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---

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---

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College Of William & Mary Long. Tyler Department Of History. Williamsburg, Va

---

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Ph.D. In ECONOMY

Assistant Professor At Gaziantep University Vocational School Of Social Science, Gaziantep

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Doctor Of Sciences In Historical Sciences

Professor-Tashkent State University Of Oriental Studies, Tashkent, Uzbekistan

---

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General Secretary, Indian Dietetic Association, Chennai Chapter

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---

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Ph.D. (Management Science)

Senior Lecturer, Landmark University, Omu-Aran, Kwara State, Department Of Business Studies, Akintobal Street Agbowo U I Ibadan

---

**Dr. Ravshankhudayberganov**

Ph.D. (Historical Sciences)

Senior Scientific Researcher, Al-Beruni Institute Of Oriental Studies, Academy Of Sciences Of The Republic Of Uzbekistan, Tashkent, Uzbekistan

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Professor AtuniversityOfGranma. "Blas Roca Calderío" Campus, Cuba

---

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Master Inphilosophy,Management, Master In Commerce, Income Tax &Costing,

Professor-Commerce &Management Streams, Baldwin Women's Methodist College, Bangalore,India

---

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N.E.T,U-SET,

Asst. Professor Department Of Commerce, Govt P.G. College, Kotdwara, Uttarakhand, India

---

**Dr. Idegbekwe, Destiny**

Ph.D. (English Studies (Applied English Linguistics)),

Departmental Exam Officer, English Department, University Ofafrica,Agbor, Delta State

---

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Pursuing Ph. D

Ph.D. Student, Tashkent State University Oforiental Studies, Tashkent, Uzbekistan

---

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Ph.D(Commerce)

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Phd: Pedagogy Islamic Education

Faculty Ofhuman Science Sultan Idris Education University, Malaysia

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**Sabri Al-Qutaibi**

Pursuing Ph. D.(English),

Faculty Member, Department Of English – Aden University – Southern Yemen, India

---

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Assistant Professor Inaccounting Bryant University- BitzUs,China

---

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Ph.D.

Professor Infinancial Management Head, Dept. Of Financial Management, Faculty Ofmanagement Studies &Commerce, University Of Jaffna, Sri Lanka.

---

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Ph.D. (Philosophy Ofscience)

Lecturer, Philosophy Department, University Of Port Harcourt, Rivers State.Nigeria

---

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Head,Dept. Of Management Science &Research Park's College(Autonomous), Chinnakkarai, Tiruppur, Tamil Nadu, India

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Assistant Professor (Senior Lecturer) Universiti Utara Malaysia, Malaysia

---

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Ph.D. Sociology (Industrial Sociology &Personnel Management)

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Department OfhistorySonapur College Kamrup Metro Assam, PIN 782402, India

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Ph.D.

Lecturer, Senior Lecturer Center For Education And Modern Language Studies Universiti Utara Malaysia 06010 UumSintok Kedah Terengganu Malaysia

---

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Department Of Social Science Education AdekunleAjasin University. Akungba-Akoko, Ondo State Nigeria

---

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Ph.D.

Assistant Professor In Teaching English As A Foreign Language, DambiDollo University, Oromiya, Ethiopia  
Oromiya, Ethiopia

---

**Valmiki Rama Krishna**

Assistant Professor, Department Of Studies And Research In Political Science, Tumkur University, Tumakuru-572103, India

---

**DR. Muh'd K. SAHABI**

Ph.D.

Kaduna State University (KASU), Kaduna Nigeria. Kaduna Nigeria

---

**Dr. Drs. Achmad Noor Fatirul**

Lecturer Postgraduate / Educational Technology, PGRI Adi Buana University Surabaya  
Indonesia

---

**Dr. Adewuyi Kolawole Adekunle**

Ph.D. (Agric. Economics)

LECTURER Federal Polytechnic, Mubi, Adamawa State NIGERIA NIGERIA

---

**Dr. Karam Goma Mohamed ZAKI**

Ph.D. (Hotel Management)

Associate Professor At Hotel Studies Dep., Faculty Of Tourism And Hotels, Fayoum University Egypt

---

**Dr. Joel Laffita**

Ph.D.

Lecturer And Coordinator And Examiner Of Spanish Language Subjects - Faculty Of Applied Communication, Multimedia University Malaysia

---

**Professor Dr. Salih M. Hameed**

Ph.D. (English Literature)

Professor Of English Literature College Of Arts, Ahlul Bait University, Iraq

---

**Andrew Sija**

Ph.D. (Business Administration)

Academician, University College Of Technology S'wak Malaysia

---

**Alphonse Dorien MAKOSSO**

Ph.D.

Lecturer Department Of Languages And Literatures At Marien Ngouabi University (Mfilou, Brazzaville)

---

**DR NUSRATULLA RAKHMONKULOVICH ALIMKULOV****Geographical Sciences**

Associate Professor, Head of the Department of Geography and Teaching Methods, Tashkent State Pedagogical University named after Nizami Tashkent, Uzbekistan

---

***DR. SHERZODJON CHORIEV***

Ph.D.

Associate Professor, National University of Uzbekistan, Tashkent, Uzbekistan

---

**PROFESSOR ZOKHID SHAROFVICH MADRAKHIMOV****Candidate of Historical Sciences**

Associate Professor of History, Namangan State University Namangan region, Namangan city, Uzbekistan

---

***DR. OKSANA CHAIKA*****PhD (linguistics)**

Associate Professor National University of Life and Environmental Sciences of Ukraine

---

**DR AKBAR TURGINOVICH ZAMONOV**

**Doctor of Philosophy in History (PhD)**

Associate Professor of “History of Uzbekistan”, Faculty of History, National University of Uzbekistan named after Mirzo Ulugbek Tashkent city, Sergeli district,Uzbekistan

---

**DR IZZATILLA MAKHMUTALIEVICH KHAYDAROV**

**Ph.D.**

Associate Professor of “History and Ethnology of the Peoples of Central Asia” Tashkent State University of Oriental Studies Uzbekistan

---

**Dr Farrukh Shavkatovich Aqchaev**

**Doctor of Philosophy in History**

Senior teacher of the department "Methods of teaching history" of Jizzakh State Pedagogical Institute Jizzakh city, Obod mahalla, I.Karimov street

---

**Dr Rakhbar E. Khalikova**

Doctor of Historical Sciences

Tashkent city, Almazar district,

Associate Professor of “Organization and Management of Culture and Arts” at the Uzbek State Institute of Arts and Culture

---

**Dr Dilafruz K. Yusupalieva**

Doctor of Philosophy in History

Tashkent city, Mirzo-Ulugbek district,

Head of the Department of Social and Economic Sciences, Regional Center for Retraining and Advanced Training of Public Education Workers under the Kashkadarya Region

---

**Dr Parda P. Norbutaev**

Doctor of Historical Sciences

Kashkadarya region, Guzar district,

Head of the Department of Theory and Practice of Primary Education of Jizzakh State Pedagogical Institute

---

**Dr Guljakhon U. Jumanazarova**

Doctor of Philological Sciences

Jizzakh city, “Navruz” mahalla,

Professor, Department of Management Studies, Vivekanandha Institute of Information and Management Studies.

---

**Dr.V.Mohana Sundaram**

Ph.D.(Management),

,INDIA

Senior Lecturer, Department of Methods of Teaching History, Navoi State Pedagogical Institute, Doctor of Philosophy (PhD) in History

---

**Dr Shakhnoza B. Kholikulova**

Doctor of Philosophy in History

Navoi city, Tolstoy street,

Tashkent State University of Uzbek Language and Literature

---

**Dr Sulaymonkul A. Khaydarov**

Doctor of Philosophy in Pedagogical Sciences, Tashkent city, Chilanzar district

Faculty of the College of Business of Divine Word College of Vigan and Divine Word College of Laoag

---

**Abun Dameanus Ph.D**

Indonesia

Professor III (History & English) at Amity Institute of English Studies & Research, Amity University, Noida.

---

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Teacher at the University of the Basque Country

India

---

**Asier Arcos Alonso Ph.D**

Basque

Assistant Special Staff for the President of Republic of Indonesia

---

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Indonesia

Department of economics, School of economics Central University of Kerala

---

**Gowhar Ahmad Wani Ph. D**

INDIA

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---

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INDIA

Associate Professor and Former Head, Department of English, Daffodil International University

---

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Bangladesh

Departmental Exam Officer, English Department, University of Africa

---

**IDEGBEKWE, Destiny Ph.d**

Nigeria

Professor, Founder and Director of Miroslaw-Matyja-Academia for Democracy

---

**MATYJA Miroslaw Ph.d**

USA

Department of Management Studies, SRMIST, Vadapalani Campus

---

**Dr. V.Mohana Sundari Ph.D**

INDIA

FACULTY: Humanities of Lecturer IIE ROSEBANK COLLEGE

---

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South Africa

Scientist/Subject Matter Specialist at Krishi Vigyan Kendra-Leh, Sher-e-Kashmir University of Ag. Sciences and Technology of Kashmir

---

**Dr. Parveen Kumar Ph.d**

INDIA

Working as Teaching Assistant from Institute of Agricultural & Resource Economics, University of Agriculture, Faisalabad”

---

**Tayyab Zeeshan Shahid Ph.D**

INDIA

Department of Financial Management, Faculty of Management Studies & Commerce, University of Jaffna, Thirunelvely, Jaffna.

---

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Sri Lanka

Asst. Professor in Commerce

---

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INDIA

Department of Educational Psychology, Faculty of Education, University of Buea

---

**IJANG BIH NGYAH-ETCHUTAMBE Ph.D**

Buea

Department of Management Faculty of Management Sciences University of Port Harcourt Port Harcourt, Rivers State, Nigeria

---

**DR. ADEKEMI DRUSILIA ALAGAH Ph.D**

Nigeria

Senior High School Faculty Member, High School Department, Espiritu Santo Parochial School of Manila, Inc., Manila, Philippines

---

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Philippines

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Secretary for Academic Affairs, Sudan Academy for Banking and Financial Sciences - Khartoum, Sudan

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North Africa

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Lecturer - Ho Chi Minh City University of Food Industry.

---



**Mai Quốc Dũng Ph.D (HISTORY)**

Asia

Associate Professor Department of Agricultural Economics, Science and Research Branch ,Islamic Azad University

---

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Iran

Asst. Professor, Department of Political Science in Government Degree College Hyderabad

---

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INDIA

Department of Education, Schools Division of Bulacan, Philippines

---

**Dr. Rico Paulo G. Tolentino (Philosophy) Ph.D**

Philippines

ASSISTANT PROFESSOR | JIMS Engineering Management Technical Campus (GURU GOBIND SINGH-INDRAPRASTHA UNIVERSITY)

---

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INDIA

Pure and Applied Sciences Department of General Studies/English

---

**OLAGUNJU, Caroline Sade Ph.D (English Language )**

Nigerian

Department of Entrepreneurial Studies, Nnamdi Azikiwe University Awka, Anambra State

---

**OKOLI, IFEANYI EMMANUEL (Ph.d)Business Administration**

Nigeria

College Library,Michael Otedola College of PrimaryEducation, PMB 1028, Epe Lagos State, Nigeria.

---

**Adesanya, OlusegunOyeleye (Ph.D) Library and Educational Media Resource Management**

Nigeria.

Faculty of Human Development

---

**Dr.Azizah Binti Zain Ph.D**

Malaysia

Associate Professor Department of Management Faculty of Management Sciences University of Port HarcourtPort Harcourt, Rivers State, Nigeria

---

**DR. ADEKEMI DRUSILIA ALAGAH Ph.D. - (ORGANIZATIONAL BEHAVIOUR)**

Nigeria

Acting Professor of the Department of History of Uzbekistan, Faculty of History, National University of Uzbekistan

---

**Dr Avaz A. Ermetov Doctor of Historical Sciences**

Tashkent city, Almazar district Department of Business Administration (Marketing Unit)

---

**SAJUYIGBE Ademola Samuel (Ph.D) Management Science**

Nigeria

Service: 25 Years in Higher Education / Univ. of Thi-

---

**Prof. Dr. Mohammed Jasim Betti Ph.D (Teaching English Drama)**

Iraq

Researcher and English Education Lecturer at Batanghari University - Indonesia

---

**Dr. (Cand) Erisa Kurniati Ph.D**

Indonesia

48 Kpakani Street off Obi Wali Road, Rumuigbo, Port Harcourt

---

**Ojima, Davis Ph.D., Doctor of Philosophy (Economics)**

Nigeria

Professional Address City Hall of Estancia Turística de Tupã, Municipal Secretary of Tourism

---

**Aracelis Gois Morales Rigoldi (Ph.d) in Administration**

Brazil

Head of the Kashkadarya regional department of the scientific and practical research center "Family" under the Cabinet of Ministers of the Republic of Uzbekistan

---

**Dr Ramiz T. Zokhirov Doctor of Philosophy in Philosophy**

Karshi city, Xontepa mahalla

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**Dr P.KARTHIKEYAN**

**Ph.D (Improving Virtual Machine Instances Allocation Algorithms in Cloud Environment)**

india

Department of Islamic Studies, Faculty of Arts and Culture, Eastern University, Sri Lanka

---

**MOHAMED BUHARY FOWZUL Ph.D(Muslim Family Law)**

Sri Lanka

University Lecturer, Associate Professor, PhD, Faculty of Economics, SWU "Neofit Rilski"-Blagoevgrad

---

**Elena Ph.D. (Economics)**

Europe

Dept. of Political Science Osmania University Hyderabad Telangana India. 500007

---

**Dr.Gedam. Kamalakar Researcher Ph.D**

INDIA

Faculty of Politics and Law - Ho Chi Minh City University of Food Industry

---

**Dung Mai Quoc Ph.D (History)**

VIETNAM

Associate Professor of Extension Education and Communication

---

**Dr. HITAIISHI SINGH Ph. D. (Home Science)**

INDIA

Senior Lecturer in English Linguistics and Education Studies Faculty of Education

---

**Dr. HUYNH THANH TIEN**

Ph.D

VIETNAM

---

Head of the "Audit" department of the Tashkent Financial Institute

**Dr Islomjon N. Kuziev**

Doctor of Economics

Tashkent city, Yunusabad district

Senior Lecturer, Department of Museum Studies, National Institute of Art and Design named after Kamoliddin Behzod

---

**Dr Dilafruz A. Kurbonova**

Doctor of Historical Sciences

Tashkent city, Chilanzar district

Professor of the Department of "Information and Communication Technologies in Management" of the Academy of Public Administration under the President of the Republic of Uzbekistan

---

**Dr Anvar E. Yuldashev**

Candidate of Political Science, Doctor of Historical Sciences

Tashkent city, Mirzo Ulugbek district

Working as Professor and Director in Institute of Media Studies, Shri Ramswaroop Memorial University, Lucknow

---

**Dr. Neeraj Khattri**

Ph.D (Journalism)

INDIA

Department of Psychology, Dev Sanskriti Vishwavidyalaya, Haridwar, Uttarakhand

---

**Dr. Manoranjan Tripathy**

(Ph.D) Psychology

INDIA

Senior Lecturer, Department of Pedagogy and Psychology, Uzbek State University of World Languages

---

**Dr Djavdat A. Pulatov**

Doctor of Philosophy in Pedagogical Sciences (PhD)

Tashkent city, Yashnaabad district,

Professor Department of Law, University of Rajshahi,

---

**Dr. MD. ABDUL ALIM**

Ph.D.( Gender Law and Development)

Bangladesh

Designation: Assistant Professor

---

**Dr. Chitturu.Saigita**

Doctoral Degree in Social Work from RTM Nagpur University, Nagpur

INDIA

Acting Associate Professor of the Department of Methods of Teaching the Uzbek Language at Jizzakh State Pedagogical Institute

---

**Dr Feruza U. Jumaeva**

Doctor of Philosophy in Philology

Jizzakh city, "Zargarlik" mahalla

University professor

---

**Husam Mohammed Kareem Al-Khazaali**

Ph.D

Iraq Assistant Professor

---

**Dr.S. Mohankumar**

Ph.D

INDIA

Assistant Professor in Economics

---

**Sufian Eltayeb Mohamed Abdel- Gadir**

Ph.D ( Economics)

Oman

Associate Professor of the Department of "Spirituality and Enlightenment" of the ASU under the President of the Republic of Uzbekistan

---

**Dr Ulugbek A. Saidov**

Candidate of Philological Sciences

Tashkent city, Chilanzar district

Department of Translation, University of Mosul, Mosul, Iraq

---

**MUHAMMED IBRAHIM HAMOOD ASHIQ**

Ph.D. in translation from Faculty of Modern Languages, UPM, Malaysia

Iraq

Associate Professor of "Pedagogy and Physical Culture" Tashkent Institute of Textile and Light Industry

---

**Dr Vakhob N. Sattorov**

Candidate of Pedagogical Sciences

Yakkasaray District

Acting Associate Professor of the Department of Teaching Methods of Uzbek Literature, Jizzakh State Pedagogical Institute

---

**Dr Dilnavoz A. Salimova**

Doctor of Philosophy in Philology

Jizzakh city, Zilol mahalla

---

**Dr. Ananias C. Sabijon, Jr.**

Doctor of Philosophy (Ph.D.)

Philippine

Center for Teaching and Learning Excellence (CTLE)

---

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Doctor of Philosophy in Social Science (2017-2020)

Philippine

West Visayas State University – College of Arts and Sciences

---

**Stamatios Papadakis**

Ph.D

Greece

Department of Preschool Education, University Campus, Gallos

---

**Dr. Ilkhom Kh. Abdullaev**

Associate Professor Doctor of Philosophy in Geography (PhD.)

Uzbekistan

Tashkent State Pedagogical University named after Nizami Tashkent, Uzbekistan

---

**Dr. Ural Kh. Safarov**

Doctor of Philosophy in Pedagogics (PhD)

Uzbekistan

Associate Professor Tashkent State Pedagogical University named after Nizami Tashkent,

---

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## **Defense Diplomacy Strategy in Handling Transnational Crimes at the Sea Borders of Indonesia – Malaysia – Filipina**



**Deny Wirawan<sup>1</sup>, Budi Pramono<sup>2</sup>, Triyoga Budi Prasetyo<sup>3</sup>**

<sup>1,2,3</sup>Indonesia Defense University

**ABSTRACT:** Transnational crimes, especially terrorism, were committed by the Abu Sayyaf Group (ASG) on the Indonesian – Malaysian Sea border considered by Indonesia as a threat that can disrupt the sovereignty and territorial integrity of the Republic of Indonesia. Because transnational crimes occur on the borders of three countries, they cannot be handled independently. Therefore, Indonesia together with Malaysia and the Philippines carry out defense diplomacy in the form of a Trilateral Cooperative Agreement (TCA) to deal with transnational crimes in the border area. The purpose of this study is to analyze Indonesia's defense strategy in handling transnational crimes at Indonesia's maritime borders. – Malaysia - Philippines and analyzes Indonesia's defense diplomacy in handling transnational crimes at the Indonesia - Malaysia - Philippines sea border. This study uses a qualitative phenomenological method. Data collection was conducted by interview and literature study (Trilateral Cooperative Agreement TCA) is a response in dealing with transnational crimes in the Sulu-Sulawesi Sea region. With its various series of activities, this collaboration plays an important role in efforts to maintain regional security and stability. The Indonesian Defense Diplomacy Strategy in the TCA aims to increase mutual trust and defense capabilities in terms of coordination, communication and joint exercises. Therefore, the defense diplomacy strategy in this research can be said to have fulfilled two main characters of defense diplomacy, namely; defense diplomacy to build mutual trust and defense diplomacy to build defense capability. Besides being able to reduce the number of transnational crimes at the sea borders of Indonesia, Malaysia and the Philippines.

**KEYWORDS:** Transnational Crime, Trilateral Cooperative Agreement, Defense Diplomacy Strategy, Abu Sayyaf Group

### **INTRODUCTION**

The continuous development of globalization has forced a country to continuously improve its national security and defense in securing its territorial sovereignty and national interests from various forms of existing threats. One of the most crucial developments in the current era of globalization is marked by advances in science and technology so that it affects the level of transnational-crime. Transnational crime is a form of crime that poses a serious threat to global security and prosperity given its nature which involves various countries. Transnational crime today has become a serious threat to global security and prosperity.

One form of transnational terrorism crime that occurred on the border of the Indonesian, Malaysian and Philippine Seas (Sulu-Sulawesi Sea) was carried out by the Abu Sayyaf (ASG) group. The ASG emerged in 1989 as a split from the Moro National Liberation Front (MNLF) and the Moro Islamic Liberation Front (MILF). ASG is a separatist group consisting of militias based around the southern Philippines, including Jolo, Basilan and Mindanao. The ASG group often carries out bombings, killings, kidnappings and extortion in an effort to establish an Islamic state in the west of Mindanao and the Sulu Archipelago. ASG's area of operation in the Sulu Sea is very strategic considering that these waters are a large marine area in the southwest of the Philippines that has access to the South China Sea and is located between the Sabah Peninsula and the Visayas and Mindanao regions. The phenomenon of crimes committed by the Abu Sayyaf group in the sea waters of Sulu-Sulawesi has made the countries of Indonesia, Malaysia and the Philippines as Litoral States in the Sulu-Sulawesi Sea area and also as countries that are often affected in several cases of piracy and kidnapping to initiate comprehensive cooperation as a response and also preventive action against these crimes. This cooperation was agreed after several meetings to discuss the framework of cooperation and points of agreement in carrying out security in the Sulu-Sulawesi Sea. The three countries have held a series of high-level meetings and issued a joint statement on security in the Sulu-Sulawesi Sea in an agreement called the Trilateral Co-operative Arrangement (TCA). (Mahmud, 2020).

In the process of securing the Sulu-Sulawesi Sea area, it appears that this phenomenon can be studied through defense diplomacy as a strategy to neutralize existing cross-border problems that threaten the region. The concept of defense diplomacy is one of the country's options to improve relations between countries, increase military capabilities - both personnel and defense equipment, as well as an option to eradicate lurking threats. With the existence of defense diplomacy in the choice of state ammunition, especially countries that are scouted and affected by the existence of dangerous groups or entities around their territory. In defense diplomacy, according to Cottey and Foster (2004), there are several points regarding the use of military apparatus along with its infrastructure

## Defense Diplomacy Strategy in Handling Transnational Crimes at the Sea Borders of Indonesia – Malaysia – Filipina

for defense diplomacy purposes. One of the activities that can be carried out is defense cooperation agreements – both between countries and across countries. Defense diplomacy can be a door for security cooperation in a region, not least regarding regional security due to nontraditional threats, for example, such as trilateral security cooperation in the Sulu-Sulawesi Sea – the method used is to use the instruments of officers and third-level security officials. countries to build cooperation.

The strategies implemented by the three countries can be seen through the lens of defense diplomacy, so the aspect that will be focused on is of course security cooperation, especially that carried out by Indonesia against Malaysia and the Philippines, as well as security cooperation that takes place simultaneously. Executed simultaneously is certainly encouraged because all security activities carried out by the three countries in the Sulu-Sulawesi Sea area are carried out simultaneously under the Trilateral Cooperative Arrangement. However, more emphasis will be placed on the strategic aspect from the Indonesian side. Therefore, researchers are interested in researching and focusing research on defense diplomacy strategies for handling transnational crimes at the Indonesia-Malaysia-Philippinesea border. This research is limited to the handling of transnational terrorism crimes in the maritime border area of Indonesia - Malaysia - the Philippines.

### THEORY AND CONCEPT

#### Defense Theory

Development of the strategic environment demands a continuous study of the phenomena that occur, especially those related to security and defense threats. It takes a special branch of science to study and discuss defense (defense).

According to Syarifudin Tippe (2012), argues that defense science has brought useful implications and has become a branch of science. As a branch of science, defense science has aspects of ontology, epistemology, and axiology. Meanwhile, according to Supriyatno (2014) defines Defense science as the management of the utilization of elements of national power and resources owned both during conditions of peace, war and after war in the face of threats to the sovereignty and integrity of the state and the safety of the nation. If examined more deeply, defense science also has a role in the international world. The interaction that occurs between countries positions defense science to continue to contribute to the realization of an international security that also benefits a country's defense position.

#### Strategy Theory

Theory The theory of strategy is fully explained by Harry R. Yarger in his book "Strategic Theory for the 21st Century: The Little Book on Big Strategy". In his book, he explains the definition of strategy as a careful calculation related to objectives, concepts, and tools in a certain size by taking into account the existing risks so as to achieve strategic goals is also an art to develop national strength and integrate it with the strategic environment to achieve goals. national. The concept will provide guidelines for the state in maximizing its national interest while minimizing threats.

Another theory about strategy is the strategy theory presented by Arthur F. Lykke Jr (2001), about military strategy (*military strategy*). Conceptually, the theory compiled by Arthur F. Lykke Jr. is almost the same as Liddle Hart, namely dividing strategy into *ends*, *ways*, and *means*. However, the military style is thick in the preparation of this theory. According to Arthur F. Lykke Jr., that in general the purpose of Military Purpose is to reduce the threat of aggression, protect the lines of communication, defend the country, seize the invaded area, and defeat the enemy. Military strategy concept in this case is defined as a way or method to achieve a goal. This can be realized through activities in the form of *forward defense*, *forward deployment*, *strategic reserves*, *show of force*, *collective security* and *security assistance*. The selection of *the military strategic concept* must consider *military objectives* and *military resources*. Meanwhile, related to military resources, talk about the "*meansa* strategy. This is in the form of availability such as nuclear power, advanced weapon systems, defense and attack forces, and other equipment to support the achievement of goals (Lykke Jr, 2001).

#### Transnational Crime Concept

Transnational crime is a juridical term regarding the science of crime, which was created by the United Nations in the field of crime prevention and criminal justice in terms of identifying certain criminal phenomena that cross international borders, violate the laws of some countries, or have an impact on other countries.

According to Cherif Bassiouni (2013), said that *transnational crime or transnational crime* is a crime that has an impact on more than one country, a crime that involves or has an impact on citizens of more than one country, the facilities and infrastructure and the methods used exceed the boundaries. -the territorial boundaries of a country. So, the term transnational crime is intended to indicate the existence of crimes that are actually national (within national boundaries), but in some cases are related to the interests of other countries. So, it appears that there are two or more countries that have an interest in or are related to the crime.

According to *the United Nations Convention on Transnational Organized Crime* in 2000, a crime can be called transnational if it:

1. Committed in more than one country,
2. The Preparation, planning, direction and supervision are carried out in another country,

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3. Involves *an organized criminal group* where the crime is committed in more than one country, and serious impact on other countries.

### Defense Diplomacy Concept

Defense diplomacy as a concept was put forward by Andrew Cottey and Forster (2004) in their book "*Reshaping Defense Diplomacy*" as follows:

*"The concept of defense diplomacy encapsulates the idea that armed forces and related defense infrastructures have the potential to contribute to international security. not only by deterring and if necessary fighting wars, but also by helping to promote a more cooperative and stable international environment".*

Furthermore, Cottey and Forster see that *Military Corporation and Military Assistance* are the main components in defense diplomacy. Basically, defense diplomacy cannot be separated from military and defense activities which are key actors in diplomacy. Meanwhile, according to Muthanna (2011), the purpose of defense diplomacy is to support the achievement of national interests in defense policies both at home and abroad. In the context of cooperation at global and regional levels, defense diplomacy provides a platform for continued cooperation, builds *trust*, conflict management, introduces a transparent culture in the defense sector, builds common goals, changes the mindset of other countries and as a way to open cooperation in other fields.

### International Cooperation Concept

International cooperation is a form of condition of the international community which is mutually dependent on one another. We need a forum that can accommodate an activity of interaction between countries in cooperating in order to fulfill national needs. This international cooperation also aims to meet the needs of each country and is determined by the common interests of the countries involved in a cooperation (Perwita, 2005). Therefore, it is necessary to have regional cooperation to overcome these problems by forming a *border patrol*. Southeast Asia has focused more attention on transnational crime, which is increasingly out of control at this time. This is evidenced by the establishment of the *ASEAN Ministerial Meeting on Transnational Crime* (AMMTC) program which is part of the pillars of the ASEAN Security Community.

One of the goals of defense cooperation is to increase the country's defense capabilities through various things, including efforts to build mutual trust between nations, increase defense capacity, and the defense industry. Defense cooperation is also directed at increasing involvement in world maintenance missions under the auspices of the United Nations and other international institutions, as part of the implementation of the state goals outlined in the 1945 Constitution of the Republic of Indonesia, namely participating in maintaining world order and peace.

## RESEARCH METHOD

This journal uses a descriptive-qualitative method. Sources of data obtained consist of primary and secondary sources obtained in the form of narrative data, descriptions and not numbers. The primary data in this study are the results of interviews with related institutions such as the Ministry of Defense, TNI Headquarters and Headquarters. While secondary data is data obtained indirectly from the source where this is taken from additional data that can help researchers such as books, articles in magazines or newspapers, and internet sites. These data are data related to the handling of transnational crimes at the sea borders of Indonesia, Malaysia and the Philippines.

## DISCUSS

### Analysis Of Defense Strategies In Handling Transnational Crimes At The Indonesian – Malaysia – Philippines Sea Border

Strategy according to the definition of Arthur F. Lykke Jr (2001) is the art of allocating and using (*ways*) military means (*means*) to realize the final goals (*ends*) of the national defense system. Transnational crimes according to M. Cherif Bassiouni (2013), are actions that have an impact on more than one country, actions that involve or have an impact on citizens of more than one country, and the infrastructure and methods used exceed the territorial boundaries of a country. Transnational crime is closely related to the boundaries of a country. National borders are basically an imaginary line that separates one country from another, both physically and non-physically.

National borders play an important role in maintaining national and regional stability which function more deeply to minimize threats from both domestic and foreign. If a transnational crime occurs that is carried out beyond national borders, of course this crime is a threat to national stability. As transnational crimes increase, the ability of the state to control its borders decreases. In addition, this transnational crime can also cause conflict within a region. Thus, it is important for every country to provide defense against national borders so that forms of transnational crime do not penetrate national borders.

#### A. Objectives (Ends)

Based on the situation in the Sulu-Sulawesi Sea, Indonesia's sovereignty and the security of its people are threatened by the existence of the Abu Sayyaf Group (ASG). The presence of ASG in the Sulu Sea can be categorized as a transnational crime. Transnational crimes that occur at sea borders but have significant consequences affecting other countries. Like the crimes that occurred in the Philippines, this crime will affect other countries, such as Indonesia as one of the victims of piracy and kidnapping

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by armed groups based in the waters of the Southern Philippines. This is a strong reason for the Indonesian government to protect its national interests, especially in the Sulu-Sulawesi Sea.

The purpose of Indonesia's defense strategy in handling transnational crimes at the Sulu-Sulawesi-sea border is to achieve the national interest. National interests in this case are interests in the fields of sovereignty, economy and security. Furthermore, in general, Indonesia's goal in handling transnational crimes in the Sulu-Sulawesi Sea is to establish trilateral cooperation with Malaysia and the Philippines to deal with transnational crimes, especially terrorism, piracy and kidnapping by asking for ransom in the waters of the Sulu-Sulawesi Sea through the establishment of the *Trilateral Cooperative Agreement*. TCA) to increase mutual trust (*confidence building measure*), *defense capability* and maintain regional security stability. This is in line with the General Policy of National Defense (Jakumhaneg) for 2020-2024 and the Decree of the Minister of Defense Number Kep/487/M/V/2020 concerning the National Defense Policy (Jakhaneg).

### B. Ways (ENDS)

The success of a strategy is not only determined by the goals (ends) and means (means), it is also determined by the ways / methods (ways). According to Yarger (2006), ways / methods (ways) to achieve goals serves as a way to apply national power and provides a role for sources of power to act like what, when, why, and how. So that it can be a guide for the implementation of a strategy. The application of the elements of ways that is done well can increase the possibility of achieving goals (ends). One of the efforts to tackle terrorism attacks at sea in the ASEAN region is to increase regional cooperation. ASEAN is an intra-regional cooperation forum in the Southeast Asia region. ASEAN has a common interest to cooperate in fighting transnational crimes, especially terrorism. Because terrorism is a transnational crime, cooperation between ASEAN members is needed to tackle terrorism crimes at sea (Ani Yuniarti, 2008).

According to Whelan (2012), Coordinated Patrol is considered a suitable model for developing relations between countries related to common maritime security goals. This model can maximize the availability of resources owned by each littoral state. This cooperation is divided into three categories, namely maritime patrols, air patrols, and the exchange of intelligence information. This cooperation also builds an information network that facilitates communication and exchange of information between countries. element ways are the establishment of the Maritime Command Center (MCC). namely MCC Tarakan Indonesia, MCC Tawao Malaysia and MCC Bungao Philippines which are centers of information and intelligence sharing which are important factors in supporting the implementation of the Indomalphi Trilateral Maritime Patrol. The establishment of MCC in the three countries is expected to be able to reduce and minimize incidents that may occur in the territorial waters and become a joint concern of the three countries (Ramadhan, 2018).

The Maritime Command Center (MCC) will function as a monitoring and analysis center that sends signals to marine patrols to take action. It can be assumed that this coordinated patrol model relies heavily on information centers. Of course, this model has the risk that the information received is overlapping or delayed. However, this model is able to strengthen the sensitivity of the actors involved regarding the situation and conditions that occurred at that time (Ho et al, 2013). is also operated Corridor (Attamimi, 2020), the Transit Corridor is one of the efforts to prevent crime in the Sulu Sea by going through several routes that have been proposed by Malaysia and the Philippines in the process of establishing the MCC. The Transit Corridor that was created surrounds the Sulu archipelago which is assumed to be a base for groups who will commit crimes at sea to formulate plans and strategies. The Transit Corridor, which is one of these efforts, was formed with the aim of being an alternative for ships that want to pass through areas that are considered red zones. Not only as an alternative route, but also providing assistance in the form of maritime assistance for ships that want to pass and continue their journey through the Sulu Sea, Sulawesi.

Other ways are carrying out Port Visits. Port Visit is an activity of visiting ships to other countries where activities in the form of warship exercises are also carried out in a scenario that has been jointly planned. In activities both at home and abroad, several agendas are carried out such as courtesy calls, holding seminars, and discussions on how to improve cooperation so that it is more effective and efficient in carrying out patrols (Chaer, 2021). Until the beginning of 2020, 5 Port Visits have been carried out where this activity was first held on 13 to 15 November 2017 in the Philippines, Port Visit was held on 4-6 April 2018 in Tarakan, Port Visit was held on 4 to 6 September 2018 in Sandakan, Port Visit was held on 28-30 November 2018 in Zamboanga, and Port Visit was held on 25-27 February 2019 in Tarakan. This activity is carried out regularly with a schedule that has been mutually agreed upon in this activity (Ministry of Defense, 2021).

Indonesia's strategic move to establish cooperation in the Trilateral Cooperative Arrangement is a real step in achieving ways in maintaining the security of the sea, land and air areas sub-cooperation Trilateral Maritime Patrol greatly contributes to the achievement of Indonesia's strategic goals, namely increasing maritime security in accordance with the World Maritime Axis (PMD) policy and also serves as a bridge in creating confidence building measures (CBM) and eliminating security dilemmas and can cause a deterrent for groups-terrorist groups in the ASEAN region.

### C. Ways (ENDS)

Strategy in the military sector is aimed at using existing resources to achieve national goals or interests. In another sense, strategy indicates that strategy is intended to distribute or apply resources (*means*) to achieve the ultimate goal, namely the national interest.

## Defense Diplomacy Strategy in Handling Transnational Crimes at the Sea Borders of Indonesia – Malaysia – Filipina

The meanings of the strategy show that the organization of owned resources is a crucial aspect in order to achieve national goals or interests. This requires careful planning in determining how to achieve this. The National Defense Strategy book issued by the Government of Indonesia in 2015 contains defense facilities or resources. In the 2015 National Defense Strategy, it is stated that national defense resources are transformed into elements of national strength consisting of elements of military and non-military defense forces. The elements of the military defense force consist of the main component (TNI), the reserve component, and the supporting component. Meanwhile, the elements of non-military defense force consist of the main elements (ministry/institutions) and other elements of the nation's strength as supporters of the main elements.

According to Joseph Nye (2004), developments in the current era of globalization, security cooperation is very important to adopt a soft approach (*soft power*) for the success of cooperation in the security sector. Joseph Nye's soft approach that emphasizes creating a *positive image* and upholding universal values such as world peace. In addition to having a *hard power*, Indonesia also has *soft power* a nonmilitary. These modalities include experience in tackling terrorism, organizational maturity, institutional structure, and diplomatic skills. The modality in the form of *soft power* is an advantage for Indonesia in conducting defense diplomacy at TCA. The modalities that Indonesia has in the field of counter-terrorism can be seen as a competitive advantage. The TNI-Polri synergy in tackling terrorism has caught and exposed many terrorist groups operating in Indonesia. This indicates that efforts to combat terrorism in Indonesia are carried out comprehensively.

But on the other hand, *means* still need a defense budget to increase the number of defense equipment and bases. The number of existing defense equipment and bases is not comparable to the vast waters of the Sulu - Sulawesi Sea that must be secured. In addition, it is also necessary to create a legal umbrella for regulations derived from Law number 34 of 2004 concerning the TNI, where one of the tasks of the TNI OMSP is to carry out border area security.

### INDONESIAN DEFENSE DIPLOMACY IN HANDLING TRANSNATIONAL CRIMES AT THE INDONESIA – MALAYSIA – PHILIPPINES SEA BORDER

Diplomacy can be understood as the implementation of a country's foreign policy. In this context, defense diplomacy is defined as diplomacy carried out by the TNI in the context of supporting foreign policy or implementing state/defense policy and political decisions and supporting various international problems. Defense diplomacy of Indonesia, Malaysia and the Philippines has built a sense of trust to succeed. TCA cooperation. Trust-building measures have been implemented through a series of meetings and discussions by the three countries. This is intended to discuss, anticipate, and equalize perceptions of the urgency of security in the Sulu-Sulawesi Sea. So that the uncertainty between the tri-border area can be minimized. In addition, this trust is also built to open a more stable relationship.

#### A. Confidence Building Measure (CBM)

Implementation of defense diplomacy in the CBM aspect is the importance of building trust and transparency between countries in dealing with various security threats, both traditional and non-traditional. After World War II, security cooperation occurred when countries were faced with threats that were transnational (cross-border) and involved non-state actors and limited state authority in dealing with these security threats. So that countries tend to cooperate with other countries that face similar security threats (Hough, 2004). Seeing how Indonesia together with Malaysia and the Philippines carry out defense diplomacy activities such as regular meetings of the Ministry of Defense civil apparatus, military officers, joint military exercises, joint patrols, to the exchange of information (intelligence), it is evident that the defense diplomacy strategy used by Indonesia, Malaysia and The Philippines in fighting cross-state crimes of terrorism in the Sulu-Sulawesi Sea is a bilateral approach first, to build trilateral cooperation.

In addition, it can also be seen that Indonesia and Malaysia and the Philippines chose to use the amity, this was strengthened through talks by representatives of officials from the three countries who said that this cooperation was carried out to eradicate terrorism in the Sulu-Sulawesi Sea area and prioritize aspects of building confidence between countries. between state institutions, and serves to strengthen friendly relations between the three countries. This is due to the fact that Indonesia once had conflicts of interest with the other two countries, the worst of which was with Malaysia during the confrontation. The implementation of defense diplomacy in the aspect of confidence building measure (CBM) according to Andrew and Cottey (2004) is faced with handling transnational crimes on the Sulu Sea border, Sulawesi, as follows:

1. Bilateral and multilateral meetings of military and defense officials. Official civilian between to tackle maritime terrorism activities that are currently peaking in the SuluSulawesi Sea area. preparation, planning, direction and supervision are carried out in another country, involves *an organized criminal group* where the crime is committed in more than one country.
2. Appointment of Defense Attaches Abroad. Of course, in all meetings conducted by the three countries involved the appointment of a defense attaché to the location of the Trilateral Cooperative Arrangement which was attended by the three countries, especially the Ministers of Defense from the three countries. However, in the case of training, it will be replaced with a defense attaches at a certain level which of course does play a role in the realm of the exercise. From here we can see that the strategy used by Indonesia, as well as Malaysia and the Philippines, is defense diplomacy. The front guard from Indonesia in tackling this problem is the defense agency, especially the military and other defense institutions such as the Ministry of Defense or the Ministry of Political, Legal and Security Affairs.

## **Defense Diplomacy Strategy in Handling Transnational Crimes at the Sea Borders of Indonesia – Malaysia – Filipina**

3. Meetings and Exchanges between Military Personnel and Warship Visits. For military personnel meetings occur when the implementation of joint exercises and patrols is in progress. For a ship visit, occurring during a joint exercise in the maritime area, warships from the three countries visited Tawi-Tawi, Philippines, in November 2017, marking the inaugural Trilateral Port Visit and Maritime Training Activity. Then on April 4, Malaysia and the Philippines sent their warships to Tarakan, Indonesia to conduct their next exercise. This exercise continues to run regularly until now.

**B. Defense Capability** According to Blagojevic and Subotić (2018), in their journal entitled *Defense Diplomacy in Strategic Context of Asymmetric Threat to National Security*, defense diplomacy in the context of countering terrorism, states that carry out defense diplomacy (sending state) must understand what is the political impetus for a country that destination (receiving state). In the case of the Sulu-Sulawesi Sea, the three countries, namely Indonesia, Malaysia, and the Philippines, are both sending and receiving states at the same time. This is because the three of them move simultaneously in carrying out security efforts and all three also feel the loss from the existence of terrorist groups operating in the tri-border area. Security in the Sulu – Sulawesi Sea is crucial for shipping and trade activities that pass through it. The increasing number of crimes at sea poses a threat to passing ships, especially ships carrying high-value cargo. Security instability in the Sulu Sea has led to cooperative steps between Indonesia, Malaysia and the Philippines which are directly adjacent to the SuluSulawesi Sea (Ariani, 2018).

Following is the implementation of defense diplomacy aspects of defense capability carried out in handling transnational crimes in the Sulu Sea, Sulawesi through the Trilateral Cooperative Arrangement (TCA) forum according to Andrew and Cottey (2004):

1. Joint Military Exercise. As intended, take place in the maritime and land domains. In the maritime domain, joint military exercises are known as Trilateral Port Visit and Maritime Training Activity; and in the land realm it is known as the Indomalphi Middle Land Exercise. The Trilateral Port Visit and Maritime Training Activity has so far been carried out seven times, the last exercise taking place on November 26, 2019 in Zamboanga. Meanwhile, for the Indomalphi Middle Land Exercise, this exercise was only carried out once on 29 July to 8 August 2019 in Tarakan, Indonesia. These two exercises will continue to be carried out regularly by the two countries to improve personnel capabilities and also to strengthen friendly relations between the three countries.
2. Deployment of Training Team. For exercises in the maritime domain, under the Trilateral Port Visit and Maritime Training Activity, of course this is an activity to support the Trilateral Maritime Patrol, so that it becomes an activity that can be implemented and the results can be felt directly. The idea of defense diplomacy is the use of state defense institutions in a non-coercive context to fulfill its interests, but in the case of non-traditional threats, the state will use violence to fight this, unlike when faced with traditional threats, namely the state. This has also been seen from the bilateral cooperation between Indonesia and Malaysia and the Philippines. However, of course the state will stick to the non-coercive idea, act in the corridor of friendship and build better relations with various activities.
3. Training of Military Personnel or Civil Officers of Other State Defense Institutions. In November 2017, there was an inaugural exercise in the maritime domain, namely the Trilateral Port Visit and Maritime Training Activity, which was attended by the three countries in Tawi-Tawi, the Philippines, then on April 4, 2018 in Tarakan Indonesia. This training serves to improve the capabilities of Indonesian, Malaysian and Filipino military personnel. Efforts to secure maritime areas within the tri-border area are indeed not easy. It's a long process with often deadlocks on the concept of cooperation that you want to build. Therefore, to improve security and stability at the border, Indonesia continues to carry out coordinated patrols with Malaysia and the Philippines in the SulawesiSulu waters.

### **RELATIONS BETWEEN DEFENSE STRATEGY AND INDONESIAN DEFENSE DIPLOMACY AT THE TRILATERAL COOPERATIVE ARRANGEMENT (TCA) FORUM**

The national defense strategy is a guideline for the Indonesian government, in this case the Ministry of Defense, to carry out its diplomatic strategy in the Trilateral Cooperative Arrangement (TCA) forum. Defense diplomacy is one part of the national defense strategy applied by Indonesia in order to achieve national interests. In the national defense strategy, defense diplomacy is included in the elements of ways which function as a way or method to achieve goals. The success of the implementation of Indonesia's defense strategy and diplomacy can be seen through Indonesia's participation and activeness in conducting defense diplomacy so as to obtain results that are in accordance with national interests, in this case countering terrorism.

### **CONCLUSIONS**

#### **INDONESIA'S DEFENSE STRATEGY IN HANDLING TRANSNATIONAL CRIMES AT THE INDONESIA-MALAYSIA-PHILIPPINES SEA BORDER**

Indonesia's defense strategy in handling transnational crimes at the sea borders of Indonesia, Malaysia and the Philippines is carried out through joint defense cooperation with Malaysia and the Philippines in the Trilateral Cooperative Arrangement forum with Sumdahan facilities with the aim of creating security in the Sulu-sea area from transnational crimes so that Indonesia's national interests are achieved.

**INDONESIAN DEFENSE DIPLOMACY IN HANDLING TRANSNATIONAL CRIMES AT THE INDONESIA – MALAYSIA – PHILIPPINES SEA BORDER**

Indonesia's defense diplomacy in handling transnational crimes at the sea borders of Indonesia, Malaysia and the Philippines is through the establishment of a Trilateral Cooperative Arrangement with Malaysia and the Philippines in order to build mutual trust and defense capabilities to jointly eradicate transnational crimes at the Sulu-sea border so as to create security in the region.

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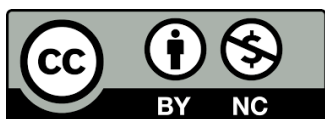


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## Personalised and Adaptive Learning: Emerging Learning Platforms in the Era of Digital and Smart Learning



**Dr. Deepak Kem**

Associate Professor, Dr KRN Centre for Dalit and Minorities Studies, Jamia Millia Islamia, New Delhi-110025

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**ABSTRACT:** The learning process is never-ending. It is a continuous process through every phase and stage of human life. Man always seeks new lessons and ideas and adapt to new surroundings and changes. In this process, several platforms and tools make the learning effective. These tools also provide proper translation services from the official language into any other language, enabling a learning experience for every learner individually stipulating unique paths for learning, including teaching the previous experience, skills, and knowledge. Numerous adaptive tools assist learners in experiencing the learning process with interest, like the presentation of the required material, which helps them grasp the subject quickly. This review paper discusses personalised and adaptive learning platforms, approaches, and solutions implemented in the prevailing eLearning systems. It discusses personalisation with basic concepts, describing competency-based learning, customised web service solutions, and presentation approaches. A design and development method of adaptive learning is presented with personalised access provision learning various objects provided with models and stored for every learner for repeated learning. LMS- learning management system model is also discussed tailored to the individual needs and in response to search queries. Personalised learning is submitted for assessment where applications implement the personalisation systems.

**KEYWORDS:** Online learning, Digital learning, Smart learning, Personalized Learning, Customized learning, Adaptive Learning, Learning Grid, Web Services.

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### INTRODUCTION

A personalised and adaptive learning environment is not clearly explained so far. It is not elaborately defined either, though it is touted as the up-and-coming and gifted emerging platform and tool to increase student success in learning. At the prevailing stage, the term Personalized and adaptive learning makes it complicated for higher learning and education institutions to implement technology as a new approach towards learning which currently is in its infancy and is yet to be entirely comprehended by those who will be utilising them; the teachers and the students. This learning goal is presumed to evolve student learning to fruition in the prevailing circumstances. Adaptive and Personalized learning constantly evaluates every learner's real-time performance, generating an ever-improving individualised learning path intended by machine learning. Artificial intelligence, therefore growing student satisfaction of knowledge, is vital and the primary purpose. To sum up, the study explains the potential personalised learning obstacles and practical answers to these issues. Various components are utilised to describe the personalised learning model and how it evolved as technology developed, and we create a better understanding and interaction of human machines (Andreas Kaplan, 2021).

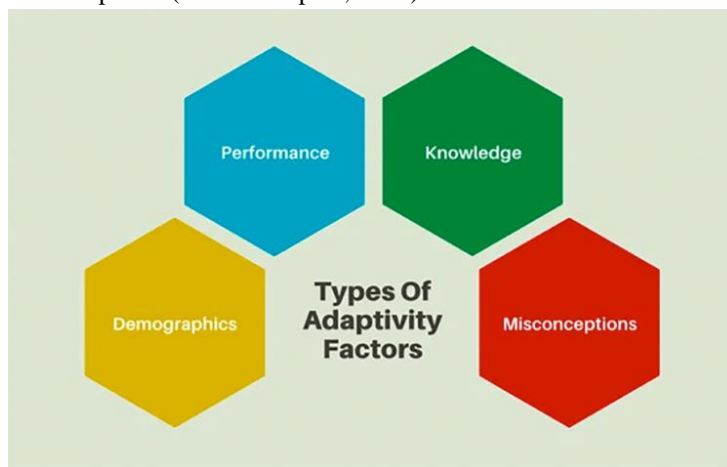
This learning system provides learner's with personalised support with navigation, presentation, and content, in the prevailing learning environment (Park & Lee 2003). These systems are considered relevant enough to assess the characteristics of students' (Park & Lee 2003). This appropriate model is developed on the personalisation basis of adaptive learning system (Chrysafiadi & Virvou 2012) and is accountable to store the characteristics of students like prior knowledge, making decisions, learning styles, self-efficacy, cognitive abilities, intellectual ability, abilities to solve problems, and achievement motivation (Park & Lee 2003; Chrysafiadi & Virvou 2012). The student's characteristics in adaptive systems can provide a personalised learning window, like adaptive materials and courses, along with support like adaptive navigation and annotations, with recommendations.

The personalised and adaptive learning process is presently adopted and implemented in several ways in the classrooms using technology to provide benefits and opportunities that shape the career of a learner in line with futuristic research ingenuity, highlighting possible future options useful for the faculty, institution, and particularly the learner. This is because personalised instructional approaches and learning are customised and designed to meet the individual learner needs (Nisar Ahmad, 2021). The students can save their time adapting to specific courses using online tools and platforms. The system provides an absolved understanding, while the course training increases the learning by formatting online courses, practical classes.

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Adaptive learning is adaptive teaching, the overall educational system using computer algorithms and artificial intelligence to interact and communicate with the learners to design and deliver customised learning activities as well as resources to focus on learner's unique needs, professional learning context, where individuals to ensure they engage with special instructions. It involves AI, psychology, brain science, psychometrics, education, and computer science (Speech Buddies, 2021).

Educators use the intensity of adaptive learning technology to create an engaging learning environment where every student feels as if it is personalised to them (Nisar Ahmad, 2021). Adaptive learning technology, in a nutshell, empowers teachers' creativity and ability to custom learning experiences for every student, anywhere, anytime. It becomes very challenging to provide a good learning experience to meet the unique needs of every student. The Adaptivity factor is used to establish a learning program that meets every student's individual needs. The collected data is segmented to follow the Adaptivity factors, like Knowledge, Performance, Demographics, Misconceptions (EdTech Impact, 2021).



*Figure: Various Types of Adaptive Learning (EdTech Impact, 2021).*

Individualised instruction terms are mainly applied to explain individuals' specific goals and needs during instruction. The U.S. Education Department (2010) explained personalised and adaptive learning that involves individual learners customising the learning program with a particular pace (individualisation), tailor-made instructional method (differentiation), and contents for personalised learning. This kind of notion commenced with the one-on-one tutoring method. However, whether individualisation is a personalised learning component or some other term applied instead of customised learning is not yet understood. This review paper tries to explain whether it is individualised instruction or a part used as a replacement to define personalised learning and some specific personalised learning product. Chou, Lai, Chao, Lan & Chen (2015) made use of these "terms" without making an effort to explain their relationship with each other. Bahçeci & Gürol (2016) developed a portal to present the contents of individualised learning modelled on a single learner's cognitive knowledge level. Bahçeci & Gürol (2016) opined that their education system should be implemented by comprehending the differences of individual students like their learning characteristics and styles (Çakıroğlu, 2014). These researchers noticed that Bahçeci & Gürol (2016) applied personalised learning and individualised learning interchangeably without actually justifying the need to do so.

Further, they used the finding of studies based on individualised learning to create individualised instruction known as an IEP (individualised education plan) for specific students having disabilities to meet their personal goals and needs. They provided individualised instructions and a distinct approach to improving their learning experience to help all learners (Barrio et al., 2017). The personalised learning system involves students' needs, motivation, readiness, and interests to evolve by placing the needs of the learner at the core of the learning procedure. Individualised learning meets all unique needs of the learners' (Cavanagh, 2014). Whereas a paradigm of learner-centred education has generated enough impact on acquiring personalised knowledge, the present teacher-student ratios in the school education system appear to meet the obstacles to deriving learning experiences to be personalised for every student without using the new technology (Lee et al., 2018), with the needs for IEP remain as an exception in several school districts. Therefore, they follow the U.S. Education Department definition of the school system of individualised learning that needs considerable technology support, like learning analytics and big data.

### HISTORY AND LIMITATIONS

Personalised learning has been an area of research for a long time. It was only in 2008, personalised learning became more prominent and transformed its meaning (see figure). The mentoring and apprenticeship educational system and technology started to mature in the 20th century, and personalised learning transformed into an intelligent tutoring system. There has been a persistent change, bringing learning analytics and big data to convert personalised learning formats (Spector, 2015). Customised learning is a complicated approach that needs self-organisation (Chatti, 2010) improved methods of customised instruction and learning as per individual goals and needs. The improved system can enhance understanding, engagement, and motivation

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(Pontual Falcão et al., 2018), maximum learning efficiency, learner satisfaction, and learning (Gómez et al., 2014). However, though personalised learning is possible, it becomes a big challenge in the existing educational system. This review paper explains the growth of personalised learning with a well-developed concept in the prevailing technology.



**Figure:** Personalized learning systematic chart and literature review (Taylor, Yeung & Basset, 2021).

For any student to take advantage of the techniques used in adaptive learning, he must commence and start interacting with the system, try to improve and progress, successfully finish the assigned activities and sustain engagement. A learner working in such a space has to encounter behavioural features that affect his interaction with the academic contents and requirements. The internal factors associated with the learners, also impact learner behaviour in an adaptive learning process, which has been scrutinised by the motivational theory perspectives. The main features of engagement are self-regulation, motivation, self-determination, autonomy, and the overall positivity connected with his learning. The initiating engagement actions are driven by emotional factors (Taylor, Yeung & Basset, 2021). Self-determination is a unique theory that emphasises the instructional work to vitalise inner motivational resources for the student is a crucial stage to facilitate superior-quality engagement.

On the other hand, the utterly inclusive software of adaptive systems does not include interactions between students nor student-to-any-instructor interaction, where a student may feel isolated in the absence of compensating adjustments (Thomas et al., 2018). To start with, one must look at the unique requirement of every student along with their likings and interests. The system must create the adaptive model for custom learning programs, a personalised learning tool and a path for every student. Students get highly engaged when they practice regularly. The adaptive learning model should provide immediate and proper feedback and discard meaningless and complicated work for the students and instructors (Nisar Ahmad, 2021).

### LEARNING PLATFORMS AND TOOLS

While all learners benefit from the personalised and adaptive learning model, underachievers have gained the most out of the supportive nature of the model and succeeded in education to meet their goals. This is possible due to the personalised learning plan offered by these programs. Learners realise having more control over their learning and authority over the tasks. This lead to confidence and less dishonesty in their learning process. The learners save time adapting to standard courses using online tools and platforms. The course provides an absolved understanding, while the course training increases the learning by formatting online courses, practical classes. New and exciting channels devised for learning provide and train to infuse marketable skills. Some effective online learning platforms may be identified as:

Udemy is a depository platform that provides more than 100,00 courses to study, teaching numerous skills that include subjects like Business; Arts; Fitness; Music; Life skills, IT, and so on.

SkillShare provides creative skills using various fields and provides business training by experts covering all the different creative areas like Films; Animation; Photography; Writing skills; Interior designs, and so on (Nisar Ahmad, 2021).

Master Class provides a personalised platform for learning, offering many creative skill courses. Students acquire better skills and a bright future as musicians, artists, teachers, writers, etc. The model contains twenty lessons for deep study and is provided with video lectures followed by discussions to help learn.

Coursera is a distinct online platform that provides various teaching degrees using real professors, like academic courses. Systematic registration method affiliated with top universities teaches courses of high demand, supplied with certificates. The multimedia classes are taught with video lectures and quizzes (Gebhardt, 2018).

Edx is a professional website that offers certificates after education, after providing lectures on different topics like arts, humanities, languages, etc. They take affiliation of famous universities and institutes to bring experienced tutors to offer professional development services.

Personalised Learning EdTechise digital content tools using personal devices to offer video experiments, lectures, and digital textbooks. Multiple instruments effectively provide all the required contents, like Moodle; learning; Haiku; Microsoft teams; Canvas; Microsoft, 365; Buzz; New Classrooms (Feldstein & Hill, 2016). The management system of learning incorporates

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several features of adaptive learning such as providing software (applications) for administering, documenting, tracking, reporting, documentation, delivering various training programs, academic courses, as well as Learning and Development modules. The system of Adaptive learning was applied previously to help students widen their argumentative procedure of writing performance (Andreas Kaplan, 2021).

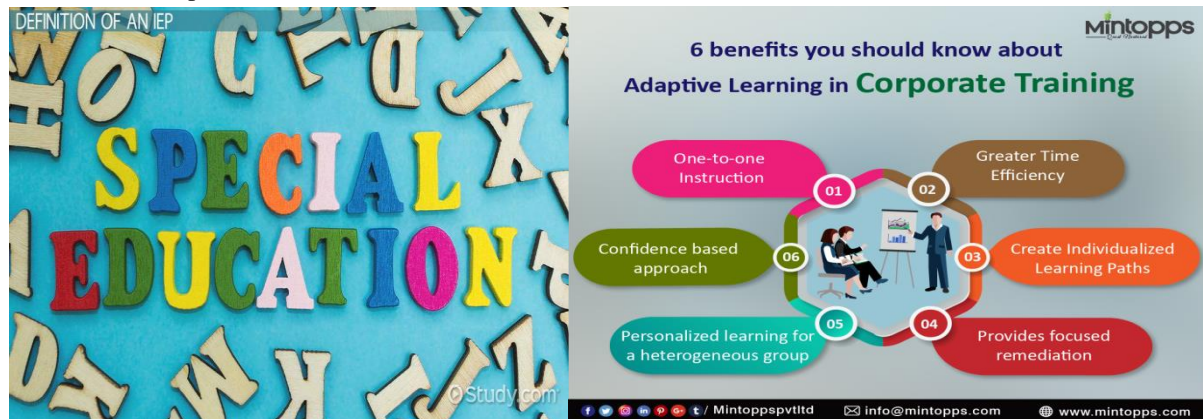


Figure: IEP is a special education plan (Feldstein & Hill, 2016).

### TECHNOLOGY PLATFORM

Adaptive or Personalized learning method drives to bring changes in the education system processed by the instructor- focussed pedagogies to help and educate student-focussed pedagogies, called learner-focussed pedagogy, a learning theory to support learning methods of students, allowing them to make proper learning decisions (Miller & Geraci, 2016). Mavroudi, Giannakos & Krogstie, (2018) reviewed the structure of personalised learning to inform that students can learn more efficiently when individualised instructions are given, while a personalised new pedagogy recognises every student correctly. This brings pedagogy to scale, further requiring technological intervention. It identifies the needs of every student to provide a scaffolding process for learning within the adaptive learning platform. Scaffolding supports and guides learners until they accomplish the task to demonstrate competency and independence (Groff, 2017). Content chunking is a pedagogical procedure done online and it is supported by research in Cognitive information processing (CIP) stating to curtail cognitive load, improve the learning process by reducing information into manageable “chunks” (Cavanagh et al., 2020). Adaptive learning content is an online pedagogical method, where the student learns improves and they are encouraged metacognition to evaluate their learning method. Further, the adaptive system employs proper tools to permit students to scrutinise their progress regularly, directed by the metacognitive understanding as they work out the lessons. Adaptive learning technology supports learning by using the retrieval learning method, called the “testing method to learn” (Dziuban et al., 2018).

The assessment process directs the content delivery and the scaffolding to address the learner’s requirements followed by frequent real-time assessments to update and learn the data regularly, permitting constantly allowing individualised learning development path. Metacognition and retrieval learning are cognitive learning component theories. It is an online-based learning design that plays a pivotal role in developing PAL. Bae, Therriault & Redifer (2019) developed a design framework with a pedagogical method for adaptive learning as a platform to serve as an initial stage for institutions to adopt technology leading to PAL for the study of course delivery (Deborah et al., 2021).

### CONCLUSION

It has been observed that there had been no unified understanding of the system components to be used in designing and planning personalised and adaptive learning settings. There is a need for further research to develop a suitable strategy and approach focusing solely on the various personalised adaptive learning system components while explaining the defined terms. At the same time, other studies should simultaneously focus on several different components for every personalised learning method. We need to respond to their words to evolve as we study human psychology and attempt to develop more innovative tools of technology. Chatti et al. (2010) and Peng et al. (2019) explained them all, together, while Peng et al. (2019) considered them as a personalised adaptive method of learning. Further academic pursuits can be developed to create a general and better framework using an identical approach.

Additionally, an in-depth study is needed to review existing systems of personalised adaptive learning platforms to understand if unique designs can function better for various needs and goals. It appears that the personalised models of learning can gain additional attention from policymakers and governments apart from researchers and educators for bettering online and digital education. Also, there is a need to focus on various obstacles discouraging the educators and identify factors that motivate the researchers and the experts in the field. This will inform us and voice apprehension and identify solutions to bring in a personalised robust learning model that satisfies and strengthens the instructors and learners’ expectations. Personalised learning does not provide a complete solution to the learning system until it is explained and appropriately nurtured, and developed more

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intensely and thoroughly. Otherwise, Personalized learning appears to be different for everyone and developed as per the goals and needs of every individual. Ennouamani, Mahani and Akharraz (2020) explained that other learners have additional knowledge, culture, conditions, learning styles, behaviour, personality (Pliakos et al., 2019) preferences, and the mobile device parameters that they use. Moreover, the mounting researchers' involvement and educators' interest in proposing a personalised learning approach can create better trust in various personalised learning models.

The need to approach personalised learning centres are based on four major concepts, Decision Making regarding Data-information, Integrated Digital data and Content, Student Reflection with Ownership, and Targeted Instructions (Implementing guide, 2017). After all, the purpose is to create compelling eLearning content with user-friendly, systematic and straightforward authoring tools. This helps uncover the learning object characteristics and how they are applied in an eLearning platform. Further, it helps to identify how the learners consume new content inside and outside of work and improve engagement. Here long term and constant usage will also allow us to identify how the adaptive learning platform and tools benefit the student's best learning in the workplace.

Adaptive and personalised learning provides an appropriate opportunity to encourage and support students' learning methods, especially online or digital education. Still, it presents numerous challenges that institutions and instructors must address to implement adaptive learning successfully. The primary stage identifies problems while implementing, what is the "right approach" of adaptive learning system needs to determine. Any add-on required tool with an existing course, in several management systems learning to solve the problems and drive to move to accept adaptive learning, or to select the completely independent adaptive learning platform? There is a compatibility question in the prevailing learning management system that must be answered to choose the correct method.

Moreover, the institution's administrators decide to implement the correct adaptive learning approach, where a successful outcome may not occur. Early engaging the faculty is recommended for an institution-wide engagement process can increase the possibility of a better successful work (Implementing Guide 2017). IR- Institutional repositories are customarily utilised to manage educational material and digital research collections. The LMS is used in blended as well e-learning. IR and the LMS should integrate to support and access disabled and dyslexic students, those having learning difficulties, for higher education. Tailor-made studies of disabled students can also help ease the process of listing, indexing and accessing items in the repository (Skourlas et al., 2016).

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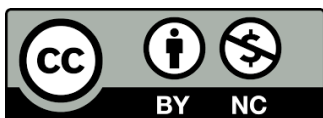
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## Personalised and Adaptive Learning: Emerging Learning Platforms in the Era of Digital and Smart Learning

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## Analysis of Practicum Implementation During the Pandemic Period at the Department of Biology, Padang State University



Winda Ayu Fietri<sup>1</sup>, Dwi Hilda Putri<sup>2</sup>, Linda Advinda<sup>3</sup>, Irdawati<sup>4</sup>

<sup>1,2,3,4</sup>Master of Biology Education, Padang State University, Padang, Indonesia

**ABSTRACT:** Biology learning aims to provide a variety of direct learning experiences through the practicum. During the current Covid-19 pandemic, practicums are carried out online or online. Based on the results of interviews with lecturers, there are several problems related to biology practicum activities at Padang State University, namely lecturers do not make their practicum videos and for lecturers who make their practicum videos, it is difficult to prepare good or clear practicum videos. Lecturers also cannot see and directly assess the psychomotor aspects of students. Based on the results of interviews with students, students have difficulty finding practical tools and materials, unstable networks, lack of mastery of practicum materials, difficulties in interacting with lecturers or lecturer assistants and cannot directly practice practical theory. Therefore, it was concluded that there were problems related to biology practicum activities at Padang State University during the Covid-19 pandemic. This study aims to determine the planning, implementation, and evaluation of practicum activities during the pandemic carried out by lecturers, lecturer assistants, educational laboratory institutions, and students of the Biology Department, Padang State University. This type of research is descriptive research. The population in this study were 264 semester 5 (five) students of the Department of Biology, Padang State University. Informants in this study were selected using a purposive sampling technique that is 10% of the total population. The data in this study are questionnaires, observations, interviews, and documentation of practical activities carried out by lecturers, lecturer assistants, educational laboratory institutions, and students. Data analysis techniques used are quantitative data analysis techniques and qualitative data analysis techniques. The results showed that the practicum planning carried out by lecturers, lecturer assistants, and students was in very good criteria with an average score of 89.31% each; 93.7%; and 82.18%. However, the practicum planning carried out by educational laboratory institutions is in the moderate criteria with an average value of 64.6%. The implementation of the practicum carried out by lecturers, lecturer assistants, and students is in very good criteria with an average value of 87.58% each; 97.75%; and 83.97%. However, the implementation of practicum carried out by educational laboratory institutions is in good criteria with an average value of 78.23%. The practicum evaluations carried out by lecturers, lecturer assistants, and students are in very good criteria with an average value of 89.06% each; 97.56%; and 86.32%. However, the practicum evaluation carried out by educational laboratory institutions was in the moderate criteria with an average value of 68.75%.

**KEYWORDS:** Planning, Implementation, Evaluation, Practicum, Covid-19

### I. INTRODUCTION

Biology learning aims to develop student competencies by providing various hands-on learning experiences. Students not only understand the theories but also discover and implement the theories themselves. Biology learning actively involves students to see, observe, search, analyze various processes and find a concept (Yuhanna & Juwanita, 2017). Biology is concerned with how to find out about nature systematically, so that it is not only a collection of knowledge in the form of facts, concepts, or principles but also a process of discovery. Based on these demands, Biology Learning must emphasize direct experience to develop competencies so that students are able to explore the natural surroundings scientifically. One form of direct experience given to students is through the application of practicum methods (Agustina *et al.*, 2019).

Practicum is a learning process activity to find certain principles or explain the principles developed. Practicum is a means of introducing materials and equipment that were originally considered abstract to become more real (Sastria *et al.*, 2020). Practical activities in biology learning can help lecturers achieve learning goals and help students to better understand the material. According to Rustaman (2005) practicum has several objectives: (1) Develop problem solving skills with a scientific approach; (2) Provide opportunities for students to develop basic skills and logical thinking skills; (3) Means to improve understanding of concepts; (4) Increasing students' interest and motivation to study science; (5) Provide opportunities for students to participate actively so as to obtain information and scientific skills by means of observation. (6) Train the ability to work together and cultivate positive traits; and (7) Increasing awareness of the environment (Rustaman, 2005).

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During the current Covid-19 pandemic, practicums that are usually carried out in laboratories must be replaced with online-based practicums (Astuti *et al.*, 2021). This is in accordance with circular letter Number 4 of 2020 issued by the Minister of Education and Culture of the Republic of Indonesia regarding the implementation of education policies in the emergency period of the spread of Covid-19, in the circular it is explained that the learning process is carried out at home through online or online learning. This is done to prevent the spread of the corona virus (Kemendikbud, 2020). Based on the results of the researcher's interview with the lecturer of Vertebrate Animal Diversity and Animal Ecology, namely Drs. Ardi, M.Si on April 29, 2021 and the lecturer of Genetics I, namely Ms. Afifatul Achyar, M.Si on September 23, 2021, there are several problems related to the implementation of biology practicum activities at Padang State University during the Covid-19 pandemic, namely planning, implementation, and evaluation of practicum activities. In the practicum planning process for Vertebrate Animal Diversity, Animal Ecology, and Genetics I, the lecturer has prepared a practicum activity plan at the beginning of the semester for each material. Planning is done by lecturers by making Semester Learning Plans (RPS), module handbooks, videos, and practical guides. Lecturers do not create platforms and E-Modules specifically for practicum, but lecturers make practicum videos which are demonstrated directly by the lecturers or use reference videos from YouTube and the lecturers also prepare virtual labs with easily accessible sites.

The problem in the planning process for the Vertebrate Animal Diversity and Animal Ecology practicum is that the lecturers do not create platforms, special E-Modules and their own videos for practicum materials. Lecturers only use the WhatsApp Group platform, Zoom Meeting, and reference videos from YouTube. Meanwhile, the problem in the Genetics I practicum is that lecturers have their own challenges in preparing good or clear practicum videos because the materials used in Genetics I practicum have a small size on a microliter scale, so it is often difficult to display materials in clear videos (zoom in). This is in accordance with the research of Fatimatus (2021) regarding the Exploration Study: DDR Practicum as a Form of Adapting to New Habits during the Covid-19 Pandemic. The results show that the form of practicum that can still be done at home is practicum with virtual laboratories such as PhET, environmental analysis, independent video assignments, video-based practicum practiced by lecturers with reporting in the form of written reports or in video form (Zahro, 2021).

The implementation of the Vertebrate Animal Diversity and Animal Ecology practicum activities are carried out independently by students at their respective homes using reference videos from YouTube. The results of student observations will be presented through the WhatsApp Group or Zoom Meeting platform, then synchronized with practicum material. Meanwhile, the implementation of Genetics I uses videos that are demonstrated directly by lecturers and lecturer assistants and also virtual labs such as playing games by presenting real visualizations as if students were carrying out practical work directly. The problem with the implementation of the Vertebrate Animal Diversity, Animal Ecology, and Genetics I practicum is on the network, because accessing Zoom Meetings, virtual labs, and videos on YouTube requires a stable network. Meanwhile, not all areas where students live have a stable network like remote areas. This is in accordance with Ta'imul's research (2020) on Exploration Studies of Science Practicum Activities During the Covid-19 Pandemic. The results of the study indicate that the obstacle to science practicum activities during the covid-19 pandemic is the network, especially in the form of practicums that use applications, or must be connected to the internet. This form of practicum generally requires a fairly long internet connection time, so students make this an aspect of the obstacle (Sholikah *et al.*, 2020).

At the end of the Vertebrate Animal Diversity, Animal Ecology, and Genetics I practicum an evaluation process is carried out, the lecturer cannot see and directly assess the psychomotor aspects of students, how students work and carry out practicum steps. However, lecturers can assess students' online practicum results through video assignments made by students. Students' skills in using laboratory equipment during online practicums may be reduced. This is in accordance with Indah's (2013) research on the Analysis of Obstacles in the Implementation of Biology Practicum in Public High Schools in Palangka Raya City. The results showed that the difficulties of students in carrying out the practicum were not mastering the concepts being practiced, less skilled in using practicum tools because they were not used to it, difficult to work together in groups and less interested in making practicum reports (Dewi *et al.*, 2013).

Based on the observations of the researchers using an online practicum implementation questionnaire for 40 biology students in semester II, IV and VI, Padang State University on April 24, 2021 (Appendix 6). There are several problems related to the implementation of biology practicum activities at Padang State University during the Covid-19 pandemic, namely planning, implementing, and evaluating practicum activities. In the planning process, not all students read the practicum guide before the practicum begins and understand the material in the practicum guide. In addition, the tools and practicum materials used are also difficult to find. During the practicum, there were major obstacles faced by students such as unstable networks and limited internet quota. For example, students present the results of their group work only through the WhatsApp Group platform because if they use Zoom Meeting the network is unstable. The next obstacle is that practical tools and materials are difficult to find. For example, in the implementation of the Animal Ecology practicum regarding the introduction of measuring tools for abiotic factors, such as for measuring environmental temperature which requires laboratory equipment but modified with the help of an application in the Playstore, the results obtained are not accurate, because the temperature measured is the temperature of the

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cellphone, not the cellphone temperature. ambient temperature. In addition, in the implementation of the Vertebrate Animal Diversity practicum that uses dangerous objects such as snakes, monitor lizards and so on that do not allow students to get them, students are asked to watch videos available on Youtube, because lecturers do not make videos for practicum material.

The next obstacle is the lack of mastery of practical material. Not all practicum materials can be mastered by students, because online practicums only answer questions in the practicum guide book, while offline practicums directly observe and make their own conclusions. The next obstacle is the difficulty in interacting with lecturers or lecturer assistants, students do not understand the steps in carrying out online practicums and making reports that are not appropriate because the data used is inaccurate due to lack of communication and information. The last obstacle is that students cannot practice practical theory directly, because everything is in the form of videos or virtual images. Does not hone students' new skills in practicum. Only focuses on practicum reports rather than processes. The practicum is only limited to knowledge or theory. This is in accordance with Nur's research (2021) regarding the Analysis of Student Perceptions of Practicing at Home During the Covid-19 Pandemic Period in the Plant Physiology Course. The results showed that the main obstacles faced by students during practicum at home were the availability of tools and materials, the form of the lecturer's explanation regarding practicum procedures was still not optimal, internet network instability, limited quota, the influence of gadget quality, and students did not read the theory that was in line. with practical material so that they do not understand the purpose of practicum (Yunus, 2021). This is also reinforced by research conducted by Anggi (2021) regarding the Exploration Study of Physics Practicum Activities During the Covid-19 Pandemic. The results showed that the majority of the obstacles faced during the practicum were on the network or signal (Setiyaningsih *et al.*, 2021). Research conducted by Icha (2021) on the Opinion of Science Education Students at Tidar University on Online Practicum. The results showed that the obstacles experienced by students during online practicums were that students did not understand the online practicum guidelines, so communication harmony between lecturers and students was needed (Erliana, 2021).

At the end of the practicum, an evaluation process is carried out, not all practicum material can be mastered by students, students do not understand the steps for implementing practicum and making reports. This causes a decrease in student skills. This is in accordance with Khairun's research (2020) on Lectures and Practicum Problems in the Covid-19 Pandemic Period. The results showed that the most problems faced by students were students' lack of understanding of the process or steps of practicum work, because they were not directly involved in practice (Nisa, 2020). So, it can be concluded that the online practicum of the Biology Department, Padang State University is carried out independently using platforms in the form of a virtual lab, YouTube, WhatsApp Group and Zoom Meeting. Lecturers do not create their own platforms, special E-Modules and videos for practicum materials. Lecturers only use the WhatsApp Group platform, Zoom Meeting, and reference videos from YouTube. Meanwhile, lecturers who make their own videos for practicum materials have challenges in preparing good or clear practicum videos. Lecturers cannot see and directly assess the psychomotor aspects of students. Students do not understand the material and steps for online practicum because they experience many obstacles such as tools and materials are difficult to find, unstable network and limited internet quota, lack of mastery of practicum material, difficulty in interacting with lecturers or lecturer assistants and cannot practice directly. practical theory. Based on the problems raised, the author will conduct a research "Analysis of Practicum Implementation During the Pandemic Period in the Biology Department, Padang State University".

## **II. METHOD**

### **2.1 Type of research**

This type of research is descriptive research by combining quantitative and qualitative data collection techniques. This method was chosen with the consideration that researchers want to obtain data and analyze in more depth about biology practicum activities for students in the July-December 2021 semester, class of 2019 Department of Biology, Padang State University.

### **2.2 Research informants**

Research informants are sources of data and information in a study. Informants are information providers (Gusriani, 2015). The determination of informants in the research to be carried out is as follows.

1. Informants in this study were lecturers, assistant lecturers, educational laboratory institutions, and students.
2. Lecturers and lecturer assistants as informants are determined by purposive sampling, namely with the consideration that the lecturers and lecturer assistants carry out practical and teaching activities in at least two different classes.
3. Education laboratory institutions as informants are three people, namely genetics II education laboratory, biochemistry, plant physiology, and animal microtechnics. Biochemistry and plant physiology share the same educational laboratory settings.
4. Students who are given a questionnaire act as respondents, while students who are interviewed act as research informants. Student respondents were all students of the July-December semester of 2019 class, totaling 264 people who took part in genetics II, biochemistry, plant physiology, and animal microtechnics lectures. The sample of students who were used as informants, namely students who were interviewed, were selected using a purposive sampling technique, namely students

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from classes who carried out practical activities. Furthermore, 10% of the total population of the 2019 batch were taken as many as 24 students representing four education classes and four science classes.

### 2.3 Research procedure

Preparation of assessment instruments, instrument validation, observing the implementation of the practicum and distribute questionnaires to lecturers, lecturer assistants, educational laboratory institutions, and students.

### 2.4 Data collection techniques

Data collection techniques used to collect data in the form of questionnaires, observations, interviews, and documentation.

### 2.5 Research instrument

The instruments used were questionnaires, supporting document observation sheets, interview guides, and documentation.

### 2.6 Data validity check technique

The technique used to determine the validity of the data taken is the triangulation technique. Triangulation is defined as a data collection technique that combines various existing data source collection techniques (Sugiyono, 2011). In this study, the data source triangulation technique was used, namely the process of strengthening evidence from different individuals (lecturers, lecturer assistants, educational laboratory institutions, and students) and documents. In addition, triangulation of data collection techniques was also carried out, namely combining quantitative and qualitative techniques (assessment sheets, observations and interviews). This ensures that the information obtained is more accurate.

### 2.7 Data analysis techniques

#### 1. Quantitative data

The research questionnaire was processed using the following formula

$$P = \frac{f}{n} \times 100$$

#### 2. Qualitative data

The data processed using qualitative techniques were obtained from the results of interviews, video recordings and field notes. The data was processed using the Miles & Huberman method. The Miles & Huberman method is a qualitative analysis consisting of three flow of activities that occur simultaneously, namely data reduction, data presentation and conclusion drawing and verification

## III. RESULTS AND DISCUSSION

### Result

#### 3.1 Practicum Planning During the Pandemic Period at the Department of Biology, Padang State University

Data on practicum planning during the pandemic carried out by lecturers, lecturer assistants, educational laboratory institutions, and students were obtained by researchers from a questionnaire instrument. Based on data analysis, practicum planning carried out by lecturers, lecturer assistants, and students is in very good criteria, while practicum planning carried out by educational laboratory institutions is in moderate criteria. Data analysis of practicum planning carried out by lecturers, lecturer assistants, educational laboratory institutions can be seen in the following diagram.

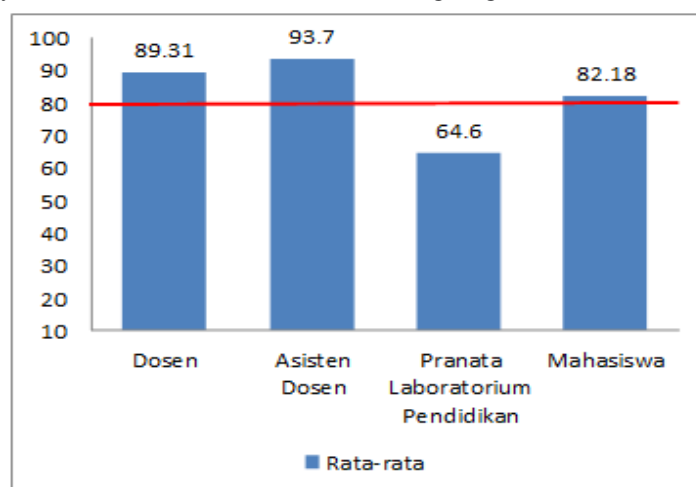


Figure 1. Percentage of Planning for Biology Department Practicum. The red line indicates very good criteria.

## **Analysis of Practicum Implementation During the Pandemic Period at the Department of Biology, Padang State University**

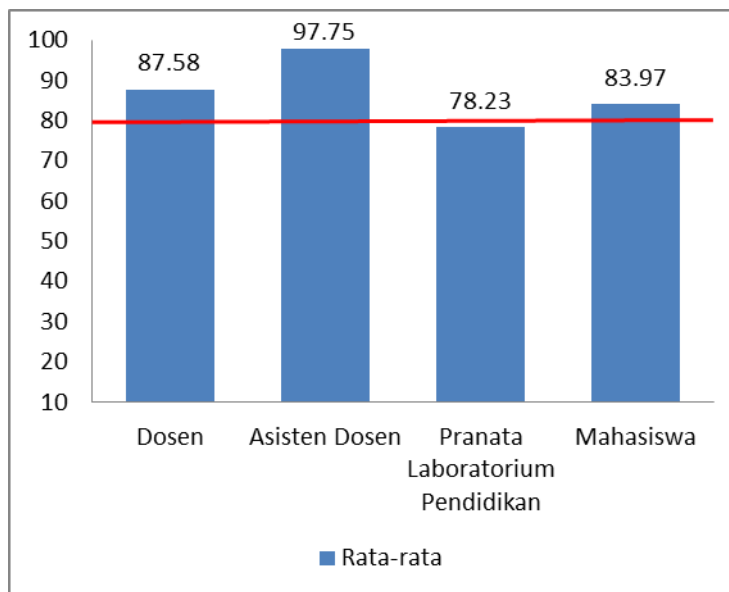
Biology practicum planning during the pandemic carried out by lecturers and lecturer assistants has four indicators. These indicators consist of evaluating the availability of practicum tools and materials, compiling practicum methods according to the time allocation, preparing practicum assessment formats, and evaluating practicum guides. Biology practicum planning carried out by educational laboratory institutions or laboratory assistants has only one indicator, namely planning laboratory activities and development. Meanwhile, the planning of biology practicum carried out by students has two indicators, namely preparing practicum tools and materials and understanding the material in the practicum guide. The practicum planning carried out by lecturers, lecturer assistants, and students in each course is in very good criteria with an average score of 89.31% each; 93.7%; and 82.18%. This shows that the lecturers and teaching assistants have evaluated the availability of practicum tools and materials, developed a practicum method according to the time allocation, prepared an assessment format, and evaluated the practicum guide very well. Students have also prepared practicum tools and materials and understand the material in the practicum guide very well. However, the practicum planning carried out by educational laboratory institutions is in the moderate criteria with an average value of 64.6%. This shows that educational laboratory institutions have not planned laboratory activities and development properly.

To strengthen the results of the questionnaire, the supporting documents were observed. Based on the results of observations, most of the supporting documents for practicum planning are not available, especially supporting documents for educational laboratory institutions. Supporting documents are available only for lecturers and lecturer assistants in the form of a practicum assessment format only. Based on the results of the questionnaire obtained, lecturers and lecturer assistants have evaluated the availability of practicum tools and materials and provided practicum guides that have been evaluated every time they are used. However, the results of the observations did not find documents on the results of the evaluation of the availability of tools and materials. The lecturer only explained that the tools and materials used in the practicum were adapted to the environment around students and were easy to obtain. The tools and practicum materials used are tools and materials that are easily obtained and are located in the student's environment, because most of the practicum equipment is in the laboratory. So the practicum that is done at home is a simple practicum. Then, the practicum guides distributed by lecturers and assistants are in the form of pdf, ppt, jpg and no revision date is available so that researchers cannot know whether the practicum guide is evaluated every time it will be used or not. This is inversely proportional to the results of the questionnaire which shows that lecturers and assistants have evaluated the availability of practicum tools and materials, and evaluated the practicum guide very well. However, lecturers and teaching assistants always prepare a practicum assessment format in the form of Microsoft Excel. This is in accordance with the results of the questionnaire which showed that lecturers and teaching assistants had prepared the practicum assessment format very well. Based on the results of the questionnaire, educational laboratory institutions or laboratory assistants have not prepared a laboratory development plan, developed a laboratory administration system, and planned a good laboratory management. This is in accordance with the results of observations where educational laboratory institutions do not have supporting documents such as laboratory development plan documents, the latest laboratory administration, and management plan documents. Educational laboratory institutions only prepare tools and materials for lecturers and lecturer assistants who will only make practicum videos. Because practicum is carried out virtually and students are in their respective homes, educational laboratory institutions do not play an important role as offline practicum.

### **3.2 Implementation of Practicum During the Pandemic Period at the Department of Biology, Padang State University**

Data from the implementation of practicum during the pandemic carried out by lecturers, lecturer assistants, educational laboratory institutions, and students were obtained by researchers from a questionnaire instrument. Based on the data analysis that has been carried out, the practicum carried out by lecturers, lecturer assistants, and students is in very good criteria. Meanwhile, the implementation of practicum carried out by educational laboratory institutions is in good criteria. Data analysis of the implementation of the practicum carried out by lecturers, lecturer assistants, educational laboratory institutions can be seen in the following diagram.

## Analysis of Practicum Implementation During the Pandemic Period at the Department of Biology, Padang State University



**Figure 2.** Percentage of Practicum Implementation in the Department of Biology. The red line indicates very good criteria.

The implementation of biology practicum during the pandemic carried out by lecturers and students consists of three indicators. The indicators consist of preliminary activities, core activities, and closing activities. The implementation of the biology practicum conducted by the teaching assistant consists of six indicators. These indicators consist of the ability to open a practicum, strengthen practicum material, teaching and learning activities (practical process), the ability to use learning media, the ability to close practicum activities, and follow-up. Meanwhile, the implementation of biology practicum conducted by educational laboratory institutions consists of four indicators. The indicators consist of serving practicum activities, making an inventory of practicum tools and materials, recording practicum activities, and managing practicum materials and equipment. The implementation of the practicum carried out by lecturers, lecturer assistants, and students in each course is in very good criteria with an average score of 87.58% each; 97.75%; and 83.97%. Lecturers and students have carried out preliminary activities, core activities, and closing activities very well. Lecturer assistants also open practicum, provide reinforcement of practicum material, carry out teaching and learning activities (practical process), use learning media, close practicum activities, and carry out follow-up activities very well, and carry out practicum carried out by educational laboratory institutions in each subject. are in good criteria with an average value of 78.23%. Educational laboratory institutions serve practicum activities, take an inventory of practicum tools and materials, record practicum activities, and manage practicum materials and equipment properly.

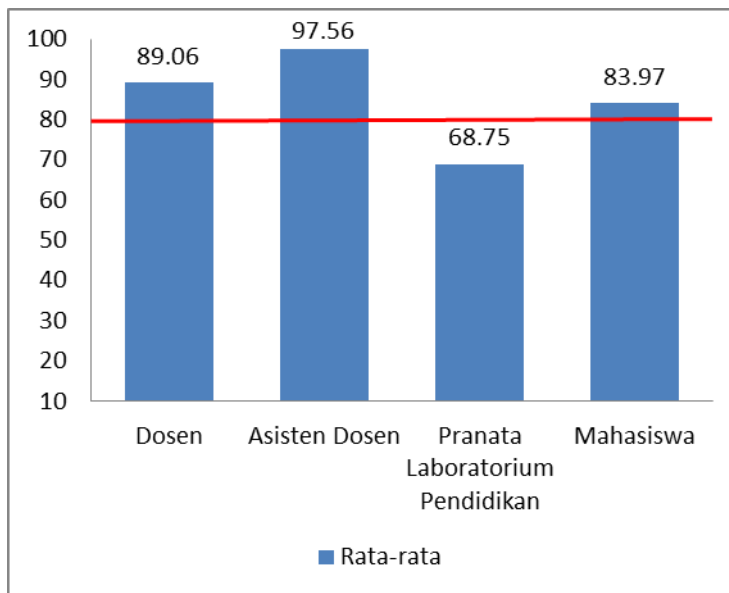
To strengthen the results of the questionnaire, the supporting documents were observed. Based on the results of observations, most of the supporting documents for the implementation of the practicum are not available, especially supporting documents for educational laboratory institutions. The only supporting documents available are assignments for students, attendance records for lecturers and students, as well as practicum videos made by students. Based on the results of the questionnaire, lecturers and lecturer assistants have carried out practicum very well from preliminary activities, core activities to closing activities. As a follow-up to the practicum process, lecturers and lecturer assistants give assignments to students, assignments are submitted in E-Learning every meeting in the form of reports and quizzes via google form. However, based on observations, there were several lecturer meetings that did not provide a column for submitting assignments for practicum, the lecturer only provided an independent discussion column and materials. Quizzes for practicum are not always held every meeting, only a certain time. This is inversely proportional to the results of the questionnaire which shows that lecturers and lecturer assistants always give assignments to students. Based on the results of the questionnaire, the educational laboratory institutions had carried out the practicum well, the educational laboratory institutions recorded the presence of lecturers and students from the receipt for borrowing tools. However, educational laboratory institutions do not prepare supporting equipment (worksheets, data record sheets, and so on) because the lecturers of each course prepare student worksheets and other equipment. Educational laboratory institutions also do not record the use of guidebooks because the guidebooks are distributed directly by the lecturers concerned. Educational laboratory institutions do not record equipment damage because the use of equipment directly in the laboratory is very little because the practicum is carried out in their respective homes. The role of laboratory institutions during online practicums is not fully implemented because they have been replaced by lecturers and assistant lecturers for each course. Based on the results of the questionnaire, students have carried out practicum very well, especially in demonstrating practical activities. Students demonstrate practicum activities in the form of videos, video links made by students are sent in E-Learning and uploaded

## Analysis of Practicum Implementation During the Pandemic Period at the Department of Biology, Padang State University

on Instagram by marking the lecturer's Instagram account. Students not only make reports and watch videos made by lecturers and lecturer assistants, but students participate in practicum by making practicum videos.

### 3.3 Evaluation of Practicum During the Pandemic Period at the Department of Biology, Padang State University

Data from practicum evaluations during the pandemic conducted by lecturers, teaching assistants, educational laboratory institutions, and students were obtained by researchers from a questionnaire instrument. Based on data analysis, practicum evaluations carried out by lecturers, lecturer assistants, and students are in very good criteria. Meanwhile, the practicum evaluation carried out by educational laboratory institutions is in the medium criteria. Analysis of practicum evaluation data conducted by lecturers, lecturer assistants, educational laboratory institutions can be seen in the following diagram.



**Figure 4.** Percentage of Evaluation of Biology Department Practicum. The red line indicates very good criteria.

Evaluation of biology practicum during the pandemic period conducted by lecturers and assistants consists of one indicator, namely an appropriate assessment of cognitive, affective, and psychomotor aspects. The practicum evaluation carried out by students also consists of one indicator, namely making, collecting, and presenting practicum reports. Meanwhile, the evaluation of biology practicum conducted by educational laboratory institutions also consists of one indicator, namely the evaluation of practicum tools and materials for further improvement. The practicum evaluations carried out by lecturers, lecturer assistants, and students in each course are in very good criteria with an average score of 89.06% each; 97.56%; and 86.32%. Lecturers and assistant lecturers have done a very good assessment of cognitive, affective, and psychomotor aspects, students have also made, collected, and presented practicum reports very well. However, educational laboratory institutions have not properly evaluated the tools and practicum materials for further improvement with an average value of 68.75%.

To strengthen the results of the questionnaire, the supporting documents were observed. Based on the results of observations, most of the supporting documents for practicum evaluation are not available, especially supporting documents for educational laboratory institutions. The only supporting documents available are cognitive, psychomotor, and affective assessment sheets, SOPs for operating practicum equipment, and practicum reports. Based on the results of the questionnaire, lecturers and lecturer assistants have assessed the cognitive, psychomotor, and affective aspects very well. Lecturers and teaching assistants prepare cognitive, psychomotor, and affective assessment sheets. Cognitive assessment is obtained from practicum exams, quizzes, question and answer discussions, and practicum reports. Psychomotor assessments were obtained from videos and student discussion activities. Then, the affective assessment was obtained from how the attitude of the students in making the video, the tools and materials used were complete or not, otherwise it would reduce the value, and how the students' attitudes met the systematics of the report. The practicum assessment sheet for each laboratory is the same, namely in the form of Microsoft Excel. However, based on observations, lecturers and teaching assistants do not yet have a grid of cognitive, psychomotor, and affective assessments and written guidelines for cognitive, psychomotor, and affective assessments. Cognitive, psychomotor, and affective assessment grids are only explained through the theoretical RPS and handbook module. This is inversely proportional to the results of the questionnaire which shows that lecturers and lecturer assistants always make assessments that are relevant to the goals set, while written guidelines for cognitive, psychomotor, and affective assessments have not been prepared by lecturers and lecturer assistants. Based on the results of the questionnaire, the educational laboratory has not evaluated the SOP for the

## **Analysis of Practicum Implementation During the Pandemic Period at the Department of Biology, Padang State University**

operation of practicum equipment and has evaluated the use of equipment and practicum materials for further improvement. SOPs for operating practicum equipment are distributed not in written form but in jpg or image form. There are several educational laboratory institutions that do not have SOPs for operating equipment on the grounds that they are in the old practicum manual and have not been made. Documents on the results of the evaluation of the use of equipment and practicum materials for further repairs are also not available because students do practicum at their respective homes so that there is very little use and damage to equipment and practicum materials. Based on the results of the questionnaire, students always make, collect, and present the results of their practicum reports very well. Practicum reports are made by students according to the systematics of writing practicum reports that have been distributed. And reports are collected in E-Learning with a certain time limit.

### **DISCUSSION**

#### **3.1 Practicum Planning During the Pandemic Period at the Department of Biology, Padang State University**

The practicum planning carried out by lecturers, lecturer assistants, and students in each course is in very good criteria with an average score of 89.31% each; 93.7%; and 82.18%. This shows that the lecturers and teaching assistants have evaluated the availability of practicum tools and materials, developed a practicum method according to the time allocation, prepared an assessment format, and evaluated the practicum guide very well. Students have also prepared practicum tools and materials and understand the material in the practicum guide very well. However, the results of the observations did not find documents on the results of the evaluation of the availability of tools and materials. The lecturer only explained that the tools and materials used in the practicum were adapted to the environment around students and were easy to obtain. The tools and practicum materials used are tools and materials that are easily obtained and are located in the student's environment, because most of the practicum equipment is in the laboratory. So the practicum that is done at home is a simple practicum. Conducting experiments in science requires tools and materials. The success of an experiment or experiment often depends on the ability to choose and use the right tools effectively. The experience of using tools and materials is a concrete experience that children need to accept new ideas. It is not expected that the tools used are laboratory equipment that must be purchased, it is enough to use simple tools that can be made by the teacher, and the available materials. The environment is a laboratory of unexpected value (Rahman *et al.*, 2004).

The practicum guides distributed by lecturers and assistants are in the form of pdf, ppt, jpg and no revision date is available so that researchers cannot know whether the practicum guide is evaluated every time it will be used or not. This is inversely proportional to the results of the questionnaire which shows that lecturers and assistants have evaluated the availability of practicum tools and materials, and evaluated the practicum guide very well. There are various obstacles in implementing practicum in schools or colleges, including the unavailability of a practicum guide, so that the practicum does not run optimally, there is no assessment guide made by the teacher or lecturer. In addition, the price of materials and tools used in the practicum is very expensive (Nanangkong *et al.*, 2019). The practical guide is intended to help and guide students to be able to work continuously and directed. With the practicum guide, students have readiness before practicum activities, namely by reading the book first. Students also get an overview of the objectives, benefits and processes of the practicum activities they carry out. In addition, the practicum guide should also be able to guide students to develop creativity and scientific attitude in conducting experiments (Syamsu, 2017).

Education laboratory institutions are positions that have the scope of duties, responsibilities and authorities to manage educational laboratories with the rights and obligations given in full by the authorized official. An educational laboratory officer at a university is expected to be able to carry out its functions optimally in laboratory governance or management, as well as in their daily duties, creativity and activeness are required in serving student or lecturer activities related to the teaching and learning process, whether in the form of practicum, research, or other activities. Community Service (Harjanto *et al.*, 2019). However, the practicum planning carried out by educational laboratory institutions is in the moderate criteria with an average value of 64.6%. This shows that educational laboratory institutions have not planned laboratory activities and development properly. Educational laboratory institutions only prepare tools and materials for lecturers and lecturer assistants who will only make practicum videos. Because practicum is carried out virtually and students are in their respective homes, educational laboratory institutions do not play an important role as offline practicums.

#### **3.2 Implementation of Practicum During the Pandemic Period at the Department of Biology, Padang State University**

The implementation of the practicum carried out by lecturers, lecturer assistants, and students in each course is in very good criteria with an average score of 87.58% each; 97.75%; and 83.97%. Lecturers, assistant lecturers, and students have carried out preliminary activities, core activities, and closing activities very well. Lecturers in the implementation of the practicum act as the person in charge of discussing the practicum material in the practicum guide with assistants and providing brief training on how to use tools or instruments related to practicum material (Banggali *et al.*, 2011). The genetics II and plant physiology practicum, lecturers are not directly involved in the practicum, because the lecturer cooperates with the teaching assistant in the implementation of the practicum. The lecturer prepares practicum materials and practicum guides before the practicum is carried



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out and explains to the teaching assistant about the materials, objectives and competencies that must be achieved during the practicum. Meanwhile, the animal biochemistry and microtechnical practicum lecturer is directly involved in the practicum without the help of a lecturer assistant. The implementation of the practicum can be carried out directly by students at home, using virtual labs and videos that are self-demonstrated by lecturers and lecturer assistants or using references from YouTube. Practicum that can be carried out directly by students at home is a simple practicum. The most popular form of practicum that has been carried out by students while online is experimentation using simple tools and materials that can be easily carried out, but does not reduce the essence or essence of the praktikum objectives. Students also explained that the lecturer's explanation accompanied by clear practicum guidelines would increase student interest in carrying out practicum (Sholikah *et al.*, 2020). This is also in accordance with research by Budiyo (2020), on Philosophical Reflections: Critical Analysis of Learning Strategies for Science Practicum during the COVID-19 Pandemic. The results showed that the practicum was carried out independently at each student's home by utilizing tools and materials around their environment and learning evaluation was carried out through independent assignments or practicum videos sent to lecturers (Budiyo Saputro *et al.*, 2020).

The use of video in the practicum process which is equipped with a combination of sound, image and music brings the material to be visualized so that students can be motivated to be more happy to carry out online practicums. Based on research by Erniwati (2014) on the use of video-based practicum media in physics science learning to improve student learning outcomes on the subject matter of temperature and its changes. The results of the study indicate that using video-based practicum media can provide differences in student science-physics learning outcomes compared to using learning strategies that have been implemented by teachers (Erniwati *et al.*, 2014). Virtual lab is an artificial environment that uses visual and auditory stimulation so that it is as if the user is in the environment. This technology provides a sensation that is close to reality so it is very useful for skills transfer processes such as practicum. Even in some cases, this technology to the point of causing false memories as if the user had done the real thing. The use of virtual labs helps in providing a real practical experience even at home. In addition, another advantage of virtual laboratories is that they are cheaper and safer than actual practice in the field (Nugroho, 2021). Based on Sri Wahyu Widyaningsih's research (2016) on Student Science Process Skills Through the Use of Virtual Laboratory Media in Basic Physics Courses at the University of Papua. The results show that the use of Virtual Laboratory media can be used as an appropriate alternative that can be used in the basic physics learning process, especially to grow students' science process skills, especially if laboratory facilities and infrastructure are limited (Widyaningsih & Yusuf, 2016). This is in accordance with Solikhin's (2019) research on A need analysis in developing virtual laboratory according to the chemistry teachers. The results showed that the virtual laboratory is one of the practicum media that can solve the limitations of tools, materials and learning time. The results of this study obtained that 91.89% of respondents stated that they needed a virtual chemistry laboratory that was integrated in hybrid learning. While based on practicum, things that are considered to require a virtual chemistry laboratory are chemical equilibrium, electrochemistry and reaction rates. This research can be used as a criterion for developing technology-based media (Solikhin *et al.*, 2019). Research by Fitra (2018) on Virtual Physics Laboratory Application Based on the Android Smartphone to Improve Learning Independence and Conceptual Understanding. The results showed that the Virtual Lab is an Android application that can be operated for learning both inside and outside school and the Virtual Lab Application is quite feasible as a learning medium and of very good quality (Arista & Kuswanto, 2018).

Students have carried out practicum very well, especially in demonstrating practical activities. Students demonstrate practicum activities in the form of videos, video links made by students are sent in E-Learning and uploaded on Instagram by marking the lecturer's Instagram account. Students not only make reports and watch videos made by lecturers and lecturer assistants, but students participate in practicum by making practicum videos. The activity of reporting the results of the practicum can be more interesting when it is based on audio-visual which can facilitate a variety of learning styles and the delivery of verbal information is carried out. The report, which initially only used a handwritten portfolio, due to the demands of modernization of education and the pandemic conditions that had an impact on changes in the order of the education system, reports on the results of the practicum can be communicated orally through video presentations that can train students' communication skills and creativity. Aspects that can be evaluated from the video presentation of practicum reports are the same as reports in general, coupled with the aspect of measuring creativity and oral communication skills (Ermila Hendriyani *et al.*, 2020). The implementation of the practicum carried out by educational laboratory institutions in each subject was in good criteria with an average value of 78.23%. Educational laboratory institutions serve practicum activities, take an inventory of practicum tools and materials, record practicum activities, and manage practicum materials and equipment properly. Educational laboratory institutions record the presence of lecturers and students from the receipt for borrowing tools. However, educational laboratory institutions do not prepare supporting equipment (worksheets, data record sheets, and so on) because the lecturers of each course prepare student worksheets and other equipment. Educational laboratory institutions also do not record the use of guidebooks because the guidebooks are distributed directly by the lecturers concerned. Educational laboratory institutions do not record equipment damage because the use of equipment directly in the laboratory is very little because the practicum is carried out in their

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respective homes. The role of laboratory institutions during online practicums is not fully implemented because they have been replaced by lecturers and assistant lecturers for each course.

### **3.3 Evaluation of Practicum During the Pandemic Period at the Department of Biology, Padang State University**

The practicum evaluations carried out by lecturers, lecturer assistants, and students in each course are in very good criteria with an average score of 89.06% each; 97.56%; and 86.32%. Lecturers and assistant lecturers have done a very good assessment of the cognitive, affective, and psychomotor aspects. Cognitive assessment is obtained from practicum exams, quizzes, question and answer discussions, and practicum reports. Psychomotor assessments were obtained from videos and student discussion activities. Affective assessment is obtained from how the attitude of students in making videos, the tools and materials used are complete or not, otherwise it will reduce the value, and how the attitudes of students fulfill the systematics of the report. The practicum assessment sheet for each laboratory is the same, namely in the form of Microsoft Excel. However, based on observations, lecturers and teaching assistants do not yet have a grid of cognitive, psychomotor, and affective assessments and written guidelines for cognitive, psychomotor, and affective assessments. Cognitive, psychomotor, and affective assessment grids are only explained through the theoretical RPS and handbook module. This is inversely proportional to the results of the questionnaire which shows that lecturers and lecturer assistants always make assessments that are relevant to the goals set, while written guidelines for cognitive, psychomotor, and affective assessments have not been prepared by lecturers and lecturer assistants. This is in accordance with Witma's research (2015) on the Analysis of the Implementation of Biology Science Practicum for Class VIII Semester 1 in State Junior High Schools throughout Lubuk Bagalung District, 2014/2015 Academic Year. The results showed that in practicum evaluation there were still teachers who did not know the form of assessment for practicum activities (Atnur *et al.*, 2015).

Students have also made, collected, and presented practicum reports very well. Practicum reports are made by students according to the systematics of writing practicum reports that have been distributed. Reports are collected in E-Learning with a certain time limit. The current practicum report preparation still has many weaknesses, including only duplicating practicum instructions and not training students to build arguments. The feedback given by the lecturer has not been carried out optimally so that students have not been trained to produce better writing. Whereas the feedback given by the lecturer will be able to help students produce better reports. Report writing has many advantages over answering exam questions. Besides being able to build arguments, preparing an investigative report can train critical thinking skills. The ability to discuss the results of investigations in reports can connect the theory learned with the results of investigations in the laboratory. Based on research by Yunita Arian (2020) on the Analysis of the Difficulties of Prospective Teacher Students in Compiling Practicum Reports, it was revealed that students still had difficulties in compiling practicum reports. It is necessary to arrange a practical implementation that can train students' writing skills (Anwar *et al.*, 2020). However, educational laboratory institutions have not properly evaluated the tools and practicum materials for further improvement with an average value of 68.75%. SOPs for operating practicum equipment are distributed not in written form but in jpg or image form. There are several educational laboratory institutions that do not have SOPs for operating equipment on the grounds that they are in the old practicum manual and have not been made. Documents on the results of the evaluation of the use of equipment and practicum materials for further repairs are also not available because students do practicum at their respective homes so that there is very little use and damage to equipment and practicum materials.

## **CONCLUSIONS**

Based on the results of the study, the following conclusions can be drawn:

1. The practicum planning carried out by lecturers, lecturer assistants, and students in each course is in very good criteria with an average score of 89.31% each; 93.7%; and 82.18%. Lecturers and teaching assistants have evaluated the availability of tools and materials, methods, assessment formats, and evaluation of practicum guides very well. Students have also prepared tools and materials and understand the material in the practicum guide very well. However, the practicum planning carried out by educational laboratory institutions is in the moderate criteria with an average value of 64.6%. This shows that educational laboratory institutions have not planned laboratory activities and development properly.
2. The implementation of the practicum carried out by lecturers, lecturer assistants, and students in each course is in very good criteria with an average score of 87.58% each; 97.75%; and 83.97%. Lecturers and students have carried out preliminary activities, core activities, and closing activities very well. Lecturer assistants also open practicum, provide reinforcement of practicum material, carry out teaching and learning activities (practical process), use learning media, close practicum activities, and carry out follow-up activities very well, and carry out practicum carried out by educational laboratory institutions in each subject. are in good criteria with an average value of 78.23%. Educational laboratory institutions serve practicum activities, take an inventory of practicum tools and materials, record practicum activities, and manage practicum materials and equipment properly.

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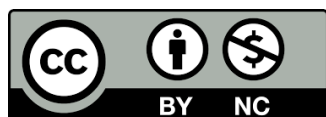
3. The practicum evaluation carried out by lecturers, lecturer assistants, and students in each course is in very good criteria with an average score of 89.06% each; 97.56%; and 86.32%. Lecturers and assistant lecturers have done a very good assessment of cognitive, affective, and psychomotor aspects, students have also made, collected, and presented practicum reports very well. However, educational laboratory institutions have not properly evaluated the tools and practicum materials for further improvement with an average value of 68.75%.

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## **Application of the Trademark Dilution Doctrine in Brand Dispute Resolution in Indonesia**



**Irhamnia<sup>1</sup>, Kholis Roisah<sup>2</sup>**

<sup>1,2</sup>Master of Law, Faculty of Law, Universitas Diponegoro

**ABSTRACT:** Providing protection for well-known brands can be realized by using the doctrine of trademark dilution and bad faith. The aim of this article is to find out the existence of the brand dilution doctrine in Indonesia, and how it is applied to litigation dispute resolution. The research method used is normative juridical with a law and case approach then it is analyzed qualitatively. The results obtained are that Indonesia has not had a regulation on brand dilution yet, but the prohibition against it has been implicitly regulated in the doctrine of bad faith. Enforcement of the trademark dilution doctrine is not carried out in the settlement of disputes between IKEA and IKEMA products. The panel of judges considers that there is no similarity between the two brands, besides that IKEMA is considered not to have violated the provisions of bad faith, so that the Panel of Judges considers IKEMA not guilty. There are no judges in Indonesia who have applied the trademark dilution doctrine because the regulations against it have not been regulated in the law, so to resolve trademark disputes judges use the doctrine of bad faith.

**KEYWORDS:** Trademark Dilution, Dispute, Bad Faith adopted by a country, (2) juridical factors, the validity of legal

### **I. INTRODUCTION**

Giving a brand to a product is one of the means to recognize the consumers about a product. A brand is a sign used to identify an item or service that is produced or provided by a particular person or company. Given brand makes easiness for consumers to know the character and quality of a product based on its unique characteristics. To control the use of brand, the regulation is needed to regulate it. Trademark protection in Indonesia is provided through Law Number 20 of 2016 on Marks and Geographical Indications. The definition of a mark according to this law is an image, logo, name, word, letter, number, dimension arrangement, sound, hologram, or a combination of 2 (two) or more of these elements, which are made in two-dimensional or three dimensional form, with the aim of providing a differentiator to the goods/services.

A brand is an object under intellectual property rights that cannot be separated from economic and moral rights. However, the main purpose of branding as a characteristic of a product is still used by irresponsible producers who want to reap profits by using well-known brands on their products. This fraud can be carried out in various forms, such as passing off, trademark dilution to plagiarism on a product, so the percentage of economic rights that should be received by producers is reduced.

Every country has a different way of dealing with the practice of brand dilution. These differences are influenced by norms with their binding power, (3) political factors, supported by political power, and (4) sociological factors, factors that prioritize an empirical approach with several criteria, namely recognition theory, reception theory, or legal facticity criteria.

In this article, the author will analyze the application of the trademark dilution doctrine on trademark disputes resolution that have similar names of brands, so that it is known how the decisions taken by the panel of judges decide disputes on similarity of names on brands in Indonesia. It is necessary to know: 1) How are the regulations regarding trademark dilution in Indonesia? 2) How does it apply to trademark disputes with similar names?

### **II. RESEARCH METHOD**

Normative juridical law research is used in this research that focuses on the legal provisions of a country regarding the practice of the trademark dilution doctrine in dispute resolution in Indonesia. The data used in this study are primary data, secondary and tertiary data. The primary data used is Law Number 20 of 2016 on Marks and Geographical Indications, the decision to settle a trademark dilution dispute is secondary data, while books and data from the government's official website are tertiary data. The analysis used in this research is descriptive qualitative analysis, which is an analysis that describes the application of the trademark dilution doctrine in the settlement of trademark disputes in Indonesia. various factors, such as (1) philosophical factors, applicable legal norms in accordance with the philosophical values.

### III. RESULT AND DISCUSSION

#### A. Trademark Dilution Overview

Trademark dilution occurs when a third party uses a trademark that is similar to a well-known brand that causes consumer perceptions to the product and harm a well-known brand, or it can also be interpreted that. When a well-known brand is used by anyone who is not related to the brand, its uniqueness as the only brand will be lost. (Jain 2018) Two or more products with the exact same brand will cause confused to the consumers, especially if the brand is the same product and store. (Kimt, 2002) By giving the same brand to consumers of a product, consumers will assume that they are in the same brand, especially on well-known brands, so it can influence consumers to buy something. Trademark dilution occurs in two goods with very similar brands, but it has different sales sectors, so product names with the same brand do not occur in brand dilution. Protection against brand dilution based on protecting the quality of the distinguishing power of well-known brands and protecting the reputation of those who try to tarnish well-known brands, not on consumer confusion about the product or the competition between them. (Dwisvimiar 2016) Basically trademark dilution is created to protect the owner and the brand itself, not the consumer. (Kimt 2002)

#### B. Trademark Dilution in Indonesia

Trademark dilution is a new term whose provisions regarding it have not been regulated in Law Number 20 of 2016 on Marks and Geographical Indications, but the handling of it is written implicitly in Article 21 section 1 letter b and c namely the application for registration of a mark will be rejected if it has similarities in principle or in its entirety to (1) a well-known mark belonging to another party in the form of similar goods/services (2) a well-known mark belonging to party in the form of dissimilar goods/services that meet certain requirements. Although it has not been regulated directly, it can be understood that the use of a brand that has similarities even though it is not in a similar item is an act that violates and can attack the reputation of the brand which imitates it. (Roisah and Setiyono 2019)

The implicit mention of brand dilution by Law Number 20 of 2016 on Marks and Geographical Indications in the trademark registration regulation indicates that prevention of the practice of brand dilution can be carried out at the time the mark is registered. A registered mark can be rejected if it fulfills one of the refusal requirements in Article 21 Section 1 and 2 of the Law Number 20 of 2016 on Marks and

Geographical Indications, on the grounds in Section 3 that the registrant committed a bad faith. (UURI No. 20 of 2016) The scope of bad faith includes fraud, misdirection, and neglect of legal obligations to gain profits. It can also be interpreted as an untruthful act to achieve a dishonest goal that is done consciously. (Mardianto 2010) The definition of bad faith according to Black's Law Dictionary is "the opposite of good faith, generally implying or involving actual or constructive fraud, or a design to mislead or deceive another, or a neglect or refusal to fulfill some duty or some contractual obligation, not prompted by an honest mistake as to one's rights or duties, but by some interested or sinister motive." (Black 1911) "An applicant with bad intentions" in the explanation of Law Number 20 of 2016 on Marks and Geographical is an applicant who is reasonably suspected in registering his trademark for the sake of his business causing conditions to have the intention to imitate, plagiarize, or follow the mark of unfair business competition, deceive, or mislead consumers. (UURI No. 20 of 2016)

Verification of bad faith can be prevented in the trademark registration process to avoid trademark dilution. Trademark registration in Indonesia is submitted at the Directorate General of Intellectual Property of the Republic of Indonesia Office by online or offline. After applicant registration is submitted, the inspection of the mark may be carried out by a functional official who is appointed and dismissed by the Minister to carry out his duties. Mark applications submitted will be examined by the functional official to ensure that substantive requirements are fulfilled.

Substantive requirements are conditions that must be met by the applicant so that the mark is entitled to legal protection. Substantive requirements include two requirements, namely absolute and relative requirements: (Roisah and Setiyono 2019)

- 1) The absolute requirement that must be met by the applicant or do not contain the things in Article 20 of the Law Number 20 of 2016 on Marks and Geographical Indications, (Roisah and Setiyono 2019) which reads as follows: Letters a: "Contrary to state ideology, statutory regulations, morality, religion, decency, or public order." Letter b: "The same as, relating to, or only mentioning the goods and/or services for which registration is requested." Letter c: "It contains elements that can mislead the public about the origin, quality, type, size, type, purpose of use of goods and/or services which registration is requested or is the name of a protected plant variety for similar goods and/or services." Letter d: "It contains information that is not in accordance with the quality, benefits, or efficacy of the goods and/or services produced." Letter e: "It lacks discrimination." and/or Letter f: "It is a common name and/or symbol of public property." (UURI No. 20 of 2016)
- 2) The relative requirements is a mark that can be rejected by the Directorate General of Intellectual Property of the Republic of Indonesia Office because it fulfills the elements of Article 21 of the Law Number 20 of 2016 on Marks and Geographical Indications, (Roisah and Setiyono 2019) which reads as follows: Section 1: "The application is rejected if the Mark has similarities in principle or in its entirety with: a. Registered marks belonging to another party or previously requested by another party for similar goods and/or services; b. Well-known marks belonging to other parties for similar goods and/or services; c. Well-known marks belonging to other parties for goods and/or services of a different kind that meet certain requirements; or d.

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Registered Geographical Indications.” Section 2: “The application is rejected if the Mark: a. Constitutes or resembles the name or abbreviation of the name of a famous person, photo, or name of a legal entity owned by another person, except with the written consent of the entitled party; b. Imitates or resembles the name or abbreviation of the name, flag, symbol or symbol or emblem of a country, or national or international institution, except with written approval from the competent authority; or c. Imitates or resemble an official sign or stamp or seal used by a state or government agency, except with the written approval of the competent authority.” Section 3: “An application is rejected if it is submitted by an applicant with bad faith.” (UURI No. 20 of 2016)

An examination using these two conditions provides an opportunity for the examiner to apply the doctrine of mark dilution, namely examining the trademark being applied for from the overall similarity content and principal similarity with a well-known mark of the same or dissimilar type based on the provisions of Article 21 Section 1 letter c. In carrying out a trademark inspection, the examiner is equipped with a trademark inspection guideline, namely the Regulation of the Minister of Law and Human Rights Number 67 of 2016 concerning Trademark Registration. (Roisah and Setiyono 2019) After the inspection is carried out and the trademark applied for meets the two requirements that have been described, the trademark applicant is declared to be in good faith and brands can be registered.

**Table 1: Trademark data registered with the Directorate General of Intellectual Property of the Republic of Indonesia Office in 2017-2019:(Data n.d.)**

Year	Application	Accepted	Rejected
2017	53.493	41.538	9.581
2018	60.330	45.877	8.875
2019	71.291	37.636	3.588

Based on the data in the table above, it can be concluded that application for trademarks in Indonesia has increased every year. Brand acceptance in 2017 and 2018 has increased, then decreased in 2019, while brand rejection has decreased every year. However, not all applications get a decision on acceptance or rejection in the same year.

A study conducted by Dwisvimiar stated that the existence of a bad faith doctrine was not enough to overcome the problem of trademark dilution. The research conducted on the Law 15 of 2001 on Trademarks still has relevance to the Law Number 20 of 2016 on Marks and Geographical

Indications, these two laws do not regulate brand dilution and only use the doctrine of bad faith. According to Dwisvimiar, the Law 15 of 2001 on Trademarks does not regulate the dilution of marks. In this Law, Article 6 section 1 regulates trademark infringement on similar goods, while section 2 applies to mark with dissimilar goods. This is also contained in the Article 21 section 1 letters b and c of the Law Number 20 of 2016 on Marks and Geographical Indications. These articles are related to trademark infringement, even though they are implied about the regulations regarding trademark dilution. According to Dwisvimiar, the doctrine of trademark infringement is different from the doctrine of trademark dilution, in addition to that the substance of the protection is different from another. So, what needs to be changed in this regulation is to separate the two provisions (mark dilution and mark infringement) into different articles. The advantages obtained in this way are: (1) there is no need to make separate regulations regarding mark dilution, because both are part of the trademark law; (2) not to require a lot of elaboration in one article, it is enough to explain in the explanation section; (3) to provide legal certainty, Indonesia is a country that adheres to the Civil Law System that uses legislation as a source of law. While the disadvantages are: (1) providing the same interpretation between brand dilution and brand infringement; (2) the law becomes swollen due to the existence of a new doctrine and has implications for the legal consequences of the new doctrine; (3) requiring communication regarding the implementation and proceeding to the public regarding the new doctrine, that this brand dilution doctrine provides wider protection for brand owners. (Dwisvimiar 2016)

One example of a case concerning brand dilution in Indonesia that is interesting to discuss is the case between IKEA and IKEMA in 2011. IKEA through inter IKEA Systems BV sued PT. Angsa Daya, the excuse given is that IKEA is a product that has been registered since 1943 in goods class are class 21 (household appliances), 24 (textiles), 11 (installation of lighting, heating, cooling, etc.), 35 (office equipment) and 42 (industrial research services), while IKEMA is in class 19 goods (materials non-metallic buildings). IKEA sued IKEMA because they felt that they had been imitated, plagiarized and piggybacked on IKEA's fame. They assumed that these similarities can deceive consumers. (Permata et al. 2019) At the first instance, the panel of judges granted the cancellation of the IKEMA mark, this decision was upheld at the cassation level. However, at the level of judicial review, the judicial review panel stated that: (a) the IKEA brand did not have anything in common with IKEMA as stated by Angsa Daya regarding the origin and pronunciation of IKEMA which came from the Chinese language; (b) the IKEMA mark registered in class 19 is not an item of the same type or class as the IKEA mark listed in class 11, 21, 24, 35, 42; (c.) the application of Article 6 section 2 regarding “well-known marks” related to Government Regulations that require requirements, and so far there has not been. (Permata et al. 2019)

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Based on this case, there is uncertainty about the trademark dilution case, thus giving confusion to the judicial review panel due to the lack of similarity in class goods and the absence of definite regulations governing brand dilution. Therefore, based on this decision, the regulation regarding trademark dilution which is “implied” in the Law Number 20 of 2016 on Marks and Geographical Indications cannot provide a strong legal standing for its practice.

The results of the discussion of the research above are that Indonesia has not had a brand dilution regulation yet and only writes it implicitly in Article 21 section 1 letter b and c that has not been able to resolve the trademark dilution dispute properly. This happened in the dispute between IKEA and IKEMA with the final decision that IKEMA did not carry out trademark dilution because it had a different product and meaning. In addition, the uncertain provisions on mark dilution were also the reason for the judge to reject IKEA's application in this dispute.

The view obtained from this case is that the function of intellectual property rights as protection of economic rights as a result of intellectual creativity (Arif and Rosni 2018) and protection against brand dilution is not achieved, because even though it is clear that the second brand has the name that is almost similar to a well-known brand. The protection to wellknown brands is not given because it is considered that the two products sell different classes of products. The purpose of brand dilution protection is to protect other brands that use well-known brands with different products, even though there is no confusion about the product or the origin of the product, because it will reduce the uniqueness of the brand or even the well-known brand will weaken over time. (Nadya Valerie 2019) It is feared if this dispute does not get the right decision, things that can be avoided with brand dilution effect will happen to famous brands.

The doctrine of bad faith has not been able to overcome the problem of brand dilution in Indonesia. Indonesia which has not assigned legal provisions yet for brand dilution, relies on the doctrine of bad faith in Article 21 section 3 of the Law Number 20 of 2016 on Marks and Geographical Indications to overcome this problem, but in the case that occurred between IKEA and IKEMA was deemed that there was no bad faith behavior by IKEMA. Good faith whose assessment can be carried out relatively (done by assessing behavior) and subjectively (done with common sense and fairness.) (Lumopa, Suherman, and Haryanto 2018) Subjective assessment should be carried out on IKEMA trademark registration because it can be ascertained that the mark bears resemblance to the IKEA brand, but the decision in this case does not consider IKEMA to have bad faith, so that the implied protection against brand dilution by Article 21 Section 1 letters b and c of the the Law Number 20 of 2016 on Marks and Geographical Indications cannot be used as a benchmark for enforcement of brand dilution.

Beside the case that occurred in the dispute between IKEA and IKEMA, research conducted by Kholis Roisah and Joko Setyono stated that no judges in Indonesia have not applied the trademark dilution doctrine yet. This is concluded from three cases of well-known brands who report other brands because they are considered to resemble and damage the reputation. Based on the three brands, there is no judge's decision that uses the trademark dilution doctrine, but they use the bad faith doctrine, this is considered not to damage the reputation of a well-known brand. In addition, there is no written rule in the Law Number 20 of 2016 on Marks and Geographical Indications that regulates trademark dilution, this is the main reason the judges have not been able to use the trademark dilution doctrine because Indonesia is a country that adheres to Civil Law, so the application of the bad faith doctrine is considered sufficient to resolve cases of wellknown brand. (Kholis and Joko).

## IV. CONCLUSION

Indonesia has not regulated the law on trademark dilution, the regulation is only implied through Article 21 section 1 letters b and c, and it uses the doctrine of bad faith to resolve trademark dilution disputes. The dispute resolution between IKEA and IKEMA does not use the trademark dilution doctrine. IKEA's application was rejected because it was considered that IKEMA's products did not sell the same products as IKEA and the name taken was not inspired by IKEA. The reason for bad faith is not found in this dispute decision, even though when it is viewed with common sense, the IKEMA brand is very similar to the IKEA brand, this can endanger the sustainability of IKEA because it can eliminate the uniqueness of its products. The absence of regulations regarding trademark dilution in the Law Number 20 of 2016 on Marks and Geographical Indications is the main reason for judges in deciding cases of name equality on well-known brands, so the doctrine of bad faith is considered sufficient to overcome these problems. It can be concluded that the use of the brand dilution doctrine has not had a deep understanding of the concept yet because the use of reasons in the decision still leads to the same product not to different types of products, so it is not considered a violation of the law.

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## **Implementation of Hidden Curriculum in Online Learning at PKVM Al Ishlah Central Jakarta, Indonesia**



**Karnadi<sup>1</sup>, Durotul Yatimah<sup>2</sup>, Eliana Sari<sup>3</sup>**

<sup>1,2</sup>Community Education Study Program, Postgraduate Program - State University of Jakarta, Jakarta, Indonesia

<sup>3</sup>Education Management Study Program, Postgraduate Program - State University of Jakarta, Jakarta, Indonesia

**ABSTRACT:** The main quality of a nation is mainly determined by the quality of its education. The national education system according to Law No. 20 of 2003 includes formal education, non-formal education and informal education. Equality education is a non-formal education unit with the same graduate competency standards as formal schools. During the COVID-19 pandemic, all learning pathways for education are carried out online. The problem is that not all educators have optimal readiness to carry out online learning, both in methods and media assistance, so every educator is required to be able to find the right form of online learning to implement the formal curriculum and at the same time a hidden curriculum to develop the knowledge, skills and mental character of the participants educate.

This research was conducted on Equality Education at PKBM Al Ishlah, Central Jakarta with descriptive methods and qualitative approaches. Data collection techniques are interviews, observation and documentation. Data analysis was carried out on the implementation of the hidden curriculum at the preliminary stage, core activities, and closing activities of online learning. Based on the results of the study, character building in the preliminary activities of educators at PKBM Al Ishlah Central Jakarta has instilled religious character values, discipline, politeness, social care, and participation. In the core activities, educators instill values of independence, cooperation, care for the environment, and self-confidence. At the end of the lesson, educators instill the character values of critical thinking, honesty, responsibility, and religion.

**KEYWORD:** Covid-19, online learning, hidden curriculum, character

### **I. INTRODUCTION**

National Education System in Law no. 20 of 2003 states that the national education system includes 3 channels of education, namely formal education, non-formal education and informal education. Formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education. Non-formal education is an educational path outside formal education that can be carried out in a structured and tiered manner. Informal education is the path of family and environmental education. One form of non-formal education program is equality education.

Equality education according to Zulkifli Agus Piliang (<http://arifsulistyo.wordpress.com/jurusan-pls/kejar-paket-c/>, accessed on January 5, 2021) is a non-formal education pathway with the same graduate competency standards as formal schools. However, the content, context, methodology, and approach to achieving graduate competency standards provide more applied, thematic, inductive concepts related to environmental issues and practice work-oriented or self-employed life skills. Thus, equality education is one of the non-formal education programs that are structured and assessed. One of the equality education programs is the Kejar Package C program which is equivalent to high school. Online learning is in accordance with government policy through the Ministry of Education and Culture through policy No. 36962/MPK.A/HK/2020 which decided to replace the face-toface learning process in both formal and non-formal education into an online learning process in all education units.

Achieving the quality of equality education is determined by a quality curriculum. The unit-level curriculum for the Equality Education Package C Program was developed based on the principles: life-centered, diverse and integrated, responsive to developments in science, technology and art, comprehensive and continuous, and the principles of lifelong learning. This means that the equivalence education curriculum of the Package C program contains more applied, thematic and life skills oriented concepts. The equivalence education curriculum in this case includes a written curriculum (written curriculum) and a hidden curriculum (hidden curriculum) that must be realized in the process of implementing learning.

The problem is that the learning process carried out so far refers to a formal curriculum that does not fully contain experiences that can form strong and positive characters in students. The application of a hidden curriculum which is theoretically very rational

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affects students in recognizing well the school environment, classroom atmosphere, and even broad school policies and management both in vertical and horizontal relationships (Dakir, 2010). Hidden curriculum has a considerable influence in building the internalization of the values and character of students in the PKBM environment. According to Gattron in Caswita (2013: 46), hidden curriculum is a curriculum that is not a part that must be studied, which is described as aspects that exist in PKBM outside the written curriculum, but are able to influence changes in values, perceptions, and behavior of students in learning. comply with PKBM regulations, carry out religious rules or events and comply with other regulations.

However, in general, educators do not know that the hidden curriculum is very important to implement in learning, they only pay attention to the core curriculum. The absorption of material by students is strongly influenced by the hidden curriculum because educators can translate social and moral messages through attitudes without realizing it. Strong character shapes individuals to become agents of change in themselves and the surrounding community. From the implementation of the hidden curriculum, positive habits will be formed in students which radiate through religious character, discipline, clean culture, good manners, and helping each other with friends (Suryaningtyas, 2014: 6-9). Students are generally very easy to absorb information or knowledge, but not infrequently because they are so fun playing gadgets, students become vulnerable to instant thinking, individualistic, not independent, and do not respect diversity. In fact, students are expected to become individuals with independent, tolerant, responsible, hard-working, and intelligent character, which is one of the main assets in facing the Industrial Revolution 4.0. Character education is important to build moral education progress in society. Salahudin and Alkrienciechie (2013: 42) explain that character is a characteristic of a person or group of people that contains values, abilities, moral capacity, and persistence in facing difficulties and challenges. Character education for students needs to be directed at the concept of learning to hone activities of reasoning and argumentation, to build the foundation of intelligence, independent attitude and not anti-diversity.

Character education for students needs to be done through habituation. Kurniawan (2017: 29) reveals that a person's character is formed from the habits he does, both attitudes and words that he often does to others. Meanwhile, according to Wibowo (2013:12) character is a natural trait of the human soul that characterizes a person in acting and interacting in family and society. The notion of character is also expressed by Samani and Hariyanto (2013: 41) as something that is typical of a person as a way of thinking and behavior to live and work together in relation to others who can make decisions and be responsible for their actions. But in fact, these things tend not to be the main focus of education in today's information age, because the ability to think critically, solve problems, and reconcile students' problems is minimal.

The purpose of learning activities is not only so that students are able to memorize the material, but also to be able to memorize and at the same time have literacy character skills with reasoning that is able to digest, analyze, and convey it well. This is a challenge that needs to be the focus of character education today. The implementation of online learning is still colored by several problems. Saepuloh (2020) explains that the existence of educators cannot be replaced by the internet, even though the work of delivering learning materials can be replaced with technology, but the inner approach and character formation and spiritual habituation by teachers cannot be replaced. Even according to Sri Rahayu (2020), with online learning the teacher's role is relatively limited to preparing learning materials, teaching and evaluating learning only, while the tasks of forming the character of students are replaced by parents in guiding children's regularity, learning discipline, and even being a facilitator who good for their children to study at home.

Other disadvantages of using online and its relation to character building include:

(<http://repo.iaintulungagung.ac.id/21427/7/BAB%20II.pdf>)

- a. Lack of interaction between teachers and students or even between students themselves, can slow down the formation of values in the teaching and learning process.
- b. Tendency to ignore academic or social aspects and instead encourage business or commercial aspects.
- c. The process of learning and teaching tends towards training rather than education.
- d. The teacher's role has changed from previously mastering conventional learning techniques, but now teachers are required to master learning techniques using ICT (Information Communication Technology).
- e. Students who do not have high learning motivation tend to fail.

Likewise, the opinion of Syamsul Arifin (2020), that online learning cannot be optimal in facilitating the realization of one of the important aspects of education, namely the formation of attitudes, especially for high levels such as the classical theory of education from Benjamin S. Bloom with characterization.

The results of our preliminary research at PKBM AL Islah, Central Jakarta, show that generally educators are only fixated on formal curriculum guidelines and do not take advantage of other factors (hidden curriculum) other than those that have been set. Caswita, (2013:8) states that most educators do not know that the hidden curriculum is very important in learning, they only pay attention to the core curriculum, even though in reality the hidden curriculum has a positive impact on learning. influenced by the hidden role of the curriculum because educators can easily translate social and moral messages through unconscious attitudes. Hidden

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curriculum according to Smith (1991: 258) does not emphasize content but on meaning-full. Learning that pays attention to the hidden curriculum is closely related to the formation of strong character values.

In general, an educator with good character will also have difficulty transmitting character values even through various techniques and methods. Therefore, educators need to find the right form of online learning to meet the demands of the formal curriculum while at the same time implementing the hidden curriculum properly without reducing its role in building the character of students.

Therefore, researchers are interested in examining how the implementation of the hidden curriculum is carried out by teachers in shaping the character of students in online learning during the covid-2019 pandemic in the PKBM AL Ishlah Package C Package Program, Central Jakarta.

## II. THEORITICAL REVIEW

### A. *Hidden Curriculum Basic Concepts*

The definition of curriculum in Law Number 20 of 2003 concerning the National Education System Article 1 point 19 is: "The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. Michaels, Grossman and Scott as quoted by Toenlie which states: "The planned curriculum is defined as broad goals and specific objectives, content, learning activities, use of instructional media, teaching strategies, and evaluation stated, planned and carried out by school personal ". Based on the description above, the curriculum is defined as an educational program that contains various teaching materials and learning experiences that are programmed, planned and systematically designed on the basis of applicable norms. The curriculum has a central position in any educational endeavor (Klein, 1989:15).

The functions of the curriculum for educators are; (<https://www.dosen Pendidikan.co.id/pengertian-kurikulum-menurut-paraahli/>)

- Working guidelines in compiling and organizing students' learning experiences.
- Guidelines for conducting an evaluation of the development of students in order to absorb a number of experiences provided.

The curriculum according to Sukiman, (2015), in his book *Development of Higher Education Curriculum* includes a very broad understanding including potential curriculum, actual curriculum, and hidden curriculum. The potential curriculum or ideal curriculum is a written plan or program, which is a guide for educators in carrying out learning activities. Wina Sanjaya, (2019) in her book *Curriculum and Learning*, says that: Every educator should be able to carry out activities according to the demands of the curriculum because the ideal curriculum is a guide for educators, and the curriculum is called the formal curriculum or written curriculum. The actual curriculum is a curriculum that is factually implemented by educators according to existing conditions.

The hidden curriculum is an activity in the Package C Program that also influences the development of students, but is not programmed in the ideal curriculum curriculum. According to Sukiman, (2015), hidden curriculum (hidden curriculum) in his book *Development of Higher Education Curriculum*, are things or activities that occur in schools and influence the development of students, but are not programmed in the potential/ideal curriculum. Regarding the hidden curriculum, Kohelberg in Dakir (2019), said that the hidden curriculum is related to moral education and the role of educators in transforming moral standards. Hidden curriculum occurs in the interaction process of teachers, students, class structures, overall organizational patterns and so on in a school relationship. Learning as a process of interaction between teachers, students and materials, is often unknowingly "learned" by students, even though it is not planned, and because of that it is often neglected so that it escapes the attention of the teacher. This is what the hidden curriculum says. This means that the hidden curriculum appears as a side effect of the interaction between students, teachers and the material and learning environment.

### B. *Character Building of Students*

The term character is taken from the Greek "Charassian" which means "to mark" or to mark and focus on how to apply the value of goodness in the form of actions or behavior, so that people who are dishonest, cruel, greedy and other bad behavior are said to have bad character. On the other hand, people whose behavior is in accordance with moral rules are called noble characters.

Character according to Michael Novak based on Thomas Likona (2012), says that character is "a compatible mixture of all the virtues identified by religious traditions, literary stories, sages, and common sense people in history." Character formation has the same orientation as moral education. Character education according to Zubaedi (2012: 19) is all business planning carried out by teachers that can affect the formation of the character of their students, understand, shape, and foster ethical values as a whole.

Furthermore, according to Wibowo (2013: 40) character education is an education that is used to instill and develop character in students, so that they have noble character after having them can apply it in everyday life like at home, at school and in the community. In the implementation of character education or moral education, an educator has full responsibility in guiding and setting an example for students from an early age so that they are accustomed to respecting their parents, family, teachers and friends.

In shaping the quality of good character values, educators need to guide students with the right method. The character education method is an effort that is carried out systematically by educators in order to create positive quality values for children's characters. According to Uswatun Hasanah, quoting the opinion of Doni Koesoema (<https://media.neliti.com/media/publications/56629-ID->

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model-model- Pendidikan-character.pdf) some of the methods of character education are: (1) **Teaching**; ..... teaches character education in order to introduce theoretical knowledge about value concepts. (2) **exemplary**; consistency in teaching character education is not just through what is said through learning in the classroom, but it also appears in the teacher, in real life outside the classroom. The character of the teacher determines the color of the personality of the students. (3) **determine priorities**; educational institutions have priorities and basic demands on the character they want to apply in their environment. Character education collects many sets of values that are considered important for the implementation and realization of the vision of educational institutions. Therefore, educational institutions must determine the standard demands for the characters offered to students as part of institutional performance. (4) **priority practice**; Another very important element for character education is evidence of the implementation of the priority values of character education. In relation to the demands of educational institutions on the priority values that become the vision of their educational performance, educational institutions must be able to verify the extent to which the school's vision has been able to be realized within the scope of scholastic education through various elements within the institution. (5) **reflection**; The character that will be formed by educational institutions through various programs and policies always needs to be evaluated and reflected on continuously and critically. (Jamal Makmur Asmani 2008, 67-70)

Improving the quality of students at all stages and levels of education cannot be separated from efforts to build positive and strong characters both in the school education environment, as well as in non-formal and informal education environments. Character education has a very useful function for a person, as explained by Salahudin and Alkrienciechie (2013: 43) the function of character education is as follows: 1. Develop basic potential to behave well. 2. Reinforce good behavior and can correct bad behavior. 3. Helping to be able to filter out foreign cultures that are not in accordance with the values of Pancasila.

In this regard, it is clear that a hidden curriculum or a hidden curriculum can be implanted through the entire education process. Muchlas Samami and Hariyanto (2013) mention that the cultivation of character values can be done through learning activities by implementing a hidden curriculum.

### *C. Indicators of Character Formation of Students*

In forming the character of students, there are character education values according to the Ministry of Education and Culture (2013), namely:

1. Religious. Obedient attitudes and behavior in carrying out the teachings of the religion they adhere to, being tolerant of the implementation of worship of other religions, and living in harmony with adherents of other religions.
2. Be honest. Behavior based on efforts to make himself a person who can always be trusted in words, actions, and work.
3. Tolerance. Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from themselves.
4. Discipline. Actions that show orderly behavior and comply with various rules and regulations.
5. Hard Work. Actions that show orderly behavior and comply with various rules and regulations. So with this orderly behavior can build student character in real life.
6. Creative. Thinking and doing something to produce a new way or result from something you already have.
7. Independent. Attitudes and behaviors that are not easy to depend on others to complete tasks.
8. Democratic. A way of thinking, behaving, and acting that evaluates the rights and obligations of himself and others.
9. Curiosity. Attitudes and actions that are always trying to find out more deeply and widely from something that is learned, seen, and heard.
10. National Spirit. A way of thinking, acting, and having insight that places the interests of the nation and state above the interests of themselves and their groups.
11. Love the Motherland. A way of thinking, acting, and having insight that places the interests of the nation and state above the interests of themselves and their groups.
12. Rewarding Achievement. Attitudes and actions that encourage him to produce something useful for society, and recognize, and respect the success of others.
13. Friendly/Communicative. Attitudes and actions that encourage him to produce something useful for society, and recognize, and respect the success of others.
14. Peaceful Love. Attitudes and actions that encourage him to produce something useful for society, and recognize, and respect the success of others.
15. Likes to Read. Habits of taking time to read various readings that give virtue to him.
16. Care for the Environment. Attitudes and actions that always try to prevent damage to the surrounding natural environment, and develop efforts to repair it. This is very important considering that students often interact with the surrounding community.
17. Social Care. Attitudes and actions that always want to help other people and communities in need.
18. Responsibility. That is the attitude and behavior of a person to carry out his duties and obligations, which he should do, towards himself, society, the environment (nature, social and culture), the state and God Almighty.

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### III. METHOD

This study uses a naturalistic phenomenological qualitative approach with the aim of understanding and interpreting the meaning of the interaction of educator behavior in depth about the application of the hidden curriculum in shaping the character of students in online learning at PKBM Al Ishlah, Central Jakarta. Taking research subjects using the snowball technique, which according to Agus Salim (2006:13) "samples are taken from key informants, then added and expanded according to the first sample information and so on. The determination of key informants was done intentionally, then if in data collection there was no longer any variation in information found, then the researcher no longer needed to look for new informants, because the information collection process was considered complete. This research method is descriptive method. Data processing uses in-depth interview techniques (dept interview), observation, and documentation. Data analysis, namely qualitative data analysis, is more focused during the process of activities in the field along with data collection, and after completing data collection within a certain period (Sugiyono, 2012: 245). The steps taken in data analysis are data collection (data collection), data simplification (data reduction), data presentation (data display), and conclusion and verification (conclusion; drawing/verifying).

### IV. RESULTS

PKBM Al Ishlah Central Jakarta has a commitment to always improve the quality and competence of its human resources so as to create a good learning environment. Conditions in PKBM there are 14 tutors / educators who have qualified competence with Bachelor qualifications there are 6 people and Masters there are 2 people. Student activities, both academic and non-academic, are always well organized to develop the talents, interests and creativity of students. For example: religion, sports and the arts.

Character formation includes the introduction of online learning. According to the tutor, it is carried out through a hidden curriculum which is expected to develop religious, disciplined, polite, caring, and participatory characters. The hidden curriculum in this case the content is not as learning material, but the emphasis is as an inculcation of attitudes, policies, and appropriate environmental arrangements. Examples can be seen in the following table.

**Table 1. Character Shapes in Online Learning Preliminary Activities**

No.	Aspect	Indicator	Sub-Indicator
1	Activity Introduction Learning	Religious	01. Advise to say hello at the time of meeting 02. It is recommended to recite a prayer before studying 03. Advise to pray for students who are sick / unable to attend 04. Advise to visit sick students 05. Advise to say the word alhamdulillah after learning
		Discipline	06. Checking the learning link before starting to study 07. Start online learning on time 08. Learn online according to the time allocated 09. Checking student attendance online learning 10. End online learning on time
		Polite	11. Saying greetings via online messages with good voice and sentences 12. Greet students via online messages 13. Inquire via online messages
		Social Care	14. Asking about readiness to start studying 15. Checking student learning engagement 16. Inquire about student absence 17. Helping friends who have learning difficulties
		Participatory	18. Give a chance to ask questions 19. Provide opportunities to answer questions 20. Provide opportunities for student involvement in learning

The formation of the character of students in the core learning activities can be directed to independence, logical thinking, creative, cooperation, hard work, mutual respect, care for the environment, and self-confidence. For example as follows.

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**Table 2. Character Shapes in the Core Activities of Online Learning**

No.	Aspect	Indicator	Sub-Indicator
1	Core activities Learning	Creative and independent	01. Rewarding a creative behavior 02. Giving appreciation to students' creative work 03. Encourage students to work independently 04. Try your own decision-making skills 05. Remind not easily influenced by others 06. Provide opportunities for various learning activities
		Think Logically	07. Encouraging students to increase their enthusiasm for learning 08. Encourage students to get used to thinking correctly 09. Promote problem solving skills 10. Encourage students to seek answers to learning problems
		Cooperation and Mutual Respect	11. Encourage students to participate in discussions 12. Advise to work with fellow friends 13. Encourage respect for friends' opinions during discussions 14. Advise to accept other people's opinion 15. Advise greetings when meeting each other 16. Advise saying sorry and thank you
		Environmental Care	17. Advise to keep the house and environment clean 18. Encourage energy-saving habits

Character formation in the closing activities of online learning is directed to the formation of various characters, for example critical, honest, confident, responsible, and religious.

**Table 3. Character Shapes in Closing Activities of Online Learning**

No.	Aspect	Indicator	Sub-Indicator
1	Activity Closed Learning	Critical Thinking	01. Lets observe the learning outcomes obtained 02. Suggest solving individual/group problems. 03. Provide an opportunity to ask questions at the end of study
		Honest	04. Mendorong untuk mematuhi perintah/petunjuk guru 05. Mengajak siswa selalu berkata dan bertingkah laku jujur 06. Mengajukan siswa untuk mengerjakan tugas sendiri
		Responsibility	07. Remind to complete the task completely 08. Advise to take individual tests
		Religious	09. Encourage students to read prayers when they finish studying 10. Give a message to always study well 11. Set a good example for students

## V. ANALYSIS AND DISCUSSION OF RESEARCH RESULTS

Researchers analyzed as follows: Character formation in preliminary learning activities. In preliminary learning activities, the implementation of a hidden curriculum in the formation of the character of students through online learning is directed at certain characters that allow students to do this.

The curriculum is important in achieving quality education. It is explicitly stated by Klein, (1989:15) that the curriculum has a central position in every educational effort. The curriculum in this study is mainly a hidden curriculum that focuses on character education. The hidden curriculum plays a strategic role in carrying out character education. Therefore, this hidden curriculum is not programmed in the formal curriculum but plays a strategic role in transforming moral standards. This is in accordance with the opinion of Sukiman, (2015), in his book *Development of Higher Education Curriculum*, that hidden curriculum are things or activities that occur in schools and influence the development of students, but are not programmed in the potential/ideal curriculum. Regarding the hidden curriculum, Kohelberg in Dakir (2019), said that the hidden curriculum is related to moral education and the role of educators in transforming moral standards. Hidden curriculum occurs in the interaction process of teachers, students, class structures, overall organizational patterns and so on in a school relationship. Learning as a process of interaction of teachers, students and material, is often unwittingly "learned" by students, even though it is not planned, and because it is often neglected so that it escapes the attention of educators. Students, even though it is not planned, and because it is often neglected so that it escapes the attention of the teacher.

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The formation of the character of students through online learning at the opening of the learning includes religious, disciplined, polite, social care, and participatory characters. Through online learning, educators who try to form religious characters have gotten used to greeting students before learning activities begin both orally and in writing which are integrated with work sheets or assignments given to students. Greetings that are accustomed to by teachers are not only during learning activities, but are something that educators are accustomed to doing every time they interact with students whenever and wherever including outside learning activities.

Character education is closely related to hidden curriculum. This is in line with Zubaedi's (2012:19) opinion, namely all business plans carried out by tutors that can affect the formation of the character of their students, understand, shape, and foster ethical values as a whole. One method is habituation. Another habit that is always done by the teacher is to encourage students to get used to reading prayers to start and end learning which is carried out both individually and together, including inviting students to get used to always helping and giving good prayers to others. his colleagues so that they can overcome the learning problems they face, and prayers for healing if there are other colleagues who are sick which causes them to be unable to participate in learning activities.

Character education functions as an effort to build the mental qualities of students to be positive and strong. It is expressly stated by Salahudin and Alkrienciechie (2013:43) that the function of character education is as follows: 1. Develop basic potential for good behavior. 2. Reinforce good behavior and can correct bad behavior. 3. Helping to be able to filter out foreign cultures that are not in accordance with the values of Pancasila. The formation of the character of other students is the character of discipline, where educators at PKBM every time they start online learning have gotten used to first conveying messages to students that learning is carried out on time as set out in the lesson schedule. Educators also always convey information about the allocation of time used to carry out learning activities whose length is in accordance with the learning load imposed for students in PKBM. Then to make students more orderly in participating in online learning, the teacher always checks the participation and involvement of students in their daily notes. Likewise, teachers have tried to make students have an attitude and behavior that is always orderly and obedient to the rules and regulations. The formation of the character of other students is the character of courtesy, the tutors interact with their students, especially when online learning begins, through oral or written messages they always get used to greeting students about their learning readiness with polite words, even always getting used to inquire about their whereabouts, about their study activities, their health, and sometimes inquiring about their family wisely.

Various character values are built and developed through the hidden curriculum function. This is in accordance with the opinion expressed by the Ministry of Education and Culture (2013) that character values built through education are 1. Religious; 2. Honest; 3. Tolerance; 4. Discipline; 5. Hard Work; 6. Creative; 7. Independent; 8. Democratic; 9. Curiosity; 10. National Spirit; 11. Love of the Motherland; 12. Rewarding Achievements; 13. Friendly/Communicative; 14. Peaceful Love; 15. Likes to Read; 16. Care for the Environment; 17. Social Care; 18. Responsibility.

Character formation as the values stated above, the students are polite character, the tutors before starting online learning have gotten used to asking about the readiness of students. Tutors pay attention to the involvement and participation of students in learning, because it is feared that some of them might forget the study schedule so that they do not take part in learning activities. If any of them do not take lessons, the tutors always ask why and what difficulties are causing them not to take lessons, even educators always encourage students to get used to helping each other if some of their friends have learning difficulties.

The formation of other students' character is participatory character, where tutors in online learning have become accustomed to giving students the opportunity to ask students things related to the material before learning begins. In addition, tutors provide opportunities for students to answer questions posed by educators or their peers before online learning activities begin. Of all the habits mentioned above by tutors, it is an effort made to shape the various characters of students through the implementation of a hidden curriculum through online learning during the COVID-19 pandemic which was carried out in preliminary learning activities. Character formation in the core learning activities of hidden curriculum implementation in the formation of students' character through online learning during the COVID-19 pandemic carried out by tutors, including creative and independent characters, logical thinking, cooperation and mutual respect, caring for the environment, and self-confident. In forming creative characters for students, tutors always instill an attitude of creativity through the formation of the creative character of their students by trying to provide consistent treatment in the form of awards, recognition, praise, for their creative work. Students who consistently receive proportional recognition and appreciation for their work, especially those of creative value, feel that they have a place for their achievements, and all of this can foster self-confidence and a positive self-concept. Likewise, tutors in forming independent characters always try to develop themselves by their students when completing individual tests or assignments. The selfdevelopment given by the teacher is in the form of an appeal when students do tests or individual assignments, so that they can be done independently without seeing the work of other friends, and can create them when the test or task is completed. In addition, teachers provide opportunities for students to get used to being able to solve problems on their own independently well without the help of others. This is in accordance with the self-development program carried out through character building which is integrated into everyday learning at school, including getting used to making their own decisions in solving learning problems.

In forming the character of logical thinking for students, educators recommend students to always increase the spirit of learning, get used to thinking correctly in understanding the subject matter, and trying to find their own answers to the learning problems they



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face, because logical thinking is a form of ability. think students in understanding the lesson correctly. Formation of cooperative character for students, educators always try to encourage students to participate in discussions, help each other among group members in solving learning problems, even among group members and even friends to work together by sharing knowledge. In addition, educators always encourage their students to always get used to working together in learning with other friends. When studying together they are encouraged to respect and accept the opinions of other friends, advise them not to look down on others, greet other friends when they meet each other, and recommend saying sorry if there is a mistake against other friends, as well as thanking others. friend who has been kind to him.

In shaping the character of caring for the environment for students, educators through online learning, educators always provide examples and appeal to participants to become clean, tidy, friendly, and independent individuals. Students are expected to be clean, tidy, friendly, and independent individuals through the appeals and advices given by the teachers, for example getting used to always cleaning their own learning places both before and after online learning takes place, including an appeal to always get used to using facilities and equipment. learning infrastructure effectively and efficiently.

The formation of self-confident character for students, tutors hone students' self-confidence by getting used to praising their students and giving appreciation to everything that students do, whether it's good or still not good. If there is criticism to be conveyed, the teachers start with a compliment which is added with direction in the hope that the criticism can be more easily accepted by the children, including providing motivational words in all aspects, learning motivation or other motivations that can improve their talents, so they believe if they dare try to reap positive results. Of all the habits mentioned above by tutors, it is an effort made in order to shape the various characters of students through the implementation of a hidden curriculum through online learning during the COVID-19 pandemic which is carried out in core learning activities.

Character formation in the closing activities of learning. In the closing activity of online learning activities, the implementation of a hidden curriculum (hidden curriculum) in shaping the character of students through online learning during the COVID-19 pandemic carried out by tutors includes the characters of logical, honest, responsible, and religious thinking. The formation of logical thinking characters for students, tutors always provide opportunities for them to re-correct the learning outcomes they get. This teacher gives many assignments in the form of cases that they have to solve either individually or in groups, including solving problems on paper. In addition, discussions between children can create a dialogue between them. In addition, teachers have made various efforts to instill the character of critical thinking in students even though they receive and absorb subject matter in relatively different understandings. In forming honest characters for students, tutors always remind their children to obey and carry out teacher orders regarding online learning. Children are expected not to cheat in doing assignments or exams, because these actions allow the teacher to give punishment by reprimanding students so that it can have a deterrent effect. In addition, teachers have tried to shape them so that they have attitudes and behaviors that can always be trusted in words, actions, and other work. This is in accordance with the objectives of character education launched by the government to instill character values in students.

The formation of the character of responsibility for students, teachers in the implementation of this character can be seen when students can be relied on when doing assignments. As well as carrying out tasks in accordance with the rules or agreements, working with the group, including being responsible for all the actions he takes. In addition, they work on assignments and exercises which then submit them on time according to the mutually agreed rules. Tutors who are role models for their students, teachers also play a role in getting used to the habits of students in carrying out their duties in accordance with the agreed rules.

In shaping the religious character of students, the teachers of SDN Mugasari through online learning, students always try to have a religious attitude, namely by regularly reading prayers both individually and together before and after online learning is carried out. In addition, teachers always encourage students to say hello to them before going home from school, and provide good examples to all students. Of all the habits mentioned above by tutors, it is an effort made to shape the various characters of students through the implementation of a hidden curriculum through online learning during the COVID-19 pandemic which is carried out in core learning activities.

## VI. CONCLUSIONS

Referring to the results of the research and analysis as well as the discussion above, the conclusions are:

- a. The tutors at PKBM Al Ishlah implement a hidden curriculum in preliminary learning activities, have gotten used to instilling the values of values of religious character, discipline, politeness, social care, and participation, through messages delivered together in the online study guide.
- b. Tutors at PKBM Al Ishlah in implementing the hidden curriculum through core learning activities, have accustomed themselves to instilling value independent character, cooperation, care for the environment, and self-confidence, through messages delivered together in the online study guide.
- c. Mugasari Elementary School teachers in implementing the curriculum hidden through preliminary learning activities, have gotten used to instilling character values of critical, honest, responsible, and religious thinking through messages delivered simultaneously in online learning guides.

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### VII. SUGGESTION

- a. The awareness of students needs to be increased again by motivating them to be more active in participating in planned online learning activities by the school.
- b. Teacher competencies need to be improved so that their competencies can be optimize their role as educators and mentors more creatively who always try to apply various strategies in carrying out their duties learning.
- c. Equip school facilities and infrastructure so that online learning can be implemented as expected, especially in supporting successful implementation of the hidden curriculum in the future covid-19 pandemic.

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## **A Study of Bullying on Social Media among Senior Secondary School Students With Reference to Gender and Type of School**



**Dr. Tabassum Fatima<sup>1</sup>, Prof. Mohd Abid Siddiqui<sup>2</sup>**

<sup>1</sup>Post Doctoral Fellow, ICSSR, New Delhi, India

<sup>2</sup> Professor, Department of Education, Aligarh Muslim University, Aligarh, India

**ABSTRACT:** Bullying on various social media platforms is a new societal issue that has gotten a lot of attention from academics. It has been recognized as a serious health issue among adolescents. Cyber bullying can take many different forms. It doesn't always imply breaking into someone's accounts or pretending to be someone else. It also includes making disparaging remarks about someone or circulating rumors in order to slander them. Because everyone is engrossed in social media, it is quite easy for anyone to abuse their access. The present study is an attempt to analyze various aspects of bullying on social media among senior secondary school students. The study has also taken into consideration the type of school (government and private) and gender variables which was carried out on the sample of 305 senior secondary school adolescents of Aligarh district. The study has revealed mixed results which have been interpreted with some suggestive measures.

### **INTRODUCTION**

Access to the internet is very easy today, and as a result, it is the most common medium for finding information. It also allows individuals to connect to each other even if they are miles apart through various social media platforms like facebook, whatsapp, twitter etc. In recent years, social media have been the prevalent tools for online communication combining the interpersonal and mass communication competences together (Pempek, et al; 2009). It is daily setting new standards for most vital aspects of an adolescents' life such as how they should look, behave or react to a particular situation. During the COVID-19 pandemic, there has been an upsurge in the number of children and teenagers who use digital media. They're not just using digital platforms for personal use; they're also using them for instructional objectives. Students who are bullied are more inclined to cyber bully due to the rising use of smart phones and social media. Hinduja and Patchin (2008) said that Cyber bullying, which occurs in a virtual domain, is a (relatively) new sort of harassment that involves the use of apps designed for the Internet, cellular phones, or other technological platforms that allow for interpersonal communication. They defined cyber bullying as the intentional and repeated harming of others through the use of electronic gadgets. Lefler et al (2014) found that in majority of cases in cyberspace, the identity of the cyber bully was known to the victim. Boys tended to bully more often than did girls. Craig et al (2020) social media usage exposes young people to the risks for involvement in cyber-bullying and to more aggressive online behaviors particularly for boys. The time adolescents spend on social media, engage in problematic use, and talk to strangers online each relate to cyber-bullying and merit public health intervention. Smith et al (2008) found phone and text message bullying to be most prevalent, with girls being ore cyber bullied. Noret and Rivers (2006) reported girls to be more bullied on social media rather than boys. Raskauskas and Stoltz (2007) found that many cyber victims were also traditional victims, and most cyber bullies were also traditional bullies. Maheshwari, R (2020) in her article mentioned that 22.4% of the 630 teenaged respondents of Delhi region in India who were using internet for more than 3 hours per day were vulnerable to online bullying while who used for more than 4 hour faced cyber bullying. There had been 25% increase in cases from 2017 to 2018 as per the National crime records bureau. However in an online survey done in 28 countries regarding the awareness of cyber bullying only 63% Indians replied in positive claiming the 22<sup>nd</sup> position among all. (Joseph,J. statista.com,2018). The present study is thus an endeavor to study the bullying on social media among senior secondary school students with reference to gender and type of school.

### **OBJECTIVES**

1. To find out the significant difference in bullying on social media w.r.t gender and type of school.
2. To explore the levels of bullying on social media among total sample, male- female sample, government and private school sample
3. To explore the time spent daily on social media by total sample, male- female sample, government and private school sample

## A Study of Bullying on Social Media among Senior Secondary School Students With Reference to Gender and Type of School

- To analyze the significant aspect of bullying behavior on social media among senior secondary students.

### Hypothesis:

Ho1: There would be no significant difference bullying on social media w.r.t gender and type of school.

### Research Questions:

- What will be the relative percentages in regard to levels of bullying on social media among total sample, male- female sample, government and private school sample?
  - What will be the relative percentage of the amount of time spent daily on social media by total sample, male- female sample, government and private school sample?
- 4.1 What will be the relative percentage of students who faced cyber mobbing while sharing their views on social media?
  - 4.2 What will be the relative percentages of students who get conscious of their appearance due to online mocking of their pictures posted on social media?
  - 4.3 What will be the relative percentages of students who post filtered and edited pictures on social media to avoid nasty comments from their friends?
  - 4.4 What will be the relative percentages of students who have been forced to chat and share intimate details and pictures on social media?
  - 4.5 What will be the relative percentages of students whose friends use abusive and insulting language while messaging them?
  - 4.6 What will be the relative percentages of students who have used online social groups for personal gains by spreading rumors about someone in school groups?
  - 4.7 What will be the relative percentages of students who have sent nasty comments and emailed spam messages to others?
  - 4.8 What will be the relative percentages of students who have made somebody's pictures viral on the social media without their consent?
  - 4.9 What will be the relative percentages of students who have used pictures of their friends to make fake social media accounts?

## METHODOLOGY AND DESIGN OF STUDY

In the present study the target population was the senior secondary school students studying in government and private schools of Aligarh District. A total of 305 senior secondary school students were randomly selected as sample from which 141 were male students and 164 were female students while 143 were from government schools and 162 were from private schools. A self made questionnaire with twelve questions was used where 5 questions were asked to know the percentage of students who were being bullied and 4 negative questions were asked to know percentage involved in bullying.

## ANALYSIS AND INTERPRETATION

The collected data for the present research was analyzed by the application of statistical techniques keeping in view the objectives of study. Analysis was done using the SPSS software. t test and percentage analysis were the major techniques used by researcher. The obtained results are being presented as per the hypothesis and research questions framed for achieving the objectives, results of which are presented below.

**Table 1: Comparison of means scores of bullying on social media with respect to gender and type of school**

Sample	Groups	N	Mean	SD	df	't' value	Remark
Bullying on Social Media	Male	141	35.30	11.61	303	2.438*	Significant at 0.05
	Female	164	31.86	12.86			
	Government School	143	31.76	11.93		2.261*	Significant at 0.05
	Private School	162	34.95	12.64			

When the mean scores of bullying on social media were compared for male and female senior secondary school students the t value came out to be 2.438 showing significant difference between these compared groups at 0.05 level of confidence. Based on the mean values it can be said that male students overall were bullied more on social media than the female counterparts. Similarly the table

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also shows significant difference between students of government and private schools in regard to the social media bullying. The private school students faced more online bullying rather than students of government schools. Ho1 is thus rejected.

**Table 2. Percentage of levels of bullying on social media among total sample groups**

	Total Sample (305)		Total Male Sample (141)		Total Female Sample (164)		Total Government Sample (143)		Total Private Sample (162)	
	N	%	N	%	N	%	N	%	N	%
<b>High Bullying</b>	52	17.049	23	16.31	27	16.46	24	16.78	23	14.19
<b>Average Bullying</b>	214	70.16	93	65.95	126	76.82	94	65.73	126	77.7
<b>Low Bullying</b>	39	12.62	25	17.73	11	6.707	25	17.48	13	8.02

It is evident from the above table 2 that out of the total sample of 305 senior secondary students 17.049% faced high bullying, 70.16% suffered with average bullying while 12.62% came across low bullying. In case of male sample 16.31% (23) students were found to suffer from high bullying, 65.95% with average bullying and rest 17.73% students were the ones who faced it with low intensity. Similarly, 16.46% female senior secondary students were survivors of high bullying, while only 6.07% faced low bullying. Among the students studying in government and private school 16.78% and 14.19% faced high bullying while 17.48% and 8.02% were subjected to low bullying respectively. The results overall indicates that female students and students of private school are more exposed to online bullying.

**Table 3. Percentage of amount of time spent daily on social media**

	Total Sample (305)		Total Male Sample (141)		Total Female Sample (164)		Total Government Sample (143)		Total Private Sample (162)	
	N	%	N	%	N	%	N	%	N	%
1 hr	157	51.47	79	56.02	78	47.56	81	56.64	76	46.91
2-4 hr	124	40.65	50	35.46	74	45.12	49	34.26	75	46.29
More than 6 hrs	24	7.86	12	8.51	12	7.31	13	9.09	11	6.79

157 students (51.47%) from the total sample use social media for one hour daily while 7.86% spend more than 6 hours. 8.51% of the male sample used social media for more than 6 hours daily while 56.02% used it at least for one hour. 47.56% female used different social media for one hour daily, 45.12% spent 2 to 4hrs while only 7.31% spent more than 6 hours on social media platforms. 56.64% Government school students gave 1 hour daily to social media as compared to private school students where only 46.91% used it for an hour. Approximately 34% government school adolescents were found to use social media for 2 to 4 hours as compared to 46.29% private school children. Also it was observed that more percentage of government school students (9.09%) spent more than 6 hrs on social media wr.t private school sample (6.79%). It can thus be clearly said that it is more of the private school students spending time on social media rather than the government school students.

**Table 4.1: Percentage of students faced cyber mobbing while sharing their views on social media**

	Total Sample (305)		Total Male Sample (141)		Total Female Sample (164)		Total Government Sample (143)		Total Private Sample (162)	
	N	%	N	%	N	%	N	%	N	%
Often	3	0.98	3	2.13	0	0.00	3	2.10	0	0.00
Sometimes	37	12.13	24	17.02	13	7.93	22	15.38	15	9.26
Rarely	24	7.87	6	4.26	18	10.97	9	6.29	15	9.26
Never	241	79.02	108	76.60	133	81.90	109	76.22	132	81.48

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Cyber mobbing happens when a person tries to express his views but is ganged by others and bullied. In the present study, out of the total sample of 305 students 64 (20.98%) have faced cyber mobbing leaving 79.02% who blissfully never came across it as shown in table 4.1. Male students (23.4%) have been more cyber mobbed as compared to their female counterparts where only 18.1% have experienced it. Among the students of government schools 76.22% replied that they have never faced such a thing while 23.78% have sometime during their usage have been mobbed. Further, 81.48% senior secondary students of private schools were never ambushed on social media but 18.52% share their experience of it. It becomes evident from the responses presented in the above table that cyber mobbing is faced by about 20% population of our students. It indicates that cyber mobbing is an issue and it is hurting the psychological sentiments of young students in expressing their views in democratic set up. It has its negative consequences in their other aspects of life as well as achievement in the field of education.

**Table 4.2: Percentage of students getting conscious of appearance due to online mocking of their pictures**

	Total Sample (305)		Total Male Sample (141)		Total Female Sample (164)		Total Government Sample (143)		Total Private Sample (162)	
	N	%	N	%	N	%	N	%	N	%
Often	70	22.95	64	45.39	6	3.66	4	2.80	66	40.74
Sometimes	31	10.16	11	7.80	20	12.20	11	7.69	20	12.35
Rarely	31	10.16	11	7.80	20	12.20	15	10.49	16	9.88
Never	173	56.72	55	39.01	118	71.95	113	79.02	60	37.04

Adolescence is the age where adolescents are very conscious of their appearance. 22.95% adolescents said they are often mocked for their appearance on social media which makes them conscious about their appearance. 20.32% have been mocked sometime or the other while 56.72% have never faced such criticism. Further, 39.01% boys and 71.95% girls said they never got mocked for their appearance which would make them conscious. However, shockingly 45.39% boys are often poked for fun about their appearance and only 3.66% females often face it. 62.96% of students going to private school said they have been made conscious of their appearance on different social media platforms while only 20.98% government school students have come across online body shaming. It is clear that about 43% of the adolescents are made conscious of their appearance by their age mates in some way or the other. This body shaming can have long term consequences especially mental health. It could lead to low self esteem with depressive symptoms. This is worth the attention as it may lead to dislike the schools by victims thus increase in absenteeism and under achievement.

**Table 4.3: Percentage of students posting filtered and edited pictures to avoid nasty comments**

	Total Sample (305)		Total Male Sample (141)		Total Female Sample (164)		Total Government Sample (143)		Total Private Sample (162)	
	N	%	N	%	N	%	N	%	N	%
Often	17	5.57	8	5.67	9	5.49	4	2.80	1	8.02
Sometimes	40	13.11	14	9.93	26	15.85	22	15.38	18	11.11
Rarely	34	11.15	19	13.48	15	9.15	22	15.38	12	7.41
Never	214	70.16	100	70.92	114	69.51	95	66.43	119	73.46

A glance on the table 4.3 shows that 70.16% senior secondary adolescents have never posted filtered or edited pictures of themselves online while remaining 29.84% have done it some or the other time to avoid nasty comments of their peers. 29.08% males and 30.49% females too have used filtered pictures to avoid being made fun of. Further, as 66.43% government school students and 73.46% private school students have never used edited pictures implies that it were more of the government school going students with 33.57% who use edited pictures as compared to only 26.54% of private schools.

Tormented by the body shaming of any form, 30% of the adolescent population is left with no choice than to modify their pictures before posting it online. This diehard need to be liked by their social groups and gathering maximum likes without getting trolled

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has increased the use of filter apps by manifolds thus making it difficult for a teenager to accept himself as they way he is causing a huge negative impact on the self esteem.

**Table 4.4: Percentage of students forced to chat and share intimate details and pictures on social media**

	Total Sample (305)		Total Male Sample (141)		Total Female Sample (164)		Total Government Sample (143)		Total Private Sample (162)	
	N	%	N	%	N	%	N	%	N	%
Often	78	25.57	17	12.06	61	37.20	36	25.17	42	25.93
Sometimes	24	7.87	7	4.96	17	10.37	18	12.59	6	3.70
Rarely	10	3.28	6	4.26	4	2.44	8	5.59	2	1.23
Never	193	63.28	111	78.72	82	50.00	81	56.64	112	69.14

Table 4.4 shows that tragically 36.72% adolescents have been forced to chat, share intimate details or nudes on social media. More harrowing is the fact that 12.06% males and 37.20% female sample said they often come across this demand. Overall 50% females have been forced to give intimate details while 50% of them never received such kinds of messages. Further, 56.64% government school pupils and 69.14% private school pupils never came across such debauch behavior, which in turn implies that government school students faced more than the private school children with 43.36% and 30.86% respectively. Forcing anybody specially adolescents to chat intimately has grown widely over years and researches have shown to have negative effect it causes on the sexual as well as the mental development of students. The present study has revealed 36% adolescents to have fallen prey to this. It is important for adults and educators to know the relationship of it with mental health and its effect on studies so as to plan appropriate strategies to combat it.

**Table 4.5: Percentage of students getting messages from friends using abusive and insulting language**

	Total Sample (305)		Total Male Sample (141)		Total Female Sample (164)		Total Government Sample (143)		Total Private Sample (162)	
	N	%	N	%	N	%	N	%	N	%
Often	34	11.15	21	14.89	13	7.93	8	5.59	26	16.05
Sometimes	41	13.44	20	14.18	21	12.80	36	25.17	5	3.09
Rarely	44	14.43	19	13.48	25	15.24	20	13.99	24	14.81
Never	186	60.98	81	57.45	105	64.02	79	55.24	107	66.05

Perusal of table 4.5 shows that 11.15% adolescents often come across the abusive and insulting language from their friends while messages. Friends of 27.87% students sometimes use abusive language to them on texts while 60.98% have never faced such issue from their friends. 57.45% male students too have never got such messages from their friends but 42.55% boys agreed to the fact of being called upon with verbal and abusive words from their friends. 35.98% females have also ticked to the facet that their peers use abusive and insulting language while messaging to them. 55.24% government school going students and 66.05% private school students has never got text where abusive words were used for them. However, 16.05% students of private school and 5.59% of government school students were bullied from their friends who often sent insulting messages on social media.

**Table 4.6: Percentage of students using online social groups for personal benefit by spreading rumors about someone**

	Total Sample (305)		Total Male Sample (141)		Total Female Sample (164)		Total Government Sample (143)		Total Private Sample (162)	
	N	%	N	%	N	%	N	%	N	%
Often	19	6.22	6	4.26	13	7.93	4	2.80	15	9.26
Sometimes	37	12.13	20	14.1	17	10.37	28	19.58	9	5.56
Rarely	51	16.72	26	18.43	25	15.24	24	16.78	27	16.67
Never	198	64.91	89	63.12	109	66.46	87	60.83	111	68.52

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Perusal of table 4.6 shows that 64.91% of the total sample never used the social media to spread rumors about anybody for personal benefit. However, 35.09% adolescents have at some instances used for spreading fake rumors which create a matter of concern. Further 63.12 % males and 66.46% females although never used social media to indulge in online rumoring but it is alarming to see 36.88% male students and 33.54% female students using the online social groups to tarnish somebody's image to personal advantage. 60.83% students going to government schools never spread any online rumor, yet 39.17% did use online rumoring for personal interest which is more than those of the private school students where 31.48% have done the same sometime or the other. Spreading of fake news about someone has an adverse impact on the individual by exacerbating their friend circle and image by causing mistrust. It creates unrealistic views about other's lives and increase peer pressure. It is necessary to make 35% students involved in this act aware of the harmful psychological and academic effects it causes on the lives of students falling prey to it.

**Table 4.7: Percentage of students who have emailed nasty comments and spam messages to others**

	Total Sample (305)		Total Male Sample (141)		Total Female Sample (164)		Total Government Sample (143)		Total Private Sample (162)	
	N	%	N	%	N	%	N	%	N	%
Often	41	13.4	22	15.60	19	11.59	5	3.50	36	22.22
Sometimes	51	16.7	40	28.37	11	6.71	29	20.28	22	13.58
Rarely	54	17.7	34	24.11	20	12.20	16	11.19	38	23.46
Never	159	52.1	45	31.91	114	69.51	91	63.64	66	40.74

Table 4.7 reveals that 52.1% have never sent nasty emails and messages to others, as compared to 13.4% who often spam other's mail boxes and 34.4% who have sometime or the other done that. Further, it were males who are more involved in sending nasty emails with 68.09% while 30.49% females who send spam mails and messages. 59.26% Private school students were found to be sending more of such spam mails as compared to government school students where 37.97% have done such comments and messages.

**Table 4.8: Percentage of students who have made somebody's Pictures viral on social media accounts without consent**

	Total Sample (305)		Total Male Sample (141)		Total Female Sample (164)		Total Government Sample (143)		Total Private Sample (162)	
	N	%	N	%	N	%	N	%	N	%
Often	14	4.59	8	5.67	6	3.66	7	4.90	7	4.32
Sometimes	24	7.87	20	14.18	4	2.44	8	5.59	16	9.88
Rarely	21	6.89	10	7.09	11	6.71	12	8.39	9	5.56
Never	246	80.66	103	73.05	143	87.20	116	81.12	130	80.25

Table 4.8 reveals that 80.66% pupils have never made pictures of anybody viral without consent as shown in table 4.8. 4.59% do it often and rest 14.76% have done at some point during social media usage. 73.05% boys and 87.20% girls have never done such an act, but matter of concern is that 26.5% boys have made the pictures viral without the consent as compared to 12.8% female students. The students from both government and private the schools have acted similarly where 81.12% and 80.25% have never shared or forwarded any picture on social media accounts without permission. It is evident that nearly 20% share the pictures of others without their consent. What starts as fun among friends at times changes to some serious acts where strangers misuse the info by morphing it and forwarding it further to bigger cyber groups leading to serious crimes or ending up as revenge post open for trolling. This causes huge mental agony on the sufferer which can be a lifelong trauma.



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**Table 4.9: Percentage of students who have used pictures of friends to make a fake social media account**

	Total Sample (305)		Total Male Sample (141)		Total Female Sample (164)		Total Government Sample (143)		Total Private Sample (162)	
	N	%	N	%	N	%	N	%	N	%
Often	14	4.59	6	4.26	8	4.88	4	2.80	10	6.17
Sometimes	37	12.13	25	17.73	12	7.32	28	19.58	9	5.56
Rarely	41	13.44	17	12.06	24	14.63	20	13.99	21	12.96
Never	213	69.84	93	65.96	120	73.17	91	63.64	122	75.31

Table 4.9 reveals that 30.16% of the sample has created fake social media accounts by using the pictures of their friends, while 69.84% have never done so. Further 34.04% male students and 26.83% female students have been involved at some point in using the identity of their friends to create a fake account on social media. Although 63.64% government school students have never made a fake account with some one's pictures but 36.36% have created such fake profiles. Similarly 75.31% private senior secondary school students were never in creating fake profiles. 6.17% were observed to do it often while 18.52% have sometime done it. Creating fake social accounts gives a mental shortcut to make room for error and freedom to reveal private info about others. Mostly such accounts are made as part of revenge, ridiculing the weaker ones or spreading rumors by using their personal information and pictures. The present study has shown 30% of the adolescents carrying out the act which comes under harassment and causes a great distress to the victims. This distress further affects the potential of the student in major way.

### CONCLUSION AND SUGGESTIONS

Bullying on social media has become a common phenomenon with smart phones in hands of every second adolescent. Present study shows that male students and the private school students are more prone to bullying on the social media as compared to their counterparts. Further it was observed that female students and students of private schools are more exposed to average and high bullying rather than male students and government school students respectively. It was also seen that more percentage of government school students that spent more than 6 hrs on social media w.r.t private school sample. Results also revealed that 20.98% students have faced cyber mobbing-males more than females. 22.95% students said they get conscious of their appearance due to fun made of their pictures on social media. 45.39% boys are often poked for fun about their appearance and only 3.66% females often face it. Due to this 29.8% students agreed to use filters and editing tools to modify their pictures before posting it online on their social handles.

It was also seen that tragically 36.72% adolescents have been forced to chat, share intimate details or nudes on social media. Painfully, 12.06% males and 37.20% female sample said they often come across this demand. Government school students face this issue than private school students. 11.15% of the sample is often bullied by their friends in terms of getting abusive and insulting messages from their peers. 42.55% males and 35.98% females have received rude messages addressed to them. 64.91% of the senior secondary school students sample has at some instances used the social media to spread rumors about others for personal benefit. Students of the private school and male students were found to be sending more of the spam mails and messages to others with 59.26% and 68.09% than their counterparts.

#### *Suggestions:*

1. Students should be made acquainted with social media for using it for educational purpose.
2. Schools must hold sessions on cyber bullying addressed by technical experts who could educate all on the pros and cons, usage and privacy control methods.
3. Users of social media should be taught to keep password and all personal information safe from prying eyes.
4. Adolescents should Google themselves every now and then to see if any personal information or photographs show up. If something is visible, it should be taken down.
5. Parents should learn to operate various social apps and monitor their ward's behavior to catch unexplained behavioral changes and the potential bully in their profiles.
6. Awareness should be raised regarding various Anti bullying helpline numbers and cyber crime cell where bullying incidences can be reported.
7. Counselling should be done to the students who have become conscious due to constant bullying and also to those who are identified as the bully. They should be made to realize that such things should not be taken seriously as it is not in their hands and it should not disturb their psychological set up.

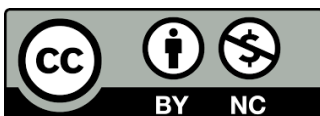
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## Experiences of Patients with Bipolar Disorder in a Psychoeducational Group: A Qualitative Study



Raúl Hormazábal-Salgado<sup>1</sup>, Margarita Poblete-Troncoso<sup>2</sup>

<sup>1</sup>Universidad de Talca, Avenida Lircay sin número, Talca, Chile.

<sup>2</sup>Universidad Católica del Maule, Avenida San Miguel 3605, Talca, Chile.

### ABSTRACT:

**Background:** Bipolar disorder contributes to high rates of morbidity with serious consequences on the quality of life. There is limited research on life experience of people with this mental disorder in educational interventions, in Chile.

**Objective:** The aim of this study was to examine the experiences of patients with a diagnosis of bipolar disorder who participated in a psychoeducational programme in a regional hospital.

**Methodology:** The methodological approach used was qualitative descriptive. The participants were selected until the theoretical saturation of the information was reached. Information was collected through semi-structured interviews.

**Results:** The psychoeducational group experience favours learning and acceptance of the disease. The interviewees reported seeing themselves reflected in other participants, feeling welcomed within the group, wanting to help and establishing close relationships with other participants. Confidence on mental healthcare providers and their role in educating about the disease and pharmacological treatment were emphasized.

**Conclusion:** Psychoeducational group experience is significant for the interviewees and helps them manage their disease.

**KEYWORDS:** Bipolar Disorder; Bipolar Mood Disorder; Health Education; Mental Health; Mental Health Nursing

### I. BACKGROUND

Bipolar disorder, classically known as "Manic-Depressive Psychosis", is a severe, chronic and recurrent mental illness; it is a major source of morbidity and mortality with serious consequences for the quality of life. [1] Bipolar disorder implies a high risk of relapse, associated with its chronicity or chronic course, recurrence and a high prevalence of non-adherence to treatment. [2, 3] This is relevant since in Chile there is a higher prevalence of the disorder than in Latin America and the Caribbean. [4, 5] Therefore, specialised interventions such as psychoeducation must be implemented in order to enhance the quality of life of people. Psychoeducation is a procedure carried out in groups of patients, who receive a thorough instruction about their illness, enabling them to manage the associated individual and social complications of bipolar disorder, providing valuable tools that allow them to live with their illness in a better way. [2]

Mental health nursing is crucial to help people with mental illnesses through an integrative approach; however, this speciality has remained fixed in an intermediate conception of its history, influenced by the psychopathological orientation of psychiatric services, in detriment to nursing care and thus patient's autonomy. [6] Barros et al. argue that there should be a health-centred approach rather than an illness-centred approach that allows for a broadening of the possibilities for action. [7] Psychoeducation for people with bipolar disorder arises as a person-centred intervention, improving significantly the quality of care for this population. It is essential to know the experiences of those affected by bipolar disorder who participate in a psychoeducational programme in order to identify their main beliefs and concerns, thus improving nursing care in this area. However, there is little research that would allow to reach a better understanding of the subject.

For all the above reasons, the present study was conducted in order to find out the experience of people with bipolar disorder who participated in a psychoeducational intervention.

The guiding questions formulated to orientate this research were the following:

- What has been the experience of users, carriers of bipolar disorder, when participating in the psychoeducational group?
- What is the most important knowledge acquired during the educational intervention, in terms of managing their illness?

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## II. METHODOLOGY

This study used the descriptive qualitative approach, which emphasises the individual experience of users and the meaning that they attach to it. [8] In addition, the following quality criteria were considered: Credibility, Assurance, Reliability or auditability and Confirmability. [9] The study was carried out in the outpatient psychiatric unit of a regional hospital in Chile.

The psychoeducational groups were formed with an average total of 15 users. A brief psychoeducational programme of eight sessions was given to users with bipolar affective illness, lasting for about two months. The main topics were creating awareness of the illness, encouraging adherence to medication, early detection of new episodes, maintaining regularity in habits and stress management. The average dropout rate at the last group session for all groups was around 70% (five users). The professionals involved in the group sessions were a nurse, a psychiatrist and a psychologist. The nurse and psychologist were in all the eight group sessions, whereas the psychiatrist was only present in the session focused on the topic of pharmacotherapy.

This study was conducted between the years 2013 and 2014. In order to carry out the present study, the rights of people with mental disabilities were considered, which involve respect for autonomy, through the voluntary nature of participation; beneficence and justice, as an equitable improvement in their care is sought; and non-maleficence, by ensuring that risks are minimised through confidentiality. These ethical aspects were safeguarded through the informed consent of the study participants and the evaluation of the study by the scientific ethics committee from the Maule Health Service.

The inclusion criteria were the following: users with diagnosed bipolar affective disorder, aged between 18 and 65 years, who can read, write and in treatment in the public health network belonging to this Regional Hospital, referred by treating physicians. The medical criterion allows the selection of those users who are compensated, with preserved judgement of reality and in full exercise of their autonomy. Due to the characteristics of the group work and of the present research, users were excluded if they had relapses in a current bipolar episode, psychiatric or personality disorders whose severity significantly limits or contraindicates their group work, moderate-severe cognitive impairment, antisocial personality disorder, severe hearing loss and having attended less than five sessions of the psychoeducational group.

The collection of information was carried out by means of semi-structured interviews, once the eight sessions of group psychoeducation were over, and was characterised by allowing the free expression of the users. The interviews were carried out by the researcher himself, in a private box for his exclusive use; they were recorded, in order to include the entire discourse and to avoid omissions of information. They were carried out until the theoretical saturation of information was reached, [10] with a total of seven interviewees.

The data were analysed through thematic analysis, [11] extracting categories and units of meaning. Firstly, the interviews were transcribed and then read in order to obtain a general idea of the information. Secondly, codes were assigned to the interviews to preserve the privacy of the interviewees while maintaining their fidelity. After that, the analysis was carried out in every line, sentence, and paragraph, from which the units of meaning were obtained and understood as examples that initially support the concepts and develop the meanings. Finally, similar codes were grouped, constructing the themes, thus reducing or summarising the data.

A process of triangulation of information was conducted according to Cisternas. [12] This consists of triangulation between different disciplines, where an expert opinion of a member of the health team who has not been involved in the research is requested, in order to verify whether the guiding questions have been answered; and triangulation with the theoretical framework, where relevant literature on the topic has been addressed. Additionally, a participant checking or verification [13] was carried out, where the participants read the transcripts of their own interview, in order to ensure credibility.

## III. RESULTS

The main results were grouped in four categories: Positive perception of the group, group experience as learning about the disease, the role of the health team in the group, and the experience of catharsis within the group.

### A. Positive perception of the Group

The perceptions of the interviewees tend to be favourable:

*"I felt so good, welcomed and I think all of us, not only me, felt so welcomed, it was our desired space." (Interviewee 3, female)*

*"You realise, as you go through the course, that people feel touched in their innermost self with respect to the course, with respect to what is being dealt with.... (Interviewee 5, male)*

In the context of group interactions, the desire to help emerges:

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*"I recognised that I was falling into alcoholism (...) I thought that this was the instance to tell it, because maybe it could happen to one of those in the group, so I wanted to help them." (Interviewee 3, female)*

Some patients talked about the friendship with other participants in the group:

*"Friendship with people who also went to the workshops is very important, it has done me a lot of good." (Interviewee 6, female)*

*"I made friends, and we have continued to get together, they are very good friends of mine." (Interviewee 7, female)*

### **B. Group experience as learning about the disease**

Learning corresponds to a central theme that emerges in the discourses emitted by all interviewees, and includes several topics. One interviewee talks about the learning she achieved thanks to the group experience:

*"I learnt about concerns that I had about my disease because I got the knowledge, for several aspects of it." (Interviewee 2, female)*

Knowing about the disease is addressed as an important issue:

*"When you know what is wrong with you, you know how to deal with it; on the other hand, if you don't know something, you don't know how to attack it or try to lessen it." (Interviewee 3, female)*

Knowing about pharmacotherapy was also a topic of great importance:

*"There were a lot of concerns about the medicines, the properties they had." (Interviewee 2, female)*

*"I was medicated because medical doctors gave me certain medicines, but the truth is that I never knew clearly what each of them were going to do for me." (Interviewee 3, female)*

*"It was never clear to me that the medicines were for good until I went to the groups." (Interviewee 7, female)*

One interviewee expressed her shock at learning of the chronic nature of the illness she suffers from:

*"I came to know now that I had this illness, so-called bipolarity. When I went to the groups, I found out that the illness was forever (...) that the remedies are forever." (Interviewee 7, female)*

### **C. The role of the health team in the group**

All the participants described the role of the professionals who conformed the team in charge of the group:

*"The psychologist had a set of "magic" words, it was like she had a magic wand that she would use to touch those who were concerned the most, and as soon as she touched them from far away, they got quiet and relaxed, feeling super good and listened." (Interviewee 1, female)*

*"As a doctor goes to the workshop for an hour, you have enough time to ask him any questions about the disease, so it is easier when the doctor is at the workshops than when you go to the doctor yourself; since I only go to the doctor a couple of times a year, I have no time left to ask him questions there...." (Interviewee 6, female)*

*"The nurses were excellent, always concerned for all the people in the group, not for someone in particular, but for all of them equally." (Interviewee 2, female)*

*"I think that everyone responded with respect to what the group sessions were intended to; the healthcare team was good, they shed a lot of light on the subject, because we were able to clarify certain questions." (Interviewee 5, male)*

### **D. The experience of catharsis withing the group**

The unfavourable personal perceptions correspond mostly to catharsis, which refers to certain phenomena of massive emergence of unconscious feelings, facilitated by regression. [14] In other words, during group interaction, a large number of users evoke and express multiple feelings of which they were not fully aware.

Interviewees explained the situations of catharsis they witnessed from others during the group sessions:

*"There was one of the members of the group, and it was like the whole meeting was only for her and she was talking and repeating herself, over and over again, and I thought to myself: why is she here instead of going to individual therapy?" (Interviewee 1, female)*

*"I find catharsis very hard for everyone, because once I came out of a group session feeling in a very bad mood, and I found out that for the people who were talking about their painful experiences it was tremendous." (Interviewee 4, female)*

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## IV. DISCUSSIONS

This qualitative descriptive study describes the experiences of participants patients in a psychoeducational intervention tailored to their needs in terms of managing their disease.

The users agreed in feeling welcomed during their participation in the psychoeducational group, as pointed out by the interviewees. Feeling welcomed means feeling safe, making them confident enough to exchange experiences with other participants. The conversations about the main topics for each session lead people to tell others about their life experiences with the disease, including their own personal struggles. One patient described her desire to help others that led her to share her experience of alcohol consumption, in order to warn about the risks of that behaviour. In this case, the client disclosed her alcohol use after recognising that the presence of such behaviour as a coping strategy was seriously harming her. Feeling welcomed and understood motivated participants to open up and share their experiences, being this one of the main aspects of mental health support groups, offering a path to self-enhancement and collective empowerment. [15]

The bonds of friendship between users that emerged from the group experience, were described as positive and significant. Such bonds have formed spontaneously between users who share the same mental disease (bipolar disorder) and related difficulties. Maintaining continuity in these relationships was perceived as a functional support network that has transcended the group intervention and allows them to cope better with the disease by supporting each other. Consequently, fostering friendship ties between users is a way of favouring their empowerment in terms of healthcare as well as socialization and support. [16]

Learning in psychoeducational groups was experienced as a process by the interviewees. Several aspects were a motive of great concern for the participants, namely: bipolar disorder itself, medication, and its chronic nature. The uncertainty of not knowing the role of each drug in the symptomatologic control of the disease is a recurrent concern in the lives of those affected. Medication intake must be performed on a daily basis in order to control the symptoms of the disease, deeply influencing their lives. According to Kartalova-O'Doherty & Doherty, [17] medication is perceived as helpful at the beginning of treatment and during relapses, but over-medication or their side effects can be detrimental for the person. Therefore, knowing about both therapeutic and side effects of medication throughout the course of the mental disease is crucial for the individuals. Likewise, the acceptance of the inherent chronic nature of bipolar disorder is relevant. One of the participants described her interpretation of the chronic course of the disease by referring "it is forever," because she was told by her psychiatrist that she needed to always adhere to the medical treatment. Consequently, the chronic course exerts a significant impact of the patient's life. It is particularly striking that the situation described above occurs despite the fact that several interviewees have reported years of following the prescribed medical treatments. For this reason, it is imperative to tackle any knowledge gap regarding treatment, because in the process of adherence behaviour, the patients' perceptions are the central tenet; by consequence, future research should examine and aim to understand these patient related factors. [18]

The patients also reported that having achieved significant knowledge about bipolar disorder, allows them to have more perceived control over it. The perceived relevance of knowing one's own illness is a basis for an adequate symptomatologic control. Avoiding episodes of decompensation is directly related to the identification of the so-called prodromal symptoms of bipolar disorder, defined as several indicators that precede acute illness. [19] The basis for early detection is to act proactively by managing these prodromal symptoms, avoiding crises and thereby gaining control over the illness. In this aspect, the role of psychoeducational group interventions provides tools for a better management of bipolar disorder. By implication, using the knowledge acquired was seen as a necessary step for the control of the illness by applying it to everyday life.

The role of the healthcare team was highlighted for all the interviewees. The three team members together, the psychologist, the nurse and the psychiatrist, were important for complying with the main goals in the psychoeducational intervention. The psychologist was described as an expert in terms of allowing patients to express themselves within the group, helping them to calm down in the immediate aftermath of their intervention. Similarly, the participation of the psychiatrist, although was limited to only one out of the eight sessions, was crucial for the patients because he helped them understand the relevance of medication to control their disease. Nurses were perceived as impartial, in terms of assisting all people equally in the group while leading the sessions. This recognition of every patient as a unique individual could ultimately lead to their independence, moving away from the predominant dichotomous asylum-era thinking of mental illness towards positive health aims by improving the capacity of individuals and communities to make their own decisions; mental health nurses are the catalysts for these processes. [20]

The spontaneous occurrence of catharsis in groups is described as a factor that is unfavourable to the fluidity of interactions, leading to feelings of rejection towards group participation. Experiences of catharsis in the group users was facilitated by the fact of feeling in a safe environment, supported by the health team and other users. In general terms, catharsis is considered a positive and desirable phenomenon in group therapy, as it allows feelings to be expressed and then worked on. [21] However, psychoeducational group intervention lacks the necessary resources to carry out a therapeutic approach (mainly due to time

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constraints), in addition to the negative consequences that catharsis has on the other participants. Consequently, the objectives of therapy were incompatible with those of the psychoeducational group experience developed in this setting.

### V. LIMITATIONS

This study is not exempt of a number of limitations. Only seven people were interviewed for the purposes of this study. The participants were chosen by convenience since their availability determined the order of the interviews. The themes identified were specific to these seven participants and may not apply in other settings. Only one participant out of seven interviewed was male while the rest were female. The participants were over 40 years old, so younger people were not included. The interviewer was the same nurse who managed the educational groups so his active role in this study as the main researcher may carry a bias, in terms of not being able to obtain accurate information from the participants. The data analysis was conducted through an interpretive process, meaning that other interpretations of the data are possible. The data were collected about eight years before publishing this article. However, the situation explored has remained almost unchanged and unexplored in Chile. Therefore, it is relevant to disseminate these findings considering the scarcity of studies in educational interventions for people with bipolar disorder.

### CONCLUSIONS

The findings of this study are in line with the literature in terms of improving the quality of mental healthcare. The experience of patients during their participation in the group was overall positive, because they felt welcomed and understood while creating bonds of friendship with other participants, thus broadening their social support networks. In addition, learning includes not only knowledge about bipolar disorder and pharmacotherapy but also management strategies of prodromal symptoms, favouring the acceptance of bipolar disorder, its chronic course and ultimately, adherence to treatment. To achieve this, teamwork within the professionals that lead the intervention is imperative for a successful outcome. Negative group experiences are directly related to catharsis, an undesired event that deviates from the group objectives, deteriorating the quality of the interventions. Thereby, it is the role of the healthcare team to prevent these events by setting boundaries during the sessions, while providing one-by-one opportunities for certain patients to express their concerns individually and privately to the healthcare professionals, whenever necessary.

From this experience, we make a series of suggestions for clinical practice in mental health. Considering the positive perceptions from the participants, establishing a continuous functioning of psychoeducational groups and replicating the experience focused on patients with other mental disorders and/or their families is highly encouraged. The role of mental health nurses in prevention is key to manage healthcare by following an integrative approach, in concordance with community healthcare, since this is the modern model of mental health services worldwide. Future research should be focused on the effectiveness of group psychoeducation in users with bipolar disorder by means of a different methodology and/or different settings, besides finding out the reasons why some patients abstain from participating and/or leaving the psychoeducational group. Factors that could play a role in treatment adherence might be extensively explored due to their relevance. All of this could help to enhance mental health services for people living with bipolar disorder and their families.

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## **Smart Policing of Madhy Pradesh Dial-100 (Special reference to Sagar District)**



**Rupesh Kumar Upadhyay<sup>1</sup>, R.K.S. Chauhan<sup>2</sup>, Rameshwar Singh Yadav<sup>3</sup>**

<sup>1</sup>Research Scholar (Criminology) Department of Criminology and Forensic Science Dr. Harisingh Gour University,

<sup>2</sup>Sub-Inspector of Police (Radio), Sagar, M.P.

<sup>3</sup>Add. Superintendent of Police, Sagar, M.P.

**ABSTRACT:** Police and public depend on each other; without one another can't survive. Madhya Pradesh became India's first state for using this effective modern technology for crime prevention & providing emergency help to victim at crime scene. It got tag of India's first & largest integrated police emergency response service. This study explores the system, strategy and functional techniques of dial-100 at Sagar district of Madhya Pradesh state. It also analysis about cases reported through dial- 100 as road accident, children related, women related crime body etc. This project stands to police having GPS, GIS, and MDT at victim's door within a little minute at one call or miscall. The police are one of the most visible and recognizable institution in modern society. Dial-100 team works also as surveillance, spot counseling and vigilance and FRV works as surveillance vehicle through event and round events. The team controls crime and help victims in the district with 26 FRV over 2378458 populations and one FRV covers 91479.15 populations. This smart policing not only reduces crime but also puts an example of humanity in society.

**KEY WORDS:** M.P. Dial-100, victim, dpcr, spcr, frv.

### **GENERAL INTRODUCTION:**

Embracing the instinct of patriotism and public service the Madhya Pradesh police started 'Dial-100' scheme with the purpose of rushing immediate help to the meager suffering soul. The present study is an abridged portion of the dissertation made on 'Dial-100' in the Sagar district during M.P. Police Internship, 2018. This study is based on the response received by the chief of the police stations, personal, first response vehicle staff as well as the incharge of District Police Control Room (DPCR) and also on the response of the of the people whom help and support was reached. M.P. Dial-100 i

The first and largest unified (integrated) emergency police response service of India. This service is reached just on dialing number-100. If someone miscalls also, the one of call taker call back within a minute. Exploring this service and strong relationship with public the system launches Dial-100 apps, can be download from google play store and whatsapp number +91 7587600100.

### **THE OLD SERVICE OF 100 DIAL IN MADHYA PRADESH:**

'Police for safety, safety for development and development for the people'- the saying can bring solution to many doubts without any extra and an elaborate explanation. In order to maintain law and order there is the post of constable on the base level and that of Director General of Police on the top most level. For effective and skilful running of the police management, there are mainly two branches, first law and order and the other tele-communication department which conducts radio, radar, wireless etc. A toll-free number i.e.'100' has been enforced with the purpose of making the condition of law & order good from 'ordinary' and 'fine' from 'good'. This facility has been provided in public interest. Number '100' could be dialed to avail of help from the round the clock active police. There used to be attached problems to the old system some time number'100' could not be connected, the problem in the network, failure in proper communication, lack of knowledge of the mood of the police personal on duty; sometimes the police person having returned tired after duty on a certain spot of event could not be in a smooth state of mind to be easily convinced. As a result of failure in police -victim contact on the phone, the feeling of frustration and distrust on the police used to rise in the mind of the sufferer. The following were the main problems related to the old '100' system-

- Want of trained police staff/ the phone remaining unpicked up.
- Scarcity of police staff, observer and police vehicles.
- Lack of technically trained and skilled staff and monitoring.
- Want of provision of feedback by the victim for excellence in work.

## Smart Policing of Madhy Pradesh Dial-100 (Special reference to Sagar District)

### MODERN 'DIAL-100': DIAL-100 CALL THE POLICE:

**Mr. Anvesh Manglam**, Additional Director General of Police (T.C) M.P. had long ago anticipated the requirement of police personnel in the old dial-100 system and the future needs in the age of globalization and the internet. As a result on Nov. 01, 2015, the day of the Foundation of Madhya Pradesh C.M. Mr. Shiva Raj Singh Chauhan started from the Bhopal, the state capital the dial-100 scheme at once in seven districts. Afterwards it became effective in the entire district. In order to better the performance of the dial-100 system, there are control rooms on two levels – the State Control– room, Police Headquarter (Telecommunication), Bhopal which receives nearly 25 to 26 thousand phone calls each day and the second the Dial-100 control room in each control room of each district. Under this establishment phone call on number 100 receives a hundred percent response; and the problem is dealt with till the satisfaction of the caller.

### REVIEW OF THE LITERATURE:

**The Economic Times (2015)** writes that ADG (TC) of M.P. Police **Mr. Anvesh Mangalam**, said that one of the priorities of dial-100 is to provide quality service to people and win their confidence. On behalf of this under the system a first information report (FIR) will be registered on the spot. If police do not register the FIR, they are going to state a valid reason for it.

**According to dailypioneer.com (2015)**, Referring to dial-100 service the Chief Minister said that it would enhance trust between police and people and send message to criminals that police is alert and can reach incident spot immediately. **According to the same** all police stations are being hitch with electronic mapping who will solve the problems at one call on 100 number. If someone feels any problems any time, should just call on 100 number. In trouble time should not be afraid because of this offender gets chance to crime. <https://www.youtube.com/watch?v=QtSC-CY9Xx4> (2018).

### OBJECTIVES:

1. To study the system and management of Dial-100.
2. To analyses reported event and problem and solution of Dial-100 in Sagar district.

### METHODOLOGY:

The study is based on secondary data as well as primary data in the form of video recording. The convenience sampling have been used for data. In this study all data have been collected from dial- 100 dashboard in dial-100 control room of Sagar district. Total sample size i.e. case called event number is 7292 during one month from 01 June to 01 July, 2018. These events are reported phone call at 100 number.

### A VIEW OF THE MANAGEMENT OF M.P.DIAL-100: MAIN FUNCTIONAL BODY OF DIAL-100 SERVICE-

I. Call taker in call center at SPCR.

Dispatcher in call center at SPCR.

II. FRV team.

III. Dial-100 control room in DPCR.

IV. SPOC of police station(s) and Police Office(s) in District.

1. At present in all the fifty one districts of Madhya Pradesh one thousand ultramodern vehicles have been developed under the Dial-100 scheme; which are kept ready to rush to the spot of incident as soon as information is received (The maximum time limit of their approach is five minutes in the urban area and thirty minutes in the rural section).
2. The ultramodern vehicle which is named First Response Vehicle (FRV) is available under every police station of each district.
3. In the Dial-100 State Police Control Room (SPCR) an ultramodern call center with 110 seats has been set up, which is equipped with facilities like CAD, GPS, GIS and Voice log. One who calls is called a 'Caller'. To get informed with the caller's problems forthwith one hundred twenty-five telephone lines are dedicated twenty four hours to receive the call. Simultaneously they are all in contact with the respective DPCR and with the staff of the FRV.

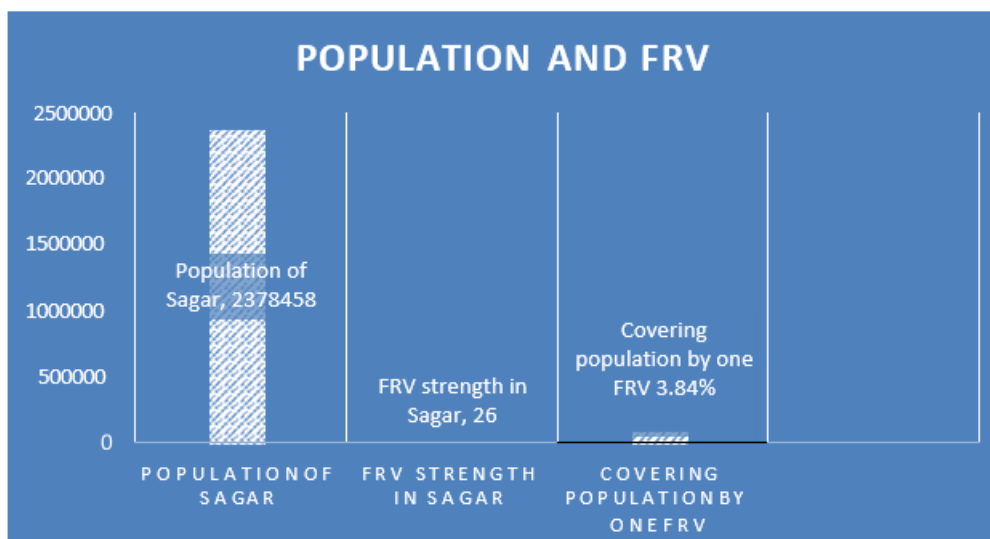
### DISTRICT SAGAR AND 'DIAL-100':

Situated in the heart of the state of Madhya Pradesh, District Sagar is located between 23 deg 10' and 24 deg 27' North latitude and between 78 deg 4' and 79 deg 21' East longitude. This area falls under Bundelkhand region. Its length from East to West is 169 km and its total area is 10252 square km. According to the 2001 population survey its **total population is 2378458** consisting of 1256257 male and 1122201 female. Out of total 35 Thanas 10 Police Thanas come under the Sagar sector, of which 07 'Law & Order' Thanas under which there are 08 active FRV and at the District level there is 26 FRV. Thus, we found that one FRV controls 91479.15 population which contains. In order to properly conduct the Dial-100 establishment in district Sagar there is a 'Dial-100' control room in the city called DPCR which is equipped with fully modern facilities, where exchange of information is made continuously round the clock from the SPCR. Contact is made from DPCR to FRV and jointly with the caller. In the 'Dial-100' vehicle there is vehicle and the pilot deployed there in is assisted by an institution 'Bharat Vikas Group'. There is a screen (MDT) through which

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the information given by the victim/caller can be seen with telephone number. In the FRV of every police station territory a Assistant Sub-inspector (ASI) or a head constable (HC) and a constable each on 08 hr duty are every minute prepared to help the sufferer.

Sr. N	Total Population of Sagar District	Strength in Sagar	Covering population by one FRV
01	2378458	26	91479.15



### THE OPPRESSED AND POLICE CONTACT-MANAGEMENT:

As soon as a person calls on number-100, in SPCR Bhopal a non-police worker (call taker) out of the 125 technically trained ones listens to the caller very politely and as soon as the call is received, the call taker from his monitor transfers the information to the dispatcher desk. With this call the system generates automatically an INS number that calls event id through which all procedure is conducted and it can be used any time in future. On the dispatcher desk all the workers are technically trained police persons/officers. They forward the information simultaneously to concerning DPCR and FRV through CAD to MDT. From the time the call is made it takes only one to two minute to rush the information to the FRV team. As soon as the information is received the team contacts the caller's mobile number displayed on MDT, and hurried to the place of incident. After action has been taken (positive/negative) an action taken report (ATR) is filled by the Dial-100 team or by DPCR as per information by Dial-100 team. After 24 hour a feedback on the merit or quality of police action in that event is obtained by SPCR from the caller on phone.



For the purpose of FRV tracking and reporting in the district there is a 'Dashboard' in the Dial-100 control room. Through this system any police officer and single point of contact (SPOC) who is Reader of all police stations and office of CSP,SDOP,ASP,SP or employee can get information of the position of any related FRV & event by his ID and password. The duty of SPOC is to inform his officer about incidents which he receives through sms. Also he/she can prepare report. Its procedure is as follows:

- To login on the dial-100 web portal through internet.
- After login division of works is made on Dial-100 portal screen by the following points-
  1. **Incident Dashboard:** Numerical information through caller ID.
  2. **FRV Dashboard:** The location of FRV conduction through GPS.
  3. **Incident Analysis:** Paces of information are GIS tagged, so that the density of in a particular place of Madhya Pradesh can be known better.
  4. **Telephone Directory:** For the purpose of knowing the emergency services number of all officers attached to Dial-100 system. Pieces of information received from the caller are divided on two levels. First- information received under the jurisdiction of Dial-100 eg. Common crimes, several crimes. At present the number of such crimes is 291 types. Second – incidents are not related to FRV called NON FRV events which are 52. Their information is transferred directly to Police officer/higher officer (e. g. SDOP,

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CSP, ASP, SP). Incidents informed of on dial-100 divided on the nature of events. On the basis of events, events occurred during one month are analyzed by the means of table and graph. During one month from 01 June to 01 July, 2018 there are total number of reported event is 7292 in Sagar district in which there are some types are analyzed.

**Table-1: ROAD ACCIDENT**

Sr.	Types of accidents	Number of accidents	Percent	Total Percent
1	Single injured	401	95.7%	
2	Several injured	18	4.2%	
3	Death	00	00%	
	<b>Total</b>	<b>419</b>	<b>100%</b>	<b>5.74%</b>

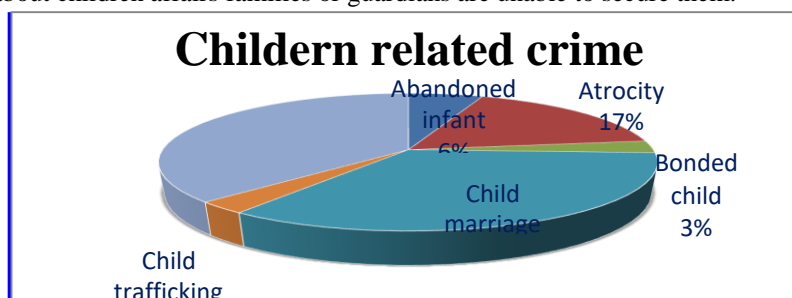
By means of the present table and graph it is shown that under transport management in Sagar district maximum events 95.7% have been single accidents and road accidents contains 5.74% in total 7292 reported cases. The reason of accident is careless driving and damage road and some little mistakes as caller reported.



**Table-2: Children Related Crime**

Sr.	Types of accidents	Number of accidents	Percent	Total Percent
1	Abandoned infant	02	5.7%	
2	Atrocity	06	17.1%	
3	Bonded child	01	2.8%	
4	Child help line	00	0%	
5	Child marriage	12	34.2%	
6	Child trafficking	01	2.8%	
7	Lost child	13	37.1%	
	<b>Total</b>	<b>35</b>	<b>100%</b>	<b>0.47%</b>

By means of the present table and graph events related to children have been mentioned. According to the present facts during the fixed period of time maximum number of event 37% have been noted about lost children. Children related crime contains 0.47% of all data. We found that about children affairs families or guardians are unable to secure them.



## Smart Policing of Madhy Pradesh Dial-100 (Special reference to Sagar District)

**Table-3: Related to Senior Citizen:**

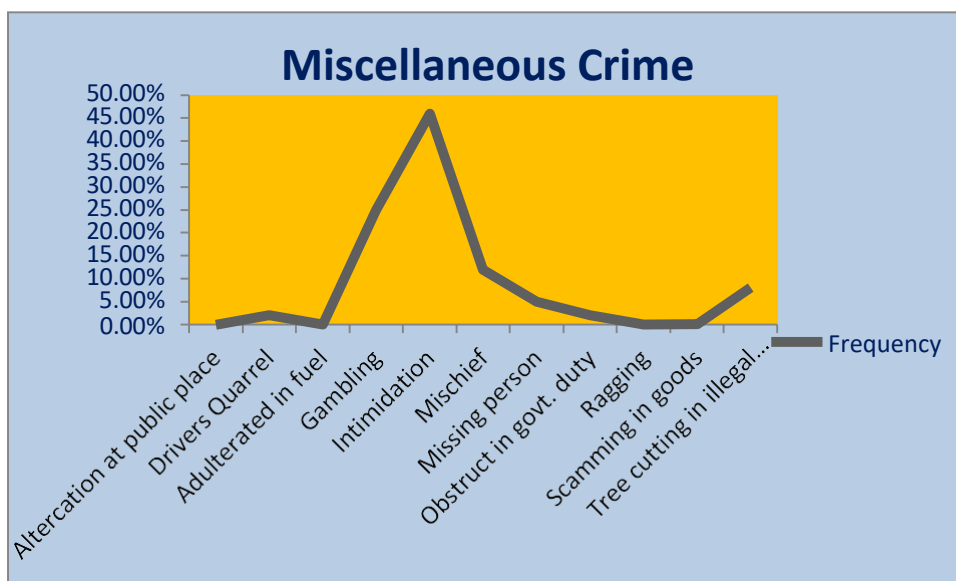
Sr.	Types of accidents	Number of accidents	Percent	Total Percent
1	Torture to senior citizen	69	100%	
	<b>Total</b>	<b>69</b>	<b>100%</b>	<b>0.94%</b>

In the present table events concerning old ones have been mentioned. According to the present figures during the fixed period all cases 69 have been noted about tortures of old persons.

**Table-4: Miscellaneous Crime:**

Sr.	Types of accidents	Number of accidents	Percent	Total Percent
1	Altercation at public place	01	0.01%	
2	Drivers Quarrel	03	2%	
3	Adulterated in fuel	00	0%	
4	Gambling	71	25%	
5	Intimidation	130	46%	
6	Mischief	34	12%	
7	Missing person	14	5%	
8	Obstruct in govt. duty	05	2%	
9	Ragging	00	0%	
10	Scamming in goods	02	0.1%	
11	Tree cutting in illegal manner	22	8%	
	<b>Total</b>	<b>282</b>	<b>100%</b>	<b>3.86%</b>

The table no.4 describes about miscellaneous crime reported through dial-100. As shown in the table the highest frequency of informing crime is intimidation contains 46%. It includes threats to kill and threats. Following this gambling is big problem which always been one of the big social evils. The miscellaneous crime contains 3.86% of all sample.



## Smart Policing of Madhy Pradesh Dial-100 (Special reference to Sagar District)

**Table-5 Crime body:**

Sr.	Types of Accidents	Number of Accidents	Percent	Total Percent
1	Abduction for ransom	00	0%	
2	Acid attack	00	0%	
3	Dead body	12	0.7%	
4	Foul smell from house	00	0%	
5	House tress pass	32	2%	
6	Grievous hurt	111	6%	
7	Simple hurt	1366	80%	
8	Kidnapping of male child	06	0.3%	
9	Mass killing	00	0%	
10	Murder	38	2.2%	
11	Attempt to murder	34	2%	
12	Beating in close room	02	0.1%	
13	Abetment to suicide	00	0%	
14	Suicide	104	6%	
15	Unnatural Sex	01	0.05%	
	<b>Total</b>	<b>1706</b>	<b>100%</b>	<b>23.39%</b>

The crime body describes about crime in which must be injured human body. The present table shows that during the fixed period the maximum events are reported on the system about of simple injury i.e. 80 percent. Following this suicide contains high ratio. Crime body contains 23.39% of all data.

**Table-6 Crime related to Women:**

Sr.	Types of Accidents	Number of Accidents	Percent	Total Percent
1	Bad touch to women	05	0.5%	
2	Women beating to husband	06	0.6%	
3	Beating to wife	192	19.7%	
4	Domestic violence	131	13.4%	
5	Dowry death	00	0%	
6	Torture for dowry	10	1%	
7	Eve teasing	49	5%	
8	Family disputes	480	49.3%	
9	To compel for flesh trade	00	0%	
10	Feticide (illegal abortion)	00	0%	
11	Kidnap to female child	23	2.3%	
12	Lewd call/e-mail to women	38	3.9%	

## Smart Policing of Madhy Pradesh Dial-100 (Special reference to Sagar District)

13	Lewd comment to women	09	0.9%	
14	Murder to women	00	0%	
15	Obscene gestures	00	0%	
16	Prowling to women	02	0.2%	
17	Rape	04	0.4%	
18	Attempt to rape	11	1.1%	
19	Scandalous video of women	01	0.1%	
20	Sexual harassment	01	0.1%	
21	Wanton women found	11	1.1%	
	Total	973	100%	13.34%

By means of the present table events related to women have been mentioned. According to the present facts during the fixed period of time maximum number of event 49.3 percent have been noted about family disputes in family with women. Following this the high crime reporting is about beating to wife. Women related crime contains 13.34% of all sample.

### FRV team as a Spot Counselling:

As soon as the information is received about incident place and victim, FRV team moves towards the place. During this the team constantly is connect with the victim through the phone call. As soon as reached the incident place FRV team first contacts the victim and if emergency, takes victim to the hospital. If not so then team first of all listen carefully both sides (caller and non-caller) and as possible tries to reconcile through counselling (e. g. Misbehave, quarrel, and alcohol case). In disobedience of any side or in heinous crime team comes to respective police station with both parties and hand over the matter to SHO. According to circumstances team also lodges zero FIR at incident spot. Before November 2015 these type police services were only in dream in India but present scenario is witness that how smart policing is on base in front of over 75 million eyes.

### FRV team as a Surveillance and Vigilance:

In the district all FRV stop point is called nodal point. From nodal point it moves the events. The travelling distance between events it gathers information all body which may be harmful for society. During action taking on crime body team informs about incident to police control room and officers. In each 24 hour it has three time ROUND EVENT, each having 02 hour. In this way the team works as surveillance and vigilance.

### CERTAIN PROBLEMS ATTACHED TO THE CONDUCTION OF DIAL-100 AND SUGGESTIONS:

In the present part the taxis in the police department, their way of work and the reaction of the victim/caller who has used dial-100 have been dealt with; also solutions to solve the problems have been suggested. Dial-100 was started with the purpose of usher in immediate help to the victim in moment of disaster misery and to eradicate crimes to the maximum possible extent. The major portion of population in Sagar district is that of rural people. The police side contacting the victim first of all is FRV staff. In addition to take proper action at incident place, FRV takes the victim as well as the accused to the hospital. Certain of problems coming on the way of management of the whole procedure and their solution have been dealt as follows-

- ❖ Generally people dials 100 number on mere in front of trifle eg. Someone spread his cot in front of other person's house, the draining down of water from someone's roof on his neighbour's side and so on and so for etc. By these reasons the FRV becomes unable to reach cooperatively serious event spot in time. So citizen should act sensibly.
- ❖ In the SPCR many callers get engaged in personal talk with the call taker. People specially the youth should behave like responsible and civilized citizen.
- ❖ In incidents of fire FRV without any doubt gets to the spot in time; the fire Brigade staffs however reach only after the fire has taken fierce shape. The reason might be fire vehicle, lack of water or multiplicity of occurrence. Keeping view such probabilities, therefore government must pay attention and people ought to help the victim on humanitarian ground.
- ❖ Owing to excessive political interference in police proceedings at several times, the real victim remains deprived of help and relief. Police personals in uniform play their role in apprehending a human being breaking law in his own human society and reestablishing him in the society as correct. Therefore, everyone is expected to co-operate unbiasedly with another.
- ❖ Sometimes complainants make their complaints in such an exaggerated way as could cause the accused (uncomplaining person)

## Smart Policing of Madhy Pradesh Dial-100 (Special reference to Sagar District)

to bear a lot of police torture. Everyone must refrain from such activities it quince since may be recoil agony to himself in return. Some youth who are at a green age, using well socio-friendly of dial 100 service with whatsapp. This system created strong reliability between the police and public relationship. Dial-100 whatsapp system not only provides the information of incidents but also evidence of crime scene as form of video, photograph. In Sagar daily approx. 200 events receiving and sometime it records more than 760 but all cases close within 24 hour by ATR.

### CONCLUSION AND SUBSTANCE:

Madhya Pradesh has been called 'Island of Tranquility' because generally the position of Law & Order here is much better than other neighbor states; But now days system demands reformation with modernization. It is fact that where is dense population; possibilities of crime occurrence will more. The above analysis and discrimination aims at presenting a scientific and factual position of the responsibility of the police and their problems as well as their way of working. Police persons are the person of our own society who are entrusted with lawful responsibilities. The relationship of police persons with the public is amicable. In order to make the management are the more flexible and effective, in Sagar 12 ultramodern FRV bikes have been recently deployed which are equipped with MDT. For their effective and amicable action the Madhya Pradesh dial-100 has been bestowed with several national and international awards eg. Geospatial world Excellence Award, Hexagon Safety & Infrastructure Icon Award-2017. It adorned with Smart Policing Award in May 2017 by FICCI and so on. On the one occasion ADG (TC) Shri Anvesh Manglam said "We have worked out the system as people don't turn up to police stations with their complaints due to the lackluster response of law enforcers. Usually, poor and marginalized people first approach some influential person to contact police," Undoubtedly this is much better towards Desh Bhakti-Jan Seva.

### Abbreviation:

SPCR: State Police Control Room

DPCR: District Police Control Room

FRV: First Response Vehicle

MDT: Mobile Data Terminal

GIS: Geographical Information System

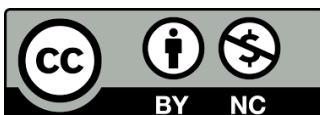
CAD: Computer Aided Dispatch

GPS: Global positioning System

ATR: Action Taken Report

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## **Emotional Intelligence as Correlate of Academic Performance among Junior Secondary School Students in Katsina Metropolis**



**S. Y. Tsagem<sup>1</sup>, Jamilu Bello<sup>2</sup>**

<sup>1</sup>Department of Educational Foundations, Usmanu Danfodiyo University Sokoto P. M. B. 2346, Sokoto, Nigeria

<sup>2</sup>Department of Education, Yusuf Bala College of Legal and General Studies, Daura – Katsina State, Nigeria

**ABSTRACT:** The study examined emotional intelligence as correlate of academic performance among junior secondary school students in Katsina metropolis. A sample of 384 students was drawn from a population of (8757) junior secondary schools students in the metropolis. Two instruments were used in obtaining the data for the study; an adopted version of Emotional Intelligence Questionnaire (EIQ) designed by Kolo (2006) and JSS II results in English and Mathematics which was used to measure academic performance of students. Three hypotheses were tested and results obtained showed that emotional intelligence was related to academic performance for both males and females junior secondary school students in Katsina metropolis. Based on these findings therefore, it is recommended that effort should be made towards training in the development and sustenance of positive motivation. Conclusively, it is pertinent to emphasize on developing self-awareness among learners so as to produce learners who are emotionally stable, capable of controlling their moods, resilient to stress, rational in their thinking, flexible in their approach, confident in themselves, and with positive attitude towards themselves and their abilities.

### **INTRODUCTION**

There is no disputing the fact that education is a fundamental tool for total development of the individual. The purpose of educational experience is learning, a process through which students develop skills and knowledge through a variety of experiences that are designed and monitored by teachers (Fafunwa, 1976). The out-come for the many students who pass through this system is to emerge with confidence as positive contributing members of their societies. A teacher, in a professional usage, is a person trained or recognized and employed to help learning in a classroom situation in order to achieve set educational goals. In ordinary usage however, the term is often used to refer to anybody who imparts information or knowledge or merely instructs another (Adeyinka, 2002). To Salawu (1993), teachers are the agents of socialization of their children; they shape the behavior of these children directly or indirectly. The implementation of any curriculum depends to a large extent on the availability of the right type of educational personnel and their willingness to impact the desired knowledge to a learner. The education for the good life has been one of the most persistent concerns of students' motivation throughout the ages (Fafunwa, 1976). Education is expected to affect behavior of educated people or the people being educated. Thus, education is equated at times with achievement, certification or accomplishment (Salawu, 2000). Of importance in attaining educational achievement is the impact of emotional intelligence of the learner.

Goleman (1995) sees emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves for managing emotion well in ourselves and in our relationship. Emotional intelligence (EI) is the area of cognitive ability involving traits and social skills that facilitate interpersonal behavior. Intelligence can be broadly defined as the capacity for goal-oriented adaptive behavior; emotional intelligence focuses on the aspects of intelligence that govern self-knowledge and social adaptation. Mayer and Salouey (1987) as cited in Goleman (1995) defined emotional intelligence as the ability to monitor one's and others' emotion to discriminate among and to use this information to guide one's thinking and action. To them, emotional intelligence comprises four broad and interrelated competences, perception, appraisal and expression of emotion to facilitate thinking, understanding, analyzing and implementing emotional knowledge and managing emotion.

Emotional intelligence is describe as the art of handling emotionally charged situation, the ability to stay focused under or which conflict, handle criticism, diffuse anger and manage other forms of confrontation that can make or break one in life, it requires emotional intelligence to make it to the top. A child's emotional state at school is said to influence his/her selective attention, recall, event interpretation, decision making, motivation and problem solving abilities (Mont, 2008). These in turn affect his academic performance. According to Akinboye (2002) emotional intelligence is associated with success at school, because social and emotional skills have been found to create higher educational performance. It was estimated that 80% of human success could be attributed to emotional intelligence while the remaining 20% belongs to intelligence quotient.

## **Emotional Intelligence as Correlate of Academic Performance among Junior Secondary School Students in Katsina Metropolis**

Akinboye (2003) described emotional intelligence as the ability to organize emotions driven perception, intuition and thought processes plus the ability to express such emotion-laden behaviors inter personally as well build trust, honesty, fairness, human dignity and integrity in life. Mcliskey (1997) explained emotional intelligence as the mental ability we are born with which give us our emotional sensitivity and our potentials for emotional learning management skills which can help us maximize our long term health, happiness and survival. All the definitions and explanations of emotional intelligence revealed an agreement as they all tend to point to the same direction, which is, being intelligence with emotions and using the message passed to resolve all life conflicts.

Academic performance refers to how well students can accomplish the classroom task given to them by their teachers; it is the extent at which they cope with their studies in relation to the stipulated aims and objectives of the school. Academic performance is usually reflected in learner's ability to be able to communicate the knowledge they have acquired within a given period of time verbally or most of the time, to put it down on paper and measured using test or any other valid instrument. It can also refer to the measure of students' academic output which can be determined by the grade they obtained at the end of a program. However, if student grades are high, such are called high achievers or low achievers.

The study was based upon the learning theories especially that of John B. Watson (1878–1959). Their conceptual frameworks describe how information is absorbed, processed, and retained during learning. Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed, and knowledge and skills retained.

In Nigeria today, as in many other African countries, the society is more complex than it was before. This has inevitably meant that more contemporary methods of solving problems need to be applied than the simple methods of the past. In Nigeria, especially, the fundamental objective of education is the ability of an individual to think and find new solution to his/her problems and society at large. Thus, the concern of emotional intelligence was succinctly forwarded and equally taken care of.

### **STATEMENT OF THE PROBLEM**

Failure in examination poses the danger of populating the streets with drop-out, half-educated, maladjusted; unemployed that can only constitute social menace and a threat to the peace and stability of the society. Thus, it will compromise the country's aspiration to the future leadership of the African continent and it robs the country of taking its rightful position among the advanced nations of the world. Because, quite often students do not have the same perception of themselves (Lane, 1998), understanding the students' perception through teachers' motivation is important because specific students' outcomes are influenced by these perceptions. Furthermore, many teachers are not efficient in terms of selecting the methods that they should apply or use to a particular group to motivate students for them to maximally achieve in the learning process. Because literature related to the teaching-learning process has continuously pointed to the importance of motivation, its role could never be easily overemphasized.

Thus, the basic problem of this study therefore was to investigate the relationship between students' motivation and academic performance of junior secondary II Students in Katsina metropolis.

### **RESEARCH QUESTIONS**

In order to carry out this research study, the following research questions were developed to guide the conduct of the study.

1. Is there any relationship between students' emotional intelligence and academic performance?
2. Is there any relationship between male students' emotional intelligence and their academic performance?
3. Is there any relationship between female students' emotional intelligence and their academic performance?

### **RESEARCH OBJECTIVES**

The objectives set for this study were to find out:

1. If there is relationship between students' emotional intelligence and their academic performance.
2. If there is relationship between male students emotional intelligence and their academic performance.
3. If there is relationship between female students emotional intelligence and their academic performance

### **Research Hypotheses**

In order to provide answers to the research questions stated, the following hypotheses were formulated.

- H<sub>01</sub>** There is no significant relationship between students' emotional intelligence and academic performance.  
**H<sub>02</sub>** There is no significant relationship between male students' emotional their intelligence and academic performance students.  
**H<sub>03</sub>** There is no significant relationship between females' students' emotional their intelligence and academic performance.

### **RESEARCH DESIGN**

## Emotional Intelligence as Correlate of Academic Performance among Junior Secondary School Students in Katsina Metropolis

The design for this study was descriptive design of the correlational type. Correlational research has been defined as a study aimed at establishing the relationship that exists between two or more variables for the purpose of making a prediction about the relationship. This research design was used because it enables the researcher not only to observe methodologically existing attributes in the population but also to see relationship between the variables.

In this study, the variables of interest under study are students' emotional intelligence and academic performance. Measure of students' emotional intelligence is the independent variable because it is antecedent to academic performance which is the dependent variable

### POPULATION OF THE STUDY

The population of this study were Junior Secondary School II (JSSII) students in Katsina metropolis. In all, there are a total of thirty-two (32) Junior Secondary Schools in the metropolis. The total number of the students' population was eight thousand seven hundred and fifty seven (8,757). The schools were of three categories; mixed (boys and girls), males' (boys) only and female (girls) only.

### SAMPLES AND SAMPLING TECHNIQUES

Samples were drawn from the entire population, which served as a representative of the population from which result was obtained. Purposive sampling technique was used to obtain a sample of 8 schools. The sample size was in line with Krejcie and Morgan's (1970) table for determining sample size. The distribution determined the number of students' sample size from each school. Three (3) schools were selected from co-educational, boys and girls, another three (3) from boys only, and two (2) schools from girls only.

Proportionate sampling method was used to pick the sample size from each school. Thus, the total number of the population in the (8) schools selected was two thousand seven hundred and sixty one (2,761) students and the total number of the sample size from the (8) schools of (384) students gave the sample size of the students (boys & girls) from each school.

The researcher selected eight (8) schools out of the thirty-two (32) schools in Katsina metropolis. The direct and purposive selection of these eight schools is what (Fox, 1969) called deliberate selection, if within a population there were some elements which a researcher believes are crucial to study, then the only way to ensure this is to deliberately select them. Consequently, the eight (8) schools formed the sample for the study. A total of one hundred and ninety-two boys (192) and a total of one hundred and ninety-two (192) girls were selected. Thus a total number of three hundred and eighty four (384) students in Junior Secondary Schools in Katsina metropolis were selected.

**Table 1: Sample for the Study**

SN	Schools	School Type				Total
		Mixed		Boys	Girls	
		Boys	Girls			
1	Katsina College Katsina	28	28	–	–	56 (14.6%)
2	Government College Katsina	33	32	–	–	65 (16.9%)
3	SUNCAIS Katsina	–	–	125	–	125 (32.6%)
4	Gobarau Academy Katsina	–	–	–	14	14 (3.6%)
5	Damale College Katsina	–	–	6	18	24 (6%)
6	Hikima College Katsina	–	–	–	12	12 (3.6%)
7	Aunty Ramatu Sec. School Katsina	–	–	–	18	18 (4.7%)
8	Government Girls College Katsina	–	–	–	70	70 (18.2%)
<b>TOTAL</b>		<b>61</b>	<b>60</b>	<b>131</b>	<b>132</b>	<b>384 (100%)</b>

### INSTRUMENTATION

To achieve the objectives of this study, two (2) sets of instruments were used in measuring students' motivation and their academic performance. Both instruments were adopted by the researcher.

### DESCRIPTION OF EMOTIONAL INTELLIGENCE QUESTIONNAIRE (EIQ)

This instrument used in measuring emotional intelligence of the students in Katsina metropolis was adopted from Kolo (2006). It has 30 items on emotional intelligence characteristics. Fifteen (15) items are positively worded while the other fifteen (15) items are negatively worded. Therefore, strongly agree (SA) indicates high score which determine high level of emotional intelligence while on the other hand strongly disagree (SDA) indicates low score which determine low level of emotional intelligence.

### Validity of Eiq

## Emotional Intelligence as Correlate of Academic Performance among Junior Secondary School Students in Katsina Metropolis

To ensure the validity of the instruments for this study, its original owner had subjected it to various processes to ensure face, content and construct validity. Since the instrument has been found to be valid by Kolo (2006), the current researcher decided to adopt it for use in this study

### Reliability of Eiq

The questionnaire was administered to 120 respondents in Kwara state by its original owner. Using the Cronbach's Alpha, a test retest reliability coefficient value of 0.78 was obtained. This shows that the instrument was found to be reliable by Kolo (2006) which made the current researcher to adopt it for use in this study.

### Administration of Eiq

The administration of emotional intelligence questionnaire (EIQ) was in line with 4 points Likert scale style. The responses were strongly agree, agree, disagree and strongly disagree. (i.e. SA=4, A=3, D=2, SD=1). For positively worded items the scoring pattern is 4 to 1 in descending order. While for negatively worded items, the scoring will be reversed i.e. from 1 to 4 in ascending order.

## RESEARCHER-DESIGNED TESTS IN ENGLISH LANGUAGE AND MATHEMATICS (ELMT)

The Junior Secondary School students were given a test in English language and Mathematics which contained forty items extracted from the syllabus of JSS II used by the researcher. The result obtained from the ELMT was converted in grades A, B, C, D or E to numerical expression to allow for statistical operation. Grade A with scores above 85 was represented by 4.0 points while grade B with 65-84 marks was represented as 3.0 points. Grade C with 55-64 marks was represented as 2.0 points and grade D with 40-54 marks was represented by 1.0 points. Grade E with less than 40 marks is represented as 0 point. 4.0 points was the highest score a student can obtain. The Grade points Average (GPA) for JSS students is calculated by adding the grades obtained from the two disciplines under consideration, English and Mathematics and divided by 2.

### Validity of ELMT

The 40 items on English and Mathematics were checked and validated by some teachers in secondary schools under Katsina State Ministry of Education. Furthermore, experts/supervisors in the Departments of English and Mathematics in Usmanu Danfodiyo University Sokoto examined the content validity of the items and they adjudged the instrument as valid for the conduct of the study.

### Reliability of ELMT

Using the measures of stability, a set of 40 students from Government Girls College Katsina sat for the test concurrently, after four weeks the same group of JSS II students sat again for a re-test of the same test items in order to ascertain the reliability of the items or otherwise. At the end, the reliability of the tests on the subjects English and Mathematics produced co-efficient Alphas of 0.73 and 0.65 as reliability indices.

## PROCEDURE FOR DATA COLLECTION

The data was collected by the researcher and his assistants using face to face and direct delivery techniques in administration and collection of the questionnaires so as to ensure significant return rate of completed questionnaires

Furthermore, the scores obtained from these instruments were subjected to Pearson product moment correlation coefficient 'r' statistics which was used for testing the formulated hypotheses. The justification for Pearson product moment correlation coefficient for hypotheses 1 to 3 was because these hypotheses were looking for relationship between two variables.

### Presentation, Analyses and Interpretation of Result

**H<sub>0</sub>1:** There is no significant relationship between emotional intelligence and academic performance of Junior Secondary School students.

This hypothesis was tested by subjecting the emotional scores of students and their academic performance to Pearson's correlation analysis as shown in table 2.

**Table 2: Relationship between Students' Emotional intelligence and their Academic Performance.**

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Emotional Intelligence	384	86.94	20.940	-.215	.000	H <sub>0</sub> Rejected
Academic Performance	384	88.22	21.189			

Source: Researcher's Fieldwork, 2021

From the result of table 2, students' emotional intelligence and academic performance was positively related and significant, Pearson's  $r(382) = -.215, p < .05$ . This indicates a significant relationship between students' emotional intelligence and their academic performance because the p-value is less than the .05 level of significance. Therefore, H<sub>0</sub>1 which states that there is no

## Emotional Intelligence as Correlate of Academic Performance among Junior Secondary School Students in Katsina Metropolis

significant relationship between students' emotional intelligence and academic performance of junior secondary school students was rejected.

**H0<sub>2</sub>:** There is no significant relationship between male students' emotional intelligence and their academic performance.

This hypothesis was tested by subjecting male students' emotional intelligence scores and their academic performance to Pearson's correlation analysis as shown in table 3.

**Table 3: Relationship between Male Students' Emotional intelligence and their Academic Performance.**

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Emotional Intelligence	192	88.41	20.298	-.190	.008	H <sub>0</sub> Rejected
Academic Performance	192	87.16	20.464			

Source: Researcher's Fieldwork, 2021

From the result of table 3, male students' emotional intelligence and their academic performance was positively related and significant, Pearson's  $r(192) = -.190, p < .05$ . This indicates a significant relationship between male students' emotional intelligence and their academic performance because the p-value is less than the .05 level of significance. Therefore, H<sub>0<sub>2</sub></sub> which states that there is no significant relationship between male students' emotional intelligence and their academic performance was rejected.

**H0<sub>3</sub>:** There is no significant relationship between female students' emotional intelligence and their academic performance.

This hypothesis was tested by subjecting the female students' emotional intelligence and academic performance scores of students to Pearson's correlation analysis as shown in table 4.

**Table 4: Relationship between Female Students' emotional intelligence and their academic Performance**

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Emotional Intelligence	192	85.48	21.516	-.233	.001	H <sub>0</sub> Rejected
Academic Performance	192	89.28	21.893			

Source: Researcher's Fieldwork, 2021

From the result of table 4, female students' emotional intelligence and their academic performance was positively related and significant, Pearson's  $r(382) = -.233, p = .001$ . This indicates a significant relationship between female students' emotional intelligence and their academic performance because the p-value is less than the .05 level of significance. Therefore, H<sub>0<sub>3</sub></sub> which states that there is no significant relationship between female students' emotional intelligence and their academic performance was rejected.

## DISCUSSION

The first finding indicates that emotional intelligence of students has a significant relationship on academic performance among junior secondary school students. This then support the assertion by Cole (2000) that emotional motivation is a term used to describe those processes, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger off human behavior. Likewise, it lent credence to how Robin (1989) describes teachers' motivation as the willingness to exert high levels of efforts towards organizational goals conditioned by the efforts ability to satisfy some individual needs. In other words emotional intelligence is a management function that stimulates individuals to accomplish laid down institutional goals. It is purposive, designated and goal-oriented behaviour that involves certain forces acting on or within the individual in order to initiate, sustain and direct behaviour (Olochukwu, 2000).

The other findings indicate that female and male students' emotional intelligence has significant relationship to their academic performance. This supported Kolo's (2006) assertion that a child's emotional state at school is said to influence his/her selective attention, recall, event interpretation, decision making, motivation and problem solving abilities. It also support findings by Asma'u (2013) which revealed that emotional intelligence and academic performance are strongly and positively related. The findings somehow also affirmed the assertion that women tend to be more emotions better and that they have a greater agility as regards certain interpersonal skills (Sanchez and Fernandez-Berrocal, 2006). Students' academic performance, for instance, recognizes other people's emotions better, are more perspective and have greater empathy (Aquino 2003, Argyle, 1990, Hargie, Saunders and Dickson 1995). In addition, some evidence exists that certain areas of the brain dedicated to processing emotions could be larger in women than in men (Baron-Cohen, 2003, 2005; Gur, and Gunning-Dixon, Bilker & Gur, 2002). It is also believed that there is a difference in cerebral cavity based on sex (Jausovec & Jausovec, 2005).

## CONCLUSION

## **Emotional Intelligence as Correlate of Academic Performance among Junior Secondary School Students in Katsina Metropolis**

From the findings and discussion of results, it was concluded that students emotional intelligence has a significant effect on their academic performance among junior secondary school students in Katsina metropolis. Conclusively then it is important for teachers and other stakeholders in education to emphasize on emotional training. That is, training on the development of motivational skills among junior secondary schools in Katsina metropolis.

### **Implications for counseling**

The following are the implications for counselling:

- i. School counselors should employ the extensive use of individual and group counselling techniques to help students improve on their school adjustment and academic performance. School counselling programmes should apply the tenets of existing counselling theories such as Fredrick Thorne (1945-1980) eclectic counseling theory.
- ii. School counselors could serve as a link between students and teachers of various school subjects with the view to helping the teachers to take cognizance of the gender differences among learners and give them differential and specific treatment in line with their gender and motivation that is, counselors should provide services that would help teachers gain acquaintance with their students as unique, distinct and dynamic individuals.
- iii. Counsellors should play significant roles in counselling students on the need to engage in activities which are self-fulfilling and which also guarantee the positive overall development of the individual and the society in general.

### **RECOMMENDATIONS**

Based on the findings of the study carried out on relationship between students' emotional intelligence and academic performance of junior secondary school (JSSII) students in Katsina metropolis, the following recommendations were made:

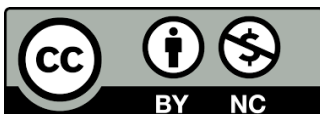
- i. Emotional intelligence of students has significant effect therefore, guidance and counselors should encourage and support students to develop and improve their emotional intelligence and academic performance.
- ii. Male students' emotional intelligence and academic performance was positively related and significant thus, there should be improvement of effective teaching strategies for students of junior secondary schools.
- iii. Female students' emotional intelligence has relation to their academic performance therefore teachers, guidance and counselors should increase their work diligently so that all students are catered for.

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## **Effectiveness of International Documents on Bilateral International Cooperation of The Republic of Uzbekistan With The Gulf Countries**



**Dr. Mahinnora N. Mirkhamidova**

Doctor of Philosophy in Law, Department of International Law and Human Rights of UNESCO, University of World Economy and Diplomacy

**ABSTRACT:** This article focuses on the realization of bilateral international agreements signed by the Republic of Uzbekistan with the Arab states in the Persian Gulf region (Kingdom of Saudi Arabia, United Arab Emirates, Sultanate of Oman, Kuwait and Qatar). At the same time, the agreements concluded between these countries since the independence of the Republic of Uzbekistan have been researched. The article notes that the investments made by the Arab Development Funds are mainly directed to improving infrastructure, construction and development of the economy sectors, and have shown effective results. In the concluding part of the article, the author makes proposals to strengthen the effectiveness of international agreements between Uzbekistan and the Gulf Arab states.

**KEYWORDS:** bilateral agreements, implementation of national legislation, efficiency mechanism, Arab development funds, Fund for Reconstruction and Development of the Republic of Uzbekistan, Kuwait Fund for Arab Economic Development.

### **INTRODUCTION**

Over the years of independence, we have observed that the legal framework of cooperation relations of Uzbekistan has improved in various directions. It should be noted that the contractual legal framework of Uzbekistan's relations with the Gulf Arab states has developed in several directions. We consider it expedient to analyze the effectiveness mechanism of contracts in order to draw appropriate conclusions on the realization of these legal documents and their implementation in legislation.

According to the research conducted by the Russian scientist V.V. Gavrillov, the international and national legal systems should work in harmony and interconnectedness [1]. We also support the views of V.V. Gavrillov in this regard.

### **THE MAIN PART**

It should be noted that the mechanisms of control over the realization of bilateral international agreements by national legislation are effectively implemented in Uzbekistan today.

Measures have been taken to improve the work of the Uzbek side of intergovernmental commissions (committees, councils and working groups) on bilateral cooperation between Uzbekistan and foreign countries [2].

According to its, in order to coordinate interdepartmental cooperation in the realization of foreign economic policy of the Republic of Uzbekistan on bilateral cooperation with foreign countries, to form a mutually beneficial system between public and economic administration, local government, attract foreign investment and advanced technologies, to increase exports domestic goods and services, attract tourists from foreign countries, expand the transport and transit potential of the republic, as well as increase the efficiency of intergovernmental commissions (committees and working groups) are defined as a target of these measures. Of course, the activities of the intergovernmental commission to develop cooperation with foreign countries will serve to ensure the effectiveness of work in this area.

By classifying the legal framework of bilateral cooperation of the Republic of Uzbekistan with the Gulf countries on the subject of regulation, it is possible to analyze the effectiveness of the legal framework of cooperation in most economic spheres. According to this analysis, there are more than 90 agreements between Uzbekistan and the Arab states in the Gulf region, most of which are intergovernmental, intergovernmental and interagency agreements of economic nature. Analyzing the agreements in terms of periodic development, it became clear that the agreements in the economic sphere, most of which were signed from the years of independence to 2015.

Since the years of independence, during the period of 1992-2015, a solid legal basis for cooperation in the economic sphere was established. At the same time, the signing of agreements on the establishment of investment companies is particularly relevant.



## Effectiveness of International Documents on Bilateral International Cooperation of The Republic of Uzbekistan With The Gulf Countries

For example, an agreement signed in 2009 between the Fund for Reconstruction and Development of the Republic of Uzbekistan and the General State Reserve of the Sultanate of Oman on the establishment of a joint investment fund with a charter capital of \$ 500 million. 75% of the shares of this charter fund belong to the Government of Oman and 25% to the Government of Uzbekistan. Today, the Uzbek-Oman Investment Fund is one of the largest funds in Uzbekistan. The company decided to expand its investment portfolio by covering the stock market of the Republic of Uzbekistan by creating a securities fund.

Another such treat is the agreement on the establishment of a joint investment company Uzemiratholding. This agreement was signed by the Government of the Republic of Uzbekistan, the Fund for Reconstruction and Development of the Republic of Uzbekistan and Dubai Holding with a charter capital of \$ 1.25 billion. 80% of the fund is provided by Dubai Holding and 20% by the Fund for Reconstruction and Development of the Republic of Uzbekistan. The purpose of the joint investment company Uzemiratholding is to attract investment activity in the country and abroad, as well as to attract foreign direct investment to Uzbekistan.

The trade turnover between the Republic of Uzbekistan and the United Arab Emirates in 2007 amounted to 93.1 million US dollars and in 11 months of 2018 – 124 million US dollars [3]. These types of agreements contribute to the investment potential of the Uzbek economy, and investments are directed to relevant areas such as infrastructure, transport and logistics, the establishment of enterprises. In this regard, in paragraph 12 of the tasks set out in the Address of the President of the Republic of Uzbekistan to the Oliy Majlis of December 28, 2018 is planned to approve the proposal of the Fund for Reconstruction and Development of the Republic of Uzbekistan, the State Committee for Investment, the Ministry of Finance, the Fund for Reconstruction and Development of the Ministry of Economy and Industry of the Republic of Uzbekistan and the Abu Dhabi Development Fund (UAE) to establish a joint Uzbek-UAE investment company (hereinafter - the investment company) [4]. It is important to continue effective cooperation within the activities of these funds. It is important to expand the production capacity of the country, as well as attract foreign direct investment and innovative technologies to further enhance the competitiveness of the economy and improve the relevant legal framework. The Ambassador Extraordinary and Plenipotentiary of Saudi Arabia to Uzbekistan said, that during this period (2005-2015), despite the development of economic and investment, cooperation between Uzbekistan and Saudi Arabia, the volume of trade turnover between Saudi Arabia and Uzbekistan was insufficient [5]. In general, the volume of trade with the countries of the region with huge economic potential was not satisfactory. Russian scientists E.M. Savicheva and M.O. Shaar also noted that the volume of trade turnover of Uzbekistan with the Arab states in the Persian Gulf is not so developed [6].

Analyzing other types of intergovernmental agreements signed during this period, we observed that most of them are related to the investment sector. In particular, the agreement between the governments of the Republic of Uzbekistan and the Sultanate of Oman on the construction of a library of the Institute of Oriental Studies named after Abu Rayhan Beruni of the Academy of Sciences of the Republic of Uzbekistan and scientific and cultural cooperation in Tashkent. Under this agreement, the library will be funded by the government of the Sultanate of Oman [7]. The opening of this building took place on March 15, 2018. Today, the collection of unique manuscripts of the Institute of Oriental Studies named after Abu Rayhan Beruni is included in the UNESCO World Heritage List.

According to the Memorandum of Cooperation between the Government of the Republic of Uzbekistan and the Kuwait Fund for Arab Development [8], the Kuwait Fund participates in the financing of specific projects in the form of soft loans as a financial instrument. The loan agreement between the Republic of Uzbekistan and the Kuwait Arab Development Fund for the provision of medical equipment to 171 emergency departments of the city and district central hospitals is an effective result of the above agreement. On the basis of this agreement, the President of the Republic of Uzbekistan adopted a resolution on measures to equip emergency departments of central district and city hospitals with medical equipment, which will be implemented with the participation of the Kuwait Fund for Arab Economic Development.

According to our research, investments made by Arab Development Funds have been mainly focused on improving infrastructure, construction and development of the economy, and have shown effective results. The implementation of bilateral agreements between states is an example of their legal effectiveness. Based on the effectiveness of the above-mentioned agreements, we believe that long-term and low-interest loan agreements will still bring positive results today.

In general, in the years since 2016, cooperation with the above-mentioned Arab Development Funds has intensified. Effective “roadmaps” have been developed for existing agreements between states, and the legal framework between the countries under study has been further expanded. For example, during the official state visit of the President of the Republic of Uzbekistan Sh. Mirziyoyev to the United Arab Emirates, a total of 10 agreements were signed, including 5 interstate and intergovernmental agreements, and 5 interdepartmental agreements. The total economic value of these contracts is more than 10 billion US dollars. An action plan has been developed for the implementation of the signed agreements. Also, adopted the Presidential Decree "On organizational measures to attract financial and technical assistance from the United Arab Emirates to increase the efficiency of public administration of the Republic of Uzbekistan" [9].

## Effectiveness of International Documents on Bilateral International Cooperation of The Republic of Uzbekistan With The Gulf Countries

Another aspect of the effectiveness of the recent agreements is the implementation of the agreement signed between the Government of Uzbekistan and the Mubadala and Masdar Abu Dhabi investment companies. The Ministry of Investment and Foreign Trade, Thermal Power Stations JSC and Mubadala Investment Company in Abu Dhabi (UAE) have signed an agreement on privatization and development of the Talimarjan thermal power plant. The agreement provides for the privatization of existing power units and the construction of new energy units. The mechanisms and conditions of privatization, development, financing and operation of the energy sector are also defined. According to the document, Masdar (a subsidiary of Mubadala) will design, finance, build and commission a wind farm. The investment in construction is estimated at \$ 600 million [10].

According to Russian orientalist scientist V. Isaev, the United Arab Emirates is interested in investing in Uzbekistan in three main areas. "First and foremost, the UAE is interested in investing in the oil and gas sector. Today, the republic does not have sufficient capacity to transit gas to countries such as China and Tajikistan, while the UAE has sufficient financial resources and technology to implement such projects. It is also interested in the textile industry and the modernization of high-quality raw material processing enterprises" [11].

While acknowledging Isaev's views, we believe that while acknowledging the potential of the existing oil and gas reserves in Uzbekistan today, it is necessary to study the experience of Arab countries in exploration technology. It is also necessary to improve the effectiveness of existing agreements in the oil and gas sector and to form a legal framework for cooperation with countries in the region in this area.

### CONCLUSION

The effectiveness of the legal framework of Uzbekistan and the Gulf countries can be justified in the sectors of the economy, the allocation and implementation of loan agreements and grants by the funds for various projects. At present, in order to develop economic cooperation, it is expedient to create a favorable investment climate for investors, to improve the working mechanism of the adopted laws.

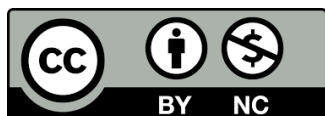
We believe that there are not so effective results in the field of education and science in the social sphere among the countries under study today. It is necessary to expand the base of contracts in the social sphere, increase the effectiveness of existing legal frameworks. In this regard, it is necessary to develop cooperation between universities of the two countries, strengthen cooperation in innovative, technical areas of education, conduct research. Also, the number of visits of tourists from Arab countries to Uzbekistan in the field of tourism in the social sphere does not reflect the average figure. However, despite the fact that Uzbekistan is a country of great destinations, it is able to attract tourists with the reforms being carried out in our country for the development of Islam and the unique view of the nature of our country. In order to further increase the number of Arab pilgrims to Uzbekistan, it is necessary to further develop programs in the areas of "Halal" tourism, "Pilgrimage tourism". We also believe that increasing the flow of UAE visitors to seasonal hunting tourism should systematize the industry, creating appropriate convenience for visitors to this type of tourism.

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## **Research Management and Productivity: Basis for Research Policy Development Plan**



**Roger G. Sulayao**

Northern Iloilo polytechnic State college estancia iloilo5017.phillippines

**ABSTRACT:** This study aimed to determine the level of research management in terms of organizational structure, research guidelines, capability building, credits and incentives, linkages and extension, utilization and dissemination and the research productivity in Northern Iloilo Polytechnic State College (NIPSC) for the past three years (2015-2018) as basis for the development of the research policy plan. This study employed the descriptive-correlational method using the one-shot survey design. The respondents were the 116 purposively-selected faculty of NIPSC. Data were gathered using the validated and reliable researcher-made survey questionnaires and analyzed using the descriptive and inferential statistical tools such as Frequency Count, Mean, tests, the t-test for Independent Samples, Analysis of Variance (ANOVA), and Pearson-r. The hypotheses of the study were rejected and/or accepted at the 0.05 level of significance. The findings revealed that the level of research management in NIPSC in terms of organizational structure, research guidelines, capability building, credits and incentives, linkages and extension, utilization and dissemination was very satisfactory. The research productivity was low. Respondents who have conducted more researches have higher research productivity. No significant differences were observed in the research management when classified according to sex and number of researches but high significant differences when classified as to academic rank and marital status. Moreover, no significant differences in the research productivity when the classified according to sex, academic rank, and marital status while high significant difference were observed as to the number of research conducted. The research management was not significantly related to the research productivity. A research policy development plan to increase the research productivity of NIPSC was proposed.

**KEYWORDS:** Research Management, Productivity, Research Policy, Development Plan

### **I. INTRODUCTION**

Research is the heart of every higher education institution (HEI). State universities and colleges exert much effort to boost the productivity of faculty research to meet the ASEAN integration. The Commission on Higher Education of the Philippines envisions that all Higher Education Institutions (HEIs) in the country should develop the culture of research with a stronger research orientation and a wide-range of research output. Moreover, accrediting agency that assess the quality of institution, assures that instructions and community extensions are research-based (Panizales, 2018).

Research seems to be the most important undertakings of higher education institutions (HEIs) worldwide.

Increasingly important is the information emanating from research which is conducted in HEIs. Thus, appropriate management of researches is extremely vital for HEIs. Without effective and efficient Research Information Management (RIM) in HEIs, the benefits which are expected from research, technology, and development goals, predicted by HEIs and countries at large, cannot be easily realized. Moreover, many governments, national and international institutions also view management of research information as a paramount task for every HEI. However, not all state colleges and universities in the locality exactly working as the CHED envisions (Cango, 2012).

This study investigated the level of research management and the degree of productivity in Northern Iloilo Polytechnic State College as basis of research policy development plan. The state college is envisioning to provide information and technology for policy planning, develop multi-sectoral research approach, and promote a research-based instruction. Therefore, there is a need to determine how far the state college has achieved its vision so that policy development can be facilitated. It is observed that there is a reluctance among faculty members to conduct relevant researches. The conduct of this research identified the underlying reasons that influence the level of research management and the degree of productivity of the state college faculty in higher education institutions. The findings provided implication for the research policy development plan.

### **Research Management and Productivity: Basis for research Policy Development Plan**

Hence, this study aimed to determine the level of research management and the research productivity in Northern Iloilo Polytechnic

## Research Management And Productivity: Basis For Research Policy Development Plan

State College (NIPSC) for the past three years (2015-2018). The findings are deemed significant in the development of the research policy plan.

### II. METHODOLOGY

#### A. Research Design

This study utilized quantitative research approach using the descriptive-correlational method.

The descriptive method was appropriate in describing the level of research management and research productivity of NIPSC.

According to Soliven, as cited by Navarro and Santos (2011), descriptive method is used to describe systematically the facts and characteristics of a given population or area of interest, factually, and accurately.

Moreover, the correlational method was employed in determining the significant relationship between the research management and research productivity. Correlation is used when the purpose is to investigate the extent to which variations in one factor correspond with variations in one or more factors based on correlation coefficient (Navarro and Santos, 2011).

#### B. Respondents of the Study

The respondents of the study were the 116 faculty members in all campuses of Northern Iloilo Polytechnic State College in Ajuy, Barotac Viejo, Batad, Concepcion, Estancia, Lemery, and Sara. The respondents were the faculty members with an academic rank of Assistant Professor I and above. They were classified as to sex (male/female), academic rank (assistant prof./associate prof.), number of research conducted (higher than 5/ 2 – 5/ 0 – 1) and marital status (single/married). Using the non-probability sampling method, the researcher purposively selected faculty members from assistant professors and up in each NIPSC campus. This group of respondents were selected because they have the full participation in the research activities of the college. They were usually involved in research, thus it is imperative to determine the level of research management and productivity from their perspectives.

#### C. Research Instrument

The research instruments used in the study were the validated and reliability tested researcher-made survey questionnaires on research management and research productivity. The research management tool is composed of the following sub-areas namely: organizational structure, research guidelines, capability building, credits and incentives, linkages and extension, and utilization and dissemination. Each area is comprised of 10 statements with five-point Likert scale options.

On the other hand, for research productivity, the tool is composed of six areas such as number of research submitted and approved, number of published researches, number of published research journal, number of intellectual properties, number of trainings and workshops attended by the faculty members, and number of trainings conducted by the research office personnel.

#### D. Data Gathering Procedure

The researcher asked permission from the College President and the Dean of the School of Education to conduct the study. Upon approval, he personally handed over the letters to the respective campus administrators and administer the researcher-made questionnaire and orient the purpose and significance of this study to the respondents for them to answer.

After which, the researcher gathered, encoded, tabulated, analyzed, and interpreted the data.

### III. RESULTS AND DISCUSSION

#### A. RESEARCH MANAGEMENT AND PRODUCTIVITY: BASIS FOR RESEARCH POLICY DEVELOPMENT PLAN

Table 1 indicates that out of 116 faculty members selected to become respondents of the study, 62.1% were female while 37.9% were males. In terms of academic rank, 63.8% were assistant professors and 36.2% were associate professors. More than half (64.7%) of the respondents have 0-1 researches conducted, 25.0% had conducted 2-5 researches while 10.3% have conducted higher than 5 researches. When classified according to marital status, 82.8% of the entire samples were married and 17.2 were still single during the conduct of the study.

**Table 1 Distribution of Respondents**

Variables	Frequency	Percentage
Entire Group	116	100
Sex		
Male	44	37.9
Female	72	62.1
Academic Rank		
Assistant Professor	74	63.8
Associate Professor	42	36.2

## Research Management And Productivity: Basis For Research Policy Development Plan

No. of Researches Conducted		
Higher than 5	12	10.3
2-5	29	25.0
0-1	75	64.7
Marital Status		
Single	20	17.2
Married	96	82.8

### B. Level of research management in NIPSC in terms of organizational structure when the respondents were taken as a whole and classified according to profile.

Table 2 shows, based on the mean analysis, the research management in NIPSC in terms of organizational structure when taken as a whole was very satisfactory ( $M=4.05$ ,  $SD=.67$ ). The level of research management in terms of organizational structure when respondents were classified as to sex was very satisfactory for both male ( $M=4.00$ ,  $SD=.64$ ) and female ( $M=4.08$ ,  $SD=.69$ ). As to academic rank, a very satisfactory level of research management was also observed according to assistant professor ( $M=3.96$ ,  $SD=.69$ ) while an excellent research management was observed by associate Professors ( $M=4.22$ ,  $SD=.61$ ). Associate professors had higher observation level of the state's college management in terms of organizational structure. In terms of the number of researches conducted, an excellent research management was observed by those who had higher than five researches conducted ( $M=4.23$ ,  $SD=.61$ ). Moreover, a very satisfactory level was observed from those who had conducted 2-5 researches ( $M=4.11$ ,  $SD=.65$ ) and for those who had 0-1 ( $M=4.00$ ,  $SD=.69$ ) research conducted.

The data showed a distinct gap between respondents groups in favor to those who conducted more researches. In terms of marital status, the level of research management was very satisfactory to married respondents ( $M=4.19$ ,  $SD=.65$ ) however, satisfactory to single respondents ( $M=3.39$ ,  $SD=.26$ ).

The present results infer that the level of research management of the organization structure of NIPSC was very satisfactory to both sexes and excellent as to the observations of faculty with higher position and those who were frequently conducting researches (Table 2). Faculty members observed that there was a governing body that managed the research activities of the institution. Yet, faculty members who were single had moderate observation of the management and functions of the college personnel designated to perform research-related functions.

**Table 2. Level of Research Management in terms of Organizational Structure when Classified according to Sex, Academic Rank, Number of Researches Conducted, and Marital Status**

Research Management (Organizational Structure)	N	SD	Mean	Description
A. Entire Group	116	.67	4.05	Very Satisfactory
B. Sex				
Male	44	.64	4.00	Very Satisfactory
Female	72	.69	4.08	Very Satisfactory
C. Academic Rank				
Asst. Professor	74	.69	3.96	Very Satisfactory
Asso. Professor	42	.61	4.22	Excellent
D. No. of Researches Conducted				
Higher than 5	12	.61	4.23	Excellent
2-5	29	.65	4.11	Very Satisfactory
0-1	75	.69	4.00	Very Satisfactory
E. Marital Status				
Single	20	.26	3.39	Satisfactory
Married	96	.65	4.19	Very Satisfactory

**Note:** 4.21-5.00, Excellent; 3.41-4.20, Very Satisfactory; 2.61-3.40, Satisfactory; 1.81-2.60, Fair; 1.00-1.80, Needs Improvement

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### C. Level of research management NIPSC in terms of research guidelines when respondents were classified according to profile

Table 3 shows the Results of the mean analysis revealed that the level of research guidelines management in NIPSC was —very satisfactory ( $M=3.91$ ,  $SD=.77$ ) when taken as a whole. When the respondents were classified as to sex, male ( $M=3.86$ ,  $SD=.81$ ) and female ( $M=3.93$ ,  $SD=.75$ ) had both observed a very satisfactory level of research guidelines management. Females obtained a higher mean than male however, the responses of male were more deviated than female. In terms of academic rank, a very satisfactory level of research guidelines management was also observed by assistant professors ( $M=3.83$ ,  $SD=.74$ ) and associate professors ( $M=4.05$ ,  $SD=.81$ ). The data indicated that associate professors obtained the highest mean in this area of research management. Further, when classified according to the number of researches conducted, the research guidelines management of NIPSC was —very satisfactory when classified as to respondents with higher than 5 researches ( $M=4.05$ ,  $SD=.91$ ), with 2-5 researches ( $M=3.97$ ,  $SD=.79$ ), and with 0-1 researches ( $M=3.87$ ,  $SD=.76$ ) in favor to those with more researches conducted. In terms of marital status, a very satisfactory level was observed by married faculty members ( $M=4.04$ ,  $SD=3.31$ ) while satisfactory as to single faculty members ( $M=3.31$ ,  $SD=.27$ ).

Results also mean that NIPSC has satisfactorily established guiding principles in which the institution followed. The research guidelines were clear and understandable to all college personnel who served as end user. Format and process flow in the office were evident. The institution has also a satisfactory guidelines in terms of research grants, implementation, monitoring, publication, and award system.

**Table 3: Level of research management NIPSC in terms of research guidelines when respondents were classified according to profile**

Research Management (Research Guidelines)	N	SD	Mean	Description
A. Entire Group	116	.77	3.91	Very Satisfactory
B. Sex				
Male	44	.81	3.86	Very Satisfactory
Female	72	.75	3.93	Very Satisfactory
C. Academic Rank				
Asst. Professor	74	.74	3.83	Very Satisfactory
Asso. Professor	42	.81	4.05	Very Satisfactory
D. No. of Researches Conducted				
Higher than 5	12	.91	4.05	Very Satisfactory
2-5	29	.79	3.97	Very Satisfactory
0-1	75	.76	3.87	Very Satisfactory
E. Marital Status				
Single	20	.27	3.31	Satisfactory
Married	96	.79	4.04	Very Satisfactory

**Note:** 4.21-5.00, Excellent; 3.41-4.20, Very Satisfactory; 2.61-3.40, Satisfactory; 1.81-2.60, Fair; 1.00-1.80, Needs Improvement

### D. Level of research management in NIPSC in terms of capability building when respondents were classified according to profile

In table 4, the mean analysis showed that the research management of NIPSC on capability building was very satisfactory ( $M=3.78$ ,  $SD=.78$ ) as observed by the respondents regardless of their sex, academic rank, number of researches conducted, and marital status. However, both male and female had observed a very satisfactory capability building management ( $M=3.78$ ,  $SD=.81$ ) obtained a similar mean. Associate professors obtained a very satisfactory observation with the highest mean ( $M=3.96$ ,  $SD=.81$ ) together with assistant professors ( $M=3.68$ ,  $SD=.75$ ) as the lowest mean. When classified according to the number of researches conducted, similar description of very satisfactory was observed. The highest mean was obtained by respondents with higher than five researches conducted ( $M=4.06$ ,  $SD=.83$ ), then those with 2-5 researches ( $M=3.92$ ,  $SD=.77$ ), and with the lowest mean were those with 0-1 ( $M=3.72$ ,  $SD=.72$ ) researches conducted. In terms of marital status, the level of capability building management was very satisfactory according to married respondents ( $M=3.89$ ,  $SD=.82$ ) while satisfactory according to single respondents ( $M=3.26$ ,

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SD=.22). Yet, more deviated responses were observed from married than single status respondents.

The data analysis entails that the management of research capability building in the state college was satisfactorily done. This means that the institution has an established culture of training and development to capacitate personnel for their researcher activities. Faculty members were allowed to attend trainings, seminars and workshops and also granted scholarship grants pertaining to research. The research governing body has also conducted research consolation and assistance for their research activities. In general, there is an implication that faculty members who are single needs further capability building or the NIPSC should intensify their capability building activities.

**Table 4 Level of Research Management in terms of Capability Building when the Respondents Were Classified according to Sex, Academic Rank, Number of Researches Conducted, and Marital Status**

Research Management (Capability Building)	N	SD	Mean	Description
A. Entire Group	116	.78	3.78	Very Satisfactory
B. Sex				
Male	44	.81	3.78	Very Satisfactory
Female	72	.78	3.78	Very Satisfactory
C. Academic Rank				
Asst. Professor	74	.75	3.68	Very Satisfactory
Asso. Professor	42	.81	3.96	Very Satisfactory
D. No. of Researches Conducted				
Higher than 5	12	.83	4.06	Very Satisfactory
2-5	29	.77	3.92	Very Satisfactory
0-1	75	.78	3.72	Very Satisfactory
E. Marital Status				
Single	20	.22	3.26	Satisfactory
Married	96	.82	3.89	Very Satisfactory

**Note:** 4.21-5.00, Excellent; 3.41-4.20, Very Satisfactory; 2.61-3.40, Satisfactory; 1.81-2.60, Fair; 1.00-1.80, Needs Improvement

### E. Level of research management in terms of credits and incentives when the respondents were classified according to profile

In table 5, shows the results of the mean analysis on the level of research management in terms of credits and incentives were very satisfactory ( $M=3.70$ ,  $SD=.85$ ) when taken as a whole group. Male ( $M=3.69$ ,  $SD=.91$ ) and female ( $M=3.71$ ,  $SD=.81$ ) had a very satisfactory observations. Likewise, associate professor got the highest mean ( $M=3.97$ ,  $SD=.84$ ) while assistant professors ( $M=3.55$ ,  $SD=.83$ ) got a lower mean but both with very satisfactory observation. When classified according to the number of research conducted, the level of managing credits and incentives was very satisfactory among respondents with higher than 5 researches ( $M=3.97$ ,  $SD=.96$ ), with 2-5 researches ( $M=3.70$ ,  $SD=.82$ ), and with 0-1 researches ( $M=3.66$ ,  $SD=.84$ ). The result showed that respondents' group with lower number of researches got also a lower mean on this area of research. Moreover, when classified according to marital status, married respondents ( $M=3.80$ ,  $SD=.33$ ) observed a very satisfactory level of managing research credits and incentives while single ( $M=3.24$ ,  $SD=.33$ ) have satisfactory observation on management of credits and incentives. The data also indicated that the responses from married respondents were deviated from one another.

The present study showed a very satisfactory management on credits and incentives with the exclusion of respondents with single status. Results denote that the management of credits and incentives in NIPSC was very satisfactorily done according to respondents who are male and female, with high and low academic rank, and with more or less researches conducted. This means that the institution has a policy for the provision of the credits and incentives to those who were involved in the research and development activities. It was also agreed by the respondents that their research involvement was given due credits. There was also a very satisfactory management of the awards system for outstanding research outputs and activities. Moreover, this result entails that married life and the number of children of the faculty do not affect the awareness and involvement to research activities of the faculty members of NIPSC.



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**Table 5 Level of Research Management in terms of Credits and Incentives when the Respondents were Classified according to Sex, Academic Rank, Number of Researches Conducted, and Marital Status**

Research Management (Credits and Incentives)		SD	Mean	Description
A. Entire Group	116	.85	3.70	Very Satisfactory
B. Sex				
Male	44	.91	3.69	Very Satisfactory
Female	72	.81	3.71	Very Satisfactory
C. Academic Rank				
Asst. Professor	74	.83	3.55	Very Satisfactory
Asso. Professor	42	.82	3.97	Very Satisfactory
D. No. of Researches Conducted				
Higher than 5	12	.96	3.97	Very Satisfactory
2-5	29	.82	3.70	Very Satisfactory
0-1	75	.84	3.66	Very Satisfactory
E. Marital Status				
Single	20	.33	3.24	Satisfactory
Married	96	.89	3.80	Very Satisfactory

**Note:** 4.21-5.00, Excellent; 3.41-4.20, Very Satisfactory; 2.61-3.40, Satisfactory; 1.81-2.60, Fair; 1.00-1.80, Needs Improvement

### F. Level of research management in terms of linkages and extension when the respondents were classified according to profile

In table 6, shows the level of research management in NIPSC in terms of linkages and extension, based on the mean analysis, was very satisfactory as a whole ( $M=3.85$ ,  $SD=.79$ ) when classified as to male ( $M=3.84$ ,  $SD=.85$ ) and female ( $M=3.86$ ,  $SD=.76$ ). Their means were almost comparable with one another.

In terms of academic rank, a very satisfactory level was also obtained. Associate professors got the highest mean ( $M=4.06$ ,  $SD=.69$ ) and assistant professors ( $M=3.74$ ,  $SD=.82$ ), as the least.

In terms of the number of researches conducted, a very satisfactory linkages and extension level was also observed in the result. Respondents with 2-5 researches ( $M=3.91$ ,  $SD=.81$ ) and those with 0-1 researches ( $M=3.84$ ,  $SD=.78$ ) were more satisfied of the linkages and extension services of the state college than with higher than five researches ( $M=3.79$ ,  $SD=.84$ ). When classified according to marital status, single ( $M=3.30$ ,  $SD=.30$ ) respondents were satisfactory of the research management while married ( $M=3.97$ ,  $SD=.81$ ) has a very satisfactory level of observation.

The results indicate that associate professors and those with few researches conducted were more aware of the linkages and extension services of the research and development activities in NIPSC. This may be due to their involvement as core facilitators of the research activities.

Likewise, in the preceding areas of research management, marital status differed the observation of faculty members to the level of linkages and extension management. It showed that unmarried faculty were not thoroughly involved or aware of the linkages and extension services of NIPSC.

**Table 6. Level of research management in terms of linkages and extension when the respondents were classified according to profile**

Research Management (Linkages and Extension)	N	SD	Mean	Description
A. Entire Group	116	.79	3.85	Very Satisfactory
B. Sex				

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Male	44	.85	3.84	Very Satisfactory
Female	72	.76	3.86	Very Satisfactory
C. Academic Rank				
Asst. Professor	74	.82	3.74	Very Satisfactory
Asso. Professor	42	.68	4.06	Very Satisfactory
D. No. of Researches Conducted				
Higher than 5	12	.84	3.79	Very Satisfactory
2-5	29	.81	3.91	Very Satisfactory
0-1	75	.78	3.84	Very Satisfactory
E. Marital Status				
Single	20	.30	3.30	Satisfactory
Married	96	.81	3.97	Very Satisfactory

**Note:** 4.21-5.00, Excellent; 3.41-4.20, Very Satisfactory; 2.61-3.40, Satisfactory; 1.81-2.60, Fair; 1.00-1.80, Needs Improvement

### G. Level of research in terms of utilization and dissemination when the respondents were classified according to profile

In table 7, shows the mean analysis showed that the respondents in NIPSC revealed a very satisfactory level of research management in terms of utilization and dissemination when respondents were taken as a whole ( $M=3.82$ ,  $SD=.78$ ). When classified according to sex, academic rank, number of researches conducted, and marital status. Male got a slightly higher mean ( $M=3.83$ ,  $SD=.78$ ) than female ( $M=3.81$ ,  $SD=.79$ ), associate professors ( $M=4.06$ ,  $SD=.74$ ) agreed to a more satisfactory level of utilization and dissemination than assistant professors ( $M=3.60$ ,  $SD=.56$ ), a very satisfactory level was observed from those with 2-5 researches ( $M=3.96$ ,  $SD=.73$ ), higher than 5 researches conducted ( $M=3.89$ ,  $SD=.84$ ), and 0-1 researches ( $M=3.75$ ,  $SD=.79$ ) and married respondents observed a very satisfactory level of utilization and dissemination of researches ( $M=3.92$ ,  $SD=.81$ ) whereas, those who are single ( $M=3.34$ ,  $SD=.26$ ) observed a satisfactory level. Results imply that regardless of respondents' profile, the research management of NIPSC, in terms of utilization and dissemination, was agreeable among faculty members. However, marital status cause deviation on the level of this research management. It has an implication that NIPSC was active on disseminating research outputs at any platform and audiences. NIPSC led on providing a research-based technology and policy enhancement as a result of this activity.

**Table 7 Level of research in terms of utilization and dissemination when the respondents were classified according to profile**

Research Management (Utilization and Dissemination)		SD	Mean	Description
A. Entire Group	116	.78	3.82	Very Satisfactory
B. Sex				
Male	44	.78	3.83	Very Satisfactory
Female	72	.79	3.81	Very Satisfactory
C. Academic Rank				
Asst. Professor	74	.77	3.69	Very Satisfactory
Asso. Professor	42	.74	4.04	Very Satisfactory
D. No. of Researches Conducted				
Higher than 5	12	.84	3.89	Very Satisfactory
2-5	29	.73	3.96	Very Satisfactory
0-1	75	.79	3.75	Very Satisfactory
E. Marital Status				
Single	20	.26	3.34	Satisfactory
Married	96	.81	3.92	Very Satisfactory

**Note:** 4.21-5.00, Excellent; 3.41-4.20, Very Satisfactory; 2.61-3.40, Satisfactory; 1.81-2.60, Fair; 1.00-1.80 Needs Improvement

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### H. Research productivity in NIPSC when the respondents were classified according to profile, sex, academic rank and number of researches conducted

In table 8, shows the mean analysis of the research productivity when the respondents were taken as a whole was low ( $M=1.30$ ,  $SD=.56$ ). When classified according to sex, male ( $M=1.25$ ,  $SD=.49$ ) and female ( $M=1.33$ ,  $SD=.61$ ) have low productivity however, female obtained a higher mean than male. When classified according to academic rank, both associate professors ( $M=1.43$ ,  $SD=.70$ ) and assistant professors ( $M=1.23$ ,  $SD=.45$ ) have low research productivity. In terms of the number of research conducted, an average research productivity was observed to those with higher than 5 researches conducted ( $M=2.17$ ,  $SD=.83$ ) while low productivity to those with 2-5 researches ( $M=1.52$ ,  $SD=.51$ ) and ( $M=1.08$ ,  $SD=.32$ ). Though this was an obvious concept, this implies that the more researches the faculty conducted, the more they were engaged and involved in other research-related activities. As to marital status, both single and married respondents have low productivity ( $M=1.30$ ,  $SD=.47$  and  $M=1.30$ ,  $SD=.58$ ).

**Table 8. Research productivity in NIPSC when the respondents were classified according to profile, sex, academic rank and number of researches conducted**

Research Management	N	SD	Mean	Description
A. Entire Group	116	.56	1.30	Low
B. Sex				
Male	44	.49	1.25	Low
Female	72	.61	1.33	Low
C. Academic Rank				
Asst. Professor	74	.45	1.23	Low
Asso. Professor	42	.70	1.43	Low
D. No. of Researches Conducted				
Higher than 5	12	.83	2.17	Average
2-5	29	.51	1.52	Low
0-1	75	.32	1.08	Low
E. Marital Status				
Single	20	.47	1.30	Low
Married	96	.58	1.30	Low

**Note:** 2.33-3.00 –High; 1.67-2.32 –Average; and 1.00-1.66-Low

### I. Differences in the research management of NIPSC when the respondents were classified according to sex

In table 9, shows the results of the t-test for independent sample analysis revealed no significant differences in the research management of NIPSC between male and female respondents in terms of organizational structure ( $p=.511>.05$ ,  $eta=.004$ ), research guidelines ( $p=.696>.05$ ,  $eta=.001$ ), capability building ( $p=.962>.05$ ), credits and incentives ( $p=.940>.05$ ), linkages and extension ( $p=.868>.05$ ), and utilization and dissemination ( $p=.944>.05$ ). The eta-value of .004 for organizational structure, .001 for research guidelines, and .000 for capability building, credits and incentives, linkages and extension, and utilization and dissemination respectively showed that there were small effects on the difference between groups.

The hypothesis of the study which states that there was no significant difference in the research management when the respondents were classified as to sex was accepted at the 0.05 level of significance. This result implies that male and female faculty members have similar level of observations of the research management in NIPSC throughout all areas of management.

**Table 9 Differences in the research management of NIPSC when the respondents were classified according to sex**

Variables	Mean	SD	t	df	p-value		
Organizational Structure							
Male	4.00	44	.64	-.659	114	.511	.004
Female	4.08	72	.69				
Research Guidelines							

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Male	3.88	44	.81	-.392	114	.696	.001
Female	3.93	72	.76				
Capability Building							
Male	3.78	44	.81	-.047	114	.962	.000
Female	3.78	72	.78				
Credits and Incentives							
Male	3.69	44	.91	-.076	114	.940	.000
Female	3.71	72	.81				
Linkages and Extension							
Male	3.84	44	.84	-.167	114	.868	.000
Female	3.86	72	.76				
Utilization and Dissemination							
Male	3.82	44	.78	.070	114	.944	.000
Female	3.81	72	.79				

Note:  $P > 0.05$  not sig. at 0.05 alpha

### J. Differences in the research management of NIPSC when the respondents were classified according to academic rank

In table 10, shows the results of the t-test for Independent Sample revealed that there were significant differences in the research management of NIPSC in terms of organizational structure ( $p=.040<.05$ ), credits and incentives ( $p=.010<.05$ ), linkages and extension, utilization ( $p=.034<.05$ ), and dissemination and utilization ( $p=.018<.05$ ) while no significant differences were observed in terms of research guidelines ( $p=.140>.05$ ) and capability building ( $p=.062>.05$ ). The eta-value of .036 for organizational structure, .056 for credits and incentives, .039 for linkages and extension, and .048 for utilization and dissemination indicated a big effect on the difference of research management which further suggests a different observations between groups of respondents.

The null hypothesis which states that there is no significant difference in the research management when the respondents were classified as to academic rank was rejected. This implies that assistant and associate professors have viewed research management in NIPSC in different levels.

**Table 10.** Differences in the Research Management of NIPSC when the Respondents were classified according to Academic Rank

Variables	Mean	SD	t	Df	p-value	(eta) <sup>2</sup>	
Organizational Structure							
Asst. Prof	3.96	74	.63854	-2.074	114	.040*	.036
Asso. Prof	4.22	42	.72987				
Research Guidelines							
Asst. Prof	3.83	74	.68692	-1.485	114	.140	.019
Asso. Prof	4.05	42	.69391				
Capability Building							
Asst. Prof	3.68	74	.75265	-1.888	114	.062	.030
Asso. Prof	3.96	42	.85933				
Credits & Incentives							
Asst. Prof	3.55	74	.84372	-2.606	114	.010*	.056
Asso. Prof	3.97	42	.86639				
Linkages & Extension							
Asst. Prof	3.74	74	.76576	-2.146	114	.034*	.039
Asso. Prof	4.06	42	.83242				
Utilization & Dissemination							
Asst. Prof	3.69	74	.73660	-2.395	114	.018*	.048

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Asso. Prof                      4.04                      42                      .85825

\*p < 0.05 sig. at 0.05 alpha

### K. Differences on the research management of NIPSC when the respondents were classified according to number of researches conducted

In table 11, the Analysis of Variance result showed that there were no significant differences in the research management of NIPSC when the respondents were classified according to the number of researches conducted in terms organizational structure ( $p=.481>.05$ ), research guidelines ( $p=.676>.05$ ), capability building ( $p=.350>.05$ ), credits and incentives ( $p=.512>.05$ ), linkages and extension ( $p=.879>.05$ ), and utilization and dissemination ( $p=.451>.05$ ). The eta values also showed a very small effect on the difference of groups in terms of researches conducted. Therefore, the null hypothesis of the study which states that there is no significant difference in the research management level when classified as to number of research conducted was accepted.

This analysis indicates that the research management of the respondents with more researches conducted was comparable to those with less researches. Hence, the research management in NIPSC was not influenced by the number of researches conducted by the faculty.

**Table 11. Differences on the research management of NIPSC when the respondents were classified according to number of researches conducted**

Variables	Sum of		Mean		p-	
	Squares	Df	Square	F	value	(eta) <sup>2</sup>
<b>Organizational Structure</b>						
Between Groups	.664	2	.332	.737	.481	.01
Within Groups	50.945	113	.451			
<b>Research Guidelines</b>						
Between Groups	.477	2	.238	.392	.676	.01
Within Groups	68.639	113	.607			
<b>Capability Building</b>						
Between Groups	1.303	2	.652	1.059	.350	.02
Within Groups	69.536	113	.615			
<b>Credits &amp; Incentives</b>						
Between Groups	.974	2	.487	.673	.512	.01
Within Groups	81.776	113	.724			
<b>Linkages &amp; Extension</b>						
Between Groups	.162	2	.081	.129	.879	.00
Within Groups	71.266	113	.631			
<b>Utilization &amp; Dissemination</b>						
Between Groups	.978	2	.489	.802	.451	.01
Within Groups	68.888	113	.610			

**Note:** p > 0.05 not sig. at 0.05 alpha

### L. Differences on the research management when the respondents were classified according to marital status

In table 12, the results of the t-test analysis showed a high significant difference between the research management of single and married respondents in terms of organizational structure ( $p=.000>.05$ ), research guidelines ( $p=.000>.05$ ), capability building ( $p=.001>.05$ ), credits and incentives ( $p=.007>.05$ ), linkages and extension ( $p=.000>.05$ ), and utilization and dissemination ( $p=.002>.05$ ). These values were supported by the eta values of .21, .13, .09, .06, .10, and .08, respectively. The preceding eta values proved that there was a moderate to large effect on the differences between groups. Therefore, the null hypothesis of the study which

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states that there is no significant difference in the research management was rejected. This result signifies that single and married faculty members had varied observations on the research management in NIPSC.

**Table 12. Differences on the research management when the respondents were classified according to marital status**

Variables	Mean	SD	T	df	p-value	(eta) <sup>2</sup>	
Organizational Structure							
Single	3.3900	20	.26537	-5.431	114	.000	.21
Married	4.1906	96	.64613				
Research Guidelines							
Single	3.3100	20	.27319	-4.061	114	.000	.13
Married	4.0365	96	.78782				
Capability Building							
Single	3.2556	20	.21957	-3.434	114	.001	.09
Married	3.8889	96	.81618				
Credits & Incentives							
Single	3.2400	20	.32991	-2.746	114	.007	.06
Married	3.7969	96	.89177				
Linkages & Extension							
Single	3.3000	20	.29736	-3.637	114	.000	.10
Married	3.9698	96	.80995				
Utilization & Dissemination							
Single	3.3450	20	.26453	-3.096	114	.002	.08
Married	3.9171	96	.81511				

**Note:**  $p < 0.01$  significant at 0.01 alpha

### M. Differences on the research productivity of NIPSC when the respondents were classified according to sex, academic performance, and marital status

In table 13, shows that based on the analysis of t-test for Independent Samples, there were no significant differences observed between the research productivity of male and female ( $p=.442>.05$ ), assistant and associate professors ( $p=.067>.05$ ), and marital status ( $p=.988>.05$ ). The eta-values of .01, .03, and .00 showed a very small effect on the variables' differences. Thus, the null hypothesis which states that there is no significant difference in the research management was accepted.

Results suggest that the respondents have similar productivity in the last three years. Their sex, academic rank, and marital status did not influence their research productivity.

**Table 13. Differences on the research productivity of NIPSC when the respondents were classified according to sex, academic performance, and marital status**

Variables	Mean	SD	T	df	p-value	(eta) <sup>2</sup>	
Sex							
Male	1.25	44	.48	.772	114	.442	.01
Female	1.33	72	.60				
Academic Rank							
Asst. Prof	1.23	74	.45	1.848	114	.067	.03
Asso. Prof	1.43	42	.70				
Marital Status							
Single	1.30	20	.47	.015	14	.988	.00

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Married 1.30 96 .58

Note:  $P > 0.05$  not sig. at 0.05 alpha

### N. Differences on the research productivity when the respondents were classified according to number of researches conducted

In table 14, the Analysis of Variance showed a high significant difference ( $p=.000<.05$ ) between the research productivity of the respondents with higher than 5, 2-5, and 0-1 researches conducted. Hence, the null hypothesis which states that there is no significant difference in the research productivity of NIPSC when the respondents are classified according to the number of researches conducted was rejected. It was proven that significant difference existed when respondents were classified according to the number of researches conducted.

This result implies that there was a specific productivity reflected for each group of respondents. Respondents who conducted more researches were more productive than those with less researches. This means that the more they conduct research works, the higher the opportunity of engaging more on other related research activities that may increase their research productivity.

**Table 14. Differences on the research productivity when the respondents were classified according to number of researches conducted**

Variables	Sum of		Mean		p-value	(eta) <sup>2</sup>
	Squares	df	Square	f		
No. of research Conducted						
Between Groups	14.012	2	7.006	35.298	.000*	.62
Within Groups	22.428	113	.198			

Note: \* $p < 0.01$  significant at 0.01 alpha

### O. Post-hoc Test differences between the research productivity when the respondents were classified according to number of researches conducted

In table 15, the Scheffe test showed that high significant differences were observed across all groups ( $p=.000<.05$ ). This means that the productivity of each group of respondents differed from one another. Moreover, the research productivity of those with higher than five researches conducted were too different from those with 2-5 and those with 0-1 researches conducted. This implies that the number of researches they have conducted signified their productivity in research. The quantity of productivity for each group for the past three years was very distinct and this cause the differences. This result also implies that the research productivity of NIPSC relied on the quantity of researches conducted by the faculty.

**Table 15. Post-hoc Test differences between the research productivity when the respondents were classified according to number of researches conducted**

No. of Research Conducted		Mean Dif.	Std Error	p
Higher than 5	2-5	.649	.153	.000
	0-1	1.086	.138	.000
2-5	0-1	.437	.097	.000

Note: \* $P < 0.01$  sig. at 0.01 alpha

### P. Relationships between the research management and research productivity in NIPSC

The Product Moment Correlation Coefficient or Pearson-r analysis confirmed that there were no significant relationships existed between research productivity and research management in NIPSC in terms of organizational structure ( $r=.004$ ,  $p=.969$ ), research guidelines ( $r=.030$ ,  $p=.751$ ), capability building ( $r=.019$ ,  $p=.841$ ), credits and incentives ( $r=.003$ ,  $p=.974$ ), linkages and extension ( $r=.067$ ,  $p=.477$ ), and utilization and dissemination ( $r=.009$ ,  $p=.925$ ). Noticeably, the r-value on each analysis showed a negligible correlation.

With this result the null hypothesis of the study which states that there is a significant relationship between the research

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management and productivity was accepted because it was proven that research management is not related to research productivity. This findings showed that the research management and productivity were not related. Any increase in the level of research management cannot be directly attributed to the increase of research productivity. In the case of NIPSC, the level of research management observed by the faculty members could or could not be a reason to engage them into research. None of the research management areas involved could be associated to their research productivity.

**Table 16. Relationships between the research management and research productivity in NIPSC**

Level of Research Management		Research Productivity
Research Productivity	Pearson r	1
	Sig. (2-tailed)	
	N	116
Organizational Structure	Pearson r	.004
	Sig. (2-tailed)	.969
	N	116
Research Guidelines	Pearson r	-.030
	Sig. (2-tailed)	.751
	N	116
Capability Building	Pearson r	-.019
	Sig. (2-tailed)	.841
	N	116
Credits and Incentives	Pearson r	.003
	Sig. (2-tailed)	.974
	N	116
Linkages and Extension	Pearson r	-.067
	Sig. (2-tailed)	.477
	N	116
Utilization and Dissemination	Pearson r	-.009
	Sig. (2-tailed)	.925
	N	116

**Note:**  $P > 0.05$  is not significant at the 0.05 level (2-tailed)

## IV. CONCLUSION

### The following conclusions were drawn based on the findings of the study:

Faculty members who were single have lower satisfaction on the research management of NIPSC. This may infer that they were not considerably involved on the research activities of NIPSC. They were not fully aware of the organizational structure, guidelines, capability building, linkages and extension activities, and utilization and disseminations of research outputs. There was a low research productivity in NIPSC due to low contribution and involvement of faculty members to research activities in the past three years. The result suggests that there was an average of one research output done by faculty members for the past three years.

The research management in NIPSC was observed similarly by respondents regardless of their sex and number of research conducted. Married and associate professors have different observations on the research management of NIPSC than single and assistant professors.

The sex, academic rank, and marital status of the respondents did not influence their research productivity in NIPSC. Similar level of research productivity was observed among these groups. Faculty members who were conducting more researches were more productive on research.

The level of research productivity of the faculty members was not influenced by the level of research management. The low level of research productivity in NIPSC was not associated with the research management level of the institution. Although NIPSC has a satisfactory management this cannot be attributed to a higher research productivity.



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The proposed research policy development plan based on the findings of the present study implies that NIPSC has to impose tangible policies to engage faculty members to research activities and therefore increase their research outputs.

### V. RECOMMENDATIONS

#### These recommendations are made based on the conclusions mentioned:

The Research and Development office may conduct research activities that involve and encourage all faculty members to participate. The awareness level of the state college regarding the programs and projects of the research development office should be increased. The Research and Development plan of NIPSC may be subjected for review and evaluation to update the implementation status and accomplishments. Faculty members should be involved in the research activities and processes of NIPSC to improve the research management level. Appropriate personeling and delegation of tasks could increase research involvement and awareness. Research guidelines should be enhanced and the provisions of credits and incentives to the faculty members should be improved. The research management system of NIPSC through the collaboration of the faculty and staff, as end users of the programs and projects of the office, should be improved to increase research productivity to some extent. Though this was not proven in this study, establishing a clear and comprehensive guidelines and a strict implementation can facilitate productivity. The proposed research policy development plan, which aims to increase research productivity, is recommended for review and implementation.

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## **Music Technological Applications in Music Education in Tertiary Institutions in Delta and Edo State, Nigeria**



**Florence Nkechi Nmadu Ph.D.**

Post Primary Education Board, Asaba, Delta State.

**ABSTRACT:** This study focuses on music technological applications to music education in tertiary institutions in Delta and Edo States. The relevance of computer applications in music education has not received sufficient attention. It features some contributions of some scholars on relevant concepts, and empirical findings that have bearing to this study. It equally describes music technological applications, and its uses for music education. The methodology is a survey; the target population is made of students and lecturers of tertiary institutions in Delta and Edo States and involves the use of library research and internet services for relevant literature. The study indicates a few numbers of institutions that apply, and those that plan to apply computer applications to music education in the classroom. Some students express, that computer applications are interestingly engaging. However, majority of the students have not been exposed to computer applications for music education in the classroom. The study concludes that If few ( 20%) of the lecturers in Delta State University and College of Education, Ekiadolor and a lecturer from Ambrose Ali University could apply some music technological applications to teach. It implies that it is realistic and realisable. Therefore, all the lecturers should endeavour to undergo a self-development programme in their areas of specialization so that it will possibly achieve the same outcome. The study recommends that the yearly computer programme organized by the National commission for Colleges of Education and should relate to and reflect in their course areas.

### **INTRODUCTION**

There is nothing more like active participation without music technological applications to music education. In support of this, Collins (1995) opines: “computer applications have the ability to enhance education because it involves active participation of students. This can reflect the individual needs and experiences of students. This approach has shown in general education literature to positively affect students’ learning” (p. 24). Rudolph (1996) also concurs that “as students are engaged with computer technology, they are bound to discover information more on their own. In addition, technology is an active medium for students and much of technology that are used in a music classroom can be purchased and utilized at home” (p. 21). Conversely, music technological applications have not been fully utilized in the process of learning music in the classroom. Music technological applications for music teaching/learning experiences are basically inventions that are interfaced with computer and devices such as hardware, music software, the internet, storage, hard disk, microphone, puff filter, Musical Instrument Digital Interface (MIDI), Sequencers, CD-ROMs, MP3 e. t. c. The utilization of these computer applications in music education work hand-in-hand with the general goals for computer aided education. In affirmation, Adedeji in Nmadu and Onwuekwe (2020), cites that “today, there is virtually no aspect of musical processes that is not realizable with the computer technology and the internet, including global music teaching, research, marketing, audio, and video recording, editing, mixing, mastering, harmonization and orchestration” (p. 235). According to Onuora-Oguno (2009) “computer applications make distant learning faster; transcription is made easier and neater. Transcribed works can be played back and corrections effected. Illustrations are now easier through power point presentation. Digital library and the use of the internet make research easier” (p. 9). In line with the above, Brando, Wiggins & Pain (2016) highlight that computer applications to music intend to “teach fundamentals of music, such as aural skills, audio and visual information pack. Musical performance applications skills, like pitch skills, rhythm training and feedback of performance, assist analysis of music, musical compositions skills” (p. 1). [Accessed June 26, 2018 from Gold.ac.uk>doc>papers]. All of these music technological applications among others enable the students to have a firm grounding and opportunities to explore musically as to spur musical creativity as in the music industry artists outside school.

In view of the above submissions, whilst there have been studies on the impact and relevance of music technological applications to music education, however, there has been lack of studies indicating that the tertiary institutions nationwide have embarked upon the implementation of computer applications to all round music teaching and learning. Students upon graduation are still finding it difficult to blend with the commercial music in the music industry. Adedeji, (2004) laments:

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Although Nigerian music scholars have contributed in no small measure to the development of music education at the global level through their compositions, research, writings and performances, the field is not progressing as such at home, as evidenced from a number of problems yet unsolved e.g. technological backwardness, the problem of notation, lack of systematized body of theory, lack of sufficient literatures, uncooperative attitudes among colleagues, low level of scholarship in terms of teaching and research and inequality which characterize the standard of regional academic activities (p. 2)

According to Boody in Nmadu, (2014) “the use of technology is suggested as a means of connecting students to meaningful ways; as a way of embracing relevant, existing form of learning related to constructive and a postmodern society” (p. 32). However, this is not to say that the traditional way of teaching /learning of music should entirely be laid outside, but rather be supported with music technological applications. It is on this premise that this study sets to unravel the status of computer applications usage in music education in the tertiary institutions that are offering music in Delta and Edo States.

### PURPOSE OF THE STUDY

The purpose of this study is to investigate music technological applications to music teaching/learning in tertiary institutions in Delta and Edo States. The study is guided by the following specific objectives, to:

- i. find out the music technological applications that are used for music education in tertiary institutions in Delta and Edo States;
- ii. establish the need to teach and learn music with music technological applications in tertiary institutions in Delta and Edo States;
- iii. determine the accessibility of music technological applications to the students and music educators in tertiary institutions in Delta and Edo States;
- iv. ascertain the level of computer music software literacy of the students and music educators in tertiary institutions in Delta and Edo States; and
- v. find out the level of commitment of the government and tertiary institutions in the provision of equipment for computer applications to music education in the tertiary institutions in Delta and Edo States;

### RESEARCH QUESTIONS

The study is guided by the following research questions:

1. What are the music technological applications used for music education in tertiary institutions in Delta and Edo States?
2. What is the relevance of music technological applications to music education in tertiary institutions in Delta and Edo States?
3. How accessible is music technological applications to the students and the music educators in the tertiary institutions in Delta and Edo States?
4. What level of computer music software literacy do the students and lecturers have?
5. How committed are the government and tertiary institutions in the provision of equipment for music technological applications to music education in tertiary institutions in Delta and Edo States?

### The Operational Definition of Terms

The conceptual definitions are based on the following terms, music technological applications, music education.

### MUSIC TECHNOLOGICAL APPLICATIONS

In the researcher’s view point, music technological applications are list of inventions associated with computer and devices such as notable music software, hardware, internet, storage devices and others for facilitating teaching and learning in all aspects of music. The applications are installed into the computer mainly to assist learning for music composition, performance, theory, history, recording, editing, analysing, and a host of others. Kessler and Howe in Douglas (2009) briefly characterize computer software as “replacements for conventional human musical activities, an akin to the more general writings of the media theorist” (p. 12). In line with the above, edutechwiki.unige./en/music\_education\_technology assents:

There exists some specific music software; these are applications that use the MIDI connection between your instrument and computer to help you learn different aspects of music. A music-reading programme may display note, chord, or passage on the screen; you play the displayed notes on the digital piano and the software keeps track of your accuracy and helps you improve. An ear-training application may play for you an interval that you then try to play yourself on the keyboard. The application will tell you what you did right or wrong and help you improve your ear. Other types teach music history and music theory. While many of these applications are geared to specific levels as you progress, or for use by multiple players thematic cataloguing, input and output music writing, recording and reproducing music, musical analysis, musical composition and sound processing. (p. 3). [Accessed July 20, 2018. From edutechwiki.unige./en/music\_education\_technology ]

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An Internet source states that “computer devices refers to inventions related to computers and devices with a central processing unit, such as the hardware and software of computers, the internet and storage devices.” Kessler and Howe in Adedeji (2004) highlight that “computer applications to music include thematic cataloguing, input and output music writing, recording and reproducing music, musical analysis, musical composition and sound processing” (p. 3). In Brando, Wiggins and Pain conception of computer applications, “the applications are classified by activities involved in musical teaching. The categories considered are computer applications intent to; teach fundamentals of music, teach musical performance skills, perform analysis of music, teach musical composition skills.

Nwamara (2006) in his own view states that:

The incorporation of computer technology into musicology is the employment of computer and its associated hardware and software to assist the study, creation, performance and preservation of music (p. 125).

Nwamara (2006) also cites Anyaegbu as believing that “the computer contains software, hardware and interactive devices that help the composer in creating and manipulating representation of musical sounds. (p. 126)

### Music Education

According to Nmadu and Onwuekwe (2020) Music education:

Is the acquisition of musical knowledge and skills in a formal or informal setting by one who desires it. In a formal setting, it is a systematically planned programme centered on the three domains of learning (cognitive, affective, and psychomotor) to suit the learner and, upon completion, is awarded a certificate. While in an informal setting, it can be organized outside the four wards of education. It can also be acquired by participation or observation. (p. 237)

### Music Technological Applications for Music Teaching/Learning Experiences.

The music technological applications for music teaching/learning are enormous and are applied in all facets of music education. According to Adedeji in Adedeji (2004) “today, there is virtually no aspect of musical processes that is not realizable with the computer technology and internet, including global music teaching, research, marketing, audio, and video recording, editing, mixing, mastering, harmonization and orchestration” (p. 3). Adedeji (2004) cites that “there is over 4,000 music software of different categories. Popular notation software used in Nigeria currently includes Cakewalk series, Sibelius, Finale and Noteworthy Composer. Of them, Sibelius is the most comprehensive, easily operated and less deficient” (p. 3). Nwamara (2006) asserts that “examples of various computer software and hardware that satisfy diverse needs in almost every aspect of Musicology in a million times faster than it used to be initially” (p. 130). Similarly, Onuora-Oguno (2009) points that “today, many software exist that aid transcription of music. Notable amongst them are Finale, Sibelius and the Note worthy composer.”(p. 4)

Here are other forms of music technological applications that are applied in all aspect of music studies and could become staple in the classroom such as Mobile learning or m-learning, E-learning, Music Research, Internet, Drill and Practice Software, Tutorial Software, Sequencing and Recording Software, FL Studio, Sound forge, Nuendo, Reason, Logic Pro, e.t.c. Hardware- Mixer, Musical Instrument Digital Interface (MIDI), CD-ROMs, MP3 players, Wave files, Word processing, Power Point, Microphones, Microphone Filter, Laptops, Table personal Computer (PC), Assistive devices, Sound devices; Sound card, Fire wire card / cord. Handheld devices, iPhone, Tablet, Hard disk, Flash memory devices, Digital audio and Digital video, and a host of others. Similarly, Olorunsogo and Samuel in Olapade and Amole (2018) itemized “iPods, VCD MP3, DVD, CD-ROM, Projector for music players and Software for music production like, Cakewalk, Cubase, Sawpro as well as Software for writing music like Finale, Sibelius and so forth.” (p. 230)

Quinn (2000) explains that “mobile learning is defined as the intersection of mobile computing and e-learning; accessible resources wherever you are, strong research capabilities. E-learning is independent of location in time and in space” (p. 16). Adedeji (2004) asserts “the online study programme is already practised in many developed Countries. This new method of education is variously described as ‘computer-based learning’, ‘web education’, ‘tele-learning’, ‘e-learning’, and ‘tele-tutoring’ (p. 6). It is a common knowledge that there is distance learning where learners obtain certificates at all levels of education through online. This is applicable to music studies; Universities and other bodies of education offer different aspects of music studies at all levels online irrespective of the distance. Upon completion of study, learners are awarded certificates.

According to Onuora-Oguno (2009) “a researcher can make use of various search engines like goggle and search me to obtain relevant information on a research” (p. 5). In Mbanugo’s (2009) viewpoint “music research is motivated by the need for improving and upgrading knowledge about music, the urge for confirming verifying old beliefs about and trends in music” (p. 125). Music technological applications aid music researchers, music scholars and musicologists to gather information for use. With the aid of internet scholars, researchers, musicologist and others are connected to the World; they are able to source or share information. Adedeji (2004) opines that:

The Internet is generally known as the largest computer network covering the World... Some relevant websites are computer-music.com, which deals extensively with every aspect of computer music education, goggle.com, altavista.digital.com, infoseek.com and yahoo.com, where one can search for information on any topic, iwritethemusic.com, which provides music

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resources for composers..... For instance, new generation of Nigerian composers can listen to or view the scores of contemporary art compositions of senior colleague from all over the World via the net and thereby improve themselves. (p. 6)

Drill and Practice is software that the teacher could employ to develop an exercise or task that will provide opportunity for the students to use to learn a new topic or elaborate rehearsal like musical performance skills, pitch skills, rhythm training and feedback of performance. Vazquez-Abad and LaFlour in Wilson (2004) assert Drill and Practice Software education applications as those “in which a learning task is broken into subtasks and then each of these is taken in turn, using feedback to reinforce mastering of each subtasks as well as to correct failure to master” (p. 8). Wilson adds that “most authors also include repetition, previous instruction, and feedback as important or necessary elements of drill and practice.” (p. 8)

Tutorial Software covers the programmes which include more theoretical information and where the subject related terms are presented as explanations, definitions, and questions without establishing an interactive communication between the computer and the student, making music. There exists more specific Software. According to Skinner (2011)

There are applications that use the MIDI (Musical Instruments Digital Interface) connection between the instrument and computer to help learn different aspects of music. A music-reading programme may display a note, chord or passage on the screen; you play the displayed notes on the digital piano and the Software keeps track of your accuracy and helps improve. An ear-training application may play for you an interval that you then try to play yourself on the keyboard. The application will tell you what you did right or wrong and will tell you what you did right or wrong and help you improve ear. Other types teach music history and music theory. While many of these applications are geared to specific levels or ages, some can be set to multiple levels as you progress of these applications are geared to specific levels or ages, some can be set to multiple levels as you progress or for use by multiple players. (p. 1)

Handheld devices include personal digital assistants (PDAs), iPhones, iPads, MP3 players, CD Cassettes, Laptops, flash memory (hard drive) devices, Digital audio and Digital video and others. Bliss (2008) explains that “Sound Devices are simple external sound cards or they can be recording devices like the M-audio ozone and digi-design music creation workstations. These types of devices connect to the computer via USB or fire wire. External music workstations often feature microphone and MIDI jacks and volume and mixing knobs.” (p. 4)

### METHODOLOGY

The research methodology employed the use of qualitative tools such as questionnaire for lecturers and students, and interview with Heads of Department of Music in the institutions under study. Stratified sampling technique was utilized due to unequal sample sizes from each stratum. The study is carried out in six tertiary institutions that are offering music studies in Delta and Edo States. They include;

1. Delta State University, Abraka.
2. College of Education, Agbor.
3. College of Education, Warri.
4. University of Benin, Benin-City.
5. Ambrose Ali University, Ekpoma.
6. College of Education, Ekeador.

**Table: 1 Total Numbers of Respondents for the Study**

SS/N		Head of Department	No of Teachers	Total no. of Students	Total
1.	Delta State University	1	5	30	36
2.	College of Education, Agbor	1	5	15	21
3.	College of Education, Warri	1	4	7	12
4.	University of Benin	1	3	30	34
5.	Ambrose Ali University	1	1	30	32
6.	College of Education, Ekiador	1	3	---	4
	Grand Total	6	21	112	139

### Presentation and Analysis of Data

The purpose of this study was to investigate the status of computer applications usage in music teaching/learning in tertiary institutions in Delta and Edo States. The study was guided by some specific objectives stated earlier. The area of this study was six (6) tertiary institutions in Delta and Edo States. There were five (5) questions containing response options, to be answered by the students and lecturers. It contained five (5) fixed-response options. Two to four options were provided to be selected from. A total

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of 112 year one to four students were administered the questionnaire, 64 male and 48 female. Copies of the questionnaire were administered to 21 Lecturers, 11 males, and 10 females. The whole of the questionnaires for students and lecturers were returned the same day of administration as the lecturers in each institutions organized the students to sit in classroom for this purpose. The data obtained for this study is therefore presented and analyzed in accord with the research questions as follows.

### Research Question One

**What are the computer applications used for music education in the tertiary institutions in Delta and Edo States?**

**Table 2: Delta State University Students' Responses on the computer applications used for music studies.**

VARIABLES	NO	RESPONDENTS	MEAN	STANDARD DEVIATION
Tutorial Software	30	0	0	0
Sibelius, Finale, Noteworthy Composer	30	15	0.5	7
Internet	30	12	0.4	4.48
Digital audio/video	30	5	0.166	0.77
Laptop	30	21	0.7	13.7
Drill and Practice Software	30	5	0.166	0.77

From table 2 above, it is observed that fifteen students make use of Sibelius, Finale, Note worthy composer. Twelve students use the internet for music studies. No student indicated using the tutorial Software to study music. Five students signified using Digital audio/video for music studies. Twenty-one students use the laptop for music studies and five students indicated they use drill and practice software.

**Table 3: College of Education, Agbor Students' Responses**

VARIABLES	NO	RESPONDENTS	MEAN	STANDARD DEVIATION
Tutorial Software	15	0	0	0
Sibelius, Finale, Note Worthy Composer	15	0	0	0
Internet	15	12	0.8	8.36
Digital audio/video	15	0	0	0
Laptop	15	4	0.26	0.93
Drill and Practice Software	15	0	0	0

In table 3 above, no student use tutorial, Sibelius, Finale and Noteworthy composer. Neither did any student indicate using Digital audio/video, or Drill and practice Software. Twelve students make use of the internet and four students have laptop.

**Table 4: College of Education, Warri Students' Responses**

VARIABLES	N	RESPONDENTS	MEAN	STANDARD DEVIATION
Tutorial Software	77	0	0	0
Sibelius, Finale, Note Worthy Composer	77	0	0	0
Internet	77	0	0	0
Digital audio/video	77	0	0	0
Laptop	77	0	0	0
Drill and Practice Software	77	0	0	0

From table 4 above, it is glaring that none of the students make use of any of the computer applications stated above.

**Table 5: University of Benin Students' Responses**

VARIABLES	N	RESPONDENTS	MEAN	STANDARD DEVIATION
Tutorial Software	330	0	0	0
Sibelius, Finale, Note WorthyComposer	330	0	0	0
Internet	330	0	0	0
Digital audio/video	330	0	0	0
Laptop	330	26	0.86	21.06
Drill and Practice Software	330	0	0	0

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Table 5 above, indicates that none of the students make use of the tutorial Software, Sibelius, Finale, internet, Digital audio/video non Drill and Practice Software for music studies. Twenty-six students possess Laptop but not used for music practices.

**Table 6: Ambrose Ali University Students' Responses**

VARIABLES	N	RESPONDENTS	MEAN	STANDARD DEVIATION
Tutorial Software	30	30	1	28.03
Sibelius,Finale,NoteWorthy Composer	30	0	0	0
Internet	30	0	0	0
Digital audio/video	330	0	0	0
Laptop	30	2	0.06	0.125
Drill and Practice Software	30	0	0	0

Table 6 shows that all respondents use Tutorial Software for music education.

**Table 7: Lecturers' Responses on the computer applications used to teach music education**

VARIABLES	N	RESPONDENTS	MEAN	STANDARD DEVIATION
Tutorial Software	21	1	0.04	0.043
Sibelius, Finale, NoteWorthy Composer	21	5	0.23	1.08
Internet	21	0	0	0
Digital audio/video	21	3	0.14	0.38
Laptop	21	4	0.19	0.69
Drill and Practice Software	21	1	0.04	0.043
None of the above	21	12	0.57	6.22

From Table 7 above, it shows that only one respondent use tutorial Software to teach music education, five lecturers use Sibelius, Finale or Note worthy Composer to teach. None use the internet. Digital audio/video devices are used by three of the respondents. One respondent applies the drill and practice to teach. Twelve of the respondents do not make use any of the computer applications to teach.

### Research Question Two: (RQ2)

**What is the relevance of computer applications for music education in tertiary institutions in Delta and Edo State?**

**(i) Are you inspired to learn music through music technological applications?**

Questions below are to find out the relevance of music technological applications for music education in tertiary institutions in Delta and Edo States.

**Table 8: Delta State University Students' Responses on their inspirations to learn music through computer applications**

Responses	Frequencies	Percentages
Yes	30	100%
No	-	0%
Total	30	100%

All the respondents in table 8 above indicated that all respondents are inspired to learn music through computer applications.

**Table 9: College of Education Agbor Students' Responses on their inspirations to learn music through computer applications**

Responses	Frequencies	Percentages
Yes	12	80%
No	3	20%
Total	15	100%

Data in table 9 above shows 80% of the respondents are inspired to learn music through computer applications. Three (20%) of the respondents indicated no, this implies that majority of the respondents are inspired to learn music through computer applications.



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**Table 10: College of Education Warri Students' Responses on their inspirations to learn music through computer applications**

Responses	Frequencies	Percentages
Yes	29	97%
No	1	3%
Total	30	100%

From table 10 above, all the respondents indicated they are inspired to learn through computer applications even though they are not exposed to computer applications.

**Table 11: University of Benin Students' Responses on their inspiration to learn music through Computer Applications**

Responses	Frequencies	Percentages
Yes	26	87%
No	4	13%
Total	30	100%

From the data above, seventeen (87%) of the respondents are inspired to learn music through computer applications whereas four (13%) of the respondents are not inspired to learn through computer applications. However, almost all the respondents are inspired to learn music through these devices.

**Table 12: Ambrose Ali University Students' Responses on their inspiration to learn music through Computer Applications**

Responses	Frequencies	Percentages
Yes	7	100%
No	0	0%
Total	7	100%

As seen in the data above, twenty-nine (97%) of the respondents are inspired to learn with the aid of music technological applications. one (3%) of the respondent is not inspired, that notwithstanding, all the respondents except one does not get inspired to learn through music technological applications.

### The use of computer applications to learn

**Table 13: Delta State University Students' Responses on the areas of music they apply computer applications**

VARIABLES	NO.	RESPONDENTS	MEAN	STANDARD DEVIATION
History of Music	30	0	0	0
Music Composition	30	12	0.4	4.48
Record Music	30	18	0.6	10
All of the Above	30	0	0	0
None of the Above	30	0	0	0

The data above indicates no respondent for history of music, 12 respondents for music composition, 18 for record music, 0 for all of the above and 0 for none of the above. It is observed that majority of the respondents apply computer applications to record music. Many uses it for music composition while none use it for all listed.

**Table 14: College of Education Agbor Students' Responses on the areas of music they apply computer applications**

VARIABLES	NO.	RESPONDENTS	MEAN	STANDARD DEVIATION
History of Music	15	1	0.06	0.058
Music Composition	15	1	0.06	0.058
Record Music	15	8	0.53	3.72
All of the Above	15	0	0	0
None of the Above	15	5	0.33	1.45

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From observation in the data in table 14, there is one respondent for history of music, one also for music composition, eight respondents for recording music. No respondent for all of the above and five respondents indicated for none of the above. This signifies that majority of the respondents use computer application to record music. While 0.33 of the respondents do not use any of the computer applications.

**Table 15: College of Education Warri Students' Responses on the areas of music they apply computer applications**

VARIABLES	NO	RESPONDENTS	MEAN	STANDARD DEVIATION
History of Music	7	0	0	0
Music Composition	7	0	0	0
Record Music	7	0	0	0
All of the Above	7	0	0	0
None of the Above	7	7	0.23	3.05

As observed from the table 15 above, all the respondents indicated none of the above. Meaning computer applications is not applied in any area of music.

**Table 16: University of Benin Students' Responses on the areas of music they apply computer applications**

VARIABLES	NNO	RESPONDENTS	MEAN	STANDARD DEVIATION
History of Music	30	0	0	0
Music Composition	30	2	0.06	0.12
Record Music	30	14	0.46	0.41
All of the Above	30	0	0	0
None of the Above	30	14	0.46	0.41

Table 16 above shows that there is no 0 respondent for history of music, two respondents for music composition, fourteen respondents for recording music, 0 for all of the above and fourteen respondents indicated none of the above. There are many respondents that identified with music recording and many as none of the above meaning they do not apply any computer application in any area of music study; very few indicated music composition.

**Table 17: Ambrose Ali University Students' Responses on the areas of music they apply computer applications**

VARIABLES	NO	RESPONDENTS	MEAN	STANDARD DEVIATION
History of Music	30	6	0.2	1.12
Music Composition	30	0	0	0
Record Music	30	23	0.76	16.48
All of the Above	30	0	0	0
None of the Above	30	1	0.03	0.03

From the data table above, it is noted that six of the respondents apply computer applications for history of music, while no respondent indicated for music composition, twenty-three respondents signified for record music, zero for all of the above, meaning no one signified using any computer applications in any area of music, and one declared none of the above, indicating not using computer application in any area of music. It is discovered that majority use the devices to record music, and six respondents use the computer applications for history of music.

**Table 18: Lecturers' Responses on the relevance of computer applications for music education**

VARIABLES		RESPONDENTS	MEAN	STANDARD DEVIATION
Enhances teachers' sense of professional development	21	0	0	0
It aids students' and teachers' creative mind	21	0	0	0
Effectuated change and attitude of students to music learning	21	0	0	0
Interconnectivity of music research findings is enhanced	21	0	0	0

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Essential to the musicologist (composer)	21	0	0	0
Enhances visual illustration during teaching	21	0	0	0
All of the above and more	21	21	0.57	6.22

Table 18 above, indicates that all the lecturers agree that computer applications for music education enhances the teacher's sense of professional development. It also aids the students' and teachers' creative mind. It has effected change and attitude of students to music learning. Interconnectivity of music research findings is enhanced through computer applications for music teaching and learning and that it is also essential to the composer as well as enhances visual illustration during teaching.

### Research Question Three: (RQ3)

**How accessible is computer applications to the students and the music educators in the tertiary institutions in Delta and Edo States?**

The following questions are to determine the students' accessibility to computer applications for studying music education.

(i) Do you learn with computer applications in the classroom?

**Table 19: Delta State University Students' Responses on Computer Applications Usage in the Classroom**

Responses	Frequencies	Percentages
Yes	14	47%
No	16	53%
Total	30	100%

The data in table 19 above, shows that twelve of the respondents claim to learn with computer applications and others eighteen of the respondents disagree. More of the respondents indicated they do not learn with computer applications in the classroom.

**Table 20: College of Education Agbor Students' Responses on Computer Applications Usage in the Classroom**

Responses	Frequencies	Percentages
Yes	4	27%
No	11	73%
Total	15	100%

From the above data, 4 respondents claimed they use computer applications to learn in the classroom, 11 (73%) accepted not using. It reveals that almost all the respondents do not use computer applications to learn.

**Table 21: College of Education Warri Students' Responses on Computer Applications Usage in the Classroom**

Responses	Frequencies	Percentages
Yes	0	0%
No	7	100%
Total	7	100%

The data above shows no respondent 0 (0%) indicated they use computer applications to learn in the classroom and all respondents accepted they do not use computer applications to learn music in the classroom. In that case, it is said that the entire respondent does not use computer application to learn music in the classroom.

**Table 22: University of Benin Students' Responses on Computer Applications Usage in the Classroom**

Responses	Frequencies	Percentages
Yes	29	97%
No	1	3%
Total	30	100%

From the data in table 22, shows no respondent signified learning with computer applications. Thirty of the respondents accepted they do not use computer applications to learn music in the classroom. This implies that all the respondents do not use computer applications to learn music in the classroom.

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**Table 23: Ambrose Ali University Students' Responses on Computer Applications Usage in the Classroom**

Responses	Frequencies	Percentages
Yes	0	0%
No	30	100%
Total	30	100%

From table 23 above, it is seen that twenty-nine (97%) of the respondents signified using computer applications to learn music in the classroom, one (3%) indicated no. It shows almost all the respondents are using computer applications to learn music in the classroom.

(ii) At what level were you introduced computer applications?

**Table 24: Delta State University Students' Responses on the year they were introduced to computer applications**

VARIABLES	N	RESPONDENTS	MEAN	STANDARD DEVIATION
Year One	30	0	0	0
Year Two	30	18	0.6	10
Year Three	30	12	0.4	4.48
Year Four	30	0	0	0

The data in table 24 above shows 0 (0%) for year one, 18 (60%) for year two, 12 (40%) and 0 (0%) for year four. This implies that majority (60%) of the respondents were introduced to computer applications at year two level. The others 12 (40%) were introduced to computer applications at year three.

**Table 25: College of Education Agbor Students' Responses on the year they were introduced to computer applications**

VARIABLES	NO.	RESPONDENTS	MEAN	STANDARD DEVIATION
Year One	15	0	0	0
Year Two	15	0	0	0
Year Three	15	0	0	0

From the data in table 25 above, it reveals that all the respondents were never introduced to computer applications to learn music.

**Table 26: College of Education Warri Students' Responses on the year they were introduced to computer applications**

VARIABLES	NNO.	RESPONDENTS	MEAN	STANDARD DEVIATION
Year One	7	0	0	0
Year Two	7	0	0	0
Year Three	7	0	0	0

The data in table 26 above indicates that none of the respondents have been introduced to computer applications to study music.

**Table 27: University of Benin Students' Responses on the year they were introduced to Computer Applications**

VARIABLES	N	RESPONDENTS	MEAN	STANDARD DEVIATION
Year One	30	0	0	0
Year Two	30	0	0	0
Year Three	30	0	0	0
Year Four	30	0	0	0

Based on the data in table 27 above, it is observed that all the respondents from year one to four were not introduced to computer applications to learn music.

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**Table 28: Ambrose Ali University Students' Responses on the year they were introduced to Computer Applications**

VARIABLES	N	RESPONDENTS	MEAN	STANDARD DEVIATION
Year One	30	30	1	28.3
Year Two	30	0	0	0
Year Three	30	0	0	0
Year Four	30	0	0	0

The data above, shows that all (100%) of the respondents were introduced to computer applications to learn music from year one.

### (iii) Does the department have computers for teaching and learning music?

**Table 29: Lecturers' Responses on the Departments' Possession of computer**

School	Responses	Frequencies	Percentage of population
Delta State University	Yes	5	24
College of Education, Agbor	No	5	24
College of Education, Warri	No	4	19
University of Benin	No	3	14
Ambrose Ali University	No	1	5
College of Education, Ekiadolor	Yes	3	14
	Total	21	100%

From the data in table 29 above, it is observed that Delta State University and College of Education Ekiadolor, making a total of 8 respondents that have computer in their department. The other four department of music like College of Education, Agbor, College of Education, Warri, University of Benin, and Ambrose Ali University do not have. This implies that it is only 2 tertiary institutions in Delta and Edo States that have computers for music studies. Those tertiary institutions that do not have are in the majority.

### Does the department have any computer application for music studies?

**Table 30: Lecturers' Responses on the Departments' Possession of any computer applications**

School	Responses	Frequencies	Percentages of population
Delta State University	Yes	5	24
College of Education, Agbor	No	5	24
College of Education, Warri	No	4	19
University of Benin	No	3	14
Ambrose Ali University	No	1	5
College of Education, Ekiadolor	Yes	3	14
	Total	21	100%

Table 30 above shows that 2 tertiary institutions have computer applications for music studies; they include Delta State University and College of Education, Ekiadolor. The percentage of their population is 38%, while the percentages of the population of those that do not have are 62%. This indicates that, majority of the tertiary institutions in Delta and Edo States do not have computer applications.

### Do you use any computer music Software applications to teach the student?

**Table 31: Lecturers' Responses on Computer Applications Usage in the Classroom.**

Responses	Frequencies	Percentages
Yes	7	33%
No	14	67%
Total	21	100%

As seen above, the respondents that use computer applications to teach music are less than respondents that do not use any. Majority of the respondents fourteen do not apply any computer applications to teach. Minority seven utilizes computer applications to teach.

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### If yes, state the computer applications you use

All the seven respondents in table 86 above, that indicated yes stated two music notation software, they include Sibelius and Finale. Sibelius and Finale were all they could list.

### In what area of music education does the department apply computer applications?

**Table 32: Lecturers' Responses on the areas of music the department apply computer applications.**

VARIABLES	NO	RESPONDENTS	MEAN	STANDARD DEVIATION
All	21	0	0	0
Some	21	9	0.42	3.5
None	21	12	0.57	6.2

From the table above, 9 (43%) respondents indicate using computer applications in some music courses. More (57%) of the respondents do not apply computer applications in any area of music education. No respondent signified for using computer applications in all areas of music education.

### Does your department have studio where students can learn music?

**Table 33: Lecturers' Responses on whether the department have studio**

School	Responses	Frequencies	Percentage of population
Delta State University, Abraka.	Yes	5	24
College of Education, Agbor.	Yes	5	24
College of Education, Warri.		4	19
University of Benin, Benin-City.	No	3	14
Ambrose Ali University, Ekpoma.	Yes		5
College of Education, Ekiadolor.	Yes	3	14
	Total	21	100%

As seen in table 33 above, five tertiary institutions in Delta and Edo States have studio where students learn music. Almost all the schools but one does not have. Going by the table the only tertiary institutions yet to have is the University of Benin.

### Is the studio functional?

**Table 34: Lecturers' Responses on the functionality of the studio**

School	Responses	Frequencies	Percentages of population
Delta State University	Yes	5	24
College of Education, Agbor	No	5	24
College of Education, Warri	No	4	19
University of Benin	No	3	14
Ambrose Ali University, Ekpoma	Yes	1	5
College of Education, Ekiadolor	Yes	3	14
	Total	21	100%

From the above data, it shows nine institutions whose studios are functional while twelve are not functional.

### Research Question Four: (RQ4)

#### What level of computer music Software literacy do the students and lecturers have?

The following questions below are to determine the level of computer music Software applications literacy of the students and the lecturers.

#### (i) Do you have desktop, laptop, both, or none?

**Table 35: Delta State University Students' Responses on Possession of Computer.**

Variables	Desktop	Laptop	Both	None
Responses	0	21	0	9
Percentage	0%	70%	0%	30%

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The data in table 35 represents the responses of the respondents showing zero possession of desktop, twenty-one respondents possess laptop while nine indicated not having. Most of the respondents possess laptop.

**Table 36: College of Education, Agbor Students' Responses on Possession of Computer.**

Variables	Desktop	Laptop	Both	None
Responses	0	4	0	11
Percentage	0%	27%	0%	73%

The above data in table 36 reflects the zero possession of desktop, four have of possession of laptop, and eleven of the respondents respectively. It shows that almost all the respondents do not possess desktop, laptop, talk more both.

**Table 37: College of Education Warri Students' Responses on Possession of Computer.**

Variables	Desktop	Laptop	Both	None
Responses	0	0	0	7
Percentage	0%	0%	0%	100%

The data in table 37, indicates zero possession of desktop, zero possession of laptop and all seven have none of the items listed any. This shows that all the respondents do not have computer.

**Table 38: University of Benin Students' Responses on Possession of Computer.**

Variables	Desktop	Laptop	Both	None
Responses	0	26	0	4
Percentage	0%	87%	0%	13 %

From table 38 above, the data of the respondents' presents the zero possessions of desktop, twenty-six possession of laptop, and four have none possession of computer. Almost all the respondents have computer.

**Table 39: Ambrose Ali University Students' Responses on Possession of Computer.**

Responses	Frequencies	Percentages
Yes	30	100%
No	-	0%
Total	30	100%

Table 39 above indicates zero respondents not having computer, while two of the respondents possess, and twenty-eight do not have computer and none indicated having both. As seen above, almost all the respondents signified not having.

(ii) Have you ever heard about computer music Software applications you can use to learn music?

**Table 40: Delta State University Students' responses on the awareness of computer music Software applications.**

Variables	Desktop	Laptop	Both	None
Responses	0	2	0	28
Percentage	0%	7%	0%	93%

As seen from table 40 above, it is discovered that all the respondents are aware of computer applications for music studies.

**Table 41: College of Education, Agbor Students' Responses on the Awareness of Computer music Software Applications.**

Responses	Frequencies	Percentages
Yes	9	60%
No	6	40%
Total	15	100%

Table 41 above shows that nine respondents agreed they are aware of computer applications for music studies whereas six respondents are not aware. There are more in number that are aware.

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**Table 42: College of Education, Warri Students' Responses on the Awareness of Computer music Software Applications.**

Responses	Frequencies	Percentages
Yes	0	0%
No	7	100%
Total	7	100%

From table 42 above, it is discovered that all seven the respondents are not aware of computer applications for music education.

**Table 43: University of Benin Students' Responses on Awareness of Computer music Software Applications.**

Responses	Frequencies	Percentages
Yes	15	50%
No	15	50%
Total	30	100%

As seen from the above table 43, fifteen respondents agreed they are aware of computer applications for music studies, whereas on the other hand, fifteen respondents are not aware. So many of the respondents are aware and many still not aware.

**Table 44: Ambrose Ali University Students' Responses on Awareness of Computer music Software Applications.**

Responses	Frequencies	Percentages
Yes	30	100%
No	0	0%
Total	30	100%

Table 44 above shows that all respondents are fully aware of computer music Software applications for music studies.

### (iii) If Yes, from where?

**Table 45: Delta State University Students' Responses on Possible Sources.**

Responses	Frequencies	Percentages
Home	8	27%
School	21	70%
Church	1	3%
None	0	0%
Total	30	100%

Eight respondents claim their source to be from home, while Twenty-one acknowledged school one identified church and zero for none. From all indications, majority of the respondents' source is school.

**Table 46: College of Education, Agbor Students' Responses on Possible Sources.**

Responses	Frequencies	Percentages
Home	3	20%
School	4	27%
Church	0	0%
None	8	53%
Total	15	100%

The above table 46, reports that three respondents' source is from home, four claim school, zero respondents signified church and eight indicated none. Many of the respondents declared they do not have any source of awareness of computer applications for music studies.



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**Table 47: College of Education, Warri Students' Responses on Possible Sources.**

Responses	Frequencies	Percentages
Home	0	0%
School	0	0%
Church	0	0%
None	7	100%
Total	7	100%

The respondents' data representation from above Table 47, states home has zero respondents, school also has zero respondents, church equally has zero respondents but those that indicated none were all seven respondents. The whole respondents have no means of being aware.

**Table 48: University of Benin Students' on Responses Possible Sources.**

Responses	Frequencies	Percentages
Home	3	10%
School	2	7%
Church	0	0%
None	25	83%
Total	30	100%

It is observed from the table 48 above, that the respondents for home as their source were three, those respondents for school were only two, church shows zero while those respondents for none were twenty-five. Majority (83%) had no means of being aware of computer applications for music studies.

**Table 49: Ambrose Ali University Students' Possible Sources.**

Responses	Frequencies	Percentages
Home	0	0%
School	30	100%
Church	0	0%
None	0	%
Total	30	100%

In table 49 above, it is discovered that there was zero indication for home responses, the school respondents were thirty 30, while church and none had zero respectively. This reveals that all the respondents' source of computer applications knowledge was from school.

### (iv) Do you have any computer music Software applications to learn music?

**Table 50: Delta State University Students' Responses on the Possession of Computer Software Applications.**

Responses	Frequencies	Percentages
Yes	12	40%
No	18	60%
Total	30	100%

As seen on table 50 above, twelve respondents have computer music Software applications, signifying that eighteen of the respondents do not have.

**Table 51: College of Education, Agbor Students' Responses on Possession of Computer music Software Applications.**

Responses	Frequencies	Percentages
Yes	4	27%
No	11	73%
Total	15	100%

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As seen in table 51 above, four of the respondents identified they have computer applications to learn music. Whereas eleven of the respondents signified they do not have. It means majority of the respondents own computer applications to learn music.

**Table 52 College of Education, Warri Students' Responses on Possession of Computer music Software Applications**

Responses	Frequencies	Percentages
Yes	0	0%
No	7	100%
Total	7	100%

Table 52 above shows zero respondents possess no computer applications to learn music. While all seven admitted not having computer applications to learn music. All the respondents agreed they do not possess computer applications to learn music.

**Table 53: University of Benin Students' Responses on Possession of Computer music Software Applications.**

Responses	Frequencies	Percentages
Yes	24	80%
No	6	20%
Total	30	100%

From the data in table 53 above, it is observed that twenty-four correspondents accepted they possess computer applications. Six owned up they do not possess computer applications. Majority of the respondents claimed they have computer applications to learn music.

**Table 54 Ambrose Ali University Students' Responses on Possession of Computer music Software Applications**

Responses	Frequencies	Percentages
Yes	14	47%
No	16	53%
Total	30	100%

The data in table 54 above shows fourteen of the correspondents have computer applications whereas sixteen correspondents indicated they do not have. The respondents that have computer applications to learn music are more than those who do not have.

**Table 55: Lecturers' Responses on Level of Computer Literacy.**

Variables	Computer basic & software knowledge	Computer music software expert	Computer basic knowledge	A certificate in computer basic knowledge	No computer knowledge
Respondents	7	1	1	10	2
Percentage	33%	5%	5%	47.5%	9.5%

From table 55 above, it states that seven respondents have computer basic and software knowledge. One respondent signified as a computer music software expert. One respondent signified having a computer basic knowledge. Ten respondents indicated having a certificate in computer basic knowledge. Majority of the respondents have certificate in computer basic knowledge, but without music software basic knowledge. It is noted that only one respondent is a computer music software expert.

### Does the department have computers for teaching and learning music?

**Table 56: Lecturers' Responses on the Departments' Possession of computer**

School	Responses	Frequencies	Percentages of population
Delta State University, Abraka	Yes	5	24
College of Education, Agbor	No	5	24
College of Education, Warri	No	4	19
University of Benin, Benin-City	No	3	14

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Ambrose Ali University, Ekpoma		No	1	5
College of Education, Ekiadolor	Yes		3	14
	Total		21	100%

From the data in table 56 above, it is observed that Delta State University and College of Education Ekiadolor, have computer in their department. The other four department of music like College of Education, Agbor, College of Education, Warri, University of Benin, and Ambrose Ali University do not have computer. This implies that it is only two tertiary institutions in Delta and Edo States that have computers for music studies. Those tertiary institutions that do not have are in the majority.

### Does the department have any computer applications for music studies?

**Table 57: Lecturers' Responses on the Departments Possession of any computer applications**

School	Responses	Frequencies	Percentage of population
Delta State University, Abraka	Yes	5	24
College of Education, Agbor	No	5	24
College of Education, Warri	No	4	19
University of Benin, Benin-City	No	3	14
Ambrose Ali University, Ekpoma	No	1	5
College of Education, Ekiadolor	Yes	3	14
	Total	21	100%

Table 57 above shows that two tertiary institutions have computer applications for music studies; they include Delta State University and College of Education, Ekiadolor. This indicates that, majority of the tertiary institutions in Delta and Edo States do not have computer applications.

### Do you use any computer applications to teach the student?

**Table 58: Lecturers' Responses on the use of any computer applications to teach.**

Responses	Frequencies	Percentages
Yes	7	33%
No	14	67%
Total	21	100%

As seen above, the respondents that use computer applications to teach music are less than respondents that do not use any. Majority of the respondents do not apply any computer applications to teach. Minority utilizes computer applications to teach.

### If yes, state the computer applications you use

The seven (7) respondents in table 58 above, who indicated yes, stated two music notations software, as thus, Sibelius and Finale.

### In what areas of music education does the department apply computer applications?

**Table 59: Lecturers' Responses on the areas of music the department apply computer applications.**

Variables	All	Some	None
Respondents	0	9	2
Percentage	0 %	43%	57%

The table above, nine respondents indicated using computer applications in some music courses. More of the respondents do not apply computer applications in any area of music education. No respondent signified using computer applications in all areas of music education.

### Research Question Five: (RQ5)

#### How committed are the government and tertiary institutions in the provision of equipment for computer applications to music education in tertiary institutions in Delta and Edo States?

What have the government and the institution provided for the use of computer applications for music education?

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**Table 60: Delta State University Students' Responses on the government and institution's provision of equipment**

Variables	Facility	Laptop	Computer(s)	Internet services	Music Software	None
Responses	30	0	30	0	0	0
Percentage	100%	0%	100%	0%	0%	0%

The above data shows that 100% of the respondents signify the government and the institution provided facility and computer for music education. But lack in the provision of laptop, Internet services and music Software.

**Table 61: College of Education Agbor, Students' Responses on the government and institution's provision of equipment**

Variables	Facility	Laptop	Computer(s)	Internet services	Music Software	None
Responses	-	-	-	-	-	15
Percentage	0%	0%	0%	0%	0%	100%

Table 61 above indicates that there is lack of facilities, laptop, computer, internet services and music Software in the department. This means that the government and the institution did not provide for the use of computer applications for music education.

**Table 62: College of Education Warri, Students' Responses on the government and institution's provision of equipment**

Variables	Facility	Laptop	Computer(s)	Internet services	Music Software	None
Responses	-	-	-	-	-	7
Percentage	0%	0%	0%	0%	0%	100%

The data above indicates that there is absence of the governments and the institution's provision of equipment for computer applications for music education in the department.

**Table 63: University of Benin, Students' Responses on the government and institution's provision of equipment**

Variables	Facility	Laptop	Computer(s)	Internet services	Music Software	None
Responses	-	-	-	-	-	30
Percentage	0%	0%	0%	0%	0%	100%

Table 63 above shows that the department has not been provided with any computer applications equipment for the music education. But as the time of data collection it was made known to the researcher by the Head of music department that the provision of the equipment for computer applications for music education is in progress.

**Table 64: Ambrose Ali University, Students' Responses on the government and institution's provision of equipment**

Variables	Facility	Laptop	Computer(s)	Internet services	Music Software	None
Responses	-	-	-	-	-	30
Percentage	0%	0%	0%	0%	0%	100%

From the above data, 100% of the respondents claimed there is no provision of facility, laptop, computers, internet services non music Software for computer applications for music education.

**Table 65: Lecturers' Responses on the governments and institution's provision of equipment**

Variables	Facility	Laptop	Computer(s)	Internet services	Music Software	None
Responses	7	-	8	-	-	6
Percentage	33%	0%	38%	0%	0%	29%

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From all indications seven respondents signify they are provided facility while eight have computer whereas six respondents claim they are provided with none of the equipment for computer applications for music education

### RESULTS

The discussion on the results in this study will follow the sequence of five research questions as follows:

All the respondents obviously, are aware of computer applications for music education. Conversely, majority of the respondents do not utilize applications of music technology for any music studies. While minority of the respondents apply music software such as Sibelius, and Finale for music composition, Real F.M. for music media students, music performance students, and musicianship in Delta State University. The only respondent at Ambrose Ali University uses personal tutorial software, and at the College of Education, Ekiadolor, it is applied in composition, history of music, production of music album and appreciation of music studies. Majority (80%) of the respondents are inspired to learn music through computer applications. It is observed, that all the lecturers indicated that computer applications for music education enhance the teacher' sense of professional development. It also aids the students' and teachers' creative mind. It has effected change and attitude of students to music learning. Interconnectivity of music research findings is enhanced through computer applications for music teaching and learning and that it is also essential to the composer as well as enhances visual illustration during teaching.

It is observed that Delta Sate University and College of Education Ekiadolor, have access to computer applications in their department. The other four department of music like College of Education, Agbor, College of Education, Warri, University of Benin, and Ambrose Ali University do not have access to applications of music technology, due to the fact that computer applications are not available in the department. This implies that it is only 2 tertiary institutions in Delta and Edo States that have some technological applications for music studies. Those tertiary institutions that do not have are in the majority. In other words, there are no available computer applications for the students and lecturers to access and apply to music education. Some lecturers and students make use of their personal ones.

It is discovered that the lecturers in the tertiary institutions in Delta and Edo States undergo a yearly computer training programme but not related to music education. Majority of the students are not exposed to computer applications particularly music Software. Basically, almost all the lecturers acquired a certificate in computer knowledge but not in this field. While 2 (9.5%) of the lecturers have no computer knowledge.

Minority of the tertiary institutions (Delta State University and College of Education Ekiadolor) have been provided with facility and computer for music education. Whereas majority of the tertiary institutions under study signify they have not been provided with computer applications for music education. In other words, the government and the institutions have not provided technological applications for music education to the majority of the institutions in Delta and Edo State.

### CONCLUSION AND RECOMMENDATIONS

Technological applications for music education are pivot to the enhancement of music education in tertiary institutions in Delta and Edo State of Nigeria. It involves an active participation of students as they learn by doing. Technological applications enable students to discover ideas, facts and knowledge for themselves. Students (old or young) are engrossed with one form of technology to another to perform one task or the other. Music technological applications are capable of attracting more students to the field, if these devices are applied in the teaching and learning experiences in classroom. Despite the awareness of music technological applications for music education, tertiary institutions in Delta and Edo States of Nigeria are still lagging behind technologically. Majority of the students and lecturers are not exposed to music technological devices in the classroom in the tertiary institutions studied, as there is no availability of facilities and equipment of music technological devices to support music education. Very few number of lecturers particularly those in music composition, engage students with software such as Sibelius and Finale although the students are being introduced to it at their 300 level which seems rather late to acquire enough knowledge and skills to lead to proficiency. The students should be introduced to music technological applications early, if they must develop all-round in this field and be able to express the knowledge and skills acquired to the next generation of knowledge seekers. If few ( 20%) of the lecturers in Delta State University and College of Education, Ekiadolor and a lecturer from Ambrose Ali University could apply some music technological applications to teach. It implies that it is realistic and realisable. Therefore, all the lecturers should endeavour to undergo a self development programme in their areas of specialization so that it will possibly achieve the same outcome. The study recommends that the yearly computer programme organized by the National commission for Colleges of Education and National commission for universities should relate to and reflect in their course areas for the furtherance of music education.

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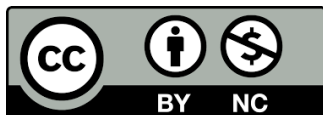
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## Parents' Education Background Relationship With The Learning Motivation of Class VI Students Package B Equivalent of Junior High School In PKBM Al Ishlah Central Jakarta, Indonesia



Durotul Yatimah<sup>1</sup>, Karnadi<sup>2</sup>, Eliana Sari<sup>3</sup>, Adman<sup>4</sup>

<sup>1,2</sup> Society Education Study Program, Postgraduate Program - State University of Jakarta, Jakarta, Indonesia

<sup>3</sup> Education Management Study Program, Postgraduate Program - State University of Jakarta, Jakarta, Indonesia

<sup>4</sup> Education Management Study Program, Postgraduate Program - Indonesian Education University, Bandung, Indonesia

**ABSTRACT:** The low educational background of parents has a significant effect on their children's learning motivation. The purpose of this study was to determine the relationship between educational background and motivation to learn English for students in Package B at PKBM Al Ishlah, Central Jakarta. The research was conducted using quantitative methods. The type of this research is Ex Post Facto. The research subjects are 111 students of Package B PKBM Al Ishlah Central Jakarta. The data collection tool uses a psychological scale and documentation. Validation of the instrument in expert judgment and reliability test with internal consistency using Cronbach's Alpha technique. The data analysis technique uses Product Moment Correlation. The results showed that there was a positive and significant relationship between the educational background of parents (X) and students' learning motivation (Y) in this case their children in the Al Ishlah PKBM Package B Program, Central Jakarta. This is shown from the calculation of the correlation test,  $r_{count} = 0.536 > r_{table} = 0.1848$ . Recommendation: Efforts are needed to provide parents with knowledge and skills about child education (parenting)

**KEYWORDS:** Family education, student learning motivation

### I. INTRODUCTION

Education is one of the main foundations in building the progress of a nation, the better the quality of a nation's education, the better the quality of the nation. Education is one of the basic human needs in order to increase and explore human potential, both for the development of cognitive aspects, psychomotor aspects and affective aspects. Durotul Yatimah in his research entitled Development of Instructional Media Environmental-based Child Blood Type Detector Cardboard (KAPODA) Formal and Informal Education states that Education can be defined as both direct and indirect efforts to help a child in his/her development towards maturity. Series: Materials Science and Engineering 434 (2018) 012236 doi:10.1088/1757-899X/434/1/012236, 3rd Annual Applied Science and Engineering Conference (AASEC 2018). 20 of 2003 concerning the National Education System Article 1 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential so that they have spiritual, religious, self-control, personality, maturity, noble character and skills (Depdiknas, 2003). 2003). In the Law on the National Education System, it is stated that the national education system includes 3 channels of education, namely formal education, non-formal education and informal education. Formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education. Non-formal education is an educational path outside formal education that can be carried out in a structured and tiered manner. Informal education is the path of family and environmental education.

Family education is one of the first and main forms of informal education. Therefore, its role is very important, because in the family the child gets guidance, role model and direction as well as love from parents. The success of children in school is empirically strongly influenced by the amount of support from parents and families in guiding children.

(<http://imeymaemunah.blogspot.com/2010/12/makalah-pendidikan-keluarga.html>.)

The quality of guidance given by parents to their children is strongly influenced by the educational background taken by the parents. The culture and habits of parents greatly affect the enthusiasm and motivation of children to learn. The success of children does not only depend on the quality of education in schools, but also on other environments such as the family environment (parents) in accompanying children's learning, setting an example of managing children's study time, guiding, providing learning facilities and

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motivating children to learn well. Parents with low education do not understand what and how to help their children to have high learning motivation so that they are successful in their studies.

This learning motivation is an important factor in achieving student learning success. The results of observations made by Haditono in Syaiful Bahri Djamarah (2011:137) regarding the problem of underachievers in Indonesia are caused by several factors, one of which is the lack of mental stimulus (motivation) by parents at home, especially for parents who are low or uneducated.

The results of preliminary research on the Package B Class VII PKBM Al Ishlah Central Jakarta Program showed that students' learning motivation was still low. Of the 34 students there are 30 people who are not enthusiastic in learning, even though educators have managed learning optimally, using learning methods and media well, namely with interesting picture media. However, in general, students pay less attention and continue to chat with their friends who are sitting close together. Their learning outcomes were not optimal. Based on the data bank of class VII students in Package B, the UTS (Middle Semester Examination) score is 34 students, who can pass according to the KKM criteria (minimum completeness criteria), which is a score of 70, only 10 people (29%). According to some educators, the low motivation of students is because their parents generally pay less attention to their children's learning activities, and these parents generally have low levels of education. According to the Data Bank, there are 17 students (50%) of the 34 students whose parents are elementary school graduates, 12 (38%) junior high school graduates and 5 (12%) high school graduates. Generally, parents only rely on learning managed by educators in PKBM. Parents generally do not set the right time to guide and accompany their children while studying.

Therefore, it is interesting to examine the relationship between parents' education level and learning motivation of Package B Class VII students at PKBM Al Ishlah, Central Jakarta.

## II. THEORITICAL REVIEW

### A. Family Education

Education is one of the most important things to get a prosperous life. For people who have a high level of education then he will have the opportunity to get a decent life. On the other hand, people who have a low level of education will get a less decent life. In Law No. 20 of 2003 article 13 paragraph 1, it is explained that the national education pathway consists of: formal, non-formal, and informal education. In education in schools, apart from having program activities in accordance with the school curriculum, there are also co-curricular activities, which aim to develop students' self-potential, personality and others. Durotul Yatimah in his research entitled Effect of coral reef conservation education on students' social sensitivity (A co-curricular learning experimental study at SMKN 61 Jakarta Pulo Tidung Besar Regency, Seribu Islands) said that: Efforts to build social sensitivity can be conducted at schools through co-curricular education activities. Co-curricular activities are activities to add to, supplement or replace intra-curricular learning, which is according to the curriculum. (Journal of AIP Conference Proceedings 2021, 030014 (2018); <https://doi.org/10.1063/1.5062738> AIP Conference Proceedings 2019, Uploaded April 4, 2021).

In relation to the function of non-formal and informal education, Sudjana (2004:74) suggests as follows: 1) as a complement to school education, non-formal education provides a set of fixed curricula that are needed in accordance with regional and community situations. 2) as a supplement (additional), non-formal education provides educational opportunities for those who have completed formal education but in a different place and time. 3) as a substitute for school education.

Family education is informal education whose role is very important. Family education is the first and foremost education for everyone. Borun et al., (2010) states that "Children get all forms of basic learning in the family ranging from affective, cognitive to motoric" Slameto (2003) asserts that education in the family is the first and foremost education, so parents need to understand the system. academic education as a support for formal learning in schools. Even according to Imam Ghozali, "children are a mandate from God to their parents". Children are family members, where parents are the leaders of the family, who are responsible for the safety of their citizens in this world and especially in the hereafter. Parents have a stake in the success of their children. However, this responsibility is not realized by parents, so it often arises that the lack of success of their children is the result of the lack of attention and responsibility of education administrators. According to Muhammad Shoehib in Riana (2011: 7) so that families can play their role as educators, they need to be equipped with knowledge and skills. The relationship between parents in this case is very important, especially when viewed in education. Parents are the main factor in educating and guiding children to get satisfactory results in their education. Because it is parents who know the development of children when they are at home. According to Slameto (2013:61) parents who do not pay attention to their children's education, generally they are indifferent to their children's learning, do not pay attention at all to the interests and needs of their children in learning, do not manage their study time, do not provide / complete the learning tools, do not pay attention to whether the child is studying or not, do not want to know how his child's learning progress is, the difficulties experienced in learning and others.

Family education is the foundation or basis of the next child's education. In the educational process all parties are involved. Therefore, both teachers, students, and parents are required to be creative in guiding and giving creative direction. The education of



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parents, the example given at home and the culture in the family are important factors that affect the level of students' learning motivation. Learning motivation is an important factor because it is a psychological driving force in students to study well so that the desired learning goals can be achieved.

### **B. Relationship of Family Education Background with Students' Learning Motivation**

Parent's education has a big influence on the level of children's learning motivation. In the family environment, for example, the atmosphere around the house, family integrity, psychological climate, learning climate and the atmosphere in the house is quiet or noisy, the atmosphere around the house, family integrity, relationships between family members have a big influence on the level of student learning motivation. Nini Subini (2012) said that the level of education and culture in the family affects children's attitudes in learning. Levine (2005) states that: being a parent is actually a dynamic process, family situations often change. There is nothing mechanical in the process. However, by understanding that personality activates energy, develops step by step, and is aware of the implications each step has for the child, parents will be able to cultivate self-confidence in their child.

Furthermore, Slameto (2010: 54) mentions several factors that can affect student learning, namely internal factors and external factors. (1) Internal factors are factors that are within learning individual. This factor includes three aspects, namely: a) Physical factors, such as: health factors, disability. b) Psychological factors, such as: intelligence, attention, talent, motives, maturity, readiness. c) Fatigue factor. (2) External factors a) Family factors, including: the way parents educate, relations between family members, home atmosphere, family economic situation, understanding of parents, cultural background. b) School factors, including: teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, learning tools, school time, lesson standards over size, building conditions, learning methods, homework. c) Community factors, including: student activities in the community, mass media, friends to hang out with, forms of community life.

Children's education in the family is very important and what children see and experience in the family is a real example of a strong influence on children's learning motivation. Nini Subini (2012:95) says that education and culture in the family affect children's attitudes in learning. If the father or mother has a higher education, the child will have a higher learning motivation than children whose parents have low education. Parents with low education rarely pay attention to their children's learning development. The low level of parental education makes parents less aware of what is needed to support their child's success.

Children tend to see and imitate what they experience in their family, if father and mother have higher education a child will follow it, at least it becomes a benchmark that children feel they have to be enthusiastic about learning. This means that the level of education of parents will have a major influence on their children's enthusiasm and motivation to learn in order to achieve their high learning achievement. The high level of parental education allows them to be able to educate and provide children with the right knowledge, good morals, and skills to learn with enthusiasm. Parents with high education can understand and understand that learning motivation is very important for the success of students' learning. Sardiman (2007: 75) states that in learning activities, motivation can be said as the overall driving force in students that causes learning activities, which ensure the continuity of learning activities and which provide direction to learning activities, so that the goals desired by the learning subject can be achieved.

Parents with low education do not understand how to help their children to have high learning motivation so that they are successful in their studies. In learning activities, motivation can be said as the overall driving force in students that causes learning activities, which ensure the continuity of learning activities and which provide direction to learning activities, so that the goals desired by the learning subjects can be achieved.

### **III.METHOD**

This study uses a quantitative approach. The type of research is ex post facto with correlation. The subjects of this study were 111 students of class VII Package B Program at PKBM Al Ishlah, Central Jakarta. Data collection time was carried out in the second semester during February-March 2021.

The data collection tool uses an instrument about parental education, and a motivation scale to measure the level of students' learning motivation. The scale used, begins with expert judgment to experts and is tested on Class VII Package B students at other PKBM in Jakarta. The test results were processed with the SPSS version 20 computer program. To find out the valid and invalid items, a correlation test was carried out between the item scores and the total score (Y) with a predetermined critical r of 0.3. Through the calculation of the validity test, there are 35 valid test questions and 8 invalid test items. There are 8 instrument questions that have a validity test index  $<0.248$ , namely numbers 2, 6, 18, 24, 25, 32, 34, 36 and 43 and ultimately were not used for research. Finally, the number of questions used to measure students' learning motivation is only 35 questions. Furthermore, the valid items are calculated with the reliability index and there is a reliability index of 0.902. It can be concluded that the test instrument is declared reliable.

Data analysis was done descriptively. Test the hypothesis by comparing r count with r table. The formula used is the Product Moment Correlation of Pearson.

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## IV. RESEARCH RESULTS AND DISCUSSION

### A. Research Results

The description of the data from the Variable Level of Parental Education obtained from the PKBM documentation, then processed with the SPSS 20 program, the results are the mean value of 4.03, median of 4, mode 2 and standard deviation of 1.687. Based on the data above, it can be seen that as many as 34 students (30.6%) have parents with low levels of education, 71 students (64%) have parents with moderate levels of education and 6 students (5.4%) have parents with low education levels. parents with a high level of education. This shows that the education level of the parents of 71 students (64%) of class VII Package B Program at PKBM Al Ishlah Central Jakarta is in the medium category. The data from the Learning Motivation variable was obtained from the learning motivation scale with a total of 35 items for 111 students.

Assessment uses a Likert scale with 4 alternative answers (always, often, sometimes and never). To score a positive statement that is always is 4, often is 3, sometimes is 2, and never is 1. ever was 4. The data was then processed using SPSS 20 so that the mean value was 116.76, median 117.73, mode 119 and standard deviation 10.981.

### The Relationship between Education Level and Students' Learning Motivation

Classification Formula for Students' Learning Motivation

Category Formula

1  $X < (116, .981)$  Low

2  $(116, .981) X < 16, .981)$  Medium

3  $(116, .981) X$  Height

Based on the above formula, the data regarding the learning motivation of students can be seen as follows: as many as 13 students (11.7%) have low learning motivation, 78 students (70.3%) have moderate learning motivation and 20 students (18%) have high learning motivation. This shows that the learning motivation of class VII students of the Package B Program at PKBM Al Ishlah, Central Jakarta is included in the medium category, namely 78 students (70.3%).

### Analysis Prerequisite Test:

The normality test was carried out on both variables, namely the education level of parents and students' learning motivation and the calculation was done using SPSS 20.

It can be seen that the values in the Kolmogorov Smirnov and Asymp Sig tables on all research variables have a significance value of more than 0.05, so it can be said that the data on both variables are normally distributed.

The linearity test was carried out with the help of SPSS 20. The results of the calculation show that the two variables above have a linear relationship because they have a sig linearity value below 0.05 and a Sig value. Deviation of linearity is above 0.05.

### Hypothesis testing:

After the analysis prerequisite test is met, then a hypothesis test is carried out using the Pearson Product Moment Correlation technique with the help of SPSS 20. The basis for decision making is that if  $r$  is positive, it can be concluded that there is a positive relationship between the independent variable and the dependent variable. The way to test the hypothesis is to compare the calculated  $r$  with the  $r$  table at a significance level of 5%. If  $r \text{ count} > r \text{ table}$ , then the value of  $r$  obtained is declared significant. The number of respondents in this study was 111 so it can be seen that the  $r$  table is 0.1848. The hypothesis proposed is the original hypothesis ( $H_a$ ) which reads that there is a positive and significant relationship between the education level of parents and the learning motivation of students in grade VII Package B PKBM Al Ishlah Central Jakarta. The provisions in testing the hypothesis are:

a. If  $r \text{ count}$  is greater than or equal to  $r \text{ table}$ , then  $H_a$  is accepted and  $H_o$  is rejected.

b. If  $r \text{ count}$  is less than or equal to  $r \text{ table}$ , then  $H_a$  is rejected and  $H_o$  is accepted.

After testing the correlation between parents' education level and learning motivation using SPSS 20, the  $r$ -count is 0.536. Testing the significance level between the variables of parents' education level and students' learning motivation shows that  $r \text{ count} > r \text{ table}$ , because  $0.536 > 0.1848$ , so  $H_a$  is accepted and  $H_o$  is rejected.

So, it can be concluded that there is a positive and significant relationship between the educational level of parents and the learning motivation of students in grade VII Package B PKBM Al Ishlah Central Jakarta.

### B. Discussion of Research Results

The results showed that family education is one form of informal education which is very important, first and foremost for everyone's life. This is in line with the opinion of Slameto (2003) which emphasizes that education in the family is the first and foremost education. Family education contributes greatly to the development of children's learning motivation, even to the achievement of each child's learning achievement, both cognitive, affective and motoric. In accordance with the opinion of Borun et al., (2010) which states that "Children get all forms of basic learning in the family ranging from affective, cognitive to motoric." The influence of the family is very large for the achievement of enthusiasm, motivation and all achievements of each child. Imam Ghozali said

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that "children are a mandate from God to their parents". Children are family members, where parents are the leaders of the family, who are responsible for the safety of their citizens in this world and in the hereafter. Parents have an important role in supporting the success of their children. The quality of giving motivation, guidance and direction as well as parental education for their children is influenced by the educational background of the parents.

Thus, the education level of parents contributes greatly to the level of learning motivation of students. The higher the education level of parents, the higher the learning motivation of a child. Likewise, the lower the level of education of parents, the lower the level of learning motivation of students. Along with the important role of parents in motivating children to be able to achieve high achievements, it is necessary to provide parents with knowledge and skills and increase education awareness as well as possible. This is important because the lack of motivation to learn in children is a reflection of the lack of attention and responsibility of educators, including parents as managers of children's education in the family. This is in line with Muhammad Shoehib's opinion in Riana (2011: 7) so that families can play their role as educators, they need to be equipped with knowledge and skills. Parents are the main factor to educate and guide children so that they have good learning motivation. Because it is parents who know the development of children when they are at home. According to Slameto (2013: 61) parents who pay less / do not pay attention to their children's education, generally they are indifferent to their children's learning, do not pay attention at all to their interests and needs.

This is in line with the opinion that family education is one of the most important forms of informal education, first and foremost. Therefore, its role is very important, because in the family the child gets guidance, role model and direction as well as love from parents. Family education is informal education whose role is very important. Family education is the first and foremost education for everyone. Borun et al., (2010) stated that "Children get all forms of basic learning in the family from affective, cognitive to motoric".

Even according to Imam Ghozali, "children are a mandate from God to their parents". Children are family members, where parents are the leaders of the family, who are responsible for the safety of their citizens in this world and especially in the hereafter. Parents have a stake in the success of their children. However, this responsibility is not realized by parents, so it often arises that the lack of success of their children is the result of the lack of attention and responsibility of education administrators. According to Muhammad Shoehib in Riana (2011: 7) so that families can play their role as educators, they need to be equipped with knowledge and skills. The relationship between parents in this case is very important, especially when viewed in education. Parents are the main factor in educating and guiding children to get satisfactory results in their education. Because it is parents who know the development of children when they are at home. According to Slameto (2013:61) parents who do not pay attention to their children's education, generally they are indifferent to their children's learning, do not pay attention at all to the interests and needs of their children in learning, do not manage their study time, do not provide / complete the learning tools, do not pay attention to whether the child is studying or not, do not want to know how his child's learning progress is, the difficulties experienced in learning and others.

Family education is the foundation or basis of the next child's education. In the educational process all parties are involved. Therefore, both teachers, students, and parents are required to be creative in guiding and giving creative direction. Education from parents, the example given at home and culture in the family are important factors that affect the level of student learning motivation. Learning motivation is an important factor because it is a psychological driving force in students to study well so that the desired learning goals can be achieved. Parent's education has a big influence on the level of children's learning motivation. In the family environment there is an atmosphere of the environment around the house, family integrity, psychological climate, learning climate and atmosphere in the home, calm or noisy, the atmosphere of the environment around the house, family integrity, relationships between family members have a big influence on the level of learning motivation of students.

Nini Subini (2012) said that the level of education and culture in the family affects children's attitudes in learning. Levine (2005) also states that: being a parent is actually a dynamic process, family situations often change. There is nothing mechanical in the process. However, by understanding that personality activates energy, develops step by step, and is aware of the implications each step has for the child, parents will be able to cultivate self-confidence in their child.

Furthermore, Slameto (2010: 54) mentions several factors that can affect student learning, namely internal factors and external factors. Internal factors are factors that are inside learning individual. This factor includes three aspects, namely: a) Physical factors, such as: health factors, disability. b) Psychological factors, such as: intelligence, attention, talent, motives, maturity, readiness. c) Fatigue factor. External Factors a) Family factors, including: the way parents educate, relations between family members, home atmosphere, family economic situation, understanding of parents, cultural background. b) School factors, including: teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, learning tools, school time, lesson standards over size, building conditions, learning methods, homework. c) Community factors, including: student activities in the community, mass media, friends to hang out with, forms of community life.

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Children's education in the family is very important and what children see and experience in the family is a real example of a strong influence on children's learning motivation. Nini Subini (2012:95) says that education and culture in the family affect children's attitudes in learning. If the father or mother has a higher education, the child will have a higher learning motivation than children whose parents have low education. Parents with low education rarely pay attention to their children's learning development. The low level of parental education makes parents less aware of what is needed to support their child's success. Children tend to see and imitate what they experience in their family, if father and mother have higher education a child will follow it, at least it becomes a benchmark that children feel they have to be enthusiastic about learning. This means that the level of education of parents will have a major influence on their children's enthusiasm and motivation to learn in order to achieve their high learning achievement. The high level of parental education allows them to be able to educate and provide children with the right knowledge, good morals, and skills to learn with enthusiasm. Parents with high education can understand and understand that learning motivation is very important for the success of students' learning. Sardiman (2007: 75) states that in learning activities, motivation can be said as the overall driving force in students that causes learning activities, which ensure the continuity of learning activities and which provide direction to learning activities, so that the goals desired by the learning subject can be achieved. achieved.

Parents with low education do not understand how to help their children to have high learning motivation so that they are successful in their studies. In learning activities, motivation can be said as the overall driving force in students that causes learning activities, which ensure the continuity of learning activities and which provide direction to learning activities, so that the goals desired by the learning subjects can be achieved.

### V. CONCLUSIONS

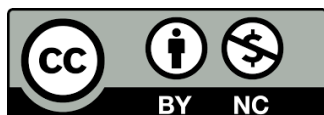
The results of the study concluded that educational background was simultaneously related to the learning motivation of students in grade VII Package B equivalent to junior high school at PKBM Al Ishlah, Central Jakarta. The PKBM recommendation should make a Parenting program so that parents of participants are able to educate, guide and teach and provide optimal examples for children.

### ACKNOWLEDGMENT

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## How Should an Attorney Deal with High Technology in Their Law Practice?



Donald L. Buresh, Ph.D., J.D., LL.M.

Morgan State University

**ABSTRACT:** In this essay, the modifications of the American Bar Association Model Rules are discussed with regards to an attorney's responsibilities when dealing with technology. In particular, an attorney is accountable for having a reasonable appreciation of technology functions, mainly when protecting client data or the data entrusted to their care. The paper briefly describes the common law and regulatory law associated with safeguarding data. Compliance with existing ABA Rules and federal and state statutes is paramount. Finally, the article discusses that attorney responsibilities regarding electronic discovery, automated document assembly. Electronic court filing, how a client employs technology, the presenting of digital evidence in a courtroom, and open-source Internet investigations and research tools. The paper concludes that constant vigilance is the order of the day.

**KEYWORDS:** ABA Model Rules, Automated document assembly, E-discovery, Electronic court filing, Open-source investigations, Presenting digital evidence

### Abbreviations:

The following abbreviations are used in this manuscript:

Abbreviation	Description
ABA	American Bar Association
BIPA	Illinois Biometric Information Privacy Act
CCPA	California Consumer Privacy Act
CPRA	California Privacy Rights Act
CPA	Colorado Privacy Act
Commission	ABA Commission on Ethics 20/20
CRSLF	ABA Cybersecurity Legal Task Force's Cybersecurity Resources for Small Law Firms
e-filing	Electronic Court Filing
e-discovery	Electronic Discovery
ESI	Electronically Stored Information
FRCP	Federal Rules of Civil Procedure
FTC	Federal Trade Commission
NIST	National Institute for Standards and Technology
OSINT	Open-Source Intelligence
VCDPA	Virginia Consumer Data Privacy Act

### INTRODUCTION

In today's society, information technology dominates the communications between individuals, particularly between attorneys and their clients. Computers and mobile devices have connected people, making information a valuable commodity, one that was rarely conceived of a few decades ago. The result of transmitting and storing electronic data is that some individuals attempt to exploit its use, if only because of its ubiquitous presence and ease of access. As a profession, attorneys are required to safeguard the information given to them by their clients. Historically, these acts of protecting client information took the form of keeping client secrets, whether those secrets were verbally or expressly communicated. In particular, in representing their clients, attorneys are charged with maintaining the sanctity of their work product so that they adequately and fairly represent the best interests of their clients.

### Modifications to the American Bar Association Model Rules

With the omnipresence of technology, unscrupulous individuals have dedicated their lives to attacking businesses and organizations, including law firms. The reasons for their cyber-attacks are as varied as the individuals themselves. Some people

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attack for financial profit, some for revenge regarding a purported hard, some for the belief that secret information should be available to all, and some just for the joy of satisfying their ego that they can break into a system. The greatest threats include spear phishing, ransom ware, compromising emails, or disrupting the flow of goods and services through supply chains.<sup>1</sup> Here, spear phishing is a “method that targets specific individuals or groups within an organization. [Spear phishing] is a potent variant of phishing, a malicious tactic which uses emails, social media, instant messaging, and other platforms to get users to divulge personal information or perform actions that cause network compromise, data loss, or financial loss.”<sup>2</sup> Second, ransom ware is a “type of malware that prevents or limits users from accessing their system, either by locking the system’s screen or by locking the users’ files until a ransom is paid.”<sup>3</sup> A supply chain attack, also known as a value-chain or third-party attack, occurs “when someone infiltrates your system through an outside partner or provider with access to your systems and data.”<sup>4</sup>

According to the American Bar Association (ABA) Model Rules, attorneys are charged with protecting client data.<sup>5</sup> Model Rule 1.1 addresses the competence of an attorney, Model Rule 1.4 deals with the communications between attorneys and clients, Model Rule 1.6 is concerned with the confidentiality of information, Model Rules 5.1, 5.2, and 5.3 tackle the supervision of attorneys and non-attorneys, and Model Rule 1.15 speaks to safeguarding client property, both tangible and intangible.<sup>6</sup> In the 2012 ABA Annual Meeting, the ABA adopted the recommendations of the ABA Commission on Ethics 20/20 (Commission) regarding technology and confidentiality. The Commission proposed that Comment [8] to Model Rule 1.1 be amended so that attorneys are required to know and keep current with the benefits and risks associated with technology that is relevant to their legal practices.<sup>7</sup> The Commission also suggested that section (c) of Model Rule 1.6 be changed, demanding that attorneys make reasonable efforts to ensure unauthorized disclosure or client information access.<sup>8</sup> Finally, the Commission offered that Comment [18] of Model Rule 1.6 be modified so that attorneys must ensure that attorneys again make reasonable efforts to analyze the risk associated with the client data in their possession.<sup>9</sup>

Model Rule 1.4 addresses client communications and an attorney’s use of technology. Model Rule 1.4 obliges attorneys to communicate with clients how their goals and objectives will be achieved, particularly technology employment. Clients must be informed that an attorney’s use of technology may demand the client’s informed consent. If there is a material breach of client information, Model Rule 1.4 insists that a client be given notice.<sup>10</sup>

Model Rule 5.1 and 5.2 describe the responsibilities of partners, managers, and supervisory lawyers and the responsibilities of attorneys being supervised concerning the duties of competence and confidentiality. Model Rule 5.3 was changed to nonlawyer assistants. The term “assistants” in Model Rule 5.3 was expanded to the assistance of all outsourced staff levels and services, including copying and legal services.<sup>11</sup> Under the revised ABA Model Rules, attorneys must engage in reasonable safeguards such as due diligence, contractual requirements, supervision, and monitoring of lawyers and nonlawyers alike both inside and outside a law firm to deliver their services.<sup>12</sup>

Model Rule 1.5 demands that attorneys safeguard clients’ money, property, and third parties entrusted to attorneys. Rule 1.15 was extended to apply to attorneys’ electronic data held in trust.<sup>13</sup> According to ABA Formal Opinion 483 dated October 17, 2018, safeguarding client information in paper and electronic form is paramount. These duties include:

- The responsibility to monitor a breach;
- The requirement to stop a breach and restore system integrity; and
- A commitment to determine why the breach occurred.

When applying Model Rule 1.9(c) to Model Rule 1.4, the Commission that an attorney is required to notify a client of a breach as a matter of ethics.<sup>14</sup> Opinion 483 included an examination of the duties of a lawyer about

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<sup>1</sup> David G. Reis, *Cybersecurity for Attorneys: The Ethics of Securing Your Virtual Practice*, LAW PRACTICE TODAY (Oct. 15, 2021), available at <https://www.lawpracticetoday.org/article/cybersecurity-for-attorneys-the-ethics-of-securing-your-virtual-practice/>.

<sup>2</sup> *Spear Phishing*, TREND MICRO (n.d.), available at <https://www.trendmicro.com/vinfo/us/security/definition/spear-phishing>.

<sup>3</sup> *Ransomware*, TREND MICRO (n.d.), available at <https://www.trendmicro.com/vinfo/us/security/definition/ransomware>.

<sup>4</sup> Maria Korolov, *Supply Chain Attacks Show Why You Should Be Wary of Third-Party Providers*, CSO UNITED STATES (Dec. 27, 2021), available at <https://www.csoonline.com/article/3191947/supply-chain-attacks-show-why-you-should-be-wary-of-third-party-providers.html>.

<sup>5</sup> David G. Reis, *supra*, note 1.

<sup>6</sup> *Id.*

<sup>7</sup> *Id.*

<sup>8</sup> *Id.*

<sup>9</sup> *Id.*

<sup>10</sup> *Id.*

<sup>11</sup> *Id.*

<sup>12</sup> *Id.*

<sup>13</sup> *Id.*

<sup>14</sup> *Id.*

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- Hardware and software systems;
- Accessing the data and files of a client;
- Using virtual meeting software including video conferencing;
- Employing virtual document and data exchange platforms; and
- Intelligent speakers, virtual assistants, and other electronic listening devices.<sup>15</sup>

The Opinion concluded by attorneys that employ electronic technologies should understand their advantages and disadvantages, including their limitations and the likelihood of a breach.

### Common-Law and Regulatory Law

Common law and contractual duties are defined and explained in the case law. These duties encompass competence, communication, and confidentiality, where a breach of these duties can result in a malpractice suit. Finally, federal and state statutes may specify how attorneys and law firms should protect client data, particularly for financial and health industries and other industries.<sup>16</sup> State laws include the California Consumer Privacy Act (CCPA) as amended by the California Privacy Rights Act (CPRA),<sup>17</sup> the Virginia Consumer Data Privacy Act (VCDPA),<sup>19</sup> the Colorado Privacy Act (CPA),<sup>20</sup> as well as the Nevada<sup>21</sup> and Maine<sup>22</sup> privacy laws. Buresh described these state laws in greater detail.<sup>23</sup> Currently, there is no comprehensive federal privacy law.<sup>24</sup> Attorneys may also be responsible for the privacy and security of personal information, including incident responses and notice of incident responses.<sup>25</sup> The safeguarding of data includes clients, employees, customers, opposing parties and their employees, and sometimes even witnesses.<sup>26</sup>

### Complying with the Duties

This section of this essay aims to discuss cybersecurity issues and the safeguarding of a virtual practice.

### Cybersecurity Issues

Cybersecurity is the “application of technologies, processes, and controls to protect systems, networks, programs, devices and data from cyber attacks.”<sup>27</sup> Cybersecurity attempts to reduce and mitigate the risks of cyber-attacks by protecting against the unauthorized use and exploitation of systems, networks, and technologies. According to Reis, cybersecurity should identify, protect, detect, respond, and recover from a cyber-attack.<sup>28</sup> In other words, cybersecurity is dedicated to safeguarding the confidentiality, integrity, and availability of data.<sup>29</sup> Reis further opined that recently the emphasis is on detection, response, and recovery.<sup>30</sup>

Security begins at home. First, a law firm should inventory its information assets to determine what data should be protected and what information is likely to target a breach.<sup>31</sup> Once the information to be protected is known, steps should be taken to implement and maintain a comprehensive cybersecurity program that employs electronic safeguards and physical restraints against unauthorized access and use.<sup>32</sup> The program should include an incident response plan that describes what a law firm should do in

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<sup>15</sup> *Id.*

<sup>16</sup> Donald L. Buresh, *Legal, Marketing, and Advertising Issues with Big Data*, 1 JOURNAL OF BIG DATA RESEARCH 2, 38-52 (Jan. 2022), available at DOI: 10.14302/issn.2768-0207.jbr-21-4048.

<sup>17</sup> Donald L. Buresh, *A Comparison between the European and American Approaches to Privacy*, 6 INDONESIAN J. OF INT. AND COMP. L. 253, (2019), <https://heinonline.org/HOL/LandingPage?handle=hein.journals/indjicl6&div=16&id=&page=>.

<sup>18</sup> *California Privacy Rights Act of 2020*, PROP. 24, available at <https://vig.cdn.sos.ca.gov/2020/general/pdf/top1-prop24.pdf>.

<sup>19</sup> *Virginia Consumer Data Protection Act of 2021*, SB1392, available at <https://legiscan.com/VA/text/SB1392/id/2328317>.

<sup>20</sup> *Colorado Privacy Act of 2021*, SB21-190, available at

[https://leg.colorado.gov/sites/default/files/documents/2021A/bills/2021a\\_190\\_enr.pdf](https://leg.colorado.gov/sites/default/files/documents/2021A/bills/2021a_190_enr.pdf).

<sup>21</sup> *Nevada Privacy Law*, NRS 603A.300 – 603A.360 AS AMENDED BY SB 220, available at <https://www.leg.state.nv.us/nrs/nrs-603a.html>.

<sup>22</sup> *An Act To Protect the Privacy of Online Customer Information*, LD 946, available at

[https://www.mainelegislature.org/legis/bills/bills\\_129th/billtexts/SP027501.asp](https://www.mainelegislature.org/legis/bills/bills_129th/billtexts/SP027501.asp).

<sup>23</sup> Donald L. Buresh, *Should Personal Information and Biometric Data Be Protected under a Comprehensive Federal Privacy Statute that Uses the California Consumer Privacy Act and the Illinois Biometric Information Privacy Act as Model Laws?*, 38 SANTA CLARA HIGH TECH. L. J. 1, 39-93 (Oct. 2021), <https://digitalcommons.law.scu.edu/chtlj/vol38/iss1/2/>.

<sup>24</sup> *Id.*

<sup>25</sup> Donald L. Buresh, *supra*, note 16.

<sup>26</sup> David G. Reis, *supra*, note 1.

<sup>27</sup> IT Governance Staff, *What is Cyber Security? Definition and Best Practices*, IT GOVERNANCE (n.d.), available at <https://www.itgovernance.co.uk/what-is-cybersecurity>.

<sup>28</sup> David G. Reis, *supra*, note 1.

<sup>29</sup> Bill Bernard, *What Is CIA (in Cybersecurity)?*, DEEPWATCH (Dec. 21, 2020), available at <https://www.deepwatch.com/blog/cia-in-cybersecurity/>.

<sup>30</sup> David G. Reis, *supra*, note 1.

<sup>31</sup> Donald L. Buresh, *supra*, note 16.

<sup>32</sup> *Id.*



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the presence of a breach. Other issues that should be part of a comprehensive cybersecurity plan are the conditions when protected data is disclosed to third parties and at the appropriate time when data should be destroyed.<sup>33</sup> The National Institute for Standards and Technology (NIST), the ABA Cybersecurity Legal Task Force's Cybersecurity Resources for Small Law Firms (CRSLF), and the Federal Trade Commission (FTC) website are sources that can be employed in generating a comprehensive cybersecurity plan.<sup>34</sup> The advantage of using the CRSLF is that it contains references to ABA, government, and industry resources.<sup>35</sup> Microsoft Office, Google Workspace, and cloud management platforms also possess a high level of data security that may be particularly advantageous for small to medium law firms. When selecting cloud services, attorneys should review the safety features of the cloud to ensure that they comply with the ABA Model Rules, the common law, and federal and state statutes.<sup>36</sup>

### Safeguarding a Virtual Practice

An attorney can employ various practical steps to protect client data. Lawrence observed that when contracting with a client, an attorney should:

- Make sure that the contract is in writing;
- Keep the agreement simple to understand;
- When agreeing, deal with the person who has the authority to contract;
- Correctly identify each party in the contract;
- State specifically all of the details of the bargain;
- Stipulate the payment obligations for all parties;
- Agree on the circumstance where the contract may be terminated;
- Decide on a way or method to resolve disputes;
- Select the state law that will govern the contract; and
- Keep the contract confidential.<sup>37</sup>

These ten steps are relevant when dealing with cybersecurity issues that affect client data. It is essential that attorneys adhere to the ABA Model Rules, the common law, and federal and state statutes and that the client and relevant third parties understand their duties and obligations from a cybersecurity perspective.<sup>38</sup>

According to Reis, practical cybersecurity demands a continuing focus on a periodic review of the cybersecurity plans and measures adopted and taken by a law firm.<sup>39</sup> This includes:

- Managing and minimizing the data collected, used, stored, disseminated, and destroyed;
- Employing reasonable and industry-standard configurations for servers, laptops, and mobile devices;
- Limiting and controlling the use of administrative privileges;
- Using strong passwords and a password manager;
- Using multifactor authentication, particularly for administrative accounts and remote access to systems; and
- Limiting and segmenting access to sensitive client data.<sup>40</sup>

Other cybersecurity measures are:

- Patching operating systems, firmware, applications, and plug-ins;
- Providing secure electronic communication such as employing encrypted email when appropriate;
- Filtering websites for spam;
- Employing strong encryption for computers and mobile devices;
- Requiring that attorneys, assistants, nonlegal staff, and third-parties use secure wireless networks by employing virtual private networks (VPNs);
- Keeping security application and software current or up to date; and
- Periodically conducting cybersecurity assessments and remediation.<sup>41</sup>

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<sup>33</sup> *Id.*

<sup>34</sup> David G. Reis, *supra*, note 1.

<sup>35</sup> *Id.*

<sup>36</sup> *Id.*

<sup>37</sup> Bethany K. Laurence, *Ten Tips for Making Solid Business Agreements and Contracts*, NOLO (n.d.), available at <https://www.nolo.com/legal-encyclopedia/make-business-contract-agreement-30313.html>.

<sup>38</sup> *Id.*

<sup>39</sup> David G. Reis, *supra*, note 1.

<sup>40</sup> *Id.*

<sup>41</sup> *Id.*

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### Specific Cybersecurity Practices

There are several specific cybersecurity practices that a law firm may need to address, depending on the type of legal practice. These include electronic discovery and its issues, automated document assembly, electronic court scheduling and file-sharing technologies, understanding how a client uses technology, presenting evidence using digital information in a courtroom, and open-source Internet investigations and research tools.

#### *Electronic Discovery*

Electronic discovery (e-discovery) is the “electronic aspect of identifying, collecting and producing electronically stored information (ESI) in response to a request for production in a law suit or investigation.”<sup>42</sup> In terms of e-discovery, ESI includes emails, documents, presentations, databases, voicemail, audio and video files, social media, and websites.<sup>43</sup> In other words, ESI is any information stored on electronic media and is available electronically.

For attorneys engaged in litigation, the problem with e-discovery is that what may be found in the process is not necessarily known. If specific information were known in litigation, it would be an easy task to protect that information. An issue with e-discovery is that information about some facts of a case may not be known by the plaintiff or the defendant. Also, given the onslaught of technology, the sheer volume of information can be staggering. Hundreds of thousands or more emails and other electronic documents may be unearthed during an e-discovery process. The result is that attorneys must be diligent in protecting electronic data because someone may inadvertently disclose personal information unrelated to the case or data protected by the attorney-client privilege.

The Federal Rules of Civil Procedure (FRCP) 26(b) (2)(C) states that when required: “[o]n motion or on its own, the court must limit the frequency or extent of discovery otherwise allowed by these rules or by local rule if it determines that:

- i. the discovery sought is unreasonably cumulative or duplicative, or can be obtained from some other source that is more convenient, less burdensome, or less expensive;
- ii. the party seeking discovery has had ample opportunity to obtain the information by discovery in the action; or
- iii. the proposed discovery is outside the scope permitted by Rule 26(b)(1).”<sup>44</sup>

Even if the court limits e-discovery based on FRCP 26(b)(2)(C), the amount of information collected and digested by a litigant may be massive. Because of the risk that information not related to a case or protected attorney-client information will be disclosed, it is essential that electronic information be safeguarded by all reasonable means.

#### *Automated Document Assembly*

Automated documentation or automated document assembly is the “process of using automation to decrease the amount of human intervention required to create, maintain, and share software documentation, cutting down costs, improving quality and freeing humans from tedious, error-prone work.”<sup>45</sup> There are three reasons why attorneys may favor automated documentation, including:

- Manual documentation writing is slow, error-prone, and time-consuming;
- Documentation can quickly become outdated;
- The cost and time of manually creating and maintaining documentation could be better spent on other activities.<sup>46</sup>

The advantages of automating documentation generation are manifold, including integrating documentation with the documentation of third parties, the ability to employ reusable templates, workflows that can be intelligible, and compliance with federal and state laws and regulations that may prevent inadvertent violations.<sup>47</sup> Other advantages of automated document assembly for a law firm include savings of time and resources, increased control over a case, fast and secure digital sharing, and an improved client experience.<sup>48</sup> Document automation may also provide mobile access to e-discovery data, the ability to manage the data discovered electronically intelligently, and integration with an existing legal software.<sup>49</sup>

There are several disadvantages of automated documentation stemming from the volumes of documents being automated. During litigation, hundreds of thousands of documents are likely to be the object of the automated effort. In other words, automated document assembly shares many of the risks of an e-discovery. Also, incorrect documentation may be generated and propagated to

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<sup>42</sup> CDS Staff, *The Basics: What is e-Discovery?*, COMPLETE DISCOVERY SOURCE (n.d.), available at <https://cdslegal.com/knowledge/the-basics-what-is-e-discovery/>.

<sup>43</sup> *Id.*

<sup>44</sup> Legal Information Institute Staff, *Rule 26. Duty to Disclose: General Provisions Governing Discover*, LEGAL INFORMATION INSTITUTE (n.d.), available at [https://www.law.cornell.edu/rules/frcp/rule\\_26](https://www.law.cornell.edu/rules/frcp/rule_26).

<sup>45</sup> Carlos Schults, *Automated Documentation: What It Means and 3 Tools to Help*, SUBMAIN (Jul. 23, 2019), available at <https://blog.submain.com/automated-documentation-3-tools/>.

<sup>46</sup> *Id.*

<sup>47</sup> Bigtincan Staff, *What is Document Automation?*, BIGTINCAN, CORP. (n.d.), available at <https://www.bigtincan.com/company/>.

<sup>48</sup> *Id.*

<sup>49</sup> *Id.*

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third parties with automated documentation. In this instance, there is the possibility that a miscarriage of justice could occur, particularly when the plaintiff or the defendant does not uncover then incorrect documentation.

Another issue with automated documentation includes overestimating the power of document automation software.<sup>50</sup> Second, a law firm may only try one automated documentation software package rather than evaluate multiple packages.<sup>51</sup> Third, a law firm may expect too little from its automated documentation software. Fourth, automated documentation software may be selected based on the action of a demo and not the actual software. Finally, a law firm may pick software that locks the organization into a particular software application.<sup>52</sup> In particular, Model Rule 1.5 demands that attorneys safeguard clients' money, property, and third parties entrusted to attorneys.<sup>53</sup> ABA Formal Opinion 483 requires that an attorney promptly inform a client of a breach.<sup>54</sup> The automated documentation software must adhere to the stringent requirements specified by the ABA Model Rules and federal and state law statutory requirements.

### *Electronic Court Filing*

Electronic court filing (e-filing) is the automated transmission of legal documents from a party to the court, court to a party, or party to another party or individual.<sup>55</sup> Because court documents are being filed electronically, they are being communicated over the Internet. In other words, a given document may be momentarily received and transmitted over five or more servers. Once a court document resides on a server if only for a moment, a cybercriminal can attack the server and gather the document. Thus, it is essential that documents received and transmitted over the Internet be encrypted to preserve the confidentiality and integrity of the information. If this is not accomplished, a law firm may be liable for violating Model Rules 1.5 and 1.6, where attorneys must safeguard client information and property. Law firms could also be liable for violating federal and state privacy laws. Thus, securing documents received and transmitted over the Internet is paramount.

### *How a Client Employs Technology*

There is a variety of software applications that clients may employ. Many of these applications have been breached. For example, consider the SolarWinds supply chain attack on September 12, 2019.<sup>56</sup> A supply chain attack is a hacking technique where an adversary inserts malicious code or components into a trusted software application.<sup>57</sup> The idea of the attack was to compromise a single supplier so that hackers may hijack its distribution system, converting any application sold, including hardware and software, into Trojan horses.<sup>58</sup> Because of the high-profile nature of SolarWinds software, Congressional hearings were held to determine the extent of the breach. On February 26, 2021, the House committees on Homeland Security and Oversight and Report conducted a joint hearing regarding the SolarWinds security breach.<sup>59</sup> On March 10, 2021, the House Committee on Appropriations and the Homeland Security Subcommittee discussed upgrading federal cybersecurity software.<sup>60</sup> On March 18, 2021, the Senate Homeland Security and Governmental Affairs Committee held a similar hearing on determining how to respond to the attack.<sup>61</sup>

The SolarWinds attack had far-reaching implications. Multiple billion-dollar companies used the SolarWinds software. Law firms that represented these companies may have inadvertently exposed themselves to the breach. The ABA Model Rule 1.4 explicitly addresses client communications and an attorney's use of technology.<sup>62</sup> Model Rule 1.5 demands that attorneys protect the money and property of clients and third parties.<sup>63</sup> Formal Opinion 483 specifies that attorneys must monitor a breach, stop a

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<sup>50</sup> Epsilon Staff, *Five Common Mistakes Professionals Make When Choosing Document Automation Software*, EPSILLION SOFTWARE, LTD. (Jul. 26, 2020), available at <https://www.epsilon.com/blog/commonMistakesChooseDocumentAutomationSoftware.php>.

<sup>51</sup> *Id.*

<sup>52</sup> *Id.*

<sup>53</sup> David G. Reis, *supra*, note 1.

<sup>54</sup> *Id.*

<sup>55</sup> See generally, JAMES E. McMILLAN, J. DOUGLAS WALKER, & LAWRENCE B. WEBSTER, A GUIDEBOOK FOR ELECTRONIC COURT FILING (West Group, Inc. 1998), available at [https://www.srln.org/system/files/attachments/A\\_Guidebook\\_for\\_Electronic\\_Court\\_Filing.pdf](https://www.srln.org/system/files/attachments/A_Guidebook_for_Electronic_Court_Filing.pdf).

<sup>56</sup> Dina Temple-Raston, *A 'Worst Nightmare' Cyberattack: The Untold Story of the SolarWinds Attack*, NATIONAL PUBLIC RADIO (NPR) (Apr. 16, 2021), available at <https://www.npr.org/2021/04/16/985439655/a-worst-nightmare-cyberattack-the-untold-story-of-the-solarwinds-hack>.

<sup>57</sup> Andy Greenberg, *Hacker Lexicon: What Is a Supply Chain Attack?*, WIRED (May 31, 2021), available at <https://www.wired.com/story/hacker-lexicon-what-is-a-supply-chain-attack/>.

<sup>58</sup> *Id.*

<sup>59</sup> Vijay A. D'Souza, *SolarWinds Cyberattack Demands Significant Federal and Private-Sector Response (infographic)*, WATCHBLOG (Apr. 22, 2021), available at <https://www.gao.gov/blog/solarwinds-cyberattack-demands-significant-federal-and-private-sector-response-infographic>.

<sup>60</sup> *Id.*

<sup>61</sup> *Id.*

<sup>62</sup> David G. Reis, *supra*, note 1.

<sup>63</sup> *Id.*

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breach and restore system integrity, and determine why a breach occurred.<sup>64</sup> If a client of a law firm experiences a breach, a law firm has access to its client's system. The law firm's computer systems may also be breached, and the law firm's other clients may be affected by the breach because a cyber-attacker may have access to their data. This is an untenable situation for a law firm. Thus, a law firm must monitor the cyber activities of its clients to ensure that its other clients are not affected by a cyber breach experienced by a specific client.

### *Presenting Digital Evidence in a Courtroom*

When a party presents digital evidence in a courtroom, the evidence must be accurate and firmly established its chain of custody.<sup>65</sup> The evidence presented in court must be formatted so that the court systems can accept the data and accurately display it.<sup>66</sup> ABA Model Rule 1.4, mainly if the court employs document and data exchange applications. Although, in general, the party's attorneys are not responsible for court systems, they are accountable for ensuring that the court systems display their evidence accurately and precisely, thereby ensuring the integrity of the data.

### *Open-Source Internet Investigations and Research Tools*

Open-source Internet investigations gather data that is freely available on the Internet. Examples include:

- Public records databases;
- Government reports, documents, and websites;
- The Internet;
- Newspapers, TV, radio, magazines, and websites;
- Social networks, social media sites, user account profiles, posts, and tags;
- Maps and commercial imagery;
- Photos, images, videos; and
- The dark web.<sup>67</sup>

In collecting data from an open-source intelligence (OSINT) source, an attorney must ensure that the source contains accurate information. Data integrity can be achieved by various means, including cross-checking the data. Once the data has been collected, establishing the chain of custody is paramount. If there are breaks in the chain of custody, this fact casts dispersions on the data quality. Senior attorneys should supervise the collection, storage, use, dissemination, and destruction of OSINT to ensure compliance with Model Rules 5.1, 5.2, and 5.3.<sup>68</sup>

There are various OSINT tools that are readily available. For example, the OSINT framework focuses on gathering information from free Internet tools or resources.<sup>69</sup> The idea behind the framework is to help people discover free OSINT resources.<sup>70</sup> Information that may be obtained using the OSINT Framework include username, email address, domain name, IP address, social networks, instant messaging, people search engines, business records, the dark web, malicious file analysis, and a host of other functions.<sup>71</sup> As previously observed, an attorney should be careful when employing any of these OSINT tools because the quality of the data obtained is directly proportional to the reliability of the tool employed.

## CONCLUSION

In conclusion, the responsibilities of attorneys regarding the receiving and transmitting of electronic data are manifold. The ABA Model Rules seemingly require that attorneys safeguard the confidentiality, integrity, availability, and security of client data and the data of third parties that are inadvertently collected. Senior attorneys are responsible for supervising junior attorneys and nonlawyer assistants and all outsourced staff levels and services, including copying and legal services.<sup>72</sup> It is a difficult task, but one that must be accomplished if personal information is to remain protected. Nothing short of constant vigilance will suffice.

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<sup>64</sup> *Id.*

<sup>65</sup> Digital Evidence in the Courtroom: A Guide For Law Enforcement and Prosecutors, U.S. Department of Justice (Jan. 2007), available at <https://www.ojp.gov/ncjrs/virtual-library/abstracts/digital-evidence-courtroom-guide-law-enforcement-and-prosecutors>.

<sup>66</sup> *Id.*

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<sup>68</sup> David G. Reis, *supra*, note 1.

<sup>69</sup> *OSINT Framework*, GITHUB.COM (n.d.), available at <https://osintframework.com/>.

<sup>70</sup> *Id.*

<sup>71</sup> *Id.*

<sup>72</sup> *Id.*

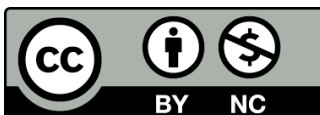
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## **Military Campaign Strategy with the Integration of the 1st Joint Defense Command and Local Governments of the Riau Islands Province**



**Adam Mardamsyah<sup>1</sup>, Surya Wiranto<sup>2</sup>, Harangan Sitorus<sup>3</sup>, Hipdizah<sup>4</sup>, Dwi Saptono<sup>5</sup>, Haposan Simatupang<sup>6</sup>**

<sup>1,2,3,4,5,6</sup>Military Strategy and Campaign Study Program, Faculty of Defense Management, Republic of Indonesian Defense University, Kawasan IPSC Sentul, Sukahati, Kec. Citeureup, Kabupaten Bogor, Jawa Barat 16810

**ABSTRACT:** The Military Campaign is a series of several joint operations carried out sequentially, to achieve strategic and operational goals in a space and time (TNI 2019). This study aims to a). To analyze the implementation of Kogabwilhan I military operations in support of the military campaign in the Natuna region. b) To analyze the Riau Islands Provincial Government in support of the military campaign. c) To analyze the integration strategy of Kogabwilhan I and the Riau Islands Provincial Government in carrying out the military campaign. This study uses a qualitative method. Data collection techniques are interviews, observations and documentation studies. Research Results 1) Kogabwilhan I served as initial action, restorer, and deterrent according to the policy of the Commander-in-Chief. 2) the functions of the Riau Islands Government include security, economic development and infrastructure. 3). The implementation of territorial development activities through the Komsos method with community components. Discussion of the concept of the Kogabwilhan I military campaign in the implementation of the state's Strategic framework to determine goals in national defense and security efforts and develop national resources including the military, but to achieve this the context is also determined by community relations that support and intertwine activities between civilians and the military so that soldiers can love and respect loved by the people and awakened awareness of defending the country. Cooperation is defined as a form of social process to achieve common goals by helping each other and understanding each other's activities. So the implementation of the Defense Area Empowerment policy with the support of the Riau Islands community built a close and positive emotional relationship between soldiers and the community.

**KEYWORDS:** Strategy, Integration, Regional Joint Command, Local Government, Military Operations, Military Campaign

### **1. INTRODUCTION**

China's unilateral claim to sovereignty over the sea, which is thought to be rich in natural resources, has made rival claimants Brunei, Indonesia, Malaysia, the Philippines, Taiwan and Vietnam an enemy (Blackwill, Jerome and Elizabeth 2021). In the early 1970s, countries began to claim islands and various zones in the South China Sea. China maintains the opinion that, according to international law, foreign militaries cannot carry out intelligence gathering activities, such as reconnaissance flights in the exclusive economic zone (EEZ).

The Southeast Asia region will become a crossing point for the military power of conflicting countries. The possibility of war with the use of weapons remains, can occur at any time only requires the right trigger, but predictions of war will be short, localized in a limited area, the parties involved will try to use nuclear weapons wherever possible (Kasih, et al, 2019). Indonesia has maintained a neutral position on the dispute, but this could change if Beijing continues to violate its rights in the North Natuna Sea. China may see military action as the only recourse if it loses its diplomatic options to assert its sovereign claim (Council on Foreign Relations 2020).

In order to mitigate and minimize the emergence of threats and disturbances in the Riau Islands, local TNI units such as the Military Resort Command (Korem) 033/Wira Pratama, the Navy Main Base (Lantamal) Tanjung Pinang and the Air Force Base (Lanud) should be provided. Haji Fisabilillah by involving the Regional Government of the Riau Islands Province in supporting the military campaign. Integration development has an important meaning in national development, so that it can be used as potential to support military campaigns as well as in the context of national defense. This integration development effort can be integrated into the territorial development program organized by Kogabwilhan I (Suhirwan, et al, 2020).

Land, sea and air areas, where the Joint Task Force Commander (Kogabwilhan I) and the Riau Islands Provincial Government are integrated to plan and carry out military operations to complete certain missions. The joint operation area including

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its determining parameters, such as time, scope and geographic area, is contingency/crisis. Until now, several national resources have not been able to be developed optimally by the Riau Islands Provincial Government (Prmono et al, 2021). Faced with Kogabwilhan I experiencing various obstacles and problems, one of which was facing the preparation of logistics/re-supply and infrastructure in the military campaign and many islands that were still unoccupied and inhabited by the population, it was necessary to develop an integration strategy by Kogabwilhan I and Riau Islands Provincial Government in supporting the military campaign (Dipua et al, 2021). Therefore, researchers are interested in discussing the topic of how the strategy of integrating Kogabwilhan I and the Riau Islands Provincial Government in Military Operations in Support of Military Campaigns".

Based on the background described above, the formulation of the research problem is formulated into research questions as follows: How is the implementation of Kogabwilhan I military operations in supporting the military campaign in the Natuna region?, How is the Riau Islands Provincial Government in supporting the military campaign?, How is the integration strategy Kogabwilhan I and the Riau Islands Provincial Government in carrying out a military campaign?

### **2. METHOD AND THEORY**

At the state level, strategy is a way to develop and use national resources in accordance with policy guidelines to create, promote, and protect national interests (Indah Novita Sari 2015).

Based on the theory of Lykke's model, strategy is a link between three elements, namely Ends (goals or goals to be achieved), Means (means or resources owned to pursue goals and objectives), and Ways (ways or methods to achieve goals by organizing and using resources) (Jeffrey W. Meiser 2016).

The research method used is qualitative, namely a research method based on the philosophy of postpositivism, where the researcher is the key instrument, the data collection technique is carried out by triangulation, the data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalizations (Sugiyono 2020) . The data in the field are brought together with academics, practitioners and the bureaucracy. Departing from the problem of seeing the role of the integration aspect. Furthermore, it aims to create a defense strategy and identify the implementation of the strategy.

### **3. ANALYSIS AND DISCUSSION**

Integration is a number of activities carried out by more than one agency using infrastructure, with targets and priorities as well as for a larger common goal (Karl w Deutsch 1966).

Based on Law No. 3 of 2002 concerning national defense, Article 1 paragraph 2, a universal defense system that involves all citizens, territories and other national resources and is prepared early by the government and is carried out in a total, integrated, directed, and continuous manner to uphold the sovereignty of the state, territorial integrity and the safety of the entire nation from all threats. According to the Regulation of the Minister of Defense of the Republic of Indonesia Number 40 of 2011 concerning the Policy for the Empowerment of Defense Areas "implementing the provisions of Article 7 paragraph (2) point b number 8 of Law Number 34 of 2004 concerning the Indonesian National Army, mandates that empowering the defense area and its supporting forces effectively early in accordance with the universal defense system. The policy for empowering the defense area is carried out through the territorial program for the land aspect, the sea aspect, and the air aspect through fostering regional resilience with the structural social communication method implemented by all units. However, functionally it is more dominantly carried out by regional units, while other units carry out them on a limited basis. In the context of social communication in order to increase awareness of defending the state, formal regional command activities are carried out based on the program of activities that have been determined by Headquarters, the Ministry of Defense and other government agencies (Hartono, et al, 202). Social communication is used to convey various matters relating to the duties, roles, functions, vision and mission as well as policies of the TNI AD leadership in a directed, planned and continuous manner (Lebo et al, 2021).

The social communication is carried out to all components of society, government officials, the TNI extended family to build a dynamic and resilient fighting condition. The implementation of social communication organized by the Kodam ranks has been regulated in the TNI AD program and budget, especially in the territorial field. The Kodam program is further elaborated on the units under it through the directive for the development and implementation of social communication (La Ode, et al, 2021). The main points of organizing social communication carried out by the Kodam are so that soldiers better understand and have social communication skills so that they can communicate, interact and adapt with other components of the nation, in order to establish harmonious relationships with the hope of being able to inspire, encourage and awaken and invite all components of the nation to participate. participate in the interests of national defense (Harris et al, 2021).

Target in. The maintenance of social communication skills for the ranks of soldiers. The implementation of increasing social communication skills for the ranks of soldiers and Outgoing Targets. The implementation of Komsos activities with government officials in order to build a positive understanding of Binter at the Kodam and establish close cooperation in the implementation of the empowerment of defense areas in terms of land, sea and air aspects (Hastym et al, 2021). ). The implementation of Komsos activities with community components in order to build a close and positive emotional relationship



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between soldiers and the community, so that soldiers can love and be loved by the people and build awareness of defending the state in society in order to increase the unity of the TNI with the people (Bambang Suranto 2009).

The beginning of a state of war depends on the direction of policy and political decisions and there is a declaration of war from the president (Hendra et al, 2019). In this phase, the president makes direct preparedness from various aspects including human resources, natural resources, artificial resources and national facilities/infrastructure to face war. It is better if this direct preparedness can be done before the declaration of war is adjusted to the country's political situation in the context of a deterrent effect as a deterrent to enemy attacks. The TNI Commander mobilized the TNI's strength in total, supported by reserve components and supporting components of state defense and ordered the TNI Kotamops to apply the RO to a state of war to become a PO for the totality of facing conventional war against the enemy with an active defensive strategy and using a layered defense pattern. Actions taken by destroying the enemy at their base, en route and after entering the territory of the Republic of Indonesia through the Natuna area. If the enemy manages to seize and control the area that is the entrance through the Natuna territory which is the territory of the Republic of Indonesia, a protracted war will be carried out with guerrilla tactics. The state of the uncertain situation requires the use of War Military Operations force with deterrence, suppression, and recovery. Apart from this, the operation is carried out with other relevant ministries/institutions (Hermawan et al, 2021).

One of the Defense Areas of Kogabwilhan I and part of the Riau archipelago which is indicated to be included in three categories of strategic environmental development simultaneously, namely global, regional, and national developments in the development of the strategic environment is the Natuna Region (Junaidi et al, 2021).

The TNI is integrated with partners between agencies and institutions in various military operations. Cooperation with both central and regional governments is very important to promote and maintain national interests in order to strengthen defense and security capacities through military force. Military units maintain an edge and continue to increase their capacity to deal with threats. State security conditions require the TNI to be proficient in various military operations, the effectiveness of the implementation of military operations / OMP, based on geographical, juridical, sociological, and historical conditions.

Execution is the implementation of an operational plan by mobilizing forces to complete missions and adjustments based on changing situations (Headquarters Department of the Army 2012). In its implementation, all related elements focus efforts to translate decisions into actions. Directing action to apply force at a decisive point and time. Inherent in Execution is deciding whether to carry out the planned action (Stage) or to change the plan based on unanticipated opportunities or threats. During implementation, the situation can change rapidly. The operations envisioned in the plan may bear no resemblance to the actual events in their execution. Executing elements require maximum latitude to take advantage of the situation and fulfill higher intents when the original command is no longer valid. Effective implementation requires leaders who are trained in independent decision making, aggressiveness, and risk taking in an Operations environment.

Initiative is fundamental to success in any operation, but that alone is not enough, if not followed by quick and relentless action, it will cause profitable opportunities to diminish and disappear. A successful operation is to maintain the momentum generated by the initiative and achieve success.

Operationally, the initiative establishes or dictates the terms of action during operations. By presenting pressure on the threat, the operations-related elements force the threat to react continuously until it is finally pushed into an untenable position. Take advantage of threat errors, while continuing to apply continuous pressure to prevent threats from recovering. These actions make it possible to seize opportunities and create new avenues for success.

Pangkogasgab identifies the time and place so that it can arrange the effects of power into favorable conditions. To force a reaction, by threatening the center of gravity or threat points which ultimately reduces the threat options to zero. Any further development of the situation and reduction of the number of possibilities must be considered, thereby minimizing uncertainty. Every time the threat reacts, the uncertainty increases. Developing a situation by forcing threats to react is the essence of seizing the initiative (Arto et al, 2019).

Consistency in taking initiatives can result in persistent pressure on threats. Pangkogasgab does this and synchronizes Operations functions by constantly changing combinations of states at a tempo that cannot be calculated effectively. Pangkogasgab and staff use information gathering assets to identify threat efforts. During implementation, the Pangkogasgab creates a seamless and uninterrupted series of actions that force threats to react immediately and leave no opportunity. Ideally, this action makes the threat faced full of dilemmas (Arief et al, 2021).

Reaching the level of initiative on the elements of planning and implementation No Action is impossible. Faced with uncertain situations, there is a natural tendency to hesitate and gather more information to reduce uncertainty. While waiting and gathering information can reduce uncertainty, it doesn't eliminate it. Waiting can even increase uncertainty. Effective leaders can manage uncertainty by acting and developing situations. When the immediate situation is not clear, Pangkogasgab clarifies with action, not by sitting down and gathering information. Events that offer better ways to succeed are opportunities, Pangkogasgab recognizes opportunities by continuously monitoring and evaluating the situation, failure to understand opportunities inherent in threats can lead to losses.

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## 4. CONCLUSION

Kogabwilhan I is the TNI Kotamaops whose duty is to act as an initial action and restorer in the event of an OMP, as well as a deterrent force in the event of an external threat in accordance with the Commander's policy. As Kotamaops TNI Headquarters. The concept of the military campaign carried out by Kogabwilhan I in its implementation is in line with the Strategic Framework in which the state determines national or multinational security goals and develops national resources, including the military, to achieve them, The operational framework in which major campaigns and operations are planned, carried out and maintained.

Based on the theory of strategy in carrying out military operations, Kogabwilhan I considers Ends, Ways, and Means. Alignment of forces to achieve strategic and/or operational objectives through design, organization, integration and implementation of strategies, campaigns. Security, economic development, infrastructure development, including the functions of the Riau Islands Provincial Government. However, the context is also determined by the social relations that sustain and intertwine with its elements.

Cooperation is interpreted as a form of social process to achieve common goals by helping each other and understanding each other's activities, in supporting the implementation of the Military Campaign. One of them is the Riau Islands Provincial Government granting land that is used as the headquarters of Kogabwilhan I and in Dabo Singkep Regency the Riau Islands Provincial Government grants the Coastal Area as an Amphibious Landing Area, as well as establishing a 4G internet network in the Anambas and Natuna Islands.

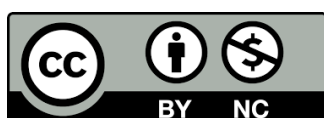
The implementation of the Defense Area Empowerment policy from the land, sea and air aspects with community components in order to build a close and positive emotional relationship between soldiers and the community, so that soldiers can love and be loved by the people and build awareness of defending the state in society in order to increase the unity of the TNI with the Binter program in the field One of the ways to develop regional resilience is through the method of social communication, which is carried out to all components of society, government officials, the TNI extended family to build a dynamic and resilient fighting condition.

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## An Investigation of Biological Markers of Adult Attachment in the Framework of Polyvagal Theory



Selami Varol Ülker<sup>1</sup>, Gökben Hızlı Sayar<sup>2</sup>

<sup>1</sup>Faculty of Humanities and Social Sciences, Psychology Department, Üsküdar University, Istanbul, Turkey

<sup>2</sup>Institute of Social Science, Clinical Psychology Department, Üsküdar University, Istanbul, Turkey

**ABSTRACT:** In this dissertation, the physiological effects of attachment theory were investigated with respect to the Polyvagal theory. The aim of the study is to investigate comparatively whether there is a physiological change that can be proven by activating the attachment system as a result of romantic relationship and vital threat with emotional stimuli through the participants who are classified as avoidant and anxious attachment dimensions by applying ECR scale. 60 participants divided into the two groups; avoidant and anxious were exposed to visual stimulus in three qualified categories (romantic relationship-positive, neutral and romantic relationship-negative) for 12 min. Skin conductance level (SCL) computed from GSR by measuring changes in the conductivity of the skin regulated by the Autonomic Nervous System. In order to observe the changes in facial expressions regulated by the VII. cranial nerve, the metrics of 7 basic emotions in AFFDEX facial expression analysis modules (anger, sadness, disgust, happiness, etc.) were analyzed with "Time Percentage". Thus, it was investigated whether there was a statistically significant difference in terms of physiological change between two different groups in three different stimulus categories. It was observed that there is no significant difference in the measurement of SCL  $\mu\text{S}/\text{m}$  of two groups. However, when peaks were included in the analyses, it was observed that the anxious group have more peak counts than the avoidant groups in terms of romantic positive, romantic negative, and polyvagal-negative measures ( $\chi^2(4) = 45,084, p = .000$ ). As for AFFDEX analyses, Positive, Sadness (mean, 0.03  $ss = 0.26$  - mean 00  $p = .014$ ), Neutral, sadness (mean, 0.15  $sd = 1.53$  - mean .00  $p = .025$ ) Negative, fear (mean, 0.12  $sd = 1.06$  - mean.00  $p = .045$ ) Negative time percentage (mean: 0.33  $sd = 2.58$  - mean: 2.43  $ss = 11.24$   $p = .038$ ) were observed significant differences between groups. As a result, it is assumed that revealing concrete and important findings on biological markers of adult attachment with respect to the framework of polyvagal theory would provide both theoretical and practical contributions to the field.

**KEYWORDS:** Attachment, Polyvagal, Galvanic Skin Response, Automated Facial Coding

### INTRODUCTION

The attachment system is an evolutionary system that is vital for the survival of the newborn and is not unique to humans but is seen in all mammals in nature. It is claimed that starting from the relationship between the caregiver and the baby, it acts as a model for all the relationships that the individual establishes from the cradle to the grave. The main emphasis of attachment theory, which was put forward by John Bowlby (1982) has been on the emotional bonds between the caregiver and the infant, the formation process of these bonds and their functions. Early attachment studies focused on behavior patterns between caregiver and infant. As a result of recent attachment studies, adult attachment has become an important theory used to explain cognitive, emotional and behavioral patterns in adults' relationships with others (Zuvela, 2014). One of the most important differences in adult attachment is that attachment to friends, institutions and romantic partners occurs in adult life of humans (Hazan and Shaver, 1994). Adult attachment literature has shown that attachment bonds hierarchically transference to another adult in romantic relationships and this transference process is similar to early relationships with caregiver and infant (Mikulincer et al., 2000). Attachment researchers have indicated that individual differences in attachment orientations are associated with romantic relationships, relationship satisfaction and social adaptation in adulthood. Although the relationships between individual differences in attachment oriented and other relationship-related variables have been well documented (Feeney, 1999), transference of normative aspects of attachment bonds, including attachment formation and components have received less attention by researchers (Zayas, Günaydın and Shoda, 2015). However, Porges (2011) described Polyvagal theory is a key to figure out the biology of attachment theory and how our biology take form the interactions form attachment styles. By this way, Polyvagal theory give us a way about conceptualize the biology of attachment and trying to uncover biological markers of adult attachment

The polyvagal theory (Porges, 2007, 2011, 2017) describes attachment behaviors through a biobehavioral framework that links the neural regulation of the vagus nerve, the myelinated ventral component of the Cranial nerves. Porges (2011) describes how the

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polyvagal theory regulates the functioning of the automatic fear response in regulating close relationships and intimacy behaviors. As a result of the function and effect of the multi-branched and bidirectional neurological pathway known as the Vagus nerve with its anatomical structure on the autonomic nervous system, the autonomous structure of the perception of security and threat is based on the integration of mind and body. Porges (2003) defines the autonomic nervous system as the evolutionary role of the ability to detect situations of safety and danger, regulate and express emotions, and engage in social interaction and withdrawal. The vagus nerve allows rapid interactions (approach and abduction) with the environment by establishing rapid and continuous communication between many parts of the body, including the brain, body, heart, lungs, digestive system, facial muscles, and tone of voice. Thus, it can fine-tune bodily reactions in social environment relations and situations.

Porges (2011) assume that polyvagal theory is a key to figure out the biology of attachment theory. According to Polyvagal theory our biology shapes the interactions that form attachment styles. Extending polyvagal theory to attachment theory, Porges (2007) described three phylogenetic hierarchical stages in the neural development of ANS. The first stage is the unmyelinated (vegetative) vagal system. At this stage, freezing response is shown as a behavior in case of acute threat. The freezing behavior occurs when the dorsal components of the vagus nerve are stimulated and the parasympathetic system is suppressed, resulting in inhibition behavior that avoidant individuals typically report dampened levels of subjective distress (Dimond, 2001). According to Attachment theory, people with avoidant attachment tendencies hypoactivate attachment systems when they have to face with stress. In addition to that people with avoidant attachment tendencies distance themselves from the stress stimuli when they have to face with it. Similarly, in our study found that people with avoidant attachment tendencies who used deactivating strategies when directed to emotional stimuli showed decrease in peak count response and the facial expressions time-percentages scores. On the other hand, people with anxiety tendencies who used hypoactivating strategies when directed to emotional stimuli showed increases in both peak count response and the facial expressions scores.

Attachment theories have shown that early inconsistent attachment experiences result in poorly developed mental representations of secure attachments. Attachment researchers have also indicated that differences in attachment patterns are associated with romantic relationships, relationship satisfaction, and social adaptation in adulthood. Differences in attachment patterns in adulthood and their relationships with other variables have often been the subject of studies. However, attachment development which is the physiological aspect of adult attachment, has not received sufficient attention. Relevant to the issue the Polyvagal theory that provides a biological understanding of attachment relationships and formulates how attachment system on vagally mediated processes within the autonomic nervous system (Porges, 2007) taken into consideration with our study.

The aim of the study is to investigate comparatively whether there is a physiological change that can be proven by activating the attachment system as a result of romantic relationship threat with emotional stimuli through the participants who are classified as avoidant and anxious attachment dimensions by applying ECR scale. Skin conductance level (SCL) computed from GSR by measuring changes in the conductivity of the skin regulated by the Autonomic Nervous System (ANS). In order to observe the changes in facial expressions regulated by the VII. cranial nerve, the metrics of 7 basic emotions in AFFDEX facial expression analysis modules (anger, sadness, disgust, happiness, etc.) were analyzed with "Time Percentage".

## **MATERIALS AND METHODS**

### ***Research Area and Samples***

The area of this research is healthy individuals who are prone to suggestions between the ages of 18-30 in the 2020-2021 academic year. Participants ( $N = 60$ ) were heterosexual students who were studying at undergraduate and graduate degrees. The participant group was composed of volunteers who were not diagnosed with depressive disorder or generalized anxiety disorder. This sample size is proportional to the number of participants in similar studies in which physiological measurements were taken (e.g., Bryant and Hutnamon, 2018, Yee and Shiota, 2015). The ages of the participants were determined as 18-30 years old. The following criteria were determined for the participants to be included in the study. Participants were excluded if they were undertaking heart medications and have moderate or severe depression score and have moderate or severe anxiety scores. The ethics committee approval was obtained by Uskudar University and complied with the declaration of Helsinki.

### ***Socio-demographic Form***

In the study, a socio-demographic form was used to obtain whether the participants had chronic illnesses, whether they used medication, whether they had psychiatric/psychological disorders, gender, educational status, marital status, and age.

### ***The Experiences in Close Relationships- Revised (ECR-R)***

The Experiences in Close Relationships-Revised (Ecr-r), developed by Fraley, Waller, and Brennan (2000), was used to measure participants' attachment anxiety (18 items) and attachment avoidance (18 items). It was found that the internal consistency of the avoidance dimension of the scale was .90 and the anxiety dimension was .86. (Selçuk et al., 2005). The test-retest reliability of the scale was determined as .82 for the anxiety dimension and .81 for the avoidance dimension.

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### ***Beck Depression Inventory (BDI)***

In this study, the 21-item Beck Depression Inventory was used to evaluate symptoms of depression. Validity and reliability of BDI was adapted into Turkish by Hisli (1988). BDI measures self-dissatisfaction, guilt, punishment, self-dislike, self-accusation, suicidal ideas, crying, irritability and so on. The inventory questions are scored on four different points as 0=least, 3=most. The lowest score on the scale is 0, the highest score is 63. The distribution between scores is evaluated as normal, mild, moderate and severe. The test-retest reliability of the scale was determined as .65.

### ***Beck Anxiety Inventory (BAI)***

In this study, the 21-item Beck Anxiety Inventory was used to evaluate the symptoms of anxiety. The inventory questions are scored on four different points as 0=least, 3=most. The lowest score on the scale is 0, the highest score is 63. Validity and reliability of BAI was adapted into Turkish by Ulusoy (1993). The test-retest reliability of the scale was determined as .93 and correlation coefficient was determined as .45 to .72.

### ***Data Collection and GSR recording***

In the present study, exosomatic recording technique was employed. The recording was done by Shimmer3 GSR+ Unit. It is a mobile, lightweight, and wireless device that uses a Bluetooth connection to stream real-time participant data. DC voltage is used in the device. The GSR+ Unit is designed for skin resistance purpose between 10k $\Omega$  and 4.7M $\Omega$  (100 $\mu$ S to 0.2 $\mu$ S). The device applies a constant of 0.5 V across Ag/AgCl electrodes with a surface area of 1cm<sup>2</sup> to measure the change in skin conductance (SC). The experiment was designed for the participants to use only their right hands during the procedure. Therefore, electrodes were attached to the index and middle fingers of participants' left hands, and they were instructed to keep that left hand steady on the desk during the entire study to minimize the motion artifacts. The data collection was controlled by iMotions software (version 8.1, iMotions, Inc., MA, USA) and all physiological signals were sampled at a rate of 128 Hz. The experimenter remained out of sight of the participant and talking was avoided during the recording. No filter was applied during the acquisition of the raw EDA signal.

### ***Data Collection and AFFDEX recording***

The facial expressions of 30 among 47 panelists were evaluated using Affdex based on the facial inputs. The affdex system was integrated with iMotions Facial Expression Analysis Module for coding the facial emotions as using a group of action units. In order to observe the changes in facial expressions regulated by the VII. cranial nerve, the metrics of 7 basic emotions in AFFDEX facial expression analysis modules (anger, sadness, disgust, happiness, etc.) could be analyzed with "Time Percentage (iMotions, 2016).

## **PROCEDURE**

In order to record the physiological change data in the laboratory environment, photographs with fixed size and resolution obtained with special permission from the International Affective Picture System (IAPS) and The Nencki Affective Picture System (NAPS) were used as visual emotional stimuli during the experiment. In addition to that some photographs were taken from commercial sites to pose a threat to a romantic relationship. Size, color and resolution are adjusted using bitmap files. Adjusted photographs were eliminated based on the feedback received from researchers who conducted experimental studies on The Love Consortium Dataverse. A total of 40 photographs were shown to each participant at 6-sec intervals after 6-sec black screen transitions (designed to prevent GSR physiological changes from being carried over to the next photographs task). Thus, avoidant and anxious participants were exposed to visual stimulus in three qualified categories (romantic relationship-positive, neutral and romantic relationship-negative) for 12 min. Upon arrival at the laboratory, participants were asked to sit comfortably at an approximate distance of 60 cm from a computer screen running with a 1.920 x 1.080-pixel screen resolution. For the hypothetical scenario of the study to be sufficiently comprehensible and clear enough, participants were given detailed information about the experimental procedure. In the laboratory, light conditions were held constant, and the temperature was controlled at 20-23 Celsius Degree to minimize their effects on recording (Boucsein, 2012). The data collection was controlled by iMotions software (version 8.1, iMotions, Inc., MA, USA) and all physiological signals were sampled at a rate of 128 Hz. No filter was applied during the acquisition of the raw EDA signal and AFFDEX.

## **RESULTS**

In this section, the findings of the study are presented. Emotional-emotional (positive, neutral, and negative) photographic tasks were given to the participants, who were divided into two groups according to their Avoidant and Anxious Attachment characteristics. The facial expressions and skin conductances of the participants were examined physiologically.

It was observed that the anxious group has more peak counts than the avoidant groups in terms of romantic positive, romantic negative, and polyvagal-negative measures ( $\chi^2(4) = 45,084, p = .000$ ). As for AFFDEX analyses, Romantic Positive, Sadness (mean, 0.03  $ss = 0.26$  - mean 00  $p = .014$ ), Neutral sadness (mean, 0.15  $sd = 1.53$  - mean .00  $p = .025$ ) Romantic Negative fear (mean, 0.12  $sd = 1.06$  - mean.00  $p = .045$ ) Romantic Negative, Negative time percentage (mean: 0.33  $sd = 2.58$  - mean: 2.43  $ss = 11.24$   $p = .038$ ) were observed significant differences between groups.

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60 healthy-volunteers who were divided into two groups as avoidant and anxious attachment according to their ECR-R scores. Demographic characteristics, group distributions and scale scores of the participants can be viewed in Tables 1 and 2.

**Table 1: Descriptive Statistics for Scales**

	<i>n</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>ss</i>
Anxiety	30	1,50	4,61	3,06	0,97
Avoidant	30	1,33	4,50	2,95	0,89
Anxiety Score	30	1,00	17,00	9,83	4,21
Depression Score	30	0,00	17,00	11,30	4,08

**Table 2: Sociodemographic Characteristics of the Participants**

		<i>Anxiety</i>		<i>Avoidant</i>	
		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
<b>Gender</b>	Female	22	73,3	16	53,3
	Male	8	26,7	14	46,7
<b>Marital Status</b>	Married	16	53,3	17	56,7
	Single	14	46,7	13	43,3
<b>Education Status</b>	University Degree	25	83,3	22	73,3
	Masters	5	16,7	8	26,7

50% of the participants in the research are in the anxious group, while 50% are in the avoidant group. The average anxiety score of the participants in the study was 3.06; avoidance 2.95; anxiety 9.83 and depression 11.30. 73.3% of the anxious group were women; 53.3% of them do not have a girlfriend and 83.3% of them are at the undergraduate education level. In the avoidant group, 53.3% are women, 56.7% do not have a girlfriend, and 73.3% are at the undergraduate level. The mean age of the anxious group was 24.43 and the avoidant group was 25.73.

### *Galvanic Skin Response Findings*

The Mann Whitney U test was used to test whether the depression and anxiety scores of the participants and the romantic positive, neutral, romantic negative and polyvagal measures were different according to the anxious and avoidant attachment dimensions. According to the results obtained, it was determined that the measurements did not differ according to the attachment dimensions (e.g. table 3). The relationship between the depression and anxiety scores of the participants and the results obtained from the physical measurements performed as a result of the values of the romantic positive, neutral and romantic negative-polyvagal negative tasks of the SCL measurements was examined by spearman rho analysis. As a result of the measurements there is no significant relationship was found between depression and anxiety scores. On the other hand, romantic positive microsiemens measurement and romantic positive amplitude total measurement were found to be equivalent ( $r=1.000$ ,  $p<.001$ ). It was understood that the Romantic Negative MicroSiemens measurement and the Romantic Negative Amplitude Total measurement were equivalent ( $r=.999$ ,  $p<.001$ ). It was understood that the Polyvagal Negative MicroSiemens measurement and the Polyvagal Negative Amplitude Total measurement were also equivalent ( $r=1.000$ ,  $p<.001$ ). In summary, it is observed that the measurements are equivalent to each other, but they are not related to the depression and anxiety levels of the participants.

**Table 4: Relationship Between SCL Measures and Participants' Depression and Anxiety Inventory Scores**

			<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>
Spearman's rho	Beck Depression (1)		1,000									
	Beck Anxious (2)		0,248	1,000								
	Romantic Positive MicroSiemens Us (3)		-0,046	0,085	1,000							
	Neutral MicroSiemens Us (4)		-0,169	-0,064	,816**	1,000						

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Romantic Negative MicroSiemens Us (5)	- 0,216	-0,101	,421**	,561**	1,000					
Polivagal Negative MicroSiemens Us (6)	- 0,156	-0,110	,388**	,499**	,744**	1,000				
Romantic Positive Amplitüd Total (7)	- 0,044	0,086	1,000**	,814**	,421**	,388**	1,000			
Neutral Amplitüd Total (8)	- 0,177	-0,060	,791**	1,000**	,561**	,478**	,789**	1,000		
Romantic Negative Amplitüd Total (9)	- 0,210	-0,097	,429**	,570**	,999**	,745**	,429**	,571**	1,000	
Polivagal Negative Amplitüd Total (10)	- 0,158	-0,109	,388**	,499**	,744**	1,000**	,388**	,478**	,745**	1,000

After it was determined that the amplitude averages of the participants above did not differ, the "peak count" of skin conductivity was included in the analysis. Different parameters can be used to detect a peak in skin conductivity. It is one of the methods used to determine the thresholds of the peak amplitudes of the start and end times and signal jump thresholds and to calculate the peak points (e.g., Nikula, 1991). In this section, the values obtained in the GSR of the participants with avoidant and anxious attachment were compared with the dependent sampling method. The Kruskal Wallis test was performed because the results obtained were not normally distributed. As a result of Peak Counts measurement, there was a significant difference in the mean of neutral ( $x=.04$ ), romantic positive ( $x=.09$ ), romantic negative ( $x=.06$ ), and polyvagal ( $x=.28$ ) ( $\chi^2(4)=45.084$ ,  $p=.000$ ) was determined.

**Table 5: Differences in GSR Measurement of Avoidant Participants**

		Avoidant				X2		p
		Neutral	Romantic positive	Romantic negative	Polyvagal-negative			
		Mean	Med	ss	Mean	Med	ss	
Startms	Mean	216.429,37	217.228,50	185.869,59	34.665,14	4.37	4.37	,000*
Duratiommms	Med	6.112,20	5.995,00	5.994,63	4.37	4.37	4.35	,156
Signal Duratiommms	Mean	6.112,20	5.995,00	5.994,63	4.37	4.37	4.35	,156
	Med	216.429,37	217.228,50	185.869,59	34.665,14	4.37	4.37	
	Mean	216.429,37	217.228,50	185.869,59	34.665,14	4.37	4.37	
	Med	216.429,37	217.228,50	185.869,59	34.665,14	4.37	4.37	
	ss	216.429,37	217.228,50	185.869,59	34.665,14	4.37	4.37	
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	Mean	216.429,37	217.228,50	185.869,59	34.665,14	4.37	4.37	
	Med	216.429,37	217.228,50	185.869,59	34.665,14	4.37	4.37	
	ss	216.429,37	217.228,50	185.869,59	34.665,14	4.37	4.37	
	Mean	216.429,37						



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.245	.245
5,443	5,437
0,00	0,00
.50	4,98
.17	1,67
0,00	0,00
.51	5,07
.11	1,07
0,00	0,00
.43	4,34
.11	1,13
0,00	0,00
.44	4,38
.11	1,10
0,00	0,00
.13	1,27
Peak Count	Peaks Per Minute

\*p<0,05 Kruskal Wallis

As a result of Peak Counts measurement, no significant difference was found in neutral, romantic positive, romantic negative and polyvagal-negative.

**Table 6: Differences in GSR Measurement of Anxious Participants**

Anxious	p		X2	p		Peak Count	Peaks Per
	Med	ss		Med	ss		
<i>Polyvagal-negative</i>	Med	ss	1001,40	399.719,	2,056	45,084	44,862
	00	7	7	00	5,995,00	0,00	0,00
	Mean	400.258,	473	4,73	5,994,57	,28	2,80
	57	7	57	57	5,994,00	0,00	0,00
	Med	307.685,	4,52	4,52	5,994,33	,06	,63
<i>Romantic negative</i>	Med	ss	34,657,9	305.991,	5,995,00	0,00	0,00
	00	5	5	55	5,993,97	,09	,87
	Mean	67.058,0	4,41	4,41	5,995,00	,36	3,56
	55	2	2	65.275,1	5,995,00	0,00	0,00
	Med	34.656,1	4,21	4,21	5,995,00	0,00	0,00
<i>Romantic positive</i>	Med	ss	65.275,1	187.375,	5,995,00	0,00	0,00
	0	3	3	50	5,994,35	,04	,40
	Mean	187.375,	4,21	4,21	5,995,00	0,00	0,00
	3	0	0	34.657,3	6,111,89	,06	,63
<i>Neutral</i>	Med	ss	34.657,3	216.191,	6,111,89	0,00	0,00
	00	12	12	00	6,111,89	0,00	0,00
	Mean	185.628,	4,21	4,21	6,111,89	0,00	0,00
	12	0	0	217.458,	6,111,89	0,00	0,00
	Med	217.458,	4,21	43	6,111,89	0,00	0,00
	00	43	43	43	6,111,89	0,00	0,00
	Mean	216.191,	4,21	43	6,111,89	0,00	0,00
	43	43	43	43	6,111,89	0,00	0,00
	Startms	43	43	43	6,111,89	0,00	0,00
	Durationms	43	43	43	6,111,89	0,00	0,00
	SignalDurationms	43	43	43	6,111,89	0,00	0,00

\*p<0,05 Kruskal Wallis testi

As a result of Peak Counts measurement, there was a significant difference in the mean of neutral (x=.04), romantic positive (x=.09), romantic negative (x= .06), and polyvagal (x=.28) ( $\chi^2(4) = 45.084, p = .000$ ) was determined. No significant difference was found in Durationms and SignalDurationms measurements. In summary, it was observed that the group with anxious attachment had much more peaks in the polyvagal-negative measurement than the avoidant measurement group in the peaks count. Likewise, in the

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measurement of the number of peak values per minute, it was determined that the polyvagal-negative measurement had a larger average than the other measurements.

### Affdex Findings

AFFDEX measurements were carried out as 4 measurements: “neutral”, “romantic positive”, “romantic negative” and “polyvagal-negative” for the participants in two groups as avoidant and anxious.

In the romantic negative photograph task (e.g. Table 5), the mean of Fear Frames  $\geq$  Threshold measurement was 0 (ss=0) in those with avoidant attachment, while it was 0.10 (sd=0.95) in those with an anxious attachment style, and this difference was found to be significant. ( $p=.045$ ) was determined. In the Fear Time Percentage measurement, the mean was 0 (sd=0) in the avoidant group, while it was 0.12 (sd=1.06) in the anxious attachment style, and this difference was found to be significant ( $p=.045$ ). As a result of the measurements of the romantic negative photograph task, it is understood that the participants with anxious attachment have a higher mean score in fear (fear) than those in the avoidant group.

**Table 7: Romantic Negative Emotional Stimuli Task of Affdex**

	<i>Romantic Negative</i>						<i>Mann-Whitney U</i>	<i>p</i>
	<i>Avoidant</i>		<i>Anxious</i>					
	<i>Mean</i>	<i>ss</i>	<i>Med</i>	<i>Mean</i>	<i>ss</i>	<i>Med</i>		
Startms	306.220,18	34.667,11	307.364,00	305.991,55	34.657,95	307.685,00	44775,500	,916
Durationms	5.994,25	4,49	5.994,00	5.994,33	4,52	5.994,00	44511,000	,817
Count Frames	89,85	0,35	90,00	89,90	0,32	90,00	43072,000	,117
Anger Threshold	50,00	0,00	50,00	50,00	0,00	50,00	45000,000	1,000
Anger Framesgt Threshold	0,00	0,00	0,00	0,00	0,00	0,00	45000,000	1,000
Anger Time Percentage	0,00	0,00	0,00	0,00	0,00	0,00	45000,000	1,000
Sadness Threshold	50,00	0,00	50,00	50,00	0,00	50,00	45000,000	1,000
Sadness Framesgt Threshold	0,03	0,46	0,00	0,03	0,24	0,00	44552,000	,180
Sadness Time Percentage	0,03	0,51	0,00	0,03	0,27	0,00	44552,000	,180
Disgust Threshold	50,00	0,00	50,00	50,00	0,00	50,00	45000,000	1,000
Disgust Framesgt Threshold	0,00	0,00	0,00	0,01	0,13	0,00	44700,000	,157
Disgust Time Percentage	0,00	0,00	0,00	0,01	0,14	0,00	44700,000	,157
Joy Threshold	50,00	0,00	50,00	50,00	0,00	50,00	45000,000	1,000
Joy Framesgt Threshold	0,00	0,00	0,00	0,00	0,00	0,00	45000,000	1,000
Joy Time Percentage	0,00	0,00	0,00	0,00	0,00	0,00	45000,000	1,000
Surprise Threshold	50,00	0,00	50,00	50,00	0,00	50,00	45000,000	1,000
Surprise Framesgt Threshold	0,12	1,71	0,00	0,02	0,35	0,00	44849,500	,562
Surprise Time Percentage	0,13	1,90	0,00	0,02	0,39	0,00	44849,500	,562
Fear Threshold	50,00	0,00	50,00	50,00	0,00	50,00	45000,000	1,000
Fear Framesgt Threshold	0,00	0,00	0,00	0,10	0,95	0,00	44400,000	,045*
Fear Time Percentage	0,00	0,00	0,00	0,12	1,06	0,00	44400,000	,045*
Contempt Threshold	50,00	0,00	50,00	50,00	0,00	50,00	45000,000	1,000
Contempt Framesgt Threshold	0,01	0,08	0,00	0,42	4,12	0,00	44696,000	,406
Contempt Time Percentage	0,01	0,09	0,00	0,47	4,58	0,00	44696,000	,406
Engagement Threshold	50,00	0,00	50,00	50,00	0,00	50,00	45000,000	1,000

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Engagement Framesgt Threshold	0,64	4,01	0,00	1,81	9,30	0,00	43881,000	,248
Engagement Time Percentage	0,71	4,47	0,00	2,02	10,36	0,00	43885,500	,250
Attention Threshold	50,00	0,00	50,00	50,00	0,00	50,00	45000,000	1,000
Attention Framesgt Threshold	83,16	14,34	87,00	83,15	14,64	88,00	42573,500	,230
Attention Time Percentage	92,56	15,97	97,75	92,50	16,29	97,78	42835,000	,286
Positive Threshold	50,00	0,00	50,00	50,00	0,00	50,00	45000,000	1,000
Positive Framesgt Threshold	0,01	0,17	0,00	0,02	0,29	0,00	44849,500	,562
Positive Time Percentage	0,01	0,19	0,00	0,03	0,32	0,00	44849,500	,562
Negative Threshold	-50,00	0,00	-50,00	-50,00	0,00	-50,00	45000,000	1,000
Negative Framesgt Threshold	1,98	9,82	0,00	0,97	7,25	0,00	44926,000	,931
Negative Time Percentage	2,21	10,94	0,00	1,08	8,06	0,00	44924,000	,929
Neutral Frames Between Threshold	82,21	17,65	88,00	86,74	9,25	90,00	35862,000	,000*
Neutral Time Percentage	91,50	19,64	97,78	96,48	10,27	100,00	36500,000	,000*

\*p<0,05

In the measurement of polyvagal-negative photograph tasks (e.g. Table 6), the average of Negative Frames  $\geq$  Threshold measurement was 2.19 (sd=10.09) in avoidant attachment group, while the average was 0.30 (sd=2.58) in anxious attachment group. This difference was found to be significant (p=.038). In the Negative Time Percentage measurement, the mean was 2.43 (sd=11.24) in the avoidant group, and 0.33 (sd=2.58) in the anxious attachment group, and this difference was found to be significant (p=.038).

In the Neutral Frames Between Threshold measurement, the mean was 80.47 (sd=19.68) in the avoidant group, while it was 87.21 (sd=5.51) in the anxious group, and this difference was found to be significant (p=.001). In the Neutral Time Percentage measurement, the mean was 89.36 (sd=21.88) in the avoidant group, and 96.60 (sd=6.70) in the anxious attachment group, and this difference was found to be significant (p=.005).

According to the results obtained regarding the measurement of the polyvagal-negative photograph task, it was observed that participants with avoidant attachment had a higher average score in negative time percentage than those in the anxious group, but participants in the anxious group had a higher average score in neutral time percentage than the avoidant group. In other words, avoidant group response the task as neutral approach while anxious group response the task as negative approach.

**Table 8: Polyvagal Negative Emotional Stimuli Task of Affdex**

	<i>Polyvagal</i>						<i>Mann-Whitney U</i>	<i>p</i>
	<i>Avoidant</i>			<i>Anxious</i>				
	<i>Mean</i>	<i>ss</i>	<i>Med</i>	<i>Mean</i>	<i>ss</i>	<i>Med</i>		
Startms	400.479,46	17.157,52	399.727,50	400.258,57	17.135,87	399.719,00	11171,500	,917
Durationms	5.993,90	4,35	5.994,00	5.994,57	4,73	5.995,00	10266,500	,189
Count Frames	90,07	1,14	90,00	90,39	3,78	90,00	10384,500	,071
Anger Threshold	50,00	0,00	50,00	50,00	0,00	50,00	11250,000	1,000
Anger Frames $\geq$ Threshold	0,13	1,16	0,00	0,41	3,83	0,00	11248,000	,989
Anger Time Percentage	0,15	1,28	0,00	0,46	4,25	0,00	11248,000	,989
Sadness Threshold	50,00	0,00	50,00	50,00	0,00	50,00	11250,000	1,000
Sadness Frames $\geq$ Threshold	0,05	0,57	0,00	0,06	0,73	0,00	11249,500	,996

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Sadness Time Percentage	0,05	0,64	0,00	0,06	0,75	0,00	11249,500	,996
Disgust Threshold	50,00	0,00	50,00	50,00	0,00	50,00	11250,000	1,000
Disgust Frames >= Threshold	0,03	0,26	0,00	0,02	0,24	0,00	11175,500	,565
Disgust Time Percentage	0,03	0,28	0,00	0,02	0,27	0,00	11176,000	,568
Joy Threshold	50,00	0,00	50,00	50,00	0,00	50,00	11250,000	1,000
Joy Frames >= Threshold	0,17	2,04	0,00	0,21	1,55	0,00	11100,000	,410
Joy Time Percentage	0,19	2,27	0,00	0,23	1,72	0,00	11100,000	,410
Surprise Threshold	50,00	0,00	50,00	50,00	0,00	50,00	11250,000	1,000
Surprise Frames >= Threshold	0,13	1,63	0,00	0,14	1,63	0,00	11175,500	,565
Surprise Time Percentage	0,14	1,68	0,00	0,16	1,82	0,00	11175,000	,562
Fear Threshold	50,00	0,00	50,00	50,00	0,00	50,00	11250,000	1,000
Fear Frames >= Threshold	0,03	0,41	0,00	0,17	1,57	0,00	11174,000	,557
Fear Time Percentage	0,04	0,45	0,00	0,19	1,74	0,00	11174,000	,557
Contempt Threshold	50,00	0,00	50,00	50,00	0,00	50,00	11250,000	1,000
Contempt Frames >= Threshold	0,04	0,35	0,00	0,84	6,30	0,00	11172,000	,640
Contempt Time Percentage	0,04	0,39	0,00	0,93	7,00	0,00	11172,000	,640
Engagement Threshold	50,00	0,00	50,00	50,00	0,00	50,00	11250,000	1,000
Engagement Frames >= Threshold	2,22	6,95	0,00	2,57	9,90	0,00	11036,500	,669
Engagement Time Percentage	2,44	7,63	0,00	2,84	10,98	0,00	11037,000	,670
Attention Threshold	50,00	0,00	50,00	50,00	0,00	50,00	11250,000	1,000
Attention Frames >= Threshold	81,39	17,13	87,00	84,02	11,65	87,00	10513,500	,312
Attention Time Percentage	90,38	19,03	96,72	93,06	13,14	97,75	10554,000	,340
Positive Threshold	50,00	0,00	50,00	50,00	0,00	50,00	11250,000	1,000
Positive Frames >= Threshold	0,19	2,13	0,00	0,20	1,28	0,00	10952,000	,155
Positive Time Percentage	0,21	2,36	0,00	0,22	1,43	0,00	10952,000	,155
Negative Threshold	-50,00	0,00	-50,00	-50,00	0,00	-50,00	11250,000	1,000
Negative Frames >= Threshold	2,19	10,09	0,00	0,30	2,33	0,00	10642,000	,038*
Negative Time Percentage	2,43	11,24	0,00	0,33	2,58	0,00	10642,500	,038*
Neutral Frames Between Threshold	80,47	19,68	88,00	87,21	5,51	90,00	8831,500	,001*
Neutral Time Percentage	89,36	21,88	97,77	96,60	6,70	100,00	9266,000	,005*

## DISCUSSION

The aim of the study is to investigate comparatively whether there is a physiological change that can be proven by activating the attachment systems a result of romantic relationship threat with emotional stimuli through the participants who are classified as avoidant and anxious attachment dimensions by applying ECR scale. The important findings of the study were observed that there is no significant difference in the measurement of SCL  $\mu\text{S}/\text{m}$  of two groups. However, when peaks were included in the analyses, it was observed that the anxious group has more peak counts than the avoidant groups in terms of romantic positive, romantic negative, and polyvagal-negative measures. In addition to that it was observed that anxious group has sadness, fear emotions and negative

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time percentage in three qualified categories. As a result, we assumed that revealing concrete and important findings on biological markers of adult attachment with respect to the framework of polyvagal theory would provide both theoretical and practical contributions to the field.

The important findings of the study were observed that there is no significant difference in the measurement of SCL  $\mu\text{S/m}$  of two groups. However, when peaks count were included in the analyses, it was observed that the anxious group has more peak counts than the avoidant groups in terms of positive, negative, and polyvagal-negative measures. Different parameters can be used to detect a peak in skin conductivity. It is one of the methods used to determine the thresholds of the peak amplitudes of the start and end times and signal jump thresholds and to calculate the peak points (Nikula, 1991).

Different types and patterns have been studied to examine the relationship between attachment and psychophysiological effects. The findings our research of electrodermal activity as an indicator for arousal are evaluated with notable researches. Diamond et al., (2006) analyzed the skin conductivity levels of 148 participants using the SCL method by exposing them to stress. SCL activation was observed in all stress exposure tasks, particularly in female participants with avoidant attachment. This effect has been associated with the fact that avoidant individuals do not accept that they are affected when they are exposed to negative situations. Thus, this situation may increase in physiological arousal levels when individuals with avoidant attachment are exposed to stressful life events. In another study, 43 participants divided into the two groups; avoidant and anxious were exposed to positive visual stimulus and their physiological measurements were measured by skin conductivity. The findings of the study showed that participants with avoidant attachment had a reduction in skin conductance at the start of positive photographic tasks. The findings of the study showed that early physiological response to reward opportunities offered by the environment was negatively related to the avoidant attachment dimension (Yee and Shiota 2015). On the other hand, Sebastien et al., (2020) examined 68 participants divided into the three groups; avoidant, anxious and secure were exposed to visual stimulus in three qualified categories (positive, neutral and negative). The study's findings showed that participants with anxious attachment had a higher increase in skin conductance level in negative photo tasks than participants with avoidant attachment. The result of the study show similarity with our research findings.

In order to observe the changes in facial expressions regulated by the VII. cranial nerve, the metrics of 7 basic emotions in AFFDEX facial expression analysis modules (anger, sadness, disgust, happiness, etc.) were analyzed with "Time Percentage.

The findings of affdex were that the participants with anxious attachment who exposed to positive photograph task have higher average score in sadness time percentage than participants with avoidant attachment. For neutral photograph task, the participants with avoidant attachment have higher average score in contempt time percentage than the participant with anxious attachment. Similarly for negative photograph task, the participants with anxious attachment have higher average score in anger, fear and disgust time percentage than the participant with avoidant. The findings of this study shown that the attachment system is activated as result of romantic relationship threat. Different patterns have been studied to examine the effects of physiological difference in facial expressions. Suslow et al., (2010), have investigated the relationship between adult attachment avoidance and anxiety and automatic affective responses to basic facial emotions. The findings of the study showed that participants with avoidant attachment did not respond emotionally to negative photographic tasks, whereas participants with anxious attachment showed emotional responses to sad photographic tasks. The findings of the study indicate that avoidant attachment is related to a low automatic affective responsivity to sad facial expressions. Similarly, Borgström and Jönsson (2014) shown that avoidant participant did not respond emotionally to the angry face task, whereas the anxious participants responded with a significant reaction to the angry face task. These findings were interpreted for participant with avoidant attachment as a repression of their earlier negative emotion reaction.

Some methodological limitations of these studies should be consider. First limitation when generalizing findings is that the majority of participants identified as university students were highly educated with 47 volunteer undergrad and 13 volunteer postgraduates. The homogeneity of participants reduces confounding variables and reduce generalizability of the findings. Future research could provide more diverse samples. Second, in our research Ecr-r, BDI and BAI were used to assess the dimension of both avoidant attachment and anxious attachment in sample of university students. Future research should use to assess the dimension of attachment by also applying Adult Attachment Interview. Third, we did not include gender differences that precluded consideration of differential impact of sex that can reduce generalizability of findings. Future studies could benefit from inclusion gender differences.

### **CONCULISON**

Despite potential limitations, we explored the relationship between attachment and psychophysiological effects were investigated with respect to the Polyvagal theory. We not only investigated the relationship of attachment anxiety and avoidance dimensions on skin conductance level, but also examined the changes in facial expressions regulated by the VII. cranial nerve. As prior studies showed that people with anxious attachment are expected to have physiologically detrimental emotion-regulation that relates to the sympathetic fight or flight response. Conversely, people with avoidant attachment are characterized by emotion-regulation as involving suppression of negative feeling and thoughts that relates to the parasympathetic shut-down response. This freezing

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behavior occurs when the dorsal components of the vagus nerve are stimulated and the parasympathetic system is suppressed, resulting in inhibition behavior that avoidant individuals typically report dampened levels of subjective distress. Similarly, our research indicated that there was a statistically significant difference in terms of physiological change between people with avoidant and people with anxious attachment. Anxious participants exposed to visual stimulus in three qualified categories for activating the attachment system showed a higher arousal level than avoidant participants. Similarly, Affdex facial expression result indicates that anxious participants showed a higher facial expression in two categories as sadness and fear than avoidant participants. As a result of our research, it is assumed that revealing concrete and important findings on biological markers of adult attachment with respect to the framework of polyvagal theory. In summary, this research is expected to contribute to the current literature about the biological markers of adult attachment. Overall, results of this study will facilitate more comprehensive and distinctive studies on adult attachment and will significantly contribute to the developing field in science and applications.

### Compliance of Ethical Standards

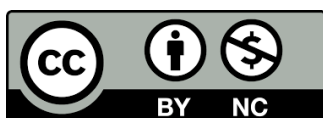
The ethics committee approval was obtained by Uskudar University and complied with the declaration of Helsinki.

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## “Paghimakas”: Lived Experiences of Filipino Teachers in Thailand during the Pandemic



Gilda E. Deguma<sup>1</sup>, April Aura A. Cacho<sup>2</sup>, Raul D. Deguma<sup>3</sup>

<sup>1</sup>Associate Professor V, Northern Iloilo Polytechnic State College, Estancia, Iloilo 5017, Philippines

<sup>2</sup>Associate Professor V, Northern Iloilo Polytechnic State College, Lemery, Iloilo 5043, Philippines

<sup>3</sup>Assistant Professor IV, Northern Iloilo Polytechnic State College, Estancia, Iloilo 5017, Philippines

### ABSTRACT:

**Background/Objectives:** This phenomenological study explored the lived experiences of the Filipino teachers, specifically the Teacher Education (TED) graduates of Northern Iloilo Polytechnic State College in the Kingdom of Thailand.

**Methods/Statistical analysis:** A qualitative method was used to understand the subjective experiences and insights of the five participants who were purposely-selected for being graduates of the Teacher Education Program of NIPSC and employed as teachers in Thailand. Using the online medium, Messenger, they were interviewed as to their experiences and challenges encountered by working at a foreign country. Bracketing strategy was used to demonstrate validity. Answers were sent back in the form of a narrative, encoded, and interpreted to identify the themes. Participants were told that their responses will be treated with utmost confidentiality and will be utilized for this study alone and they will be coded to hide their identities.

**Findings:** The participants viewed their experiences as full of opportunities through landing a job in a foreign country and proving their worth as good professional teachers. They also considered them as challenging because they were able to use their knowledge and skills learned and compete with other teachers in a foreign country and survive amidst conflicts in the workplace, thus made them enjoy their teaching career. They performed well in school and gained praises for work well done. Their experiences also contributed to their personal and professional growth by gaining self-confidence, trust in their potentials, and plan to improve their lives. This study also showed that despite the pandemic, the participants remained steadfast, prayerful, and have their good values intact worthy of emulation. This study may have contributed to the scant literature about the struggles of Filipino teachers to excel in their profession in a global arena by maintaining their personal and professional identities, providing evidence that they have embraced their roles as positive contributors to their learners and school communities, have overcome challenges in a foreign country, and have served as inspiration to educators to strive for excellence.

**Novelty/Applications:** The findings of this study could serve as an inspiring note for everyone seeking for greener pasture whether here in the country or abroad. This also proved that TED graduates are resilient and strive to survive in any situation as good professionals.

**KEYWORDS:** TED Graduates, COVID 19 pandemic, Opportunities, Challenges, Growth, Thailand

### 1. INTRODUCTION

For Filipino teachers striving for greener pasture, going abroad is considered a great opportunity to work, to earn a living, to provide for the needs of the family, and to see other places. This is also considered as a challenge especially for fresh graduates to prove their worth in the global arena and share their knowledge and skills to students and the educational community they are in. Since it is evident that culture in other countries are different from their own, it is considered as a challenge for the TED graduates to blend with the students, their fellow teachers, and with the community and strive to excel professionally in a foreign land. *Paghimakas* or *pagbakas* is an *Ilonggo* term which means struggle to survive and be at pace with the challenges of the times and considered to be suited to the way how the TED teachers in Thailand survive amidst difficult situations in life.

In 2001, former Prime Minister Thaksin Shinawatra opened Thailand for teaching employment as it prepared for ASEAN integration thus paving the way for the migration of Filipino professionals who are seeking jobs. However, most job seekers from the Philippines are classified as tourists. Being categorized as global work force, the Filipino workers continue to seek personal development to remain competitive in their chosen fields to improve quality of life through income, livelihood, and job security. Therefore, achieving higher education, accreditations and recognition from both the sending and receiving countries, are considered



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capital investments to continue working abroad. It was noted that most Filipino teachers in Thailand teach in *anuban* (pre-school), *phratom* (elementary) and *mathayum* (high school). Few Filipinos are able to teach in the university level where professional development is highly esteemed in the academic community and they are pressured to improve their teaching methods as well as seeking avenues to improve their professions to ensure that their employers will renew their contracts yearly <sup>[7]</sup>.

On the other hand, Thai culture is recognized as hierarchical and authoritative and that culture and language are interrelated and influence the way students relate to their teachers in classroom settings. Teachers are often perceived as knowledgeable and a representative of moral goodness and students need to believe in what they say. This teacher authority is much likely to promote teacher-centered classrooms which resulted in difficulty to get the ideas and for the students to be expressive <sup>[1]</sup>. To emphasize, education is always considering the foundation of every nations' economic development; thus, the government must invest knowledge for the entire citizens. Education always helps members of society by providing essential understanding and expertise to become functional individuals. It is true that education is an investment for every person <sup>[2]</sup>. Education is considered as a tool to reduce poverty in order to improve people's lives; in fact, many people have overcome living in poverty by finishing their studies, landing a job, and earning their salary to provide for their needs, and even put up their own investments.

People, in reality, have the drive to achieve full potential in any situations. Maslow's Hierarchy of Needs shows that “man has basic needs, such as nourishment and safety, toward the bottom, and self-actualization at the top. He argued that people who reach self-actualization—activating their self-perceived human potential, exhibit what he called a “coherent personality syndrome <sup>[3]</sup>.” To add, Maslow stressed that “self-actualized people tended to be creative, compassionate, realistic, and drawn to helping others <sup>[3]</sup>.” In relation, Viktor Frankl was an existential psychologist whose theories backed up the idea that individuals have the capacity to shape their own lives, thereby strengthening their character and virtues <sup>[3]</sup>.

COVID 19 pandemic has created a world problem that affected the lives of everyone. School closures as part of measures to control the spread of Covid-19 pose challenges that transformed the face of education around the world. The closing of some schools has significant ramifications on the learning process because it means the educational trajectory of students is halted and their learning and development is impeded or even stopped. Furthermore, as students become more isolated amid this new social setting, they are prone to suffer from mental and emotional traumas caused by isolation and solitude -- something that is affecting almost everyone. As a response to the crisis in Thailand, the Education Minister has convinced educators to shift their education services to virtual and online classes. This crisis has swept over the Thai education system like a tsunami and has created a lot of unfavourable situations. This new normal scenario caused teachers to make urgent interventions to help teachers, students, and parents connect with learning materials that are already available, or otherwise improvise or innovate for a dynamic and successful teaching and learning experience <sup>[4]</sup>.

It is evident that Filipino teachers in Thailand are struggling with their personal and professional lives after schools closed in attempt to curb the spread of the coronavirus. Although they are still technically employed, many are hired under a "no work, no pay" status which enabled them to survive with no income until schools reopen again. Many teachers have been out of work since mid-March 2020 when the Education Ministry ordered schools across the country to shut down. Therefore, when there are no classes, they do not get paid. Most Filipino teachers are affected by this and are on a no work, no pay set-up, instead they are hired through agencies and they are the ones who pay the salaries <sup>[4]</sup>. Their *paghimakas* or struggle for life in a foreign country is real in order to survive in the teaching profession amidst this new normal setting.

Due to these scenarios, the researcher finds it interesting to know the personal reasons of the Filipino teachers, specifically the Teacher Education graduates of NIPSC for working in Thailand, their struggles to prove their worth as professional in a foreign country, thus their *paghimakas* to realize their dreams in life. To add, the researcher wanted to know how they overcome the difficulties in their profession caused by the COVID 19 pandemic. Their lived experiences could serve as an inspiration to other Teacher Education graduates to bring out the best in themselves in terms of employment. Thus, this study was conducted.

## **II. METHODS**

### **Research Design**

This phenomenological study explored the lives and experiences of Filipino teachers specifically Teacher Education graduates working as public and private teachers in the Kingdom of Thailand. Phenomenology is an approach to qualitative research that the specific focus is to identify the inherent and unchanging in the meaning of the issue under study <sup>[5]</sup>. Bracketing strategy was utilized as a means of demonstrating the validity of the data collection and analysis process. Therefore, efforts were made by researcher to put aside “repertoires of knowledge, beliefs, values and experiences in order to accurately describe participants' life experiences <sup>[5]</sup>.” This study also sought to understand their various plight and experiences from their application to Thai schools up to the time of employment, adjustments to culture, peers, and students; to present the personal and professional development undertaken; find out the struggles and the issues confronting them as foreign workers; and how they cope with change brought about by the pandemic.

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### **Participants**

The researcher purposely-selected seven (7) TED graduates who are currently teaching in Thailand and were chosen based on the following criteria: they are all TED Graduates; they are teaching in Thai schools; and they are accessible to the researcher via online medium such as Facebook and messenger; and they are the only TED graduates in Thailand as per information traced by the researcher. However, only five out of seven responded to the researcher and were considered as participants. There were two females and three males; teaching in the elementary level during the conduct of the study. One participant is a Bachelor of Secondary Education graduate while the four others were Bachelor of Elementary Education graduates. One female participant has nine years teaching experience, the other one has two (2) years teaching experience, while the three male participants have 10-12 years of teaching experience. As to status of employment, two participants were on permanent status, two are on contractual status, and one on temporary status. Two of the participants are teaching in the private schools while the three are teaching in the government school, private bilingual school, and public school.

### **Locale of the Study**

The locale of the study is the Kingdom of Thailand where all the participants were working as teachers in the elementary level during the conduct of the study. Specifically, these participants were living at Plapak District, Nakhon Phanom Province; Bangkok; Huahin, Prachuapkhirikhan; Amphur Mueang, Sisaket; and Chonburi.

### **Research Instrument**

The researcher utilized researcher-made questionnaire which were semi-structured and asked the participants to answer based on their experiences and their situations in an open mindset. The questionnaire was sent through online medium, the Messenger. Answers were done in narrative and sent back to the researcher for thematic analysis and interpretation.

### **Data Gathering Procedure**

To conduct this study, the researcher sent information to the participants that they were chosen to participate in this study based on the following criteria: graduates of the Teacher Education Program of NIPSC and employed as teachers in the Kingdom of Thailand.

To gather data, the researcher sent interview questions via messenger. Bracketing strategy was utilized to demonstrate validity in phenomenology<sup>[6]</sup>. Thorough planning for doing bracketing in this study was done before the data collection and analysis process, to determine the sequential relationship of data. Answers were sent back in the form of a narrative which were encoded and interpreted to identify the themes. Participants were told that their responses will be treated with utmost confidentiality and will be utilized for this study alone. They will be coded to protect their identities and only the researcher has the sole access to data gathered.

However some of the participants were not able to answer all the eleven questions sent through messenger so they were left blank during the thematic analysis and interpretation. The study was conducted from June 2020 to June 2021 and each participant was given two weeks to answer the interview. Follow-up interviews were also done and messages were sent for three months and more due to the pandemic since some of them were not able to send back their answers on time.

### **Ethical Considerations**

This study observed the following ethical principles throughout the conduct of the study:

**Right to Self-Determination.** The participants were given full autonomy to decide as to whether they may participate or may not in this research study without compulsion. The researchers respected and accepted their refusal to participate in this study.

**Right to Full Disclosure.** The participants may receive accurate and understandable explanations of the purpose of this research. The researchers ensured that the participants fully understand the risks and benefits of participation in this study.

Using the online medium, Messenger, the participants were interviewed as to their experiences encountered from applying to working at a foreign country. Answers were sent back in the form of a narrative, encoded, and interpreted to identify the themes. Participants were told that their responses will be treated with utmost confidentiality, will be utilized for this study alone, and they will be coded to hide their identities.

## **III. RESULTS AND DISCUSSIONS**

The data gathered from the participants were analyzed and discussed based on themes.

### **Theme 1. Opportunities**

#### **Job Application and Preparation**

Ron was referred by a friend under Thai agency. Ron attended seminar and orientation regarding policies and regulations of the school before the school semester started. In line with this, the school head discussed with him ways to develop teaching strategies, teaching materials, and maintaining classroom discipline. He said he will just continue teaching in Thailand wherein he can have his own “personal income to develop his personal advancement by having personal business.”

Nar had her aunt and uncle came first to the Thailand to venture in teaching job, and she her coming to this country was facilitated. She believed that all the knowledge, skills, and talents he acquired during his student days made him “fully-equipped

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and well-prepared to do the job”. He added that it did not come easy for him but he was “a stand out among the applicants during the teaching demonstration and panel interview”. She said that she is almost nine years in her present school and “have earned the trust and confidence” of her peers and her administrators. She added that she “started rough making all the adjustments yet managed my sails... but that complacent to just let it that way for there are still challenges that arise and I know that there are always room for improvement. I am now in the management team and looking forward to be in the higher position.”

Joe has his sister-in-law recommend him to the manager/co-owner of the school. He “prayed for God’s guidance for safety and good health, and for wisdom and knowledge to teach well”. He also believed that motivation is very important. On the other hand his future plans are: “to save money first and then think about a good business (in our country). If I have still time to study, I will study for my master’s degree in education.”

Tin was able to find a job through his co-church member. He said he did not prepare much but brought with him “overflowing self-confidence and fervent prayer to stand out as an effective teacher”. Tin said he was just trapped in a profession which he is not inclined with because he wants to become a flight attendant which has been his dream. But he did not ever belittle this (teaching) profession which had helped him through thick and thin. He said, “I will pursue this profession I guess instead of pushing myself to being a flight attendant which I think is not really for me. I also plan to work at factories and restaurants if there is an opportunity and to fulfill my greatest desires which are to give my family a beautiful house to stay in and build my own coffee shop in the future.”

Net found a job through direct application. She prepared all the documents needed for applying a work visa and studied the educational system of Thailand. She said if she is going to foresee herself as to professional and personal advancement, she will be participating in a professional organization. She added that she is very open to whatever opportunities the future may hold, especially within her company. She said she is proud of herself for being flexible and adaptable and said that “the best way of planning for the future is to make the most of the present. I applied for this teaching job because it is a perfect fit with my skill set.”

The five participants have different experiences of landing a teaching job in the Kingdom of Thailand. It can be considered a great opportunity to apply and be qualified in a teaching job, especially in a foreign country although there are lots of things to consider such as family, qualifications, preparation, and culture. To be professionally qualified for a teaching job, mental, emotional, physical, and psychological preparations are necessary so that one can deliver his tasks and responsibilities very well. Being in Thailand is indeed an opportunity to practice one’s teaching profession and other greater things to do in life, both for personal and professional advancement.

Tables 1 and 2 show the responses of the participants.

**Table 1. Process of Job Application**

Participants	Responses
Ron	Referred by a friend under Thai agency
Nar	Invited by her aunt and uncle who first ventured in teaching in Thailand
Joe	Sister-in-law’s recommendation to the manager/co-owner of the school
Tin	Co-church member
Net	Direct application

**Table 2. Preparation for the Job**

Participants	Responses
Ron	Attended seminar and orientation regarding the policies and regulations of the school. A discussion on how to develop teaching strategies, teaching materials, maintain classroom discipline was done by the employer
Nar	Believed she is fully-equipped with in her knowledge, skills, and talents acquired in her studies. Determined to outstand other applicants during teaching demos and panel interviews
Joe	Prayed for God’s guidance to be safe and healthy; to be given wisdom and knowledge. Motivated himself to do his best.
Tin	Overflowing confidence and fervent prayer to become an effective teacher
Net	Prepared all documents needed for working visa. Studied education system of Thailand

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### **Theme 2. Challenges**

#### **Problems encountered with students and coping strategies, problems encountered with fellow teachers and coping strategies, homesickness and coping strategies, problems encountered during the pandemic and coping strategies and measures**

Ron was able to encounter students' unwillingness, not having interest in the lesson, and lack of communication in the classroom. He was able to handle these by “giving activities which can develop their interest and engage them towards hands-on activities with the use of critical thinking and oral communication skills”. Ron did not see any problem since students are able to comply with every assignment given to them. Ron thought the only problem with his Thai fellows is the communication since most of them could not speak and understand the English language, and he is just showing a good relationship towards them. Ron is living with the school's accommodation wherein electricity, water, and things needed are provided; it is located at the back of the school building. He stayed with Thai teachers since “houses are just near with each other.” When asked as to difficulty encountered in the places they live, Ron, who lives in Plapak District, Nakhon Phanom Province said he has not encountered difficulties because he lives inside the school compound and he is safe there. All the things that he needed are provided and the market is just a walking distance away from his school. Ron said it is normal to feel sad sometimes since he is living away from his family but “with the help of internet and smart phones” they usually talked. Ron said COVID 19 has brought a lot of difficulties in every family most especially to an OFW like him; it affected his source of income and special and tutorial classes. He added that he cannot provide the needs of his family regularly. And since he is living far away from his family, he does not know what will happen to them or what situations they are into right now. So he said he will just continue doing his class, and join his friends to unwind from working for several months during classes, although they cannot go outside of their place due to the pandemic as they need to safeguard themselves. This pandemic has also caused psychological effect such as lack of interaction with other people. Ron said “the Department of Education of Thailand proposed for online classes during this pandemic to continue providing quality education to students using Google classroom in order to cover up the lessons that are supposedly be taught every month. However, it is on trial and error because some students could not have online learning materials such as stable connectivity, PCs, and smart phones.

Nar had observed that in Thailand, there is really a huge distinction when it comes to their system of education compared to that in the Philippines. In her school, it is fine to include in one class the SPED and normal students due to their no discrimination culture and religious practices. They have also a “peculiar way in grading system for they follow a no failure policy in which everyone in the class including the special ones should not be left behind and must move up”. Nar had issues about culture and had truly considered this especially in providing activities that involve movements and touching because there are certain body parts that are not allowed to touch like the head; “a male teacher should never touch his girl student not even a tap”. Nar said her fellow Filipino teachers are understandable when it comes to their ways, traits, behaviors, and work ethics. In her tenure of work in Thailand, she could say that “Filipinos are far more innovative, diligent, and resourceful enough in every teaching endeavor” compared to Thai teachers. Nar said her fellow Filipino teachers are understandable when it comes to their ways, traits, behaviors, and work ethics. In her tenure of work in Thailand, she could say that “Filipinos are far more innovative, diligent, and resourceful enough in every teaching endeavor” compared to Thai teachers. Nar is presently living in a condominium a couple mile away from the main city where “everything is accessible like shopping malls, wet market, grocery stores, schools and hospitals.” Nar, who is living in Bangkok, also had not encountered any problem in the place she lives, as she said “everything is fine.” Nar said homesickness is not in her book anymore because she has her own growing family now and her parents are living with her in Thailand. She added that she missed some things like relatives and friends, her town, the city, Filipino foods, and her alma mater.

Joe, on the other hand was able to encounter attitudes and behavior problems among his students towards learning and sometimes with their “language as a barrier and well as their reading comprehension skills”. Joe said he did not like the “on-the-spot substitution or instant substitution if there is an absent teacher”. He also encountered “crab mentality and jealousy” among his fellow teachers. To overcome this challenge, he let his students know his rules and regulations inside and outside the classroom, always motivated them to study harder, and let them realize the importance of learning in their lives. He said he does not have a choice but “accept the teaching assignments” with all his heart “without complain” and just do his best to teach well every day. Joe, on the other hand added that the system of the school is a bit difficult and some teachers did not treat him well during his starting years especially since he was a newbie. He said he just only thought about “the positivity and good vibes every day”, and ignoring his colleagues is the best way to do. Because of that he was able to show them some respect which in turn made them respect him in return. Lastly, he said he is a professional person, so he did his work “with professionalism.” Joe has been living for a decade here in Huahin City in Prachuapkhirikhan province. This place is one of the famous places in Thailand which is similar to Boracay in terms of beaches. Huahin has many parks to amuse you, beaches for you to relax and has many artistic temples for to amaze you. This is a peaceful city and I really love to live here or even spend my vacation which really need.” Joe, who lives in Huahin, Prachuapkhirikhan, found difficulty in transportation especially in riding motorbikes or small jeepney called “*Toktok*” is expensive, so he bought his own motorbike. Joe, on the other hand felt homesickness during his first year in Thailand. It was a bit difficult for him especially dealing with people because he needed to converse in English even though he was talking to Filipino teachers. He was also new to their foods as well, so he could not eat well. He recalled a moment that he cried, but he was thankful to God for His

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guidance; he prayed every time he felt sad and bad because he believes that “prayer is one of the powerful weapons in the world”. To overcome this homesickness, he I tried his very best to work well and he found some friends to help him to build his “self-confidence.” Joe said everyone is suffering especially himself. He is supposed to go back home to the Philippines, but because of this pandemic it was canceled. he felt bad with it because he missed his family a lot. In addition, he needed to stay at home most of the time and be careful enough. He said he was totally worried about this pandemic especially when his school decided to open and let our students go back to school and he is not sure what to do. “I am not sure if my students are CoVid-free because they came from different places of this country.” He said he made himself calm and the school has its own precautions and safety to the teachers. Moreover, “this pandemic makes me realize that I am not only a teacher to my students, but I am their light in their time of darkness.” On the other hand, Joe said his school had safety and precautions implemented to students and teachers focusing on personal hygiene and good grooming such as taking a shower every day, before going to school and after school (the moment we arrived at home, we must take a shower); wear face shield and mask every time they are inside the school especially during their classes; and bring alcohol always. Their classrooms were cleaned by janitors and they have scheduled time to turn on and turn off the air conditioners. Each table in every classroom has its own shield and social distancing is highly emphasized. “We let our students tick their own work, clean up (sanitized) their table after each of their classes, and we totally (tell them to) avoid hanging out with each other during their break time and teach them about social distancing. For now, their school is back to normal because the Kingdom of Thailand announced already that they are CoVid-free locally.” Joe said he went to the church with friends and hang-out with them during his extra time especially during holidays.”

Net said when she arrived at school, she was surprised to learn that the foreign teacher’s office was separate from the Thai teachers’ and she could hardly interact with the Thai teachers. During her first week of teaching, she felt like a rock star. She had the undivided attention because she was new and “they were so excited to hear what I had to say. I am very lucky in that I use PowerPoint in all of my classes and I have access to every resource possible. All Thai schools are different and everyone has different experiences so don’t compare your school, students, or experiences with others. Culture shock is real and it hits you at the worst times. Embrace it and talk to your family and friends about it.” She was also able to encounter language barrier among her students. She has problems as to the books they are using in their school which are “not aligned with the school curriculum”. What she did was “made lesson plans based on the contents of the books which intends to reach the learning capacity of the learners”. Net is staying in Chonburi, one of the biggest provinces in Thailand which is near Bangkok. This place is very accessible walking distance malls, bus terminals, and her workplace. Net, who lives in Chonburi, had not encountered any difficulty in her place since the days she arrived. Net, on the other hand was not able to experience homesickness maybe because she “always reach out” to her family and friends. On the other hand, Net said during the first three months of pandemic, she earned only half of her monthly salary but it can sustain for her needs for the next months. The school owner proposed to use online platform in teaching so the teachers earned extra income aside from the salary.” To add, Net said their school owner proposed to use online platform in teaching and both teachers and students benefit from it.”

Tin said that teachers anywhere cannot avoid different behaviors of the students such as “being naughty, talkative, and disrespectful” which he himself had encountered; he stressed that those are normal in the teaching field. Tin considered the teaching assignment as the “hardest part” because whenever he gives homework, only few students pass the outputs. He said he tried to understand that matter because most of the people, especially parents coming from the provinces do not know how to speak English much so perhaps they could not help their children in their homework. As regards to Tin, he was not able to encounter any problem at all because his fellow teachers have been accommodating, very welcoming and very kind especially his fellow adviser in the classroom who has been with him for 10 years. The very problem of foreign teachers in Thailand are the students, and he was able to encounter that kind of problem, himself. He further said that at first, it was hard for him to adjust teaching Grade 2 students but as the years passed, he eventually got their attention “by giving them incentives and finding ways to make them smile and happy.” Net admitted that the challenge being with her fellow teachers in her school is “language barrier”. On the other hand, Tin is living in the Province of Sisaket which is a small and peaceful province in which everywhere is accessible such as malls, parks, and markets that are just a few meters away. The province holds its annual festival called “Dok Lamduan Festival” (Lamduan Flower Festival) on the second week of March. Dok Lamduan means Lamduan flower. Fruits, vegetables and rice in this province are pretty cheaper compared to other provinces. It also holds its annual Fruit festival in June where durian is being highlighted the most. It has many tourist attractions like scenic views of mountains and rocks near the border of Cambodia, fascinating ruins, and temples.” Tin, who lives in Amphur Mueang, Sisaket also bought his own motorbike said most of the people in the provinces used to go anywhere with their motorbikes and cars. “At first, it was hard for me to deal with walking to school or to the market because I feel shy. Seldom can you see the locales walking on the street not like in the Philippines. But when I had my personal motorbike, things have gotten easier.” Tin said he cannot assure everyone that Thailand is really for them or waiting for them but he can commend that this place can create an enormous space in ones’ heart; it is a memorable place for teaching career or just plain vacation. He added that Thailand is “for someone who wants to have a BIG SMILE on his/her face as what it has been denoted as “the Land of Smiles’. He wanted everyone to remember that “Failure will never overtake you if your determination to succeed is strong enough”, so better go confidently in the direction of your dreams and live the life you have imagined.” Tin said many things were affected by this pandemic

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such as work, personal business, and health. This pandemic caused a lot of troubles and problems but on the “spiritual aspect, it is a wake-up call to every human to be closer to our Almighty Creator, to seek His guidance and protection amidst this pandemic”. Media brought a lot of negative effects to humanity but in some certainties, it brought positive impact to some circumstances. Tin said that “obeying government’s policies, maintaining personal hygiene, and self-precautions were some of the measures that are keeping us safe. And we were able to continuously deliver education through online classes using media.” Tin said many things were affected by this pandemic such as work, our personal businesses and most especially health but on the other hand, in spiritual aspect, it was a wake-up call to every human to be closer to our Almighty Creator, to seek His guidance and protection amidst this pandemic. By obeying government’s policies, maintaining personal hygiene and self-precautions were some of the measures that have been keeping us safe.”

Among the challenges encountered by the TED graduates in Thailand is the surge of the COVID pandemic. They said they were much affected by the pandemic as to their work and personal concerns. Challenges encountered every day in the most important areas of life can have big impacts on men’s mental health. It is really tough if those challenges are never resolved and still cause a strong reaction and stress <sup>[7]</sup>. To survive in a teaching job at a foreign country is an achievement considering that language is a barrier, culture is different, and the impression of being a foreign teacher quite makes a mark. The participants of this study had encountered varied challenges as teachers to their students, with their teaching assignments, and with their fellow teachers, and being far away from home, but they have their own ways of coping with these challenges.

Tables 3, 4, 5, and 6 show the responses of the participants.

**Table 3. Problems Encountered with Learners and Coping Strategies**

Participants	Problems Encountered	Coping Strategies
Ron	Unwillingness to learn No interest Lacks communication inside the classroom Inability to speak and understand in English	Gives activities that could develop interest and engage learners to hands-on activities to develop critical thinking, ability to speak Shows good relationship with learners
Nar	Peculiar grading system; no failure policy Everyone including students with special needs should move up Class combines normal and SPED learners	Innovate and observe diligence Understand learners’ need and use resources to teach effectively
Joe	Attitudes and attitudes towards learning Language barrier Comprehension skills	Impose classroom rules and regulations Motivates students to study and learn better Let learners realize the importance of learning in their life
Tin	Naughty, talkative, and disrespectful learners Only few learners pass their assignments	Considered learners’ behavior as normal to the teaching field Understand the learners since most of them have parents who do not speak English
Net	Language barrier Books used in school are not aligned with the school curriculum	Make lesson plans on the contents of the books intended to reach the learning capacity of the learners

**Table 4. Problems Encountered with Co-Teachers and Coping Strategies**

Participants	Problems Encountered	Coping Strategies
Ron	Communication with Thai teachers since almost all of them cannot speak and do not understand English language	Showed good relationship with them
Nar	None	Filipino teachers are understandable in their traits, behaviors, and working ethics
Joe	Crab mentality and jealousy	Ignored them and did my work well with integrity and honesty
Tin	None	They have been accommodating, very welcoming, very kind
Net	Language barrier	None

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**Table 5. Homesickness and Coping Strategies**

Participants	Problems Encountered	Coping Strategies
Ron	Sadness	Communicate using internet and smart phones
Nar	Miss relatives, friends, town, city, Filipino food, alma Mater	Bond with the growing family and parents are also in Thailand
Joe	Cried because of sadness	Prayed for guidance; went to church; find new friends
Tin	None	None
Net	None	Reach out to family and friends

**Table 6. Pandemic and Coping Strategies and Measures**

Participants	Problems Encountered	Coping Strategies and Measures
Ron	None	None
Nar	None	None
Joe	Cancelled trip back home; missed family	Made himself feel calm, follow school’s precautionary measures
Tin	Work, health, personal business; negative effects of mass media	Obey government policies, maintain personal hygiene Continue to deliver education through online classes
Net	Financial problem	Teach using online platform; Practice good hygiene

### Theme 3. Personal and Professional Growth

The Teacher Education graduates in Thailand are as important as the other migrant workers in the other parts of the globe because of their contributions to the Philippine economy. Furthermore, their role in nation-building through education of the youth in their host country cannot be disregarded. As a receiving/host country, Thailand benefitted from the Filipino teachers. Further, the skills they acquire are also given back to the Thai students. As a sending country, the Philippines receives monthly remittances thus, strengthening the purchasing power of the individuals in the micro-level. In the end, the skills and knowledge gained by the teachers will be useful in the Philippines if they choose to come home. The Filipino teachers take all the opportunities offered to them for professional development which is nearly impossible to achieve if they remain in the Philippines. Despite homesickness, depressions, inability to speak the language and other hindrances, the Teacher Education graduates in Thailand remain optimistic in their search for “greener pasture” thus finding this in Thailand as the pull factors. Though majority arrived in Thailand as tourists and became illegals according to the definition of the Philippine government of legal workers, the Filipino teachers were able to become legal in both countries by following the laws prescribed by the immigration.

According to Ron, for those who are interested to teach in Thailand, Ron said, that they have to be strong to fight sadness, be more patient when dealing with students, and be more friendly and helpful in every activity in school. Since “we are living in their country, we are the ones to adjust.”

Nar said that global competition is becoming tight so it is an edge always to be fully equipped with things learned and acquired from their studies. “As an educator we should have a greater confidence, talents, skills, patience, and God-fearing.”

Working in a faraway land enabled the TED graduates to work hard for their personal and professional growth. They have earned the trust and confidence of their superiors and fellow teachers, they have proven their worth in the teaching profession, they have good communication skills, they have sound judgment over matters, have developed patience and maturity, have found achievements in themselves for proving that they can be at par with other teachers in Thailand when it comes to knowledge, skills, abilities, and talents. Most of all, the TED graduates can blend with other culture, are God-fearing, and strong to weather the trials of their lives in a foreign country. In addition, they have saved money for themselves or for some business they intend to have, had sent money to their families in the Philippines. Another important thing the participants have found out in the years spend in Thailand is that the locales are good and friendly people with good hearts, the food are delicious, though spicy, the commodities are cheap, and there are lots of beautiful tourist destinations. Table 7 shows the responses of the participants.

**Table 7. Personal and Professional Growth**

Participants	Plans for Personal and Professional Growth
Ron	Continue teaching in Thailand Have personal business to have another income and for personal advancement
Nar	Have earned the trust and confidence of the colleagues Already part of the management team

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Joe	Save money and think about good business to put up in the Philippines Study master’s degree in Education
Tin	Work in factories and restaurants Give family a beautiful house and build own coffee shop
Net	Participate in a professional organization

### CONCLUSIONS

This study found out that most of the TED graduates considered working as teachers in Thailand a great opportunity and a struggle. The participants are mostly BEED who graduated before 2010 and they have almost 10 years of experience as teachers assigned at the public and private schools in the neighboring towns and provinces of the Kingdom. As to job status, only two participants were on permanent status while the three were on temporary and contractual status. Four of them found the teaching job through recommendations of family and friends and only one through direct application. Their salaries are good enough for their daily needs since food are not so expensive and they can still send to their families in the Philippines.

The TED graduates have met a lot of challenges and most of them are problems with students wherein they encountered unwillingness to learn, language barrier, disrespectful and unruly attitudes. As to problems with fellow teachers, most of them encountered language barrier, professional jealousy, and language barriers. Most of them have experienced homesickness, sadness, and adjustment with the spicy

Thai food. Some of them have problems with transportation because fare is expensive. In addition, COVID 19 had caused another challenge for them which affected their work and their income including personal sideline and extra jobs, yet they preferred to go to church and follow safety protocols to ensure that they will be free of the virus. Due to the effect this pandemic caused to the education system, their respective schools and administrators gave advise on the use of online platform and observe safety measures in their classrooms and offices.

This study shows the struggles of the Filipino teachers, specifically TED graduates, to live a meaningful life in the Kingdom of Thailand. It proved that regardless of where they came from, they can blend with the locales, the culture, their fellow teachers, and students and be at par in terms of communication, skills, and talents. It further shows their resilience no matter what time or circumstances they have encountered. Most of all, they have kept their faith in God and maintain their good values and the good relationship with their fellow teachers regardless of nationality as well as the community they live in. Their struggle or “*paghimakas*” to be the best versions of themselves have paid well and they were able to find their inner strengths amidst adversity.

### RECOMMENDATIONS

Filipino teachers, especially Teacher Education graduates of NIPSC, are expected to draw inspiration from the lived experiences of TED students teaching in the Kingdom of Thailand, to gain confidence in themselves, to apply the knowledge and skills in the real world, and to do their best in their personal and professional struggles as teachers.

TED graduates may look into their employment in other countries to share to the learners and teachers of the world the knowledge, skills, and expertise they have gained from NIPSC.

The faculty members of the Teacher Education Department of NIPSC may consider to maintain and/or improve their teaching modalities, strategies, and course content to be able to continue to produce quality graduates who could compete in the global arena, not only in Asia.

Similar studies could be conducted and include other variables not included in this study.

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## **Military Campaign Strategy To Keep Indonesian National Air Regional Sovereignty**



**Enggal Leksono<sup>1</sup>, Agus Sudayra<sup>2</sup>, Afrizal Hendra<sup>3</sup>, Muhammad Nakir<sup>4</sup>, Bastari<sup>5</sup>,  
IDK Kertawidana<sup>6</sup>, Haposan Simatupang<sup>7</sup>**

<sup>1,2,3,4,5,6,7</sup>Military Campaign and Strategy Study Program Faculty of Defense Strategy, Republic Indonesia Defense University  
Kawasan IPSC Sentul, Sukahati, Kec. Citeureup, Kabupaten Bogor, Jawa Barat 16810

**ABSTRACT :** There are still a number of issues that hinder the TNI AU from realizing the development of the TNI AU's Electronic Warfare capability, among others, the organization that organizes trade operations in the TNI AU's operational units is still not ideal, there are still limited software that regulates the implementation of TNI commerce operations, not optimal. preparation of human resources in the field of trading operations, the need for electronic warfare equipment with the latest technology in all operational units of the Indonesian Air Force, and the lack of availability of supporting infrastructure for trading operations. Efforts to anticipate and deal with threats from weapons systems in the current modern war era and maintain national air sovereignty, it is necessary to formulate appropriate strategies, including realizing the development of the Indonesian Air Force electronic warfare organization through the establishment of an organizational structure for the Indonesian Air Force's operational unit and fulfillment of requirements for validation. pernika organization, realizing the fulfillment of software needs to support the implementation of electronic warfare of the Indonesian Air Force through revision of operational instructions and technical instructions for operational and maintenance of trading equipment, realizing the readiness of personnel carrying out trade operations through the provision of manning personnel according to organizational needs and organizing education and training, realizing the fulfillment of equipment needs equipment to support the TNI AU's commercial operations through the procurement of new equipment, as well as to fulfill the need for supporting infrastructure for the implementation of Electronic Warfare The Indonesian Air Force through the development of infrastructure for a centralized trading database storage facility.

**KEYWORDS:** Electronic Warfare, Air Campaign, and National Airspace Sovereignty

### **INTRODUCTION**

International recognition of airspace as part of state sovereignty provides strong legitimacy for Indonesia as a broad country. However, this condition can change when Indonesia is unable to control its aerospace area as a support for the economy and national defense (K. Martono, et al., 2011). Airspace is the air space above the land and waters of a country. The Unitary State of the Republic of Indonesia (NKRI) is an archipelagic country that is geographically located between two continents and two oceans, making Indonesia's territory in a strategic position as a world maritime axis for world trade routes, besides that Indonesia also has three Indonesian Archipelagic Sea Lanes (ALKI). ) as a world transportation route that is passed by ships and international flights.

This condition is an advantage as well as a vulnerability for the security of the Republic of Indonesia due to various interests from outside parties, such as violations of territorial, sea and air territories, the entry of illegal immigrants, drug smuggling, terrorism, and support from countries that have an interest in separatists in Indonesia. In maintaining sovereignty in national airspace, the threats that may be faced are threats from modern war era weapon systems. Modern wars that are happening today are known as asymmetric wars, namely non-military wars carried out between strong countries controlling weak countries by distorting the state system, weakening ideology and destroying food security and energy security which leads to economic control and control of natural resources. <http://theglobal-review.com>).

In the concept of modern warfare, military operations have relied on the Electro Magnetic Spectrum (EMS). EMS is the entire range of electromagnetic radiation (EM) from gamma rays which have the shortest wavelength/high frequency, to radio waves which have the longest wavelength/low frequency. All devices that use EMS have been used by civil, military and individual organizations for intelligence, communication, PNT (positioning, navigation and timing), sensing, C2 (command and control), attack, data transmission, information storage and processing (Joint Chiefs) purposes. of Staff, 2012).

Seeing the current development of weapon system technology, electronic warfare plays a very important role in every military operation, whether on land, at sea or in the air. Peperangan elektronika is a military action using electromagnetic energy to

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determine, utilize and reduce/prevent the use of the opposing electro-magnetic spectrum as well as actions to ensure the effectiveness of the use of the electromagnetic spectrum by the parties themselves (Kep. Kasau no Kep/936/XII/2016. 2016) .

Therefore, the Indonesian Air Force as part of the Indonesian National Armed Forces (TNI) which carries out the duties of the Air Force in the field of defense, with a weapon system that utilizes a lot of electromagnetic wave spectrum, must have optimal communication capabilities to anticipate and deal with threats from the system. modern war era weapons today.

The term electronic warfare refers to military action involving electromagnetic energy and energy directed at controlling the electromagnetic spectrum or attacking the enemy, so that the EW consists of three divisions, namely electronic warfare support (ES), electronic protection (EP). electronics and electronic attack (EA) / electronic attack (Joint Chiefs of Staff, 2012).

From this fact, EW can be a countermeasures of weapon systems that use the electro-magnetic spectrum. If we look at the use of drones that have entered the military force in the regional area, such as Singapore, Malaysia, China and Australia which have UCAV (Unmanned Combat Aerial Vehicle) drones, even Australia has officially operated a squadron of aircraft in the form of E/A aircraft. -18 Growlers stationed at RAAF Base Amberly. The EA-18G Growler is an unmanned jet type aircraft that has an electronic air attack (AEA) capability. The Growler has a radio frequency jamming podsse system that allows it to interfere with enemy electronic systems, and is able to provide electronic intelligence, surveillance and reconnaissance data to other aircraft, this aircraft is a support aircraft for the capabilities of the F/A-18 F Super Hornet and F-35A Joint Strike Fighter (CNN Indonesia, 2021).

In addition to weapons systems from drones, MANPADs (Man-Air Defense system) are also weapons systems that use a control system using electromagnetic waves, namely infra-red seeker. The Manpads weapon is a surface-to-air missile that can be used by individuals, so this missile can be owned by Indonesian separatist and terrorist groups that can threaten the safety of low-flying Indonesian Air Force planes in conflict areas in Indonesia.

Regarding the threat phenomenon from the weapon system, the Indonesian Air Force must be able to carry out electronic warfare operations optimally following the current technological capabilities of the weapon system. However, in general, there are still five main issues that hinder the Indonesian Air Force from realizing the development of the Indonesian Air Force's Electronic Warfare capability.

The first problem is that it is still not ideal for the organization to carry out trade operations in the operational units of the Indonesian Air Force. This factor will have an impact on the implementation of the trade-offs that cannot be carried out optimally by the operational unit that is supposed to carry out the trade-offs. This can be seen from the organizational structure/position in the operational unit, namely there is no position of the structure for implementing electronic warfare operations, starting from the Air Squadron level to the Air Force Base and Korpaskhas ranks. Meanwhile, all of these units manned defense equipment equipped with an electronic warfare system.

The second problem is that there are still software limitations that regulate the operation of the TNI-AU's trade unions. This condition has resulted in the absence of the concept of the Indonesian Air Force's electronic warfare operations which is required to run systematically for the purpose of supporting the success of the Air Force's air operations. The third problem is the not yet optimal preparation of human resources in the field of electronic warfare operations. This condition will result in the non-optimal operation of electronic warfare equipment and the operation of electronic warfare equipment, including the maintenance of electronic warfare equipment in order to ensure the readiness of the electronic warfare equipment owned by the unit. The fourth problem is the need for electronic warfare equipment with the latest technology in all operational units of the Indonesian Air Force. The current limitations of the electronic warfare equipment owned by the Indonesian Air Force will affect the success of the trading operations carried out, and will have an impact on the success of air operations carried out by the Indonesian Air Force. The fifth problem is the unavailability of supporting infrastructure for electronic warfare operations. The unavailability of this electronic warfare infrastructure will have an impact on the sustainability of electronic warfare operations

From the explanation above, in order to answer the challenges faced by the Indonesian Air Force in anticipating the arrival of threats in the national airspace with the use of weapons systems in the current era of modern warfare, it is necessary to develop comprehensive policies, strategies and efforts to improve the TNI's electronic warfare capabilities. Air Force.

Seeing the current development of weapon system technology, electronic warfare plays a very important role in every military operation, whether on land, at sea or in the air. Regarding the threat phenomenon from the weapon system, the Indonesian Air Force must be able to optimally carry out electronic warfare operations following the current technological capabilities of the weapon system. However, in general, there are still problems that prevent the Indonesian Air Force from realizing the development of the Indonesian Air Force's Electronic Warfare capability. Thus, the problems in this research can be formulated as follows: First, how is the development of the Indonesian Air Force's electronic warfare capabilities in anticipating and dealing with threats from modern war era weapon systems; and second, how is the electronic warfare strategy in the air campaign to maintain national air sovereignty.

This study has the following objectives: First, to formulate the Indonesian Air Force's electronic warfare capabilities, so that the current condition of the Indonesian Air Force's electronic warfare capabilities and how to use them in anticipating and dealing with threats from modern war era weapon systems will be known; and second, analyzing the electronic warfare strategy in Air

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Campaign (air campaign) in order to maintain national air sovereignty, so as to be able to recommend what steps and strategies should be taken by the Indonesian Air Force in making policies for the subsequent procurement of electronic warfare equipment.

### **THEORY**

#### **1. Defense Strategy Theory**

According to Craig and Grant (1996) in Taufiqurokhman (2016), strategy is the setting of long-term goals and objectives (targeting and long-term goals) of an organization and the direction of action and allocation of resources needed to achieve the goals and objectives (achieve the goals and objectives). Meanwhile, Tjiptono (2015) states that the term strategy comes from the Greek, namely *strategia* which means art or science to become a general. Strategy can also be interpreted as a plan for the distribution and use of military power in the strength of certain areas to achieve goals. Meanwhile, based on the opinion of Pearce II and Robinson (2018), strategy is a large-scale plan, with a future orientation, to interact with competitive conditions to achieve goals.

This is in line with David (2011) quoted by Puji (2015), Strategy is together with long-term goals to be achieved. Strategy is an action potential that requires top management decisions and a large amount of organizational resources. So strategy is an action or activity carried out by a person or company to achieve the goals or objectives that have been set. Meanwhile, Rangkuti (2015) argues that strategy is a comprehensive master plan, which explains how the organization will achieve all the goals that have been set based on the mission that has been set previously.

#### **2. Electronic Warfare Theory**

In optimizing the Indonesian Air Force's electronic warfare capabilities to deal with the threat of electronic warfare in modern warfare era weapon systems, it must be based on a theory that is synchronized with the laws and regulations that have been set. The theories related to electronic warfare are Electromagnetic Waves.

The main activities of Electronic Warfare have been developed over time to address the opportunities and vulnerabilities inherent in the basic physics of electromagnetic energy. Although the basic physics of electromagnetic energy is constant, the development of technology that utilizes electromagnetic energy continues to develop rapidly, and continues to be a challenge in adapting electronic warfare activities. Based on this, the current main activities of electronic warfare are quoted from Joint Publication 3-51, 2020, Joint Doctrine for Electronic Warfare.

### **METHODE**

This study uses the research method used by researchers in this study is a qualitative method. According to Creswell (2016) qualitative research is a type of research that explores and understands meaning in a number of individuals or groups of people originating from social problems. In general, qualitative research can be used for research on people's lives, history, behavior, concepts or phenomena, social problems, and others. One of the reasons why using a qualitative approach is the experience of researchers where this method can find and understand what is hidden behind phenomena that are sometimes difficult to understand.

### **DISCUSSION**

In the concept of modern warfare, military operations have depended on the electromagnetic spectrum, because it plays a very important role in every military operation, whether operations on land, at sea or in the air. This is important for the TNI as the main component of national defense to be adaptive in dealing with any potential disturbances and obstacles through the development of the Indonesian Air Force's electronic warfare capabilities to anticipate the very rapid development of military technology, especially the threats posed to modern war era weapon systems in the future. The development of the Indonesian Air Force's electronic warfare capabilities cannot be separated from the development of the strategic environment that affects current conditions as well as policies, strategies and efforts to be implemented.

The factors that influence the development of the Indonesian Air Force's electronic warfare capabilities include developments in the global environment, regional environment, national environment as well as opportunities and constraints. With a discussion of the development of this strategic environment, things will be obtained that can be taken into consideration in developing the Indonesian Air Force's electronic warfare capabilities if faced with efforts to deal with modern war era weapons systems in order to maintain national airspace sovereignty.

With the design of policies, strategies and efforts that will be prepared later, it is hoped that it can be the right step in planning and strengthening the optimization of the Indonesian Air Force's electronic warfare capabilities in dealing with modern war era weapons systems in order to maintain national airspace sovereignty.

To be able to realize the optimal conditions for the Indonesian Air Force's electronic warfare capabilities as expected, a policy was formulated, namely: "The realization of the Indonesian Air Force's Electronic Warfare Capabilities through the Development of Electronic Warfare Organizing Organizations, Fulfilling Software Needs, Increasing Preparedness of Implementing Personnel, Fulfilling Electronic Warfare Equipment Needs Supporters and Supporting Facilities to deal with modern war-era weapons systems in order to maintain the sovereignty of the national airspace".

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Furthermore, the above-mentioned policy is translated into several strategies and efforts in order to solve the problem of optimizing the Indonesian Air Force's electronic warfare capabilities to deal with modern war-era weapons systems in order to maintain the sovereignty of the national airspace.

In order to get the concept of the right and appropriate strategy, the author uses a SWOT analysis tool. Based on the results of the SWOT analysis above and combined with the Strategic Planning and Forecasting theory from William Archer and William Overholt as well as the development of the strategic environment, four strategies were set to implement the above policies, including the following:

- a. The first strategy is to realize the development of the Indonesian Air Force's electronic warfare organization through the establishment of an electronic warfare organization structure in the Indonesian Air Force's operational units; fulfillment of the need for validation of the logic organization with the methods of identification, study, evaluation, coordination, proposal, discussion, testing, determination, development and validation using the means of the TNI Commander Regulation, Rule of Rulers and Orders in order to achieve the goal of realizing the pattern of developing electronic warfare organization organizations Indonesian Air Force.
- b. The second strategy is to fulfill the need for software to support the implementation of the Indonesian Air Force's electronic warfare through the revision of operational instructions and technical instructions for the operation and maintenance of electronic warfare equipment; software productivity; socialization of electronic warfare operational software revisions with methods of study, evaluation, coordination, discussion, revision, preparation, proposal, publication, determination, ratification, instruction, production, socialization using the Rules of Rules and Orders in order to achieve the goal of realizing the fulfillment of needs software to support the implementation of the Indonesian Air Force's electronic warfare.
- c. The third strategy is to realize the readiness of personnel implementing electronic warfare operations through the provision of manning personnel according to the needs of the organization; providing education and training; improving the welfare of personnel by means of evaluation, coordination, instruction, preparation, determination, socialization, recruitment, coaching, research and development, education and training and cooperation using the means of the TNI Commander Regulation, Rules of Rulers, Decisions of Heads of Heads, Cooperation Agreements, Orders in the framework of achieve the goal of realizing the fulfillment of the readiness of personnel implementing electronic warfare operations.
- d. The fourth strategy is to fulfill the need for electronic warfare equipment to support the Indonesian Air Force's electronic warfare operations through the procurement of new electronic warfare equipment; implementation of reconditioning of electronic warfare capabilities; increasing the budget for modernization of defense equipment using the methods of procurement, reconditioning, modernization, evaluation, cooperation and development, using the means of Regulation of the Minister of Defense, Regulation of the Commander of the Armed Forces, Rule of Rulers, Orders and Cooperation Agreements in order to achieve the goal of realizing the fulfillment of the need for electronic warfare equipment to support operations Indonesian Air Force electronic warfare.
- e. The fifth strategy is to fulfill the need for supporting infrastructure for the implementation of the Indonesian Air Force's Electronic Warfare through the construction of a centralized electronic warfare database storage facility infrastructure; empowerment of the defense industry with cooperation and development methods, using the means of Regulation of the Minister of Defense, Regulation of the Commander of the TNI, Rule of Rulers, Orders and Cooperation Agreements in order to achieve the goal of realizing the fulfillment of the need for electronic warfare equipment to support the Indonesian Air Force's electronic warfare operations.

## **CONCLUSION**

Based on the results of the discussion, several conclusions were obtained, namely as follows:

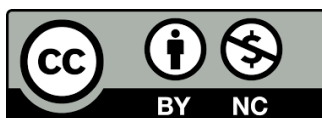
In accordance with the SWOT analysis above and combined with the Strategic Planning and Forecasting theory from William Archer and William Overholt as well as the development of the strategic environment, five strategies were set to implement the above policies, namely as follows: electronic warfare organization in the Indonesian Air Force's operational unit; fulfillment of the need for validation of the graphic organization; second, realizing the fulfillment of the need for software to support the implementation of the Indonesian Air Force's electronic warfare through the revision of the operational instructions and technical instructions for the maintenance of electronic warfare equipment; third, realizing the readiness of personnel implementing electronic warfare operations through the provision of manning personnel according to the needs of the organization; providing education and training; and fourth, realizing the fulfillment of the need for electronic warfare equipment to support the Indonesian Air Force's electronic warfare operations through the procurement of new electronic warfare equipment; and fifth, realizing the fulfillment of the need for supporting infrastructure for the implementation of the Indonesian Air Force's Electronic Warfare through the construction of a centralized electronic warfare database storage facility infrastructure.

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## **The Translation of the Most Popular Indonesian Food into English in Novels**



**Erlina Zulkifli Mahmud**

Universitas Padjadjaran, jalan Raya Bandung Sumedang Km21 Jatinangor –Sumedang West Java, INDONESIA

**ABSTRACT:** Indonesia is a country of various ethnics, each of them is represented by unique characteristics including its food. Some of the food become so popular that all ethnics are familiar though they may possibly have never tasted it yet. There are various ways to know certain food from a certain ethnic in Indonesia; one of them is through literary works, like novel. Novels as the reflection of human life; what people eat, what food they like, how they make their food is sometimes included as a part of the story. The food mentioned in a novel comes from a certain ethnic depending on the setting of the story. An author needs to give a brief explanation or information regarding the food she/he mentions in her/his novel. This is because the name of food sometimes does not represent its ingredients; they cannot be figured it out by their names only; they are unique. A translator needs to find the equivalent for the food which is seldom listed in any dictionaries. These are the background of this research while the object is the names of Indonesian food found in three Indonesian novels whose frequency of their occurrences are more than other foods. The three novels having different settings are chosen as they discuss the same foods in their stories. What similar foods reveal the most frequently in the three novels; how they are expressed in each novel; how they are translated into English dealing with translation procedures are the research questions. Using qualitative method this research is to describe the most popular food in Indonesian novels based on their occurrences in the three novels and using Translation Studies for analyzing the data this research is to identify the translation procedures used. The results show that the most popular Indonesian food mentioned in three novels are *rendang* and *sambal* and the two of them are expressed specifically in the three novels and they are translated into English target texts involving several translation procedures each. The most frequently translation procedure used is couplets, a combination of two translation procedures with transference as one of the combination.

**KEYWORDS:** Indonesian food, couplets, *rendang*, *sambal*, transference, translation procedures

### **I. INTRODUCTION**

Translation is a work of various subjects that requires a translator to have not only linguistic knowledge dealing with the source language and the target language but also to have other knowledge such as culture of both. It provides inter-cultural communication by sharing as closest as possible and as natural as possible the culture of the source language to the culture of the target language. This is in line with the definition of translation by Nida & Taber (1982) that translation is an act of reproducing equivalent of the source language message in the target or receptor language with one condition that it should be the closest natural equivalent either in meaning or in style (Nida, Eugene A & Taber, 1982). This work may become harder for a translator when dealing with literary work such as novel.

Novels consist of stories which are fictitious yet the stories are the reflection of human life in certain settings which sometimes involve very technical words or terms and very specific words or terms linguistically as well as culturally. Names of food are one of the cultural elements called *realia* (Guerra, 2012) a translator needs to deal with. The name of food may represent its main ingredient like chicken and its cooking process, fried, in fried chicken. This gives no problem to the translator as it deals with general terms understood by any cultures so the translator can directly translate it literally. However, there are some names of food which are unique that they do not represent its main ingredients, its cooking process: fried, baked, boiled, steamed; its taste: sweet, sour, spicy, hot. Consulting dictionaries is of no help as the names of food are not listed in their entries. Yet, there are some technical ways a translator may choose in dealing with the situation, for instances, translation techniques, translation strategies, as well as translation procedures. This research focusses on the use of translation procedures only.

The food mentioned in one novel may represent one specific culture, like *rendang* which is from Minangkabau culture in West Sumatra. The name of the food may occur ten times or more in the novel. It means it needs extra attention from the translator so its translation gives sufficient and smooth information to the readers of the target text from the first time the word mentioned until the last time. This may involve not only one but several translation procedures. In addition to that, the same name of food may occur in other novels yet with different detailed description that this may lead to possible different translation procedures.



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This research uses three novels as the data source. They are chosen as they have the same setting that they mention Indonesian food in each. There are some names of food that appear in all novels and some appear only in one novel but more frequently than others. They are classified as popular. However, what foods are discussed in this research only those mentioned in all the three novels though they are the same food but they are expressed differently in each novel. These are all the background of this research. Based on the background, the research questions can be constructed into (i) what similar foods mentioned in all the three novels; (ii) how they are expressed in each novel; (iii) what translation procedures are used. Using Newmark's translation procedures, this research aims firstly at identifying the popular food mentioned in all three novels; secondly at revealing how the same foods are expressed in each novel and thirdly at identifying what translation procedures involved in each occurrence of the foods.

## II. LITERATURE REVIEW

The translation of food or names of food has been used as the object of research articles recently as it could be seen from the publication indexed by Google Scholar and others. The data source is of various forms: literary works like novel, poetry, and others like restaurant menu, students' assignment, official data of culinary tourism. They relate the names of food as cultural words. Most of them focus on how the names of the food are translated; some added with the readability and the assessment quality. The technical ways in studying the translation involve translation strategies, translation techniques, and translation procedures. Each of them represents in a bit different way. This research uses translation procedures by Newmark which can be applied to any kind of text: expressive text like novels that relate to the existence of cultural words or very specific expression and informative text that may relate more to the structure of the text.

### A. Previous Researches

To show the position of this research, there are previous researches used as references dealing with the translation of food or names of food. The first previous research is a journal article dealing with the use of translation procedures by Newmark in Chinese menu (Yingmin et al., 2021). The translation is from Chinese into English and the object is culinary culture specific items. The second previous research is also a journal article about the translation of Indonesian dishes yet the theory which is used to study this translation is Baker's taxonomy of translation strategies by professional translators for non-equivalent words (Zulkifli Mahmud et al., 2020). The data source is also a novel; Indonesian novel which is translated into English. The third previous research is a thesis. It discusses the translation of food in restaurant menu specifically in Yogyakarta, Central Java, Indonesia (Tanudirjo, 2020). The translation is from Indonesian into English and it involves also the readability and the assessment quality by House while for the Translation Studies this thesis uses Structural strategies and Semantic strategies by Suryawinata and Hariyanto, Indonesian scholars. The fourth previous research is a journal article about the translation of subtitle in Netflix series relating to names of food as specific-culture items (Farkhan et al., 2020). This research uses Pederson's translation strategies and some of them are retention, generalization, specification, and direct translation. The fifth previous research is a journal article which discusses the translation procedures in translating the names of food as cultural words taken from a recipe book (Kemala & Indrianty, 2021). The result shows that the most frequently translation procedure found is descriptive equivalent. The next previous research is a journal article with students' assignment as its object and the translation procedures by Vinay and Darbelnet for analyzing the data. The aim is to find out if the translation is based on the emphasized of source-language procedures or targetlanguage procedures (Baihaqi, 2018). The seventh previous research is a journal article about the translation of five popular traditional foods in Indonesia using componential analysis. Its aims are to find out the accuracy of the translation and giving option of possible translation techniques to overcome the difficulty in translating the names of food as cultural words (Dewiyanti & Suryani, 2017). The last previous research is a journal article about translating traditional food from West Java, the data analysis involves translation procedures by Newmark and the result shows that most appropriate translation procedure for translating traditional food is cultural equivalent (Amalia, 2017).

Based on the previous researches it can be pointed out that the position of this current research is clear though it uses the same theory; Newmark's translation procedures. This current research discusses the most popular Indonesian foods mentioned in three Indonesian novels translated into English, not in a restaurant menu, not in a recipe book, not in any official data of tourism.

### B. Newmarks' Translation Procedures

Translation procedure is a technical term which does not belong only to Newmark. Older scholars like Vinay and Darbelnet (1995) also use the term translation procedure but they make two classifications to put all translation procedures based on their importance. Borrowing, calque and literal translation are translation procedures which are put under direct translation while transposition, modulation, equivalence and adaptation are put under oblique translation or free translation (Vinay & Darbelnet, 1995). There are only seven procedures proposed by them. Some terms are also used by Newmark later, like literal translation, transposition, modulation, but then Newmark develops the procedures into eighteen procedures without putting them into certain classification like direct translation and oblique translation.

The main theory used for this research as mentioned before is Newmark's translation procedures consisting: literal translation, transference, naturalization, descriptive equivalent, functional equivalent, cultural equivalent, synonymy, through translation, shifts

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or transpositions modulation, recognized translation, translation label, compensation, componential analysis, reduction and expansion, paraphrase, couplets, notes (Newmark, 1988). As the translation of Indonesian food deals only with two popular Indonesian food found in novels; not all foods are discussed, the collected data only involve some of the translation procedures as follow.

The first translation procedure is mostly found in the data is transference when a SL word is translated by transferring it to a TL text like in a case of borrowing for example *nasi kuning* 'yellow rice' into *nasi kuning*. This is important to let the readers of the target text gain information about the name of Indonesian food and this is made possible by using translation procedure namely transference. The second translation procedure is called naturalization; it is when the transference word undergoes the changing of phonological element based on the accepted target language pronunciation, for example when the word computer is translated into Indonesian *komputer*. The third translation procedure is called cultural equivalent; it is when approximate translation of SL cultural word is translated into a TL cultural word, for example, Indonesian *rujak*, whose ingredients consist of small chops of some fruit like pineapple, *jambu air* 'water apple', young mango, mixed with palm sugar, tamarind juice, chili and crushed peanut, is translated into fruit salad in English which is not exactly the same but it is approximately the same. The fourth translation procedure is functional equivalent when it neutralizes or generalizes the SL word, for example *sambal* which is made of chili with onion, garlic, and mostly shrimp paste, crushed coarsely using mortar and pestle is translated into chili sauce. Specifically, the ingredients are different as well as the process and also the performance yet generally it refers to chili sauce. The fifth translation procedure is called descriptive equivalent. It is usually preceded by the transference of the word described, for example *nasi tumpeng* which is translated into *nasi tumpeng*, mostly yellow rice having big cone shape accompanied by side dishes like, fried chicken, boiled or steamed vegetable, sambal, and others. The next translation procedure is called shifts or transposition when it deals with the changes in the target text due to grammatical differences between the source language and the target language, for example, "Give me a hug" is translated into *Peluk saya*. The noun "hug" is translated into the verb '*peluk*'. The next procedure is called modulation when there is a different view point like from passive into active and vice versa, for example, "My car was stolen" into "*Seseorang mencuri mobil saya* 'Someone stole my car'. The seventh translation procedure is componential analysis where a term or word is translated into its components, for example the name of food *gado-gado* is translated into a kind of vegetable salad where the vegetables like, cabbage, bean sprout, long beans are blanched and mixed with spicy peanut sauce. This is almost the same with descriptive equivalent. The eighth translation procedure is called reduction and expansion dealing with omitting a part of the text and adding information or element to the text. The ninth translation procedure is called paraphrase when a simple phrase consisting a head and a modifier is translated into a large phrase with some additional information and some changes in structures. The tenth translation procedure is known as couplets, it is a combination of two translation procedures and a combination of three translation procedures called triplets as well as a combination of four procedures known as quadruplets. The last translation procedure involved in this research is called notes, addition, and glosses dealing with additional information at the bottom of a page, within the text, and at the end of chapter or book.

### III. METHODOLOGY

As other field of social sciences, the method of a research mostly used is qualitative method. This is based on the data studied consists of phenomena stated in words not in number (Kothari, 2004). The characteristic of the data is natural, as found in the source texts, no modification is added. Using qualitative method, this research is to reveal the phenomena involving the existence of translation procedures used in translating popular Indonesian food found in novels.

The novels used as the data source as follow.

- (i) *Negeri Lima Menara 'The Land of 5 Towers'* having the setting of Minangkabau (Padang) culture. This ethnic is wellknown with its foods and one of them is called *rendang*, it is a spicy stewed beef in coconut milk and it is not only well-known nationally but also internationally (Wijaya, 2019)
- (ii) *Pulang 'Home'* having the settings, one of them is restaurant business abroad. Some of the chapters discusses some of specific Indonesian food, one of them is also *rendang*.
- (iii) *Bekisar Merah 'Red Bekisar'*. Unlike the two previous novels discussed, this last novel is chosen as it reveals two sides of daily life between the village life and the urban life which include the discussion of food; from traditional food to urban food and *rendang* is also mentioned here.

The three novels are chosen because they mention the names of Indonesian food in their stories.

There are some steps carried out dealing with this research as follow.

- (1) Collecting names of Indonesian food mentioned in three novels;
- (2) Selecting the most frequently mentioned food in each novel based on the number of its occurrence;
- (3) Deciding the most popular food based on the frequency of its occurrence in all three novels;
- (4) Studying the names of food and its possible varieties mentioned in the three novels;

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- (5) Putting the collected data in a table; one table for one same name of food mentioned in all three novels; (6) Comparing the names of food in the source texts with its equivalents in the target texts;
- (7) Finishing up the documentation of the translation of the popular food into two tables.
- (8) Identifying the translation procedures used in translating the names of the most popular food;
- (9) Writing the result of the analysis data into a research paper template.

### IV. RESULTS AND DISCUSSION

From the collected data found in the three novels it can be identified that there are two names of food fulfil the requirements of being popular. The most popular one is *rendang* in all its variants and it is followed by *sambal* in all its variant. This is based on the occurrences of the food in the three novels.

There are two names of food occur in all three novels: *rendang* and *sambal*. However, the equivalents in the target text are expressed not exactly the same as seen in this following tables: table 1 and table 2.

**Table 1. The Translation Procedures in Translating the Most Popular Indonesian Food in Novels: *Rendang***

No.	Source Text	Target Text	Translation Procedures
1	Rendang <b>Kapau</b> yang sudah kering ke hitam-hitaman	Dried, blackish <i>rendang</i> – <b>spicy meat</b> .	Quadruplets: Shift or Transposition, Transference, Reduction, and Functional Equivalent
2	Kawan-kawanku yang baik hati menyumbang serpihan-serpihan <b>rendang</b> mereka.	My kind friends donated bits of their own <i>rendang</i> <b>meat</b> .	Couplets: Transference and Expansion
3	Satu plastik besar rendang <b>padang</b> berwarna hitam kecoklatan..	A big plastic package of blackish brown <i>rendang</i>	Triplets: Transference, Reduction and Shift of Transposition
4	Amak bikinkan <i>randang kariang jo kantang</i> <sup>56</sup> <sup>56</sup> Rendang yang sudah menghitam dan semua bumbu meresap ke dalam daging dan kentang <b>kecil karena dipanaskan berkali-kali</b> . Rendang seperti ini sangat tahan lama dan rasanya sangat khas.	Amak has made <i>randang kariang jo kantang</i> <sup>15</sup> <sup>15</sup> Rendang that is already blackened with the meat and potatoes already marinated in the spices. Rendang like this can last for a very long time and has a very distinctive flavor.	Triplets: Transference, Notes and Reduction
5	Rendang Padang	<i>Rendang Padang</i> : Meat and coconut milk curry.	Couplets: Transference and End-Notes
6	selain rendang padang..	along with my Padang-style <b>beef</b> <i>rendang</i> ,	Couplets: Expansion and Transference
7	...Pedasnya rendang daging,	The spicy taste of <b>beef</b> <i>rendang</i> ,	Couplets: Transference and Shifts or Transposition
8	Siapa yang bisa menolak rendang yang dahsyat ini	Who could turn down an offer of <i>rendang</i> as good as this.	Transference
9	Ingin makan apa, Las: ..., rendang Padang,..	What would you like? ... <i>rendang</i> Padang...?	Transference
10	Rendang <b>Kapau</b>	<i>Rendang</i>	Couplets: Transference and Reduction
11	Ini dia rendang Kapau asli	This was the original <i>Kapau rendang</i>	Couplets: Transference and Shift or Transposition

There are eleven data representing the most popular Indonesian food found in the three novels. The real number of occurrence in the data source is more than what are written in the table 1. The name *rendang* may come alone as in data number (2 and 8) but the rest of them are accompanied by its specification, for examples, *rendang* Kapau as in data number (1, 10, 11) it is added by a name of place, Kapau, to explicitly state that the most popular and the most delicious rendang is from this place, Kapau. It is a small village near Bukit Tinggi city. The next specification is known as *rendang* Padang as in data number (3, 5, 6, and 9). Padang is the

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capital city of West Sumatra and most people in Indonesia know it. When people talk about this food they relate it to Padang city. Therefore, the adding information in the equivalents are needed. The next specification is *rendang* daging as in data number (7) where the main ingredient *daging* 'beef' is explicitly stated. Recently the main ingredient of *rendang* has been developed to chicken also. It is therefore the author would like to emphasize that what he/she means in the story is beef *rendang*. The last specification of *rendang* mentioned in the novel is *randang kariang jo kantang* as in data number (4). This specifies the performance of this food that it is *kariang* 'dried' as it has been cooked for a very long time not only once but several times until it is really dried and it is cooked with small potatoes '*kantang*' too. From the data in this table we can make a note that the main ingredient of *rendang* is beef; it is cooked in coconut milk until dry; it is spicy; it is originally from Kapau but nationally it is called *rendang* Padang.

The translation procedures found in the data are various: transference, reduction, expansion, functional equivalent, shift or transpositions, and notes but mostly they are in the form of couplets or triplets or quadruplets. And in the combination of two or three or four translation procedures, transference is always involved from data number (1) until data number (11). The translation procedures in translating this food may be the same or in the same combination but the detail in the equivalent is not the same, for examples, the name *rendang Padang* is translated into (i) *rendang Padang* as **transference**; (ii) Padang-style beef *rendang* as **transference and expansion** where the word "style" and "beef" are added; (iii) *rendang Padang*: meat and coconut milk curry, as notes which also involves transference placed at the end of the novel as end-notes: (iv) *rendang*: spicy meat as functional equivalent where the name *rendang* is generalized into spicy meat which could refer to any other food. However, the transference of the name *rendang* strengthens that the spicy meat is called *rendang*. The shifts or transpositions are needed in translating this name of food due to the fact that the source language does not have the same syntactic structure specifically in its noun phrase. In the source language, the modifier is located after the head while in the target language the head is located before the modifier as seen in data number (1) from *Rendang Kapau yang sudah kering ke hitam-hitaman*, with the head *rendang Kapau* is put at the beginning of the phrase into 'dried, blackish *rendang*' with the head *rendang* put at the end of the phrase; the same case occurs in this data number (3), as well as in data number (7), and also as in data number (11). This is the reason why the structure needs to be changed based on the syntactic rule of the target language. The next translation procedure is reduction which is applied in data number (1), (3), (4), and (10). In three data (1), (3), and (10) the reduction translation procedure is applied as to generalize the name *rendang* itself, having no specification of its originality, that it is originally from Kapau; its identity, that it is nationally known that *rendang* is always related to the capital city of West Sumatra, Padang. It is assumed that the translators do not want to confuse the readers of the target text with these details. They just need to know that what is being discussed in the story is a food by the name of *rendang* as the main message. However, the reduction cannot be accepted in data number (4) when the information in the footnotes in the source text *karena dipanaskan berkali-kali* 'because it is cooked over and over again' is not translated or deleted. This process is needed to be mentioned as it shows the result why the *rendang* can be so dried and blackish brown. Another part which is deleted is the information about the size of the potatoes used in the *rendang*, *kentang kecil* 'small potato'. This small potato in Indonesia is also known as *kentang rendang*, the potato for *rendang*. Deleting these parts reduces the wholeness of the message. Meanwhile the expansion translation procedure is applied in data number (2) and (6) in order to explicitly stated that what is being donated in that context is bits of *rendang* meat (2) and to explicitly stated that the word Padang-style beef attached to the word *rendang* is the *rendang* from Padang, Padang-style, not from any other places, and it is made of beef not chicken.

Overall the translation of the name of food, *rendang* involves six translation procedures either as one single translation procedure like transference to show its identity of the food being discussed or as a combination of two (couplets) or three (triplets) or four translation procedures (quadruplets) involving, functional equivalent, shifts or transposition, expansion, reduction, and notes.

**Table 2. The Translation Procedures in Translating The Second Most Popular Indonesian Food in Novels: Sambal**

No.	Source Text	Target Text	Translation Procedures
1	<i>Salathah rohah</i> atau sambal istirahat, campuran cabe merah dan hijau yang digiling kasar, bersatu di dalam cairan minyak yang berlinang-linang kehijauan.	<i>Salathah rohah</i> , or <b>beak hot sauce</b> . A mixture of red and green chilies coarsely ground, united swimming in greenish oil.	Couplets: Transference and Cultural Equivalence
2	Penampilan <b>sambalnya</b> bersahaja saja..	It looked like ordinary <b>hot sauce</b> .	Functional Equivalent
3	Sibuk mengacau <b>sambal hijau</b> yang berminyak wangi di nasi hangatnya	..busy mixing the <b>oily green chili sauce</b> with a tempting smell into his warm rice..	Shift or Transposition

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4	... <b>sambal</b> khas dapur kami ini memang membuat air liur meleleh..	Our kitchen's special <b>chili sauce</b> really did make the mouth water.	Functional Equivalent
5	Sambal terasi	<i>Sambal trassi</i> : Chili paste.	Triplets: End-Notes, Transference, and Naturalization
6	Sebenarnya saya ingin makan nasi dengan sambal terasi dan lalapan	I'd actually prefer rice with <b>sambal trassi</b> and vegetables	Couplets: Transference and Naturalization
7	Aroma sambal bajak itu menabrak hidungku	The smell of <b>fried chili sambal bajak</b> assails the nose.	Couplets: Descriptive Equivalent and Transference
8	...sambal bajak yang tidak terlalu pedas	A <i>sambal bajak</i> which was not too hot	Couplets: Transference and Literal Translation
9	...sambal kacang dengan cabe rawit..	A crushed peanut <i>sambal</i> into which he blended small green chilies	Couplet: Transference and Expansion
10	... dan sambal bajak	And to make it everything taste better was my <b>fried hot pepper sauce, sambal bajak</b> .	Couplet: Descriptive Equivalent and Transference
11	...dengan modifikasi <b>sambal bawang</b> ..	with <i>sambal sauce</i>	Modulation: Part for the Whole
12	... <b>sambal bajak teri</b> .	.. <i>sambal bajak teri</i> , ... <b>fried hot pepper sauce with dried and salted white fish</b> ,	Couplet: Transference and Descriptive Equivalent

The second most popular Indonesian food found in the three novels is called *sambal* with its variants. As data in table 1, the occurrence of the name of the food *sambal* does not always come alone either. Some of them are given specification or having its variant, for examples: *sambal hijau* as in data number (1) and (3), *sambal bajak* as in data number (7), (8), (10), *sambal bawang* as seen in data number (11), *sambal bajak teri* as seen in data number (12) *sambal kacang* as in data number (9), *sambal terasi* as in data number (5) and (6). The name *sambal* which reveals alone can be seen in data number (2) and (4). The main ingredient of *sambal* of any variant is chili either it is chili *padi* or cayenne chili, red chili, or green chili, and the second main ingredient that mostly represents its name is attached after the word *sambal*, for instances, *sambal terasi* 'sambal trassi', *sambal bawang* 'sambal onion', and *sambal kacang* 'peanut sambal', while the term *bajak* in *sambal bajak* does not represent its ingredient except chili. It refers to the kind of sambal having mild spiciness; it is not too hot.

The data in number (1-4) are taken from the same novel and it discusses the same kind of sambal made mostly of green chili mixed with red chili and it tastes very hot that it needs time to get rid of the spiciness from our mouth that you need to take a rest a bit before continuing with your other activities. It is therefore it is called *sambal istirahat* 'rest'. In the story, the term "*salathah rohah*" is how the students in Islamic boarding school call it. It is actually a kind of *sambal hijau* 'green' refers to the colour of the chili, green chili; it is cooked in oil as frying but the oil is taken as a part of the mixture of the sambal. The data in number (5) and (6) regarding the kind of food called *sambal terasi* 'sambal trassi' are from the same novel. The occurrence of this food in the novel as a story is at least 4 times and one is put at the end of the novel as in end-notes. This *sambal terasi* is made of chili mostly red chili with shrimp paste called *terasi*. The process of making this kind of sambal is the same as all other kinds of sambal. It uses mortar and pestle and it is crushed coarsely. *Sambal terasi* is mostly served fresh; not cooked or fried but the shrimp paste is always cooked, mostly baked or fried without oil. The next kinds of sambal from data (7) to data (12) are found in the same novel: *sambal bajak*, *sambal kacang*, *sambal bawang*, and *sambal bajak teri*. *Sambal bajak* as well as *sambal bajak teri* are kinds of sambal with mild spiciness and mostly they are fried. *Sambal bajak teri* is a mixture of *sambal bajak* with small white salted fish called *teri*. The small white salted fish is usually fried first before it is mixed with the sambal.

Unlike the translation procedures used in translating *rendang*, transference translation procedure is not always used in translating *sambal* and its variants. There are nine translation procedures involved in the translation of the second most popular Indonesian food, *sambal* in three novels. The translation procedures are transference, literal translation, naturalization, descriptive equivalent, functional equivalent, shifts or transposition, expansion, modulation and cultural equivalent. This indicates that the translation of *sambal* and its variants are more various than the translation of *rendang*. The use of transference translation procedure can be seen

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in data number (1), (5 – 10), and (12). The translators need to use this translation procedure to keep the culture of the source language with the name of the food called *sambal* and its variants.

Cultural equivalent translation procedure is used in data number (1) because the target language culture has this kind of chili which is very hot called chili beak. This can be used as the equivalent for *salathah rohah* or *sambal istirahat* which is also very hot. The readers of the target text will understand this more easily especially about the taste of this sambal called *salathah rohah* or *sambal istirahat*. While functional equivalent translation procedure is used in translating the name *sambal* with no specification or variant as in data (2) and (4). Although the translation procedure is the same that it generalizes the cultural word *sambal* but the details are different: hot sauce for *sambal* in data number (2) and chili sauce for *sambal* in data number (4). In addition to that, shift or transpositions is used for the same reason as shift or transposition in some data in table 1. This deals with the syntactic structure of Indonesian noun phrase having the pattern of H + M; head first then followed by its modifiers opposing the English noun phrase structure with modifiers come first before the head. Therefore, *sambal hijau* ‘green sambal’ *yang berminyak* ‘oily’ is translated into oily green chili sauce. The next translation procedure used is notes specifically end-notes as in data number (5) regarding the translation of the name *sambal terasi* ‘shrimp paste sambal’. The translator just italicizes the name *sambal terasi* in the story but give explanation or information in the form of notes or end-notes at the end of the novel out of the story text. But the name of the food *sambal terasi* is mentioned again several times, one is put in this table as data number (6) and the translation procedure used this time is couplets consisting of transference for *sambal* and naturalization for *terasi* into *trassi*. The term *trassi* is familiar in the food world like menu and recipe. By doing this, the translator makes the readers of the target text understand the term more easily. In the meantime, descriptive equivalent translation procedure is used in translating the name *sambal* with its specification *sambal bajak* as in data number (7) and (10) and its variant as in the name *sambal bajak teri* in data (12). The same name *sambal bajak* in data (7) and (10) is given different description: fried chili (7) and fried hot pepper sauce (10). The two descriptions are followed by the transference *sambal bajak*. The main message that the food is actually fried chili is delivered. The next translation procedure is literal translation in translating the taste of *sambal bajak* in data number (8) exactly into the same structure as in the source text. The last translation procedure used in translating the name of the second most popular Indonesian food *sambal* and its variant *sambal bawang* is modulation, part for the whole when it is translated from a specific kind of *sambal*, *sambal bawang*, into *sambal sauce*, a general *sambal* not a specific one. Despite of this changing view point, the main message in the source text can be delivered in the target text; that it talks about *sambal*.

## CONCLUSIONS

There are three objectives that need to achieve by doing this research as reflected in the research questions. They are all now can be constructed here in this chapter. From all discussion in the previous chapter of this research it can be concluded that

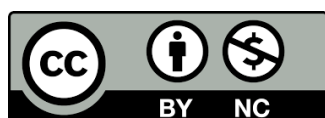
- (1) there two names of Indonesian food that can be considered as the most popular food. They are *rendang* and *sambal* with all its variants or specification. The title given is based on the number of occurrence of the food found in the three Indonesian novels.
- (2) The translation procedures identified in translating the two most popular Indonesian food are various but do not involve all Newmark’s translation procedures. There are only fourteen separated translation procedures involving transference, naturalization, functional equivalent, descriptive equivalent, cultural equivalent, shift or transpositions, expansion, reduction, literal translation, modulation, notes, couplets, triplets, quadruplets.
- (3) There are three translation procedures that can be found only once regarding the translation of the two most popular Indonesian food: (i) naturalization; (ii) modulation; (iii) literal translation. While the rest of the translation procedures are used more than once. The use of couplets translation procedure as a combination of two procedures is the highest in frequency while as a single translation procedure, it is transference that is used most.

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## **Implications of Terrestrial Variations on the utility of Theory of Special Neurodiversity**



**Rashmi Malhotra<sup>1</sup>, Vinayak Malhotra<sup>2</sup>**

<sup>1</sup>Department of History, Lady Shri Ram College for Women, New Delhi, India

<sup>2</sup>Department of Aerospace Engineering, SRM Institute of Science and Technology, Chennai, TN, India

**ABSTRACT:** Theory of special neurodiversity mandates the adjacent colonization of neurodiverse people with special needs for upgraded societal reforms and development. As the concept of a nation enfolds diverse geographical variations, the effectiveness of the theory of special neurodiversity can be optimized only if the controlling parameters are broadly understood and resolved in a unified way. For the enhanced socio-economic growth of any nation, with the application of the theory of special neurodiversity, these variables are likely to affect the imperious restructuring which necessitates active research efforts to minimize their unreceptive impact. In view of the futuristic development, a simple youth-oriented sampling research survey was conducted to attain better physical insight about the geographical incongruities and their implications. The study attempts to examine the singular and coupled effect of key controlling geographic parameters viz., culture, climate, coordination, gender. Based on the results obtained, innovative modulations will be accorded in the prevailing RAS-VIN Model of Special Neurodiversity for enhanced socio-economic growth and the contribution of special needs people. The understanding of geographical implications on the theory of special neurodiversity can be effectively applied on the wide range of administrative, institutional, organizational, engineering, humanities, and sciences applications explicitly aiming at upliftment and empowerment of special needs people.

**KEYWORDS:** Special Neurodiversity, geographical variation, socio-economic growth, value system.

### **I. INTRODUCTION**

In a vast country like India, diversity is inevitable. We Indians, further take pride in the diversity it represents. From Kashmir to Kanyakumari and Ahmedabad to Shillong, a number of variations in ethnicity, religion, caste, class can be noted along with diverse climatic conditions and terrains. With 22 official languages in the eighth schedule of the Indian constitution, along with 8 ethical identities and 9 major religions, the concept of the 'Indian Culture' is an extremely complex and complicated matter. Through the 'Theory of Special Neurodiversity' and 'RAS-VIN's' model of Special Neurodiversity, the need of the hour for the adjacent colonization of neurodiverse people for the growth of both as an individual and nation was established. In India, with a population reaching up to 1.3 billion, geographical variations may act as a hindrance in the proper utilization of the said model. The reason behind this is diversity. While on the one hand, diversity in the workplace might prove to be beneficial through broader perspective and global reach which we can note through McKinsey's diversity wins data set (figure 1 (a)) where the analysis of 2017 indicated 25% more possibility of above-average profitability in companies with top quartile for gender diversity on executive teams when compared to those in the fourth quartile and the same was noted in the case of ethnic and cultural diversity where the companies within the top quartile outperformed those in the fourth quartile by 36% in profitability, it's negative connotations attached to it can't be ignored when this diversity is poorly managed. A few examples like cultural hostilities, unresolved conflicts, poor communication, discrimination, etc. can be taken into account. The focus here is on the socio-economic growth of the nation through proper utilization of the aptitude of people with special needs in the workplace.

When the management of an organization or the workplace becomes too focused on diversity and difference, the corporate objectives and the work productivity might suffer



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(a) (b)

**Fig. 1. Statistical representation of (a) increased work profitability through diversity; (b) challenges faced by the diverse population (\*McKinsey & Company).**

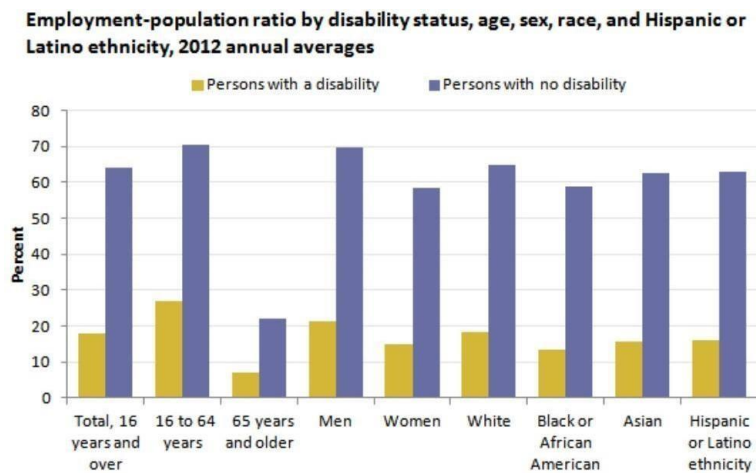
While noting the role of geography in the challenges faced in the workspace especially during the COVID-19 crisis, Mckinsey’s 2020 Global (Diversity, Equity and Inclusion) survey (figure 1 (b)) indicated that when compared to their non-diverse peers, diverse employees reported additional challenges in every country. In the context of India, diverse employees experienced 6.7 acute challenges on average while non-diverse employees experienced 5.5 challenges for the same. Furthermore, when taking note of the demographic variations in the people with special needs, it was noted that in a country like India where around 2.2% i.e., 2.6 crores of the population comprise people with special needs, nearly 80% are out of the labor force. Furthermore, people with special needs have a mere LFPR of 23% as a whole when compared to 50% LFPR in all India. While reservation and PSUs might play a significant role in reducing these disparities, a proper representation of people with special needs is still absent. Accessibility and discrimination contribute to being some of the main reason behind people with special needs being unemployed or engaging in more freelance work or being self-employed. While 22.8% of all the Indian population are salaried workers, only 15% of people with special needs hold regular jobs. 59.7% of the special need population still optimate for self-employment (see figure 2).



**Fig. 2. Statistical representation of (a) LFPR (b) employment type of people with special needs.**

This situation is not just prominent in India alone. Even in a developed country like the U.S. (figure 3) the difference/gap between the disabled and non-disabled employed population is quite large. Taking note of the 2012 employment-population ratio, while 63.9% non-disabled population was employed, only 17.8% disabled population was employed.

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**Fig. 3. Statistical variation of employment-population ratio in the U.S. (2012) (\* google.com).**

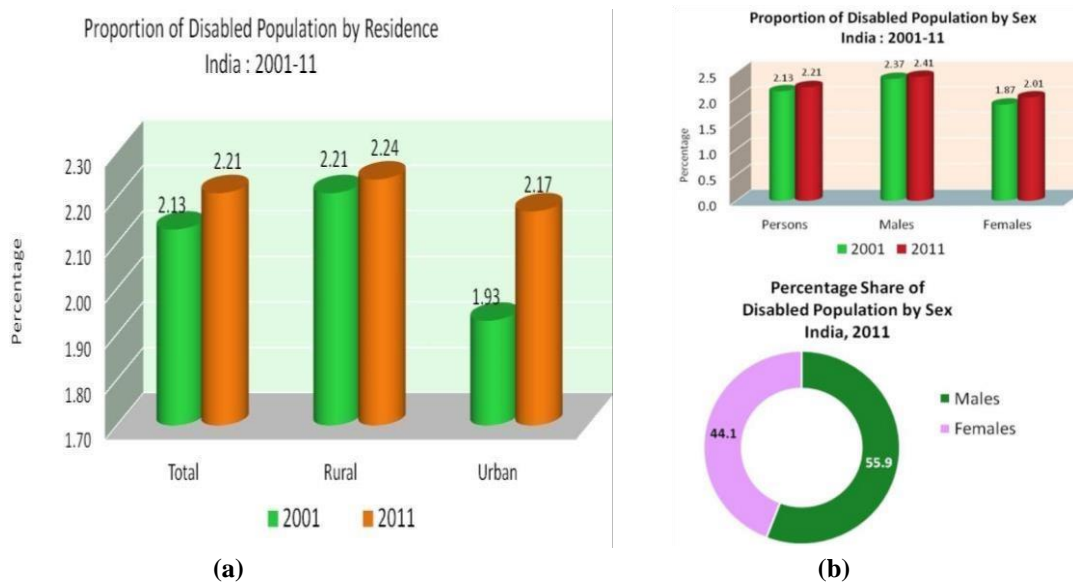
A new system keeping the range of the DE&I (Diversity, Equity & Inclusion) high in any organization will enable it to drive the impact of change through action. The issue of accessibility needs to be tackled, external differences not pertaining to work needs to be put aside. Rather than making an individual feel isolated because of their disability, the focus should be on their work proficiency. Only through this the maximum optimization of 'Theory of Special Neurodiversity' is achievable. And for this to be possible, the role of the 3 key geographical parameters needs to be utilized to their significant quantity. We can achieve a proper outcome by only focusing on issues like accessibility, cultural differences, barriers, etc. Proper coordination between all these will help us achieve it. When the issue of accessibility in case of people with special needs is tackled upon, the work proficiency is bound to increase; when the focus of the organization is on how an individual can make a significant contribution to the organization and the nation along with utilizing their talents rather than the limitation that may occur because of the disability of an individual, their mental health is bound to improve, and better mental health results into more productivity and thus, accelerating the socio-economic growth of the nation.

Following the classical work of Hall [1] on the intertwined geographies of social addition for people with learning disabilities. Appreciable work had been carried out which primarily bestowed with the development of an understanding of the physical phenomena associated with the geographical effect on systems comprising working special needs people. Park et. al., [2] explored and reviewed the intensifying literature on disability, charting the process of the significant studies in the field. The work primarily focussed on the physical disability followed by the issues around mental health and intellectual disability. The study evaluated and resolved the implication of topical work on disability within human geography as a whole and suggested possible links to the growing literature on rights, social justice, and ethics. Lemon and Lemon [3] reported that the potential of intellectual special needs people can noticeably improve and imply in managing their households and the workplaces. The study affirmed that the success of such an economic model can happen with community support viz., families, social workers, and from non-profit groups and public services such as social housing and public transit. The leading movements among social sector institutions of people with intellectual disabilities have produced models that focus on deficiencies, individualization, and service. The work stated that through cooperative structures and entrepreneurial activity, projects in community economic development can replace these models with an emphasis on capacities, collectivization, and care.

Imrie and Edwards [4] highlighted the interest of geographers in the subject of disability confined beyond the discipline. The study signified that geographical necessity about space, place, and disability has multiplied. The work in principle assessed and outlined the consequence of theoretical and methodological developments in the sub-discipline. The result represented the ways in which studies of geography and disability are likely to evolve. Singal [5] focused on the potential for social transformation of the youth with disabilities. The investigation reflected that, special needs people in the 12-24 years age form a significant minority whereas, the knowledge about their experiences, how others around them make sense of their lives and perceive their transition is not much known. The study adapted the transition framework proposed by the World Bank's World Development Report 2007 to inspect chances for young people with disabilities in the areas of learning, work, citizenship, and their prospects in a time of optimism. Appunni and Deshpande [6] reiterated that the special needs people are keen to overcome the social and economic barriers. The work attempted to study the work participation rates among incapacitated in India by using Census of India 2001 data. It was observed that out of 1.03 billion populations about 2.1 percent of the population is of disabled persons and of which 75 percent survives in rural areas. The exploration highlighted that the work participation among disabilities in India is about 35% males which is double than the females. Moreover, in general the work participation is higher than that among disabled. The study asserted the need to increase the work participation among disabled especially among females. Shenoy [7] worked on the key challenges and

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issues faced by special needs people in Indian labour markets. The study detailed an outline of the major organizations and institutions acting for persons with disability in India and to recognize tactical prospects to improve and expand persons with disability contribution in Indian labor markets.



**Fig. 4. Disabled population by (a) residence and (b) sex in India: Census 2001-2011(\*google.com).**

The results from the study recommended key interventions that could be pursued by the ILO in India. In India, according to the Census 2011(fig.4), disabled persons constituted 2.21% of the total population. In terms of geographical variation, the census revealed that, among all State/UTs, the percentage of special need people to the total population is highest in Sikkim (2.98%), followed by Odisha (2.96%), Jammu & Kashmir (2.88%), Andhra Pradesh (2.68%), and Maharashtra (2.64%). Whereas, the proportion of disabled persons to the total population is lowest in Daman & Diu (0.9%), Dadra & Nagar Haveli (0.96%), Mizoram (1.38%), Delhi (1.4%) and Chandigarh (1.4%). Nearly 50% of the disabled persons belonged to one of the five States namely Uttar Pradesh (15.5%), Maharashtra (11.05%), Bihar (8.69%), Andhra Pradesh (8.45%), and West Bengal (7.52%).

At all India level, 36.34% of the total disabled population was testified as workers. Nagaland (51.92%) has the highest share of special need workers followed by Sikkim (49.04%) and Arunachal Pradesh (44.69%). The proportion of disabled workers to the conforming total disabled persons was reported as lowest in Lakshadweep (19.88%), followed by Kerala (23.59%) and NCT of Delhi (27.92%). The highest number of disabled workers were noted to be from Uttar Pradesh (14.84%), followed by Maharashtra (12.81%), which have also the highest number of disabled persons. In terms of literacy, 54.52% of the disabled persons are literates in India. The highest literacy rate among disabled persons was reported in Kerala (70.79%) followed by Goa (70.31%) whereas, the lowest literacy rate among disabled persons was testified in Arunachal Pradesh (38.75%) followed by Rajasthan (40.16%). Nationally, 8.53% of the disabled literates were reported as having educational qualification of graduate and above with the highest share of graduates in the disabled literate population in Chandigarh (19.68%) followed by Delhi (17.43%) and the lowest share in Lakshadweep (2%) followed by Meghalaya (3%). Bihar has the highest number of persons with disability in speech while under the various categories of disability like disability in seeing, in hearing, in movement, mental retardation, mental illness, any other and multiple disability, Uttar Pradesh has the highest number. The highest percentage of disabled children (5-19 years) presently attending educational institution were reported from Goa & Kerala (73%) followed by Maharashtra and Lakshadweep (70%) however, Nagaland (39%) followed by Assam (35%) reported the maximum percentage of disabled children who never attended educational institution. The data clearly validated the geographical variation of special needs people under working category and undecided addressal of the issues related to their upliftment. Kumar et. al., [8] studied disability as an important public health problem which will increase in future because of upsurge in non-communicable diseases and change in age structure. The work reiterated that recuperation measures should be targeted according to the requirements of the disabled with community participation. The study analyzed data from Medline to understand various issues and challenges related to disability and rehabilitation services and stressed to support health care and service delivery to disabled in the community. The results highlighted suitable intrusion strategies and their implementation to the present context. Jindal and Chari [9] compiled the employment situation of special needs people in India in retrospect to the disability act (1995). The study primarily discussed the growth of the employment scenario for people with disabilities owing to the Act in 1995 and the modulations needed. The case study in collaboration with the census 2011 reported that of the total population only 26% constitute the working population of which 78% are males. It was reported that there is greater unemployment among women with disabilities. The observation accorded that in spite of the huge resource pool, employment issues of disable people are extremely low on the agenda.

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Owing to the disability act (1995), selected prospects opened up particularly in the area of education and employment, however, more work needs to be done for the country to look at persons with disabilities as contributing human resources. Limaye [10] assessed and stated that children with disabilities are amongst the most disadvantaged in terms of access to schooling and completion of elementary education, as their needs are not met effectively. The study explored challenges in the education system with respect to issues of education quality and drop-out rates of students with disabilities. Results highlighted that factors that principally influence the accessibility of education for disabled children includes, perceptions of parents, the general societal attitude, government officials, school staff and infrastructure, poverty, lack of acceptance, lack of interest, gender discrimination, lack of awareness, poor physical access, availability of various support systems, and the government strategies focusing on the education of disabled children in definite. Mehta et. al., [11] carried out a study to understand the disabled-friendly work environment of the Indian organizations by implementing the quantitative methodology to understand the standing of disabled workforce in India. The exploration recommended that various practices and policies should be added in the organizations to create a disabled-friendly environment. Furthermore, the study suggests that Indian organizations need amendment in engaging disabled employees at workplace ways through which comprehensive work culture can be promoted. At organization level, positions should be offered to disabled at all levels rather than at lower levels. It is likely to contribute to an incipient framework on employment integration of disable people and the role of employers. Seilan [12] conducted a study to reiterate that disabled persons were the most omitted ones in the progress of the country. Considering the importance of geographical location, the study corroborated with the fact that 76% of disabled persons were from rural areas and only 24% were from urban areas and 59% were males and only 41% were females. Results from the exploration detailed that the government and non-government foundations need to range more support to the disabled persons in addition to wide-ranging and unbiased provision for inclusive education and employment. In recently, Malhotra and Malhotra [13] offered solution to the widely spread ambiguity in the special needs working class in the form of '*Theory of Special Neurodiversity*' and '*RAS-VIN's model*'. The work ascertained various complications faced by people with special needs and attempts to provide a closed form solution for the same. Based on the results, an innovative model for working with special needs people was proposed which was engrossed in making neurodiverse special needs working people to stay together for enhanced professional contribution of special needs people. Among all the appreciable work carried out, one of the aspects which is yet to be comprehensively established is the role of geographical variation as a key controlling parameter in working disabled persons. Present study is motivated by the need for mental and technological advancement of working special needs people coupled with uncomplicatedness in terms of time, energy and money. The investigation primarily focuses on optimizing the output through application of '*Theory of special Neurodiversity*', under varying operating conditions leading to a proficient model for working with special needs people. The study is motivated by the need. The specific objectives of the study are:

- 1) To identify the effect of geographical variation on prospects of working special needs people coupled with application of '*Theory of special neurodiversity*'.
- 2) To develop appropriate correlations to understand the governing dynamics of the geographical variations and its implications on the '*Theory of special neurodiversity*' application.
- 3) To understand the role of key controlling parameters.

## II. SURVEY RESEARCH AND SOLUTION METHODOLOGY

To accomplish the specific objectives, the research method of surveying was adapted. India has more than 50% of its population below the age of 25 and more than 65% below the age of 35. To explore the geographical variations of the '*Theory of Special Neurodiversity*', a youth-oriented survey was conducted within a controlled social atmosphere. Selected number of participants with age criteria from 15-35 years old were chosen. The diversity of the participants was maintained in the form of students of higher-grade sections, undergraduate students, and academic professors. The survey was sent to participants through text/email with a brief introduction to the objectives of the survey. The survey form comprised of eight quintessential questions as understated:

- 1) Can we accept the '*Theory of Special Neurodiversity*' as a closed-form solution for enhancing the productivity and living standards of people with special needs?
- 2) Do you think geographical variation can alter the utilization of the '*Theory of special neurodiversity*'?
- 3) In view of geographical modulation, the factors which are most likely to affect the utility of the '*Theory of Special Neurodiversity*' viz., culture, climate, coordination or none of them.
- 4) In view of cultural geographical variation, do you think the effects of '*Theory of Special Neurodiversity*' can vary with gender?
- 5) In view of cultural geographical variation, do you think the effects of '*Theory of Special Neurodiversity*' can vary with religion/caste/race?
- 6) If climate geographical variation affects the utility of '*Theory of Special Neurodiversity*' then, under which terrain its utility can be easily optimized viz., rains, mountains, hot weather, plains.

### Implications of Terrestrial Variations on the utility of Theory of Special Neurodiversity

- 7) In view of coordination geographical diversity, do you think the present-day lifestyle can affect the application of 'Theory of Special Neurodiversity'?
- 8) For special needs people with geographical diversity, do you think age can alter the effects of 'Theory of Special Neurodiversity'?

Based on the response(s) useful insight was drawn leading to the enhanced understanding of 'Theory of special neurodiversity' for broad range of applications.

### III. RESULT AND DISCUSSION

In the preceding work [13], 'Theory of Special Neurodiversity' was understood along with the need for neurodiverse colonization and the reason(s) behind it. Prior to the main survey, the fundamental understanding of the primary issue addressed with 'Theory of Special Neurodiversity' was questioned for testing, and validation. It was surveyed whether the 'Theory of Special Neurodiversity' can be considered in its original form as a closed solution for enhancing productivity and living standards of special needs people. Figure 5 highlights that **44.59%** of the youth firmly believes it does in comparison to fractional **18.91%** who believes it won't work while **35.1%** were uncertain about its validity. In this work, the factors affecting optimal utility of 'Theory of Special Neurodiversity' was searched. As a vast and diverse land like India is principally affected by the geography in its operational and functional form.

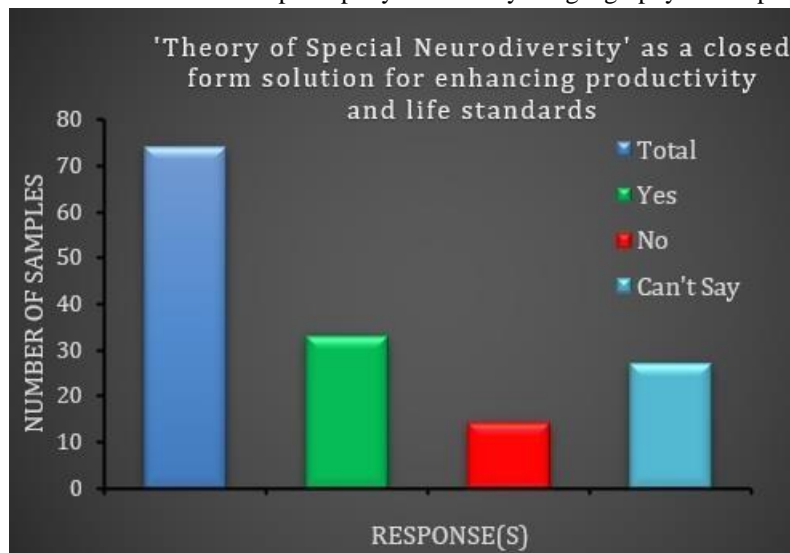


Fig. 5. Statistical variation on the acceptance of 'Theory of Special Neurodiversity' as a closed-form solution.

Present work attempts to venture into the territory of geography and how it can affect utility of 'Theory of Special Neurodiversity', primarily in the form of the 3-C i.e., climate, culture, and coordination laterally with taking note of both internal and external factors. The investigation comprises parametric variation both from a singular and coupled perspective. The results highlight the mentality/mindset of the present youth. Firstly, it was questioned whether the utility of 'Theory of Special Neurodiversity' will absolutely get modulated with a geographical variation.

Figure 6 shows the result of the variation of opinion regarding the same. When **68.91%** of the sampling strength purports it, **8.11%** percent strongly denies it. while **22%** remain unsure about their answer.

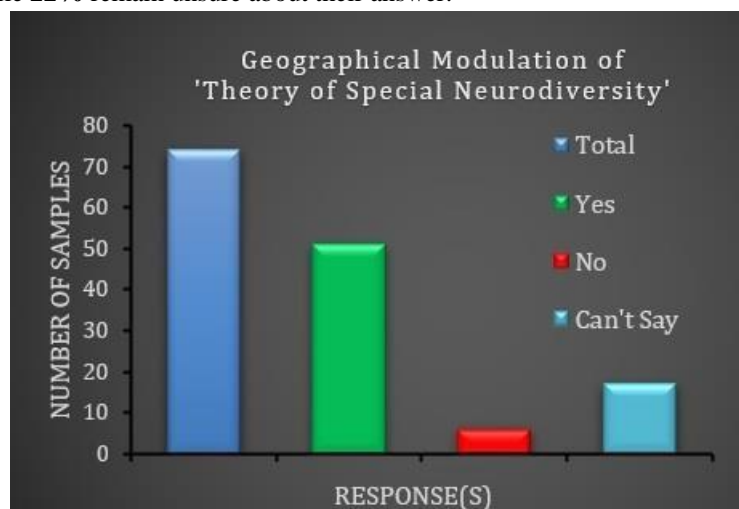


Fig. 6. Statistical variation of the effect of geography on the utility of 'Theory of Special Neurodiversity'.

## Implications of Terrestrial Variations on the utility of Theory of Special Neurodiversity

Next, the role of three primary factors being culture, climate, and coordination was explored in affecting the utilization of the 'Theory of Special Neurodiversity'. As the survey conducted is youth-oriented interestingly, **59.45%** believe culture variation with geography will modulate 'Theory of Special Neurodiversity'. However, **14.86%** states climate and **16.21%** label coordination variation with geography largely will modulate the utility of 'Theory of Special Neurodiversity' as shown in figure 7. It was also pointed out that socio-economic privileges might play a significant role in the same.

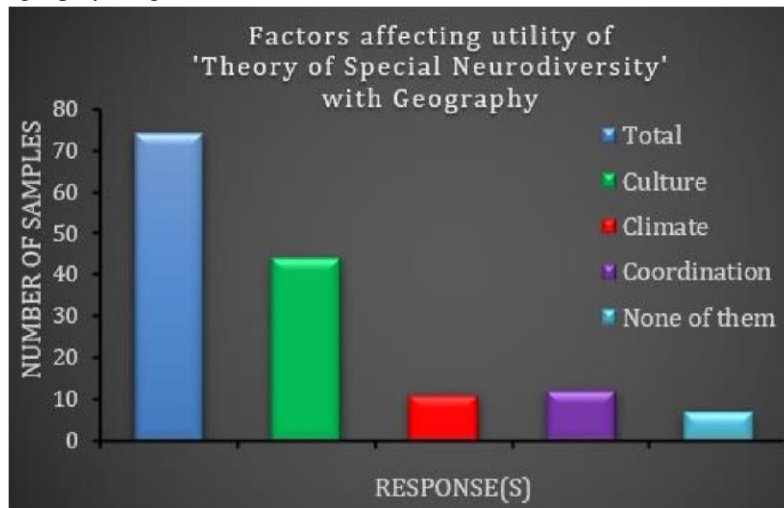


Fig. 7. Statistical variation of the three key parameters viz., climate, culture, and coordination.

Further, the utilization of the 'Theory of Special Neurodiversity' for gender variation was investigated. Figure 8 indicates that **75.67%** of the present youth believe that results of 'Theory of Special Neurodiversity' will largely vary for different genders, whereas **8.11%** of the strength believes it won't. **16.21%** of the participants had no opinion on the same. The reason for the variation for the outcome can be attributed to the diversity of mindset, upbringing, expectations attached to different genders along with the stereotypes attached to the same.

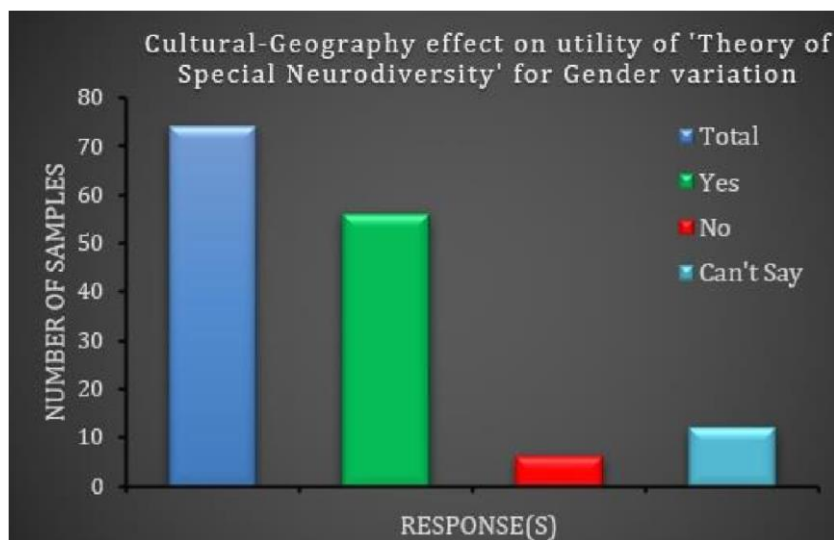


Fig. 8. Statistical variation of the effect of cultural geography on 'Theory of Special Neurodiversity' and its implications on gender variation.

Following which, the role of the cultural-geography especially viz., caste, class, and religion was explored. As shown in figure 9, **64.86%** of the participants advocates that utility of 'Theory of Special Neurodiversity' will be hampered with geographical diversity whereas **16.21%** indicates insensitivity to the same while **18.91%** provides no insight for the same. It goes without saying that people belonging to different geographical locations have diversity in caste, class, religion, etc. This diversity creates a series of different attitudes. So, it's by no doubt that these differences will result in different levels of utilization of 'Theory of Special Neurodiversity' at different locations.

Implications of Terrestrial Variations on the utility of Theory of Special Neurodiversity

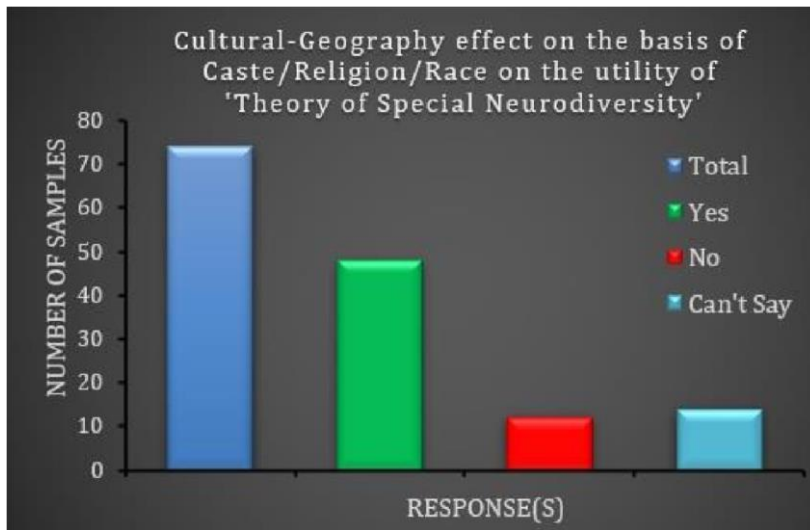


Fig. 9. Statistical variation on the impact of cultural variation (caste/ religion/ race) on 'Theory of Special Neurodiversity'.

While for National Growth, 'Theory of Special Neurodiversity' must be applied throughout and that brings in varying climates with different terrains. Figure 10 indicates that 67.56% of the participants retained the mindset of maximizing the utility of 'Theory of Special Neurodiversity' at plains whereas 10.81% of the participants resolved to mountains, rains, and hot climate-induced terrains. Diversity in climates brings us to the fact that people from different terrains might have further differences in their level of adaptability. Subsequently, one of the most important controlling factors viz., effectiveness of mutual coordination, for the utilization of 'Theory of Special Neurodiversity' was explored.

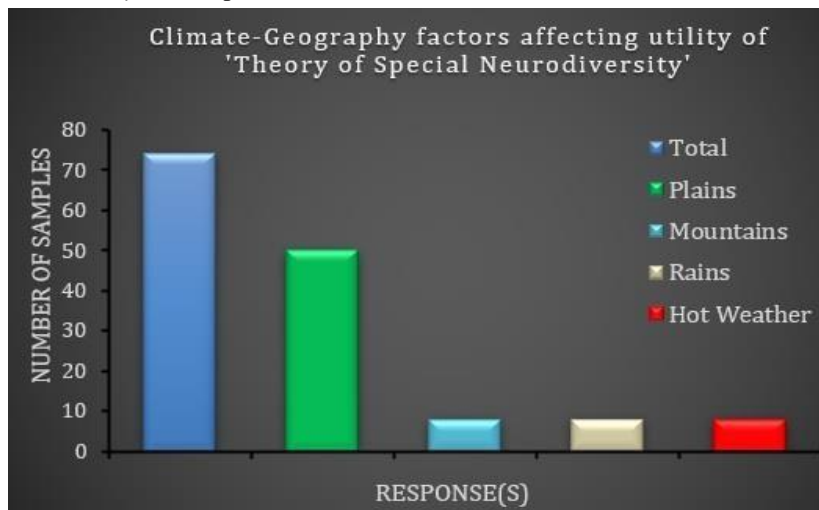


Fig. 10. Statistical variation of the effect of climate geography on 'Theory of Special Neurodiversity'.

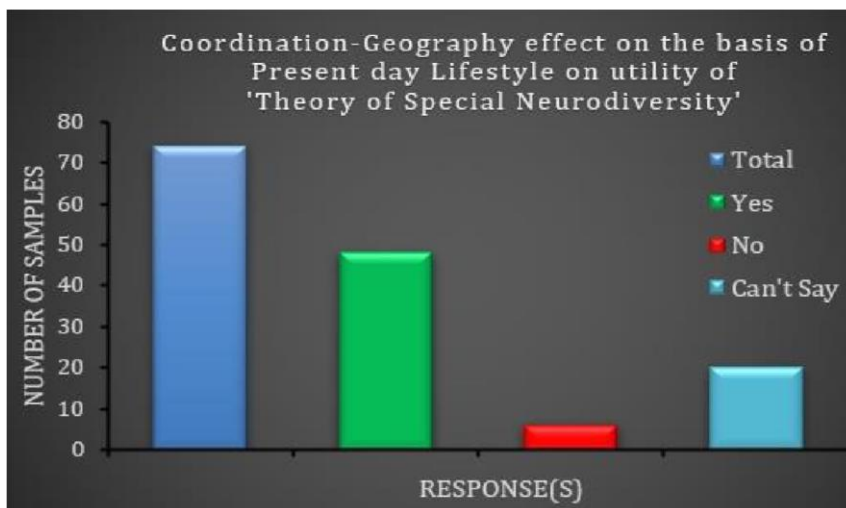


Fig. 11. Statistical variation of the effect coordination-geography on 'Theory of Special Neurodiversity'

## Implications of Terrestrial Variations on the utility of Theory of Special Neurodiversity

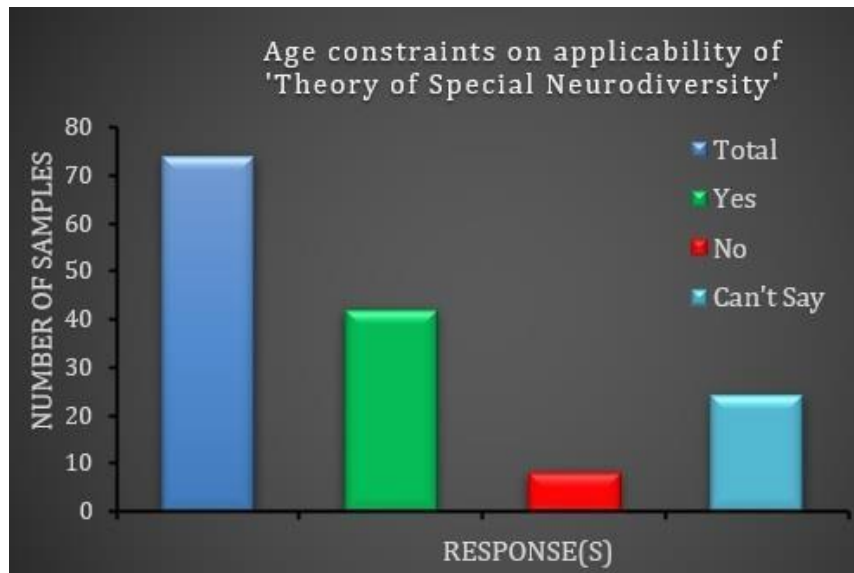


Fig. 12. Statistical variation on the impact age variation on 'Theory of Special Neurodiversity'

It was questioned whether, in present times, coordination can get affected with varying geography. As noted in figure 11, **64.86%** of participants agree that geographical variation will alter mutual coordination whereas, **27.02%** represent neutrality and marginal **8.11%** believe that the utility of '*Theory of Special Neurodiversity*' with coordination will not get modulated with varying geography. At last, the role of age variations in different geographical locations was enquired about. Figure 12 conveys that **56.75%** of youth believes that output of '*Theory of Special Neurodiversity*' will vary with age in comparison to marginal **10.81%** who believe age won't become a constraint while **32.4%** chose not to answer this question. Different parts of the community belonging to different sections have different morals and values. While it might be easy to develop a change of mindset in the present-day youth, it cannot be same for the older generation. A reason behind this can be the fact that while the mindset of the older generation is primarily focused on culture, the new generation provided more importance to coordination as compared to the other.

From the above results, one can draw the insight that each of these three parameters i.e., the 3-C (culture, climate, and coordination) play an undoubtedly significant role in the utilization of '*Theory of Special Neurodiversity*' and the proper optimization of '*Theory of Special Neurodiversity*' through singularity i.e., by focusing on one single factor can't be achieve. Rather, what is needed is a solution through a coupled perspective. This brings us to a new proposed model as a solution entitled '**Dynamic Coordination Equilibrium Model**'. The main feature of this model indicates that in any working system considering the neurodiversity of special need people across any geographical location, to obtain maximum benefits of '*Theory of Special Neurodiversity*', the equilibrium of the dynamic coordination should be maintained in concurrence with neurodiversity.

To elucidate it further, one can understand the fact that culture and climate are two of the biggest issues in coherence with geography. Both these factors can be proven as a hindrance to the maximum utilization of the '*Theory of Special Neurodiversity*'. The fact that people belonging to different cultures have different mindsets pertaining especially to caste, class, race, and religion along with different reactions to the same situations is quite obvious. The difference in mindset sometimes proves to be a significant problem because of the conflicting views and thus, leading to chaos and conflicts. Furthermore, the climate is always changing with geography. Different climatic conditions in different terrains have a different impact on an individual. We can take seasonal depression as one of the examples for the same. Therefore, change in this system is dynamic by nature. To minimize the hindrance caused by these two factors and prevent them from affecting work productivity, what is needed is proper coordination. For it, the focus needs to be work or productivity rather than the differences and dynamic coordination proves to be a significant solution. To put it in simple words, irrespective of your culture or gender or climate change or difference because of geography, equilibrium of the coordination can still help you get maximum benefits from '*Theory of Special Neurodiversity*'.

It is important to note that the dynamic coordination is different from normal coordination. While normal coordination might help two in working together at an average level, dynamic coordination with no doubt will increase productivity to a higher level because here, the use of emotions is minimized. Considering an example: A and B belong to two different communities who are in conflict with each other and work at the same association/organization which results in quite a hostile relationship between the two and might affect their productivity and mental state. While normal coordination here might help them work together to an average level, dynamic coordination with no doubt will be increasing their proficiency as here, they will be putting aside their hostile emotions because of external factors and will be focusing on work with the primary objective being productivity. Dynamic coordination is a long process and cannot be achieved without proper training.



## Implications of Terrestrial Variations on the utility of Theory of Special Neurodiversity

And for this training to be successful, people need to make efforts and be invested in it because here what we need is a change of mindset through mutual equilibrium. To quote it in the words of James P.

Leynse, 'You can't clap with one hand'.

### IV. CONCLUSION

The present study was carried out in the view of geographical variations for the utilization of the 'Theory of Special Neurodiversity'. For a vast country like India, the poor management of this diversity and these variations can act as a hindrance in the path of national growth and development. For the proper optimization of the key parameters, a survey was conducted along with addressing the role of geography in the utility 'Theory of Special Neurodiversity'. Based on the results, in view of much needed socioeconomic growth following conclusions may be drawn:

- 1) Theory of Special Neurodiversity along with 'RAS-VIN's model' when utilized as a whole can result in the accelerated socio-economic growth of the nation.
- 2) Geography by no doubt plays a significant role in the optimization of the 'Theory of Special Neurodiversity'. Furthermore, change is dynamic in nature and unavoidable.
- 3) The three key parameters i.e., culture, climate, and coordination were explored. It can be concluded that it is impossible to make this theory work with singularity because each of these parameters has its significant role or position and impact on each other. Therefore, the solutions need to be in a coupled or unified form.
- 4) A distinct proportion of these three factors through a new novel model i.e., the '**Dynamic Coordination Equilibrium Model**' is proposed which at any geographical location, throughout the world can help in the maximum utilization of the theory of special neurodiversity.
- 5) The coordination needs to be dynamic and not normal. Furthermore, the coordination needs to be mutual, or else, equilibrium won't be maintained.
- 6) Proper optimization of the 'Dynamic Coordination Equilibrium Model' in respect to the 'Theory of Special Neurodiversity' will result in adequate growth of an individual with special needs as a person along with enabling them to be a significant contribution to the development of the nation as a whole.
- 7) **Applications of the work:** Present study and insights can be effectively utilized into wide range of organizational, practical, functional, institutional, engineering, scientific research, technological applications.

### ACKNOWLEDGMENT

The authors acknowledge the contribution of all the survey participants who made this research possible. We further dedicate this work to people with special needs working hard for the development of the nation.

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## **Emphasis on Post Graduate Degree for Developing Future Leaders**



**Dr. Abinash Saikia, Dr. Raj More, Dr. Dur Khan, Dr. Sudhakar Gaonkar**

<sup>1,2,3,4</sup> Jannalal Bajaj Institute of Management Studies, Mumbai

### **INTRODUCTION**

The search for talent is one of the great challenges faced by organizations and, as globalization increases competition, strong leadership becomes even more important for businesses in the future. Fundamental to success or failure will be upon these individuals, who will lead these organizations, i.e., the individuals who are as of now in higher management and the individuals who are being prepared for future CXO roles.

The catch here is most leaders aren't born; they are made. Proficient experience, interest in mentorship and advancement, just as a degree of self-assurance set up through past victories and disappointments, all add to the science of what a proficient leader resembles. Institute of Leadership and Management of UK, a non-profit organization believes, that the traditional model for what constitutes a good leader is experiencing a paradigm shift and, as a result of this, how we develop our leaders must also change. Succession planning is a fundamental for any business purpose on long term endurance and is basic to guarantee the future leaders of an organization. Above all, the main concern for organization today is whether the aim is to develop potential leaders for the organization internally, or to recruit the most talented external candidates to nurture and promote, in an increasingly competitive world. Brilliant leadership can be the distinction between extraordinary hierarchical execution and disillusioning disappointment. Fantastic leaders steer associations to progress, rouse and propel followers, and give an ethical compass to representatives to set course. They initiate change, drive advancement, and convey a convincing vision for what's to come. Through this paper we intend to study the importance of the following traits or characteristics in developing the future leaders:

- i. Leadership traits
- ii. Skills and knowledge
- iii. Depth of experience
- iv. Education and training
- v. Business schools

In the context of today's modern competitive world, in the search for successful leaders, HR professionals are looking for a blend of experience, knowledge and skills, many of which can be learnt and developed both on the job and in a formal training context, but ultimately it is a rich mix of skills and experience which will differentiate future leaders.

According to a study conducted by the former MD of AMUL, Mr. BM Vyas and his team, it appeared that while everyone including companies, consultants, academic institutes, and trainers were busy working on their leadership agenda, there had not been an adequate organized effort to collate experiences, share processes, look at best practices, reflect on trends, and learn from each other. This study also suggests that if a company had grown organically at normal pace, in 5 to 7 years, it would have been ready with its leadership pipeline, systems for training and development, and processes for managing expectations and careers. However, given the explosive discontinuous growth, that privilege has been denied to many organizations in India.

### **LITERATURE REVIEW**

According to an article by published by Tourish and Dennis (1), leadership development strategies ought to be high on the rundown of needs for any association, especially for small, medium and large organizations that depend upon efficient management teams. One needs to guarantee that critical abilities and priceless business experiences are shared and passed down to forthcoming pioneers to avoid gaps in knowledge in the future. According to this article, leadership development works best when future pioneers comprehend the significance of the multitude of various jobs in the association.

Aarti Shyamsunder et. al (2) in their paper Leadership Development in Organizations in India: The Why and How of It, states that Leadership Development are generating curiosity, intense debates, and multiple interpretations. The paper basically answers questions such as is leadership development about the leader or about the organization as a whole. The paper mentions that Leader development is the honing of attitude, behaviours, skills, and actions that a person might need to

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exhibit leader-like behaviours; it is a process of 'differentiation'. Leadership development, on the other hand, includes focus on processes such as social influence, team leadership, attention to factors such as organizational climate and social networks towards effectiveness in organizations; it is a process of 'integration'. So, the basic element which differentiates leader from leadership is the integration. Organization looks forward for the leadership development instead of leader development in the current scenario.

Leadership development aids the potential leaders with the knowhow of leading.

**Cynthia Roberts** (4), in her paper "Developing Future Leaders: The Role of Reflection in the Classroom" states that, as in the present scenario as leaders are facing situation and encountering environment of complexity, multicultural, and ambiguous, the organization is seeing increasing focus on the value of reflective capacity as a means for meeting the challenge. Leadership is learning – at both the individual and group levels. The ability to reflect, however, is not necessarily an inherent attribute, but it must be cultivated over time, and unless one is actively engaged in the practice of reflection, it is doubtful that this capability will develop on its own. One must learn both the aspect: how to be an effective leader and what it means to be an effective leader.

**Nick Boulter** (6) in his paper mentions that since the introduction of the behavioral competencies –known as differentiating competencies –Unilever has redefined the professional knowledge and skills needed by managers to be world class today. It basically involves benchmarking best practice in other organizations as well as internal teams identifying the professional skill needs for the future. The differentiating competencies have become part of the vocabulary of Unilever managers now. The competency model is being applied into other areas –such as graduate recruitment and performance management.

In the paper, *Developing Future Leaders*, leadership has been defined as a behaviour and not a position. The paper provides different metrics when designing a leadership development program, which will measure the effectiveness of the program. Such data may include:

- a. Indicators of the scope and volume of leadership development
- b. Participants' level of satisfaction with leadership development activities and programs.
- c. Learning and the acquisition of leadership knowledge and skills

According to research by Mihnea Moldoveanu and Das Narayandas (7), in the paper "The Future of Leadership Development" gaps in traditional executive education are creating room for approaches that are more tailored and democratic. Organizations spend intensely on executive education however frequently get a small profit from their speculation. That is on the grounds that business schools and other conventional instructors aren't capable at showing the delicate abilities imperative for progress today. Individuals don't generally remain with the associations that have paid for their preparation, and learners often can't apply classroom lessons to their jobs.

In joint research by TATA and Centre for Creative Learning (CCL) (8), it was concluded that leadership is learned from job experiences and not in classrooms; and the events during the manager's work life from which leadership is typically learned includes challenging assignments, inspiring superiors and bosses, and adverse situations. Managing and motivating subordinates – the 2nd most important lesson learned and cited – is primarily learned from positive role models and bosses who are coaches. 65% of all lessons learned are not about running the business, but about leading other people and leading oneself.

Spencer Wayne Holt, of University of Nevada, stated in the research paper "Creating Effective Leadership Development Programs: A Descriptive Quantitative Case Study" (9), that an organization's long-term success is strongly correlated with its ability to build effective and dynamic leaders. Many senior executives acknowledge that there is a lack of formal processes for developing new and current leaders who possess the appropriate skills, aptitudes, and perspectives needed to assume positions of leadership. Organizations must be able to provide an environment in which future and current leaders learn how to effectively lead and carry out the missions of their companies.

### PURPOSE OF STUDY

The main purpose of this study is to understand what the present industry or organization is looking into in order to develop the future leaders. The conventional method of developing leaders is becoming outdated and the demand and requirement for leading the organization in the current period requires unconventional and unorthodox approach. Through this paper, an approach is made to understand the requirement and demand, the current top management looks into in an employee which will spotlight the individual into grooming them to become the future leaders. However, there are certain hurdles faced by the organization in terms of attrition of the potential leaders. This paper also tries to understand the reason behind these problems.

### DATA ANALYSIS

#### Secondary Research

The requirement for leadership development has never been more critical. Organizations of numerous types understand that to stay alive and to succeed in the present unstable, dubious, complex, and vague climate, they need initiative abilities and hierarchical

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capacities unique in relation to those that assisted them with prevailing before. There is likewise a developing acknowledgment that authority improvement ought not be confined to the rare sorts of people who are in or near the C-suite. With the multiplication of communitarian critical thinking stages and advanced "adhocracies" that underline individual drive, representatives in all cases are progressively expected to settle on important choices that line up with corporate technique and culture. It's important, therefore, that they be equipped with the relevant technical, relational, and communication skills.

The leadership development industry, however, is in a condition of commotion. The quantity of entities offering courses to bestow the hard and delicate abilities expected of corporate administrators has taken off. But organization that all in all burn through billions of dollars yearly to prepare current and future leaders are becoming baffled with the outcomes. A few enormous scope industries contemplate, show that over half of senior pioneers accept that their talent development efforts adequately build critical skills and organizational capabilities.

### THE PROBLEM WITH EXISTING LEADERSHIP PROGRAM

Chief learning officers find that traditional programs no longer adequately prepare executives for the challenges they face today and those they will face tomorrow. Organizations are looking for the open, interpretive, full of feeling, and perceptual abilities expected to lead intelligent, proactive coordinated effort. Yet, most projects center around discipline-based ranges of abilities, like procedure advancement and monetary investigation, and genuinely underplay significant social, correspondence, and emotional abilities. No wonder CLOs say they're having trouble justifying their annual training budgets.

Education programs also fall short of their own stated objective. "Lifelong learning" has been a buzzword in corporate and university circles for decades, but it is still far from a reality. Traditional leadership program is basically excessively episodic, selective, and costly. Not surprisingly, top business schools, including Rotman and HBS, have seen demand increase significantly for customized, cohort-based programs that address companies' idiosyncratic talent-development needs. Corporate colleges and the individual learning cloud—the developing blend of online courses, social and intuitive stages, and taking in instruments from both conventional establishments and upstarts—are filling the hole.

### REASON FOR DISJOINT STATE OF LEADERSHIP

There are 3 main reasons for the disjointed state of leadership development.

#### 1. Gap in motivations

Organizations put resources into leadership improvement for their own drawn out great, yet people take an interest to upgrade their abilities and advance their professions, and they don't really stay with the businesses who've paid for their preparation.

#### 2. Gap between the skills that executive development programs build and those that firms require

Particularly the interpersonal skills essential to thriving in today's flat, networked, increasingly collaborative organizations. Traditional providers bring deep expertise in teaching cognitive skills and measuring their development, but they are far less experienced in teaching people how to communicate and work with one another effectively.

#### 3. Skills transfer gap

Few organizations seem to take what they learn in the classroom and apply it to their jobs—and the farther removed the locus of learning is from the locus of application, the larger this gap becomes.

To develop essential leadership and managerial talent, organizations must bridge these three gaps.

One of the biggest complaints about executive education is that the skills and capabilities developed don't get applied on the job. This challenges the very foundation of executive education, but it is not surprising.

Research by cognitive, educational, and applied psychologists dating back a century, along with more-recent work in the neuroscience of learning, reveals that the distance between where a skill is learned (the locus of acquisition) and where it is applied (the locus of application) greatly influences the probability that a candidate will put that skill into practice.

Indeed, it's much easier to use a new skill if the locus of acquisition is similar to the locus of application. This is called **near transfer**. For example, learning to map the aluminum industry as a value-linked activity chain transfers more easily to an analysis of the steel business (near transfer) than to an analysis of the semiconductor industry (far transfer) or the strategy consulting industry (farther transfer).

When we say "distance," we're not referring just to physical range. New skills are less likely to be applied not only when the locus of application is far from the locus of acquisition in time and space (as when learning in an MBA classroom and applying the skills years later on the job) but also when the social (Who else is involved?) and functional (What are we using the skill for?) contexts differ.

Anecdotal evidence on skills transfer suggests that barely 10% of the \$200 billion annual outlay for corporate training and development delivers concrete results. That is an astounding measure of waste. More forthright, it increases the desperation for the corporate preparing and leader improvement enterprises to upgrade their learning encounters.

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### THE OUTLOOK OF PROVIDERS

As request develops for leadership training that is adjustable, identifiable, and quantifiably compelling, new contenders are arising. B-Schools, consultancies, corporate colleges, and digital platforms are generally competing to give abilities advancement programs, and every player enjoys certain benefits and imperatives.

	ADVANTAGE	CONSTRAINT
<b>Business schools with open programs</b>	A large store of intellectual and pedagogical capital	Limited capability to provide contextualized learning
<b>Business schools with customized programs</b>	Can adapt content to the challenges facing the client organization and ensure the transfer of core skills	Inadequate follow-up when customization reaches the realm of personal learning and design
<b>Strategic consultancies</b>	A highly contextualