reading poetry, it means that students were not able to read poetry with regard to aspects of intonation, pronunciation, appreciation and appearance. This research is used to answer two main problems, how students are able to understand, appreciate the content or meaning of poetry and how students improve their poetry reading skills. The research design used is classroom action research designed by Kemmis and McTaggart. The results showed that students were able to improve their poetry reading skills using the Emotive Approach. The results of the first cycle of mastery learning classically show that students' skills reached 59.44%, and increased significantly in the second cycle reaching 92.22%. On the other hand, the results of this study have an impact and generate the emotive power of students. Pages 147 to 158

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The New Paradigm of Leadership at Elementary Schools in Borneo in the Industrial Revolution 4.0 Era

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The school headmaster as a leader in schools is required to have digital skills, as required of both technical and managerial workers in all fields during the Industrial Revolution 4.0 era. This study uses a qualitative method that aims to determine and describe the leadership of headmasters in the era of the Industrial Revolution 4.0 in elementary schools in the city of Banjarmasin. Data collection using interviews, observation, and documentation techniques was conducted. Study results from several elementary schools showed that there was an increase in the need for analytical non-routine skills and interactive non-routine skills, whereas the needs of cognitive routine, non-routine manual and manual routine skills have decreased. The headmaster's leadership, following the development of technology, must exhibit skills in influencing, encouraging, guiding, directing, and moving others who are related to the implementation and development of education and teaching in the era of Industrial Revolution 4.0. Pages 159 to 173

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The Strategy of Religious-Based Character Education in Early Childhood Education

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Character education is very important in early childhood because children are valuable assets for the nation and are the future of the Indonesian people. This study aims to determine and describe the religious-based character education strategy in the Integrated Islamic Early Childhood Education Sabilal Muhtadin in Banjarmasin. The study uses descriptive qualitative methods by collecting data using interview techniques, observation, and documentation studies. The data was validated for the criteria of credibility, transferability, dependability, and confirmability. In this research, the foundations used by the school are Al-Qur'an, As-Sunnah and Pancasila which aim to develop individual students who believe and devote to Allah SWT and have characters that follow the teachings of Islam. The strategies used include assignment, direction, habituation, role models and environmental conditioning. Pages 174 to 189

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Religious Scientific Learning Based on Sentra in School

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The development of schools on a religious basis is experiencing rapid increase, especially in kindergarten education. Parent awareness of the importance of the early in life introduction of religious values is one of the reason for this. It is necessary to have appropriate preparation for learning activities in kindergarten age children, through religious scientific learning at the sentra. The application of scientific learning in such a way is very appropriate for children of kindergarten age because every step of the learning stimulates children in various aspects of child development, while religious learning is applied to children due to the importance of developing religious and moral values to children from an early age so that they grow and develop as a whole, both in terms of knowledge as well as moral human beings who in accordance with their religion. Pages 190 to 203

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Empowerment of 'English Club' to influence Students Achievement in Speaking

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This study aims to describe the empowerment of English Club for students' achievement in speaking English, for sixth-semester students of PG-PSD at Lambung Mangkurat University. This study is conducted by using a qualitative approach. The conclusion of this study is that the English Club at PG-PSD of Lambung Mangkurat University allows for the empowerment of organization programs where students can learn English outside the classroom. It supports students to join the SEA Teacher program in the Philippines. It also supports the teaching-learning speaking process in the classroom directly; especially on the component of speaking. It can be seen from the student's speaking achievement; most students can achieve a high score for each component of speaking or get an excellent score; few students achieve a 'good' category score. Pages 204 to 216

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Trends of Forgiveness in Adolescents who have experienced Emotional Violence by Parents

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This research was conducted to obtain an empirical picture of forgiveness in adolescents who experience emotional abuse by parents and its implications for guidance and counseling. This study used a quantitative approach with a descriptive method. The sample used in this study were 39 adolescents who experienced emotional violence in SMP Negeri 14 Bandung Academic Year 2018/2019 during class of eight. Data was collected using a purposive sampling technique. Data collection used the Transgression-Related Interpersonal Motivation-18 (TRIM-18) instrument that was tested for its validity and reliability. The research findings show that forgiveness in adolescents who experience emotional abuse by parents tends to be in the moderate category. The implication of this study is the development of a mentoring and personal-social counseling program to increase forgiveness in adolescents who experience emotional violence by parents. Pages 217 to 231

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The Relationship between Self-Actualization Needs and Work Discipline with the Performance in Barito Kuala, South Kalimantan, Indonesia

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The purpose of this study was to determine the relationship between the need for self-actualization and work discipline in the context of Madrasah Aliyah (MA) teacher performance in Barito Kuala Regency. This research is a descriptive correlational research with a quantitative approach. Data analysis techniques using Structural Equation Modeling (SEM), employed Software Analysis of Moment Structures (AMOS). The results showed: (1) there is a direct relationship between the need for self-actualization and teacher work discipline, (2) there is a direct relationship between self-actualization needs and teacher performance, (3) there is a direct relationship between work discipline and teacher performance. Pages 232 to 243

Pdf (/images/vol5iss5/5518_Ulfatin_2019_E_R.pdf)

Indigenous Education in Indonesian - Traditional Families Migrant Workers Abroad: From Mothering to Parenting and Schooling for Educational Design

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The purpose of this study is to explore indepth indigenous values from traditional communities in order to improve children's educational design services. Qualitative phenomenology methods are used to explore the experiences of families and relatives of Indonesian workers who work abroad regarding caring for and guiding and facilitating their children's educational needs. Data was collected through indepth interviews and direct observation of 30 families of migrant workers who have children attending primary and secondary schools. Cross-site analysis is used to construct propositions that refer to theoretical designs about traditional indigenous society. Pages 244 to 255

Pdf (/images/vol5iss5/5519_Budiamin_2019_E_R.pdf)

The Development of a Career Guidance Program with a Modelling Technique to Improve Student Career Awareness

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The purpose of this study is to generate a career guidance program with the modelling technique to improve student career awareness. The research and development approach was conducted through several steps, namely: needs assessment, planning, implementation, evaluation, and follow-up of the program. The data analysis technique used was the paired sample t-test to determine the impact of the program. The participants are students in the fifth grade of Al-Fityan elementary school in Aceh, in the academic year of 2017/2018 and whom were selected using purposive sampling. The self-developed career awareness instrument was designed in the Likert scale with a coefficient reliability of 0.800. The findings of the research stated that the main indicator of a successful program evaluation is the improvement of the level of career awareness in students. This research concludes that the program of career guidance, which used the modelling technique, is effective to improve the awareness of students regarding their prospective future career choices. Pages 256 to 270

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Implementation of an Innovation Supervision Program by a Principal

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This research aimed to describe the innovation of academic supervision undertaken by a principal. This study used the qualitative approach with a case study design. The research has been conducted since August 2015 in the Darul Ulum Elementary School, an elementary school with Islamic boarding in Indonesia. The research data was obtained through observation, interview, and documentation study. The data analysis was carried out through the stages of reduction, presentation, verification, and conclusion. Checking the validity or the correctness of the data in this research was undertaken by using four criteria: credibility, transferability, dependability, and confirmability. The research results show that the principal conducts innovative supervision through three stages: pre-supervision, implementation, and following up. The result of the following up proves that the teacher's skill in conducting learning is improving. This case is known through the supervision process, completed in the next stage. Pages 271 to 284

Experiential Learning Model based on Creative Thinking in Learning to Write Narrative Texts

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Writing narrative text is a form of discourse that attempts to narrate an event so that it seems as if the reader sees or experiences himself. This study aims to decide whether there is an influence of the use of experiential learning models based on creative thinking in learning to write narrative texts for elementary school students in Indonesia. This study uses an experimental study consisting of a one-group pretest-posttest research design. This type of research is a quasi-experimental study. The selection of this sample uses a random sampling technique, which is a sampling technique where all people in the population, either individually or together, are given the same opportunity to be selected as sample members. The results of this study prove that there is an influence and effective use of experiential learning models based on creative thinking in learning to write narrative texts for elementary school students in Indonesia. So, this learning model can be recommended as an effective learning model for educators in teaching narrative text writing skills. Pages 285 to 296

Development of Creative Game Models Through Natural Media

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The purpose of this study was to develop creative game models with natural media for early childhood. This research uses research and development methods to produce certain products, and test the effectiveness of these products. This research was conducted at the Teratai Kindergarten in Makassar City using a purposive sampling technique. The data collection techniques used were observation, interviews, questionnaires and documentation. The data analysis

techniques used in the development of the product design (prototype) learning models were in the form of a descriptive picture and a description of practicality before testing the product. The results showed that the form of the creative game design with natural media for early childhood consists of two components. Namely, the philosophy component of the model, including the rationality of the model, objectives, teacher roles and system support, while the operational components of the model are detailed in all types of activities with various themes or sub-themes. All activities are packaged with the aim of developing children's creativity. Pages 297 to 310

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Gender Equality and Women's Participation in the Development of the Tourism Village in the Era of Industrial Revolution 4.0

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The occurrence of the industry 4.0 era is the opportunity for women to actualise themselves and be actively involved in taking part in the world civilisation. This research aims at describing and analysing the profile of women in the tourist village; and the participation and role of women based on the gender equality perspective. The technique applied in this gender analysis is a gender mainstreaming approach, particularly the Longwe Model or Women's Empowerment Framework. The subject of this research is the women domiciled in the area of the tourism village in the Semarang Regency, Indonesia. The data was collected through in-depth interview, observation, and documentation. The analysis on women's participation and gender equality includes: initially, women have a low welfare rate but through participation in the tourism village entrepreneurship, they experience an improvement in terms of economy; women's limited access to resources positions them to be less productive compared to men, thus the access to resources, technology, information, and communication should be made more available for women; women have a lower awareness than men, that the attitude to be critical needs to be developed and men and women should be equally involved in any program conducted in the village; there is an improvement in terms of women's participation in regard to decision-making and strategic position in the tourist village development; and the ability to control is increased in terms of production factors and to ensure the equality of access to resources and benefit sharing. Pages 311 to 323

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The Effectiveness of a Women's Empowerment Model

Through Social Entrepreneurship Training to Strengthen a Tourism Village Program

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The purpose of this research was to examine the effectiveness of the women's empowerment model of the Samin community through culture-based social entrepreneurship training to strengthen tourism village programs. This study was designed with sequential mixed methods. The data collection techniques used were observation, interviews, documentation, and questionnaires. The populations were Samin women who were married, at productive age and living in the Klopo Dhuwur

village area. The sampling technique used was purposive sampling. The qualitative data was analysed using an interactive model, while the quantitative data was analysed using descriptive statistics and t-test. The results showed a very good response from informal leaders (opinion leaders) of the Samin community, formal figures from the village staff, targets of Samin women's programs and village tourism program cadres on the implementation of the empowerment model through local culture-based social entrepreneurship training of batik arts and social values 'sedulur singkep' to strengthen tourism village programs. The empowerment model is effective in improving the personality, reasoning and logical thinking skills, ability in batik skills, knowledge of small business management and the ability to practice social entrepreneurship. The quality of the Samin womens' ability in managing social entrepreneurship, based on the local socio-cultural values 'sedulur singkep', improved and the Blora Batik designed by Samin is a very prospective tourist destination and is becoming a magnet for tourism village destinations. Pages 324 to 338

Pdf (/images/vol5iss5/5525_Fakhruddin_2019_E_R.pdf)

The Impact of Non-Formal Education in Community Development: A Case Study in Pati, Indonesia

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Non-formal education, which functions as a complement, substitute and enhancer, is crucial in building a community for the better. This includes development through community empowerment programs or training to improve human and natural resources or local potential in a community. This study aims to describe the role of non-formal education in the Pati Regency, as well as the supporting factors and the inhibiting factors in its implementation. This study used a qualitative descriptive approach accompanied by a Forum Group Discussion (FGD). The research subjects were the Head of Nonformal Education (PAUD, Equality and Community Education), Head of the District Education and Culture Department, SKB (Learning Activity Studio), PKBM (Community Learning Activity Center), and LKP (Course and Training Institute). Data collection was completed by observation to see firsthand the conditions in the field, documentation to obtain documentative data, and interviews or with meeting the actors or stakeholders. The method of data analysis was undertaken by collecting data in the field, reducing data to select information or data to be used, presenting data in sequence, and drawing conclusions or verification. This research finds the existence of a superior non-formal education program in each sub-district in the Pati District. This study concludes that non-formal education plays a major role in improving community development related to education (school) and equality and providing skills to improve the economy of the people in the Pati Regency. Pages 339 to 352

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The Implementation of Blended Learning Based Realistic Mathematics Education in Mathematics Teaching

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This study aims to understand the result of the implementation of a blended learning based realistic mathematics education (RME). The method used in this research is experiment research that compares the study results of the students using a blended learning based RME with a conventional model. The blended learning based RME affects the cognitive study results of the students in the elementary school mathematic study, evident from the result of the significance test calculation of the Mann Whitney test with a score of Asymp. Sig. is 0.000. The implementation of a blended learning based RME is proven to be more effective in increasing the study results than a conventional model. The N-gain percentage of the experiment class at 60.95 per cent was included in the 'quite effective' category, while control class at only 25.67 per cent was included in the 'not effective' category. Pages 353 to 361

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Constructivism Approach in Science Learning

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The aims of this study were to determine the effect of the constructivist approach to the science learning of material based on human respiration. This study uses the classroom research method and is completed across several stages of planning, implementation, observation, and reflection. The subjects of the research were fifth grade students of the elementary school, Inpres 4/82 Walian. The data collection in the study used two assessments: namely, observation and the assessment sheet. The progress and improvement obtained during the two-cycle learning process shows that through the implementation of constructivism approaches in the science subject, it can improve learning outcomes. This study concluded that the constructivism learning approach had a positive influence on science learning. Pages 362 to 376

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Lifelong Learning Through A Gender-Responsive Family Education (Grfe) Program

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Gender-Responsive Family Education (GRFE) is an activity of sharing knowledge, insight, and comprehension about the right and obligation, role, position, and responsibility between males and females to meet the gender fairness and equality in the family. The objective of this study is to upgrade families through education by providing knowledge, insight, and comprehension of gender in the family. This study was conducted in the SKB Nganjuk Regency by using the quantitative approach with a correlational research design to identify the influence of the Gender-Responsive Family Education (GRFE) program on the families residing in the SKB Nganjuk Regency. The results of this study found the technical implementation of Gender-Responsive Family Education. The packaged material was delivered using discussion or simulation. Furthermore, the implications of

Gender-Responsive Family Education was identified from the perspectives of education, self, family, social society, health and politics. Pages 377 to 393

Pdf (/images/vol5iss5/Part_2/55204_Ahmadi_2020_E_R.pdf)

E-Learning Based On 'Joomla!' To Improve the Learning Results of Social Studies Content in Primary School

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The Social Studies learning outcomes in primary school are not optimal. This research aims to develop e-learning based on the Joomla! platform to increase the learning result of Social Studies completed in the fifth grade. The research and development (R&D) undertaken used the ADDIE development model. The research subjects were 38 students in the fifth grade of a public elementary school. The data collection methods used were observation, questionnaire, interview, documentation, and test. The data analysis techniques used were preliminary data analysis, t-test, n-gain test, and the average improvement of the skill. The research results showed that e-learning, based on Joomla! media, was feasible for use. E-learning based on Joomla! media was effective towards the learning outcomes with the average differences using the t-test being 14.353, and the n-gain being 0.59, in the medium criteria. The conclusion of this study is e-learning based on Joomla! media is effective towards improving the Social Studies learning outcomes of students in the fifth grade. Pages 394 to 405

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Does Indonesian Curriculum Studies Exist?

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In order to develop an appropriate curriculum design in which it is responsive to the uniqueness of the social context, its problems and challenges, curriculum studies should be well developed. Unfortunately, in the Indonesian context, curriculum studies seem stagnant because of many problems. In this article, I combine literature review and an ethnographic method to collect and analyse the information from numerous resources; primarily, several works on curriculum and teacher college as a site of the research. I briefly elucidate the presumption of the curriculum as a legal product — not an academic product — and the lack of intellectual tradition within teacher colleges have become the main factors of why curriculum studies cannot evolve optimally in the Indonesian context. These problems should be overcome by the government, the top management of the teacher colleges and the lecturers themselves — especially those concerned with curriculum studies. Pages 406 to 420

Pdf (/images/vol5iss5/Part_2/55206_Hadiyanto_2020_E_R.pdf)

The Challenge of School Operational Assistance Management in Elementary Schools

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The Government of Indonesia seeks to improve the service and quality of education by providing School Operational Assistance (Bantuan Operasional Sekolah/BOS). This research was conducted in elementary schools in the Kampar Regency. Data was obtained through interviews, observation and documentation. The results of the analysis and discussion concluded that there were several obstacles in the management of BOS. The data was collected by interview and documentation methods, which were analysed by qualitative descriptive analysis. The results showed that the management of BOS at the elementary school was in accordance with the Ministry of Education and Culture No. 03 of 2019, concerning the Technical Guidelines for the Use of School Operational Assistance. In contrast, not all school elements have been involved and there is still a lack of supervision of the program. It is suggested that management of BOS needs to be improved more transparently and accountably though e-budgeting. Pages 421 to 432

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Character Education for the 21st Century in Developing the Careers of Children with Special Needs in the Vocational Inclusive School

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This research aims to study and compile data that is comprehensive and ranges from the new data and actual data integrated on character education in developing the careers of children in need of special vocational education. Subsequently, a process of verification and the validation of data is performed to identify where children in need of special vocational schools are, including possessing a good character in the development of his or her career as a blind, deaf, or autistic child. They are capable of learning to follow suit with their talent and interest in achieving careers in the future. Character education has always been integrated in every learning process in school, whether in being honest, working, responsible, confident, perseverant, and meticulous, among others. External research during the first year comprised a learning implementation plan and the integrated learning materials on character education for individual learning in vocational secondary schools as inclusive education providers in the City of Padang. Pages 433 to 447

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Students' Learning Outcomes Using Problem-Based Learning and Discovery Learning Models in Thematic Integrated Learning

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The aim of this study is to compare students' learning outcomes in thematic integrated learning using problem-based learning and discovery learning models. This was a comparative study. The sample of this research was 43, grade four students in selected elementary schools. A test was used to collect the data. The results of data analysis were produced using a simple statistic and showed that the value of the students' learning results using the problem-based learning model was 89.51, while it was 89.50 using the discovery learning model. It can be concluded that both the problem-based learning and the discovery learning models can improve students' learning outcomes in thematic integrated learning in elementary schools. The difference in the students' learning outcomes and between the learning models was not significant because the models are cooperative learning models. Pages 448 to 457

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The Mathematical Connection Ability of Elementary School Students in the 4.0 Industrial Revolution Era

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The background of this research is the change into the 4.0 industrial revolution era which resulted in changing the learning ability of elementary school students. The purpose of this study is to determine the connection ability of elementary school students in the era of the 4.0 industrial revolution. This is a descriptive qualitative study. The results show a weak mathematical connection ability of elementary school students in the 4.0 industrial revolution era. The implication of this research is that it provides a foundation for teachers or other researchers in developing an effort to improve the mathematical connection ability of elementary school students. Pages 458 to 472

Pdf (/images/vol5iss5/Part_2/55210_Prasetyo_2020_E_R.pdf)

The Impact of The Industrial Revolution 4.0 on Non-Formal Education Practice

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This study aims to uncover the extent of the impact of the industrial revolution 4.0 on the development of non-formal education. Furthermore, to explain the programs developed by the PNF unit in the face of the industrial revolution 4.0. This study used a qualitative descriptive explorative approach. The research respondents were managers and educators of non-formal education units that were determined purposively. The study was

conducted on the PNF units in the cities of Sleman, Bantul, and Yogyakarta. The results showed the impact of the industrial revolution 4.0 on the practice of non-formal education, included the optimisation of information technology had been widely applied in the academic and administrative fields in the PNF unit. Pages 473 to 486

Self-Directed Learning in The Learning Program for Integrated Healthcare Service Elderly Managerial Staff in The Bejiharjo Village, Karangmojo District, Gunungkidul Regency

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This research aims to describe the self-directed learning (SDL) process in the learning program of the integrated healthcare centre elderly managerial staff of the Bejiharjo Village in the Karangmojo District of the Gunungkidul District. The results of the study show that the purpose of this non-formal education activity is to provide information, understanding and insight to the elderly community managerial staff and elderly residents about the importance of a healthy lifestyle. The SDL approach is completed through several stages, namely: (a) increases participants' trust; (b) provides opportunities for participants to learn to ask questions; (c) provides open and mutually reinforcing communities; (d) makes learning a personal need; (e) SDL then becomes an individual commitment; (f) instils a sense of belonging to learning needs; (g) creates opportunities for participants to be involved in the learning process; (h) provides motivation to learn; and (i) encourages commitment to participants for SDL skills development. Pages 487 to 500

Collaborative Action Research Application of Socratic Methods in Learning in Primary School

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The purpose of this research is to apply the socratic method in learning in elementary schools. The research method used is research and development, which is modified into three stages. First, is a preliminary study related to the teacher's learning process at school. Second, is the development of socratic methods in elementary schools, which are validated by experts and practitioners. Thirdly, the application of the test socratic method was limited to one UPI laboratory school to determine the strengths and weaknesses of the socratic method, and to test the wider socratic method at the SD laboratory of the regional campus of the Indonesian University of Education. Pages 501 to 514

The Effect of Dean Leadership, on the Performance of Lecturers Working in The Faculty of Education in Medan State University

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The aims of this study are to determine: (1) the effect of the dean of the Faculty of Education's leadership on the work motivation of lecturers working in the Faculty of Education in Medan State University, (2) the effect of organizational culture on the work motivation of lecturers working in the Faculty of Education in Medan State University, (3) the effect of the dean of the Faculty of Education's leadership on the performance of lecturers working in the Faculty of Education in Medan State University, (4) the effect of organizational culture on the performance of lecturers working in the Faculty of Education in Medan State University, (5) the effect of work motivation on the performance of lecturers working in the Faculty of Education in Medan State University and publishing in international journals. This research is a quantitative study using a path analysis approach (path analysis) which began in the Academic Year 2018-2019 and concluded December 2018. Pages 513 to 530

Pdf (/images/vol5iss5/Part_2/55215_Pradipta_2020_E_R.pdf)

Origami and Fine Motoric Ability of Intellectual Disability Students

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This study aims to analyse the effect of playing origami on fine motor skills. The research method used is quasi experiment with time series design. Data analysis techniques including the Wilcoxon test. Data analysis techniques were based on the developmental delays experienced by students with mental retardation caused by various things. One of which is the absence of activities that optimally develop fine motor skills. One of the activities that can be used to optimize fine motor skills in retarded students is playing origami. Origami play activities involve the skills to move the fingers, the skills to move the wrists, and the skills to move the arms. Wilcoxon test will be used to test whether playing origami affects the fine motor skills of retarded students. Pages 531 to 545

Pdf (/images/vol5iss5/Part_2/55216_Sukamti_2020_E_R.pdf)

Innovation of Project Base Learning (PjBL) on Outdoor Study for PGSD's Student Activity on Education Diffusion

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This study aims to determine the response of students participating in learning activities by applying the Project Base Learning (PjBL) model based on outdoor learning in innovation diffusion courses. The research method uses a qualitative descriptive method by direct observation and documentation. The instrument used was the observation sheet and student response questionnaire. The results showed a student response of 87.1% with the criteria of strongly agreeing to the PjBL model based on outdoor learning. PjBL outside the room was in the form of training, counselling and group discussion forums. Pages 546 to 561

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Developing Learning Models to Increase Higher Order Thinking Skills in Early Childhood

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This research is based on the needs of teachers and parents for a concrete learning model, especially in regard to the implementation of the 2013 Early Childhood Education Curriculum. This is so that children can find, process and inform the results of their learning outcomes, have soft skills, and be creative in solving their daily problems by using high thinking skills. This paper seeks to develop a relevant and effective learning model to enhance children's high order thinking skills based on open ended play. This paper employed Borg and Gall's model which was adjusted into seven steps, including research and data collection, planning, development of product drafts, initial field trials, revising trial results, field trials, refinement of field trial results. The subjects were involved in product evaluation, small group trials, and big group trials. The research results confirm that the developed learning model is relevant, effective, and valid for 5-6 years old children. Pages 562 to 578

Pdf (/images/vol5iss5/Part_2/55218_Hotifah_2020_E_R.pdf)

Systematic Literature Review: Concept, Dimension, and Antecedent Multicultural Counselling Competence

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Multicultural counselling competence is a theoretical and practical movement about racial, ethnic and cultural differences in the counseling process. The purpose of this study is to review the literature of concepts, dimensions, factors that influence the competency of multicultural counseling and its measurement tools by using a systematic literature review using databases, including science-direct, IPI / Garuda Portal, Emerald, and specifically the Multicultural Development and Counseling

Journal (JMCD) using the keywords "multicultural counseling", "cross-cultural counseling" and "cultural awareness," which obtained 16 articles (N = 263). The results of the review show the concept of competence is diverse, but is still based on the Tripartite model. Moreover, a multicultural counseling competency model based on competency has not been found. Therefore, future research needs to examine competency models that are more comprehensive and based on established competency theories. Pages 579 to 595

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Development of Three-Dimensional Visuals Learning Media Using the Scientific Approach

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The purpose of this study was to determine the effectiveness of three-dimensional visuals learning media using the scientific approach. The type of research is development research. The subjects of this study were students of class V-C Primary School (SDN) 101766 Bandar Setia and consisted of 28 students. Data collection techniques in this study used questionnaires and tests. Based on the results of the first media expert validation research an average score of 4.33 and 4.80 was obtained, while the results of the second media expert obtained an average score of 4.47 and 4.67. The results of the validation of the first material expert obtained an average score of 4.77 and 4.85, while the results of the validation of the second material expert obtained an average score of 4.38 and 4.69. The results of individual trials obtained an average score of 4.67, and the results of small group trials obtained an average score of 4.35. The results of field tests obtained an average score of 4.60. Rhe results of the pre-test scores obtained an average score of 41.6 and the post-test results obtained an average score of 78.6. In regard to the pre-test and post-test scores on science subjects, the average score was 3.68 and 6.11. Pages 596 to 610

Pdf (/images/vol5iss5/Part_2/55220_Roesminingsih_2020_E_R.pdf)

The Change of Educational Tutoring Paradigm as a Non-Formal Education Unit

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Tutoring is needed because parents' lack confidence in the services provided by the school. Tutoring is considered to make students successful in their schools. Tutoring institutions as non-formal institutions are seen as important for their success in helping learning difficulties. The Industrial Revolution 4.0 apparently had a profound impact on the services provided by non-formal education including tutoring. The purpose of this article is to analyse the paradigm changes in tutoring of the industrial revolution 4.0 era through a literature review and the

use of qualitative approaches. The literature review comprises of various research results and existing analysis, which are then mapped so that it can provide information related to why conventional tutoring must change, and what strategies must be done for conventional learning guidance in order to maintain their existence and be able to compete in the future. Pages 611 to 622

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Development of Online Learning for Undergraduate Guidance and Counseling Students

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Blended learning is a combination of learning face to face, computer (offline), and internet-based learning (online). The main purpose of blended learning is to provide opportunities for a variety of students to learn independently, sustainably, and mature, so that learning will be more effective, more efficient, and more interesting. The development model used in the process of developing blended learning in the guidance and counselling profession course is the ADDIE model. The steps of developing this model include: (1) Analysis, (2) Design, (3) Development, (4) Implementation, (5) Evaluation. The development phase that has been carried out includes analysis, design, development and implementation. The results of expert tests obtained P = 97.5%. The interpretation criteria included "very good" criteria and obtained an alternative decision "very feasible". The evaluation results showed that 92.85% items were rated as good. Pages 623 to 634

Pdf (/images/vol5iss5/Part_2/55222_Setyaedhi_2020_E_R.pdf)

Problem-Based Learning Model in Practice-Oriented Student Work Sheets for Integrated Social Sciences

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This research aims to test the feasibility and effectiveness of a practice-oriented Student Work Sheet (SWS) for Integrated Social Sciences based on the PBL model for changing learning outcomes. The research used the ADDIE model. The research subject is junior high school students. The research applies the quasi experimental design that uses the non-equivalent control group design for both pre-test and post-test. Research results showed: (1) the learning media in the form of a syllabus showed a validation score of 79.16%, and therefore is considered feasible to apply, (2) a significant difference between classrooms that do and do not use the SWS. This is evidenced from a post-test mean of 79.83 for Classroom A and 70.83 for Classroom B.

It can therefore be concluded that the PBL-oriented SWS for Integrated Social Sciences is feasible and effective for improving the learning outcomes for the integrated social science subject. Pages 635 to 646

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Transformation of Research Education at Elementary School Mathematics in the Industry 4.0

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Industry 4.0 has brought change to all fields. This includes mathematics education, especially at the level of elementary education. The changes that took place in the era of the fourth industrial revolution demanded transformation in the field of research|education at elementary mathematics education. The "|" sign in the phrase signifies an interconnection between the transformations carried out in the world of mathematics education and those carried out in the world of mathematics education research. This paper was devised in order to see changes in the world in the era of Industry 4.0, as well as its impact on the direction of elementary mathematics education and the shifting paradigm of mathematics education research. Pages 647 to 656

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The Difference of Efficacy in Gaining Test of English Proficiency (TEP) Students of BIDIKMISI Scholarship Recipient

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This study aims to explore and analyse the difference of efficacy among students of the Bidik Misi scholarship who have and have not graduated by gaining TEP score. The method used in this study is quantitative descriptive approach. The population consists of 2016 and 2017 generation students receiving the Bidik Misi Scholarship in the Faculty of Education of the State University of Surabaya. Sample size is determined by using Issac and Michael Table. Questionnaire is used as research instrument. Discrimination test is used to analyse data. The findings show that: 1) most of the Bidik Misi Scholarship students have less efficacy in gaining TEP score; 2) students of the Bidik Misi Scholarship have not been able obtain score beyond the determined passing grade ; 3) there is a significant difference of efficacy among students of the Bidik Misi Scholarship who have and have not passed TEP in order to obtain TEP test. Pages 657 to 668

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Reconstructional concept map: automatic Assessment and reciprocal reconstruction

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In this paper, Kit-Build concept map (KB map) is introduced as a reconstruction type of a concept map. In the use of KB map, a learner is requested to build a concept map by using provided components, that is, nodes and links with labels. The set of components (kit) is generated by decomposing a concept map that is originally constructed by a teacher (in teaching-learning) or by a partner (in mutual understanding in collaboration). Because KB map requires a learner to reconstruct the original concept map made by another, KB map building is a promising activity to promote a learner to understand the other's understanding. In KB map, a reconstructed map can be directly compared with the original map and their differences can be detected exactly. Because several maps reconstructed from the same kit can be also laid over each other, a map expressing group understanding is generated as the result of the overlapping. These automatic functions are used in collaborative learning situation to detect differences of the participants' understanding. This paper describes a framework of KB map, practical uses in classrooms, the validity of automatic assessment of KB map, and reciprocal kit-building as a mutual reconstruction of KB map in a collaborative situation. Pages 669 to 682

Islamic Comprehensive Guidance and Counselling to Enhance High School Students' Mental Health

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All human beings naturally have 'hanif'. It is a potential that tends to truth and directs to the achievement of a beatific life of the present time and the hereafter. However, its development is varied from one person to another, especially in its relation to the current situation, when some social practices are gradually changing to overcome local wisdom. An abominable living environment results in unfavourable impacts, i.e. personal-communal problems, unhealthy mental development (anxiety, stress, feeling of isolation), and distorted behaviours (moral decadence, alcohol and drugs consumption, and free sex). To cope with these conditions, a practical solution is required. The solution can be compulsorily drawn by the involvement and commitment from all parties involved in the individual's development; specifically, family, school, and the community. Pages 683 to 696

Evaluation of the Implementation of an Acceleration Class Program at Junior High School

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The purpose of this research is to investigate the objective of the planning, the objective of the implementation, and the objective of the evaluation of the acceleration class program. This quantitative descriptive study employed a Goal-Oriented Evaluation model. The data were collected by a questionnaire and documentation. The data were further analysed descriptively using a percentage formula. The results show that the planning, implementation, and evaluation objectives of the acceleration class program are categorised as very good. In regards to the evaluation of acceleration class implementation, this study proposes recommendations that the implementation of the acceleration class program in junior high school SMPN 8 Gorontalo should be continued since the program has been well-implemented; further research is expected to investigate other indicators regarding the implementation of the acceleration class; this is to provide meaningful contributions to schools, and teachers in the acceleration class significantly determining the success of the program.

Keywords: *evaluation, acceleration class, junior high school*

INTRODUCTION

People are unique in their own; some have excellent intelligence, others are mediocre, and a few have poor intelligence. The government has provided students who have high intelligence quotient or IQ with the opportunity to excel in learning. This is to appreciate the students and therefore, enhance their learning. Furthermore, such a program is not only dedicated to high achievers, but also to others regardless of their IQ level as the program functions to motivate all students who determine to study. An example of an education program for students with exceptional talents is an acceleration program. This type of program provides special education to talented students to complete their regular education in a relatively short amount of time compared to other students. Among the objectives of the acceleration program are fulfilling the rights of the students based on their educational needs and satisfying the needs of the students with a specific character in terms of their cognitive development and effectiveness.

Those who enrol in the acceleration program will complete their study in all level of education, such as elementary and secondary level (involving junior high, senior high, and vocational high level) in a short time. The acceleration program is to enhance the quality of education and human resources by giving the students with remarkable talents and intelligence an opportunity to progress their education faster. This program also triggers the motivation of students with outstanding performance. The acceleration program in junior high school SMPN 8 Gorontalo is implemented based on several considerations, such as the aspects of emotional and social development of each student. Other characteristics, such as the learning style should also be regarded. This aspect not only focuses on students' cognition, but also their value and psychomotor ability. The cognitive, value, and skills are aspects that should be taken into consideration.

The government of the Province of Gorontalo has standardised the status of SMPN 8 Gorontalo in 2009/2010 in order to enhance the school's performance; the school is currently a Nationally-Standardised School (Sekolah Standar Nasional) or SSN in short. Further, the school has proven its achievement in the 2010/2011 academic year where the government entrusted SMPN 8 Gorontalo to start an acceleration class (the class is called Kelas Cerdas Istimewa dan Bakat Istimewa lit. Exceptionally Intelligent and Talented Class). The implementation of the acceleration class, however, turned out to be different. An observation on Thursday, 6 April 2017, at 10 a.m. reported that the acceleration program was no longer implemented. An interview with a teacher found that in the academic year of 2016/2017, the acceleration class was no longer offered. This issue is because teachers who taught the class did not receive additional payments. The acceleration class has more study hours compared to the one of the regular class. As a result, the teachers quit teaching the acceleration despite the positive outcomes, i.e., the graduates of the program. Many schools sought after the quality alumnae of SMPN 8 Gorontalo. Some of the schools do not require the graduates of the acceleration program, specifically from SMPN 8 Gorontalo to take the selection test as the acceleration program is considered successful.

This is seen from the quality graduates that SMPN 8 Gorontalo has produced. The issue mentioned above has drawn the interest of the researcher to investigate it as research entitled The Evaluation of Acceleration Class Implementation in Junior High School SMPN 8 Gorontalo. The objectives of the

acceleration class program, according to reference (Colangelo, Assouline, and Gross, 2004), are to: (1) adjust the pace of learning based on the students' abilities; (2) provide learning challenges at appropriate levels to avoid overload as a result of repeated learning; and (3) reduce the time to complete education traditionally. Preconditions for achieving these three goals are namely: (1) planning specific indicators of student admission, teacher recruitment, curriculum development, infrastructure and financing; (2) implementing the indicators, including learning activities and educator responsibilities; and, (3) evaluating the indicators, i.e., the evaluation of the acceleration class.

THEORETICAL FRAMEWORK

A. The Basics of the Acceleration Class

An acceleration program is an example of an education program for students with exceptional talents. This type of program provides special education to talented students to complete their regular education in a relatively short amount of time compared to other students (Widyastono, 2004). Mulyasa (2003) further adds that the acceleration class functions to help the high achievers to complete their study earlier. In conclusion, the acceleration class program is a class designed for gifted and talented students, considering that they are encouraged to learn in a situation which demands high comprehension skills. Students who enrol in this class take five-semester examinations, while those in the regular class take the same examinations six times. This situation further emphasises that students of the acceleration program must possess better academic skills. Also, an acceleration class student can take the semester examination three times a year by which they can complete their study in two years. It should be noted that students who want to take this option must pass a semester with a minimum score of 80. If the student scores poorly in a semester, they must complete the remaining study in the regular class.

B. The Objectives of the Acceleration Class Program

An acceleration class is among the approaches to bolster outstanding students to develop their potential maximally. NAGC Position Statement (Colangelo, Assouline, and Gross, 2004) mentions other purposes of implementing this program; those are: (1) Adjusting the pace of learning according to the students' abilities; (2) providing a challenging learning situation to the students based on their level; and (3) minimising the time required to complete their formal education.

C. Characteristics of Learning in the Acceleration Class

Students who enroll in an acceleration class are urged to possess one or more skills in several fields of study. They are also required to have remarkable achievements. This requirement, specifically students' achievement, is one of the benchmarks as the students are not allowed to perform poorly in one subject taught before advancing to the next grade. Furthermore, it is suggested that students with poor social and emotional condition should not enrol in the acceleration class (Feldhusen, Proctor, and Black, 1986).

Southerns and Jones, 1991 identifies two types of subject-based acceleration class, namely: (1) Continuous progress. A program that can be implemented once the main lesson has been completed and comprehended by students. New lessons can be delivered continuously once the students have mastered the previous materials. This implies that the lessons should be adjusted to the level to which the students can achieve. Speeding up the learning activities is allowed if the students are able to keep up with the pace and they have abilities that surpass the other students. Determining the continuous lesson is the responsibility of the teacher; even the students can be involved in this process (Southerns and Jones, 1991; Hawadi, 2004); and (2) Self-paced instruction. This is a part of the acceleration class program classified as continuous progress type. The difference with the previous program lies in the fact that the students are the ones who determine the speed of the learning (Southerns and Jones, 1991). Students learn the lesson based on the preference that enables them to adjust their progress that fits the pace of their learning.

Before enrolling in the acceleration class program, the student candidates should be carefully selected. Teachers who are responsible for the selection must take into consideration the students who are likely capable or incapable of enrolling the class. Furthermore, teachers are not allowed to select the students according to the students' background or to involve their feelings in the selection. The guideline of the selection of acceleration class program is as follows (Feldhusen, Proctor, and Black, 1986):

- *Assessment of student's academic skills*: students are encouraged to have outstanding performance if they are going to take the acceleration program. Students who excel in some fields of study are still allowed to enrol in the program, even though they find some difficulties in a few subjects. These types of students should be accompanied by a teacher to improve their skills in subjects that they do not good at.
- *Adaptation, health and body condition.*
- *Passion for taking the acceleration program*. Teachers, teachers who will be teaching in the acceleration class must possess positive attitudes towards the acceleration of the students' learning. Besides, teachers are urged to help their students adjusting with a new learning atmosphere.
- *Social and emotional maturity.*
- *Schedule, trial period, caution, and decision-making in the acceleration class*. In the acceleration class, the decision-making process must be established based on facts rather than myths.

D. Curriculum

The curriculum for the acceleration class refers to the national curriculum and local content. The only difference is the modification on the acceleration curriculum; it emphasises the essential lessons and it has been designed using a learning system that can encourage and mediate the integration between spiritual, logic, ethics and aesthetic development. Furthermore, this special curriculum should be able to foster the students to think holistically, creatively, systematically, linearly and in convergence to face demanding conditions in the future.

The curriculum of the acceleration class is considered a differentiated curriculum. This term refers to an individualised curriculum, not intended for common use, to meet the particular needs of students' growth in certain talents. Semiawan, 1997)(Rufi'i, 2015) (Goldin, O'Neill, Naik, & Zaccarelli, 2019) opines that four intertwined dimensions are embedded in this typical curriculum. Those dimensions are namely: (1) general dimensions; (2) dimensions of differentiation; (3) non-academic dimensions; and (4) dimensions of learning atmosphere. The general dimension is a condition in which the curriculum provides the basic skills, knowledge, comprehension, values and attitudes which allow the students to meet the demand of the society or a higher educational institution.

According to Sorenson and Francis, 1988) (Lai, Guo, & Tsai, 2014)(Seo & Moon, 2017), the needs of the students representing the focus of curriculum development encompasses several components. Those are: (1) curriculum with accelerated learning speed with a bit of repetition; (2) media to master the traditional curriculum in a shorter period of time; (3) opportunities to learn material that is more abstract, more complex, and more profound; (4) opportunities to learn and apply various problem-solving strategies; (5) learning experience with a student-oriented environment; (6) opportunities for sustainable learning and practicing research skills; (7) opportunities to work independently; and (8) opportunities to interact with experts. Teachers' roles are also necessary to implement the differentiated curriculum. This is because good quality of curriculum design is not effective without the involvement of a competent teacher. Moreover, the teacher also contributes to the optimum development of the acceleration of students.

E. Teacher Recruitment

Teachers who will be teaching in the acceleration class must possess outstanding comprehension and qualities as they will be responsible for guiding students with remarkable achievements. Meeting this condition, however, is not an easy task. Therefore, the selected candidates must be the best of the best, i.e., possessing the best abilities, attitudes and skills amongst other teachers. From the operational perspective, the pre-requisite of a teacher who will be assigned in the acceleration class is as follows: (1) having academic qualifications according to the requirement of the school level. Teachers who will be in charge to teach elementary, junior high and senior high level should at least own a bachelor degree; (2) The subject or lesson assigned must comply with the teachers' education background; (3) Having a minimum three-year experience in teaching a regular class with outstanding teaching achievements; (4) Possessing sufficient general knowledge and comprehension of students with potential intelligence and talents (talented students), and understanding the acceleration class program in particular; and (5) Possessing other common qualities, such as: fair and impartial, democratic cooperative attitude, flexibility, sense of humor, appreciating and praising, broad interests, giving attention to children's problems, and attractive appearance and attitude.

- Teachers are responsible for developing the potential of their students. This can be actualised by integrating interesting, fun and challenging activities in learning, which changes their students in a positive direction. Management of the class by the teachers, in addition to teaching, can also transfer positive values to the students. Teachers also act as motivators. Considering the above discussion, those who want to teach acceleration class are urged to possess several competences. These will be discussed as follows:*Understanding students' characteristics and needs* (Seeley, 1979; Hultgren and Seeley, 1982; Nelson and Prindle,

1992; (Buchari & Matondang, 2017). It is essential for a teacher to understand students' needs by identifying the characteristics of a particular special intelligence and the impact of the needs on the students' behaviour. This is intended to avoid misinterpreting the behaviour of the students' in acceleration class.

- *Capable of developing teaching methods to students of acceleration class* (Seeley, 1979; Hultgren and Seeley, 1982; Nelson and Prindle, 1992). Comprehending varied teaching methods, be it general or specific, is a requirement for teachers.
- *Capable of developing teaching material for students of acceleration class* (Seeley, 1979; Hultgren and Seeley, 1982; Nelson and Prindle, 1992). Teachers need to select instructional media that enables the stimulation of the acceleration class students' cognition successfully. It involves the selection of textbooks, modeling kits and other learning resources according to the learning needs. On top of that, teachers must be able to differentiate materials.

Capable of teaching high-thinking skills (Seeley, 1979; Hultgren and Seeley, 1982; Nelson and Prindle, 1992). Teachers of the acceleration class are demanded to comprehend a variety of thinking skills methods, e.g., PCD approach, PMI, six thinking hats, thinkers' keys, scamper, and creative problem-solving (CPS).These methods are able to stimulate the students to think critically and creatively.

- *Capable of using techniques of questioning* (Seeley, 1979; Hultgren and Seeley, 1982). Questioning techniques are central for teaching students in the acceleration class, considering the role of teachers as a facilitator rather than an instructor. It is suggested for teachers to foster students' curiosity by asking meaningful questions using a particular questioning technique according to the students' needs, specifically the depth and the breadth of the topic of the question.
- *Capable of using a variety of evaluation techniques* (Gallagher and Gallagher, 1994). Differentiated curriculum implemented in the acceleration class will produce multiple results which demands real observers. Thereby, teachers must determine the right individuals to observe the class. Mastering several evaluation techniques is also important.
- *Capable of applying individual teaching methods* (Seeley, 1979; Hultgren and Seeley, 1982). Often times the students in the acceleration class need to learn individually; especially those who enrol in the regular class with specific treatment. This idea emphasises the obligation of the teacher to master several evaluation techniques.
- *Capable of identifying students* (Seeley, 1979; Hultgren and Seeley, 1982). Comprehension of students' characteristics in the acceleration class must encompass the behaviour representing the special intelligence of the students in addition to the conceptual understanding to recognise the students' uniqueness. This allows the teachers to get the picture of their students who are remarkably brilliant.
- *Capable of providing student counseling* (Seeley, 1979; Hultgren and Seeley, 1982; Nelson and Prindle, 1992). ounseling skills are needed because the students in the acceleration class are prone to social and emotional problems. Academic problems may also arise due to the incapability to fulfill the learning needs. This idea suggests the obligation of a teacher to comprehend several counseling techniques for the students. Comprehending theories of learning (Gallagher and Gallagher, 1994), teachers with a better comprehension of learning

theories have the qualities to develop a suitable approach to shape students' behavior by which it enhances the learning activities (Maharani & Muchtar, 2017).

F. Facilities and Infrastructures

As an administrator of the acceleration program, a school is expected to provide all relevant facilities, infrastructures and resources to support the learning activities. Some examples of learning facilities involve: the school principal's room, the teacher's room, the student counselling office, the administration room, the student union room, the classroom with adjustable seats, the natural sciences laboratory, the social science laboratory, the language and arts laboratory, the computer laboratory, the library, the school canteen, the school cooperative, the prayer room, the polyclinic, the meeting hall, the sports field, and the toilet. The learning resources includes: textbooks, complementary books, reference books, magazines, newspapers, modules, worksheets, videotapes, VCDs, CD-ROMs. The learning media involves: radio, cassette recorder, television, OHP, wireless, slide projector, LD/LCD/VCD/DVD player, and computer. Other supporting media includes: information technology (IT) facilities, such as internet networks.

METHODOLOGY

This descriptive quantitative study employed a quantitative goal-oriented evaluation model. The selected evaluation model is commonly used among evaluators or assessors. The object of this study is the objective of the acceleration class program which had been designed before the start of the program. Furthermore, the evaluation was done continuously to identify the extent to which the objective has been accomplished during the program implementation.

The instrument used in this study involved an evaluation criteria instrument which had been designed based on the indicator of the acceleration class program assessment. The interpretation of each descriptor was further elaborated in the evaluation criteria. The type of instrument is a formative-summative evaluation developed by Michael Scriven. Questions regarding the problems or the focus of the research were given to the informants; these problems are provided in the content outline of the research instrument provided in the following (Table 1, Table 2, Table 3).

Table 1. Outline of The Evaluation of Acceleration Class Implementation: Indicator of Planning

Indicator	Sub-indicator	Description
The planning of acceleration class implementation in junior high school SMPN 8 Gorontalo	Student admission	Planning the admission of the acceleration class
		Admission system
		Criteria of admission of acceleration student
		Procedures of admission of acceleration student
	Teacher Recruitment	Teacher's need analysis
		Criteria of the teacher of the acceleration class
		Requirement
		Understanding students' characteristics
		Comprehending the theories and principles of learning
		Developing a curriculum of taught subjects
		Effectively, empathically and politely communicate with the students.
	Curriculum Development	Curriculum with a fast, learning pace adjustment with few repetitions
		Facilities to support the comprehension of a regular curriculum in a short amount of time
		Opportunities to learn more abstract materials with more complexity
		Opportunities to learn and apply various problem-solving strategies
		Having experience with student-oriented learning atmosphere.
		Opportunities to learn sustainably and to practice research skills.
		Opportunities to work independently.
		Opportunities to interact with experts.
	Facilities and Infrastructures, and Funding	Planning educational facilities and infrastructures.
		Provision of educational facilities and infrastructures.
		Maintaining educational facilities and infrastructures.
		Storage of educational facilities and infrastructures.
		Monitoring educational facilities and infrastructures.

Table 2. Outline of the Evaluation of Acceleration Class Implementation: Indicator of Class Implementation

Indicator	Sub-indicator	Description
Acceleration Class Implementation	Learning activities in acceleration class program	Total involvement of learners to improve learning activities
		Learning is regarded as an active approach to acquire knowledge rather than a passive approach
		Cooperation among learners can help the learning outcome significantly.
		Activity-oriented learning is likely to be successful rather than presentation-oriented learning
	Educators' responsibilities (school principal and teachers)	Designing activity-oriented learning is not time-consuming rather than developing the presentation-based.
		Organising subordinates to achieve organisational goals. Capable of dealing with teacher's interpersonal relation
		Capable of adapting to a certain situation
		Capable of fostering cooperation in and outside the school
		Emotionally mature and stable

Table 3.3. Outline of the Evaluation of Acceleration Class Implementation: Indicator of Evaluation

Indicator	Sub-indicator	Description
Evaluation of the learning activities of the acceleration class program	Evaluation of acceleration class	Input
		Material and curriculum
		Teacher
		Methods or approaches in teaching
		Facilities
		Human environment
		Non-human environment

Table 4 Criteria/Category

Score of criteria	Criteria/Category
81-100	All indicators are met (5)
61-80	Indicators are generally met (4)
41-60	Indicators are partially met (3)
21-40	Indicators are barely met (2)
< 21	No indicators are met (1)

Source: (Widoyoko, 2012)

The data were from a questionnaire consisting of close-ended questions. Three indicators were involved in the questionnaire, namely: classroom learning, learning dynamics and class evaluation; the respondents will be asked to choose the provided response. Following the distribution of the questionnaire was an observation to monitor the condition of the research site, specifically the implementation of the acceleration class. The last step was documentation, i.e., finding the data relevant to the admission of acceleration class students from transcripts, books, newspapers, magazines, inscriptions, minutes of the meeting, briefings and agenda notes. The documentation also recorded other activities, such as the orientation week and student counselling.

$$\text{Score of Criteria} = \frac{Obtainde\ score}{maximum\ score} \times 100 \qquad\qquad (1)$$

Data analysis refers to a process of organising and arranging the data into several patterns, categories and unit of description. The process is to find out the theme of categorisation by which it formulates the working hypothesis as the data suggested. The collected data were analysed using a quantitative descriptive method. The detail of data analysis is explained as follows: (1) Organising data. The first step was to organise the collected data from the observation notes, research commentary, and report; (2) Processing and analysing the data. This step was to employ the quantitative descriptive method in describing and interpreting the collected data. A data tabulation was also done to validate other instruments, such as the questionnaire. The data from the questionnaire were transferred to the tabulation (table). Editing the data can be done earlier to ensure that the whole questionnaire is completed. The respondents will be asked to fill the questionnaire if there are some uncompleted items; (3) Analysis and interpretation. In this step, after ensuring the validity of the data, a quantitative descriptive analysis was performed to scrutinize the data according to the criteria of evaluation of each component; and (4) Verification and Conclusion. This step was done after the result of the evaluation from the data tabulation, validation and interpretation had been retrieved. The scoring was based on the five-level scale; the respondents were assigned to select one of five choices in which the choice represent the designed scale or level. The overall evaluation criteria was calculated using the following formula.

This evaluation research entitled The Evaluation of Acceleration Class Implementation in Junior High School SMPN 8 Gorontalo consisted of several stages, i.e., preparation, implementation, and data analysis. The conduct of this study began by distributing the questionnaire to the research respondents or 36 teachers who teach in the acceleration class in the research site. The distribution began on Monday, 23 October 2017; the respondents were asked to complete the questionnaire in one week.

The data of this study were in the form of percentage obtained from the questionnaire consisting of 47 questions which ask the evaluation of the acceleration class implementation in the research site.

Validity and reliability analysis was to determine whether or not the questionnaire used to generate the data is feasible. Test validity analysis was performed to find out the validity of the content of the test and the validity of each test item. The content validity was done by referring to the supervision of lecturers and partner teachers. The validity of the test item, on the other hand, was done using the formula of product-moment correlation, the reliability test was done using the Cronbach alpha test. The school principal and curriculum teacher were involved in examining the validity of the content of the questionnaire. The validators assessed the validity of the content, language and the mechanic of the test. Suggestions and guidelines by the validators were used as a reference for the researcher: (1) According to the first validator, Drs. H. Hasyim Gani, the instrument was feasible to measure the students' learning outcome; the results of the validation confirmed that the instrument needs no revision; (2) The second validator, Hartini Suronoto, opined that minor revision is essential; and (3) The third validator, Sukarti Rahim, S.Pd, argued that the instrument is feasible to examine the implementation of the acceleration class, meaning that revision is not necessary.

DISCUSSION

A. The Components of the Implementation of the Acceleration Program

The results of testing and data analysis reveal that the objectives of the acceleration class implementation is categorised as good with a percentage of 91.72%. The first phase of the management of acceleration class in SMP 8 Gorontalo involves the student admission, teacher recruitment, curriculum development and the provision of facilities, infrastructures and funding. These processes contribute to the success and effectiveness of acceleration class (Kamothamas, 2016) (Ghousseini, 2015).

B. Student Admission in the Acceleration Class

This present study finds several fascinating aspects; those involve sub-indicators of designing the guideline of the student, storing of the admission form, and coordination meeting between the program manager and the admission committee (Reichert, 2016). The student admission gets 100% score, signifying that every component within this aspect has been well-implemented. This is because every respondent chose the highest option (all five indicators are met) in the questionnaire. Prior to the student admission stage, teachers who will be in charge in the acceleration class and those who are not will be discussing the implementation plan for the admission of students and designing the guidelines for this process.

C. Teacher Recruitment in the Acceleration Class

The intriguing finding of this sub-indicator encompasses the requirement of teachers who will be assigned to teach the acceleration class. The first indicator refers to the capability of teachers to understand students' characteristics in terms of their physical, intellectual, socio-emotional, moral and socio-culture background (Pennefather & Smolkowski, 2014) (Ito, Morimoto, Kitazawa, &

Miyadera, 2017). The second indicator is the capability of teachers to identify the students' early skills in a subject that will be taught. The third indicator is the teachers' ability to identify students' problems in the taught subject. All of these indicators score 98.89%; the very good category. This result signifies the importance of quality teachers' involvement in designing good quality of curriculum design. Moreover, the teachers also contribute to the optimum development of acceleration students. Teachers are responsible for developing the potential of their students. The above results also meet the four criteria proposed by Gunawan (Saodi, 2012)(Ito et al., 2017) that a teacher is a planner, implementer and evaluator of the classroom learning. This implies that students are directly involved in attaining the goals of education.

D. Curriculum Development in the Acceleration Class

This research finds that the percentage of the sub-indicator of establishing a learning goal in the aspect of curriculum development reaches 97.78%; the good category. In other words, the curriculum significantly determines the success of the acceleration class. The curriculum applied in the acceleration class in the research site is KTSP or school-based curriculum. This curriculum is generally the same as the one used in the regular class. However, it is worth mentioning that the curriculum used in an acceleration program must be modified to fulfill the learning needs of its students, as this is the requirement stated in the four criteria (Davidson & Liu, 2018). This idea is also in line with the opinion seen in Davis and Rimm, 1998. The study reports that students with remarkable intelligence have specific learning needs for which a differentiated curriculum is required to satisfy the four-criteria of learning. Since the class is completed in only two years, the lessons and materials must be adjusted to the duration of learning completion in the acceleration class. A special team and teachers are assigned to design and develop the modified school-based curriculum for the students of the acceleration class.

E. Facilities, Infrastructures and Funding of the Acceleration Class

The maintenance of facilities and infrastructures is crucial as this process is among the contributing factors to the learning process. This is according to the responses from the questionnaire where the indicator of facilities and infrastructures in SMPN 8 Gorontalo scored 93.89%. Such an achievement is because of the quality of the storage and monitoring system of the school with a percentage of 97.78% and 98.33% respectively.

F. Educators' Responsibilities in the Acceleration Class

The results finds that the implementation of the acceleration program is considered successful, with a percentage measuring at 91.76%. The achievement of the acceleration class implementation is because the responsibilities of the educators, involving the school principal and teachers, to actualise a quality learning environment.

The educators' role (involving the participation of the school principal and teachers) is still needed in the implementation of the acceleration program as the program may cause burnout to the students due to its short duration. However, the results of this study further emphasises this opinion. This study

finds that the indicators, i.e., capable of directing sub-ordinates gets the percentage of 80.56%, meaning that this indicator needs improvement.

G. Learning Activities in the Acceleration Class

Among several intriguing findings in the indicators of acceleration class implementation (specifically the learning activities in the acceleration class program indicator), the sub-indicator of the total involvement of the students is the one with the most prominent outcome in maximising the learning activities. This indicator scores 95.75%, meaning that the participation of all learners is very good as most respondents choose the highest criteria in the questionnaire. Furthermore, the sub-indicator of activity-oriented learning can be actualised better in a relatively short amount of time. The percentage of this sub-indicator arrives at 80.56%. Most respondents opine that improvement in this sector is still needed; and for this reason, they rather chose criteria 4 in the questionnaire rather than selecting the highest criteria (criteria 5).

H. Evaluation of the Learning Activities in the Acceleration Class

This study reveals that the evaluation of learning in the acceleration class of SMPN 8 Gorontalo is categorised as very good, with a percentage measuring 91.76%. In this indicator, this present study finds several fascinating aspects. The most prominent sub-indicator is the ability of teachers to engage other people nearby the students' environment in supporting the implementation of teaching and learning processes; a percentage of 97.78% represents this outcome. In other words, the participation of the society around the students' environment is very supportive as most respondents choose the highest criteria in the questionnaire. This outcome differs from the indicator of pre-teaching activities, i.e., the indicator with the lowest score among others with a percentage of 82.22%. Most respondents agree that the school needs to improve this indicator since they chose the criteria four on the questionnaire.

The acceleration program implementation in the research site is considered successful, although its evaluation is yet effective. There are several requirements to meet in the implementation of the program. For instance, the program implementer must ensure that no students are forced to enrol in the class. The teachers and parents should also support their students. Another aspect worth considering is that the student candidates must be emotionally stable and understand their decision to enrol in the acceleration class (Schonfeld et al., 2015). Teachers who will be teaching in the acceleration program should minimally hold a bachelor diploma. They are the ones who determine the learning process even though the curriculum has been designed perfectly. The curriculum used in the acceleration class of SMPN 8 Gorontalo is a differentiated type; the curriculum is designed by the program implementer to adjust with the duration of the study. The facilities, infrastructures and funding in SMPN 8 Gorontalo encompasses a school principal's room, teacher's room, student counseling office, administration room, student union room, classroom with adjustable seats, natural sciences laboratory, social science laboratory, language and arts laboratory, computer laboratory, library, school canteen, school cooperative, prayer room, polyclinic, meeting hall, sports field, and toilet. The learning resources includes textbooks, complementary books, reference books, magazines, newspapers, modules, worksheets, videotapes, VCDs, CD-ROMs. The learning media involves radio,

cassette recorder, television, OHP, wireless, slide projector, LD/LCD/VCD/DVD player, and computer. Other supporting media include information technology (IT) facilities, such as internet networks.

Furthermore, the implementation revolves around other activities, such as learning process, independent learning by the students through active participation and teaching processes. It should be noted that the activities are student-centred, not teacher-centred. The main responsibility of the school principal and teachers is to satisfy the needs of the students of the acceleration class. This is because such students have specific needs. In regards to the evaluation, this study concludes that the planning and implementation of the acceleration class in the research site are considered successful.

CONCLUSION

The results show that the planning, implementation, and evaluation objectives of the acceleration class program are categorised as very good. In regards to the evaluation of acceleration class implementation, this study recommends that the implementation of the acceleration class program in junior high school SMPN 8 Gorontalo should be continued since the program has been well-implemented; further research is expected to investigate other indicators regarding the implementation of the acceleration class; this is to provide meaningful contributions to schools, and; teachers in the acceleration class significantly determining the success of the program.

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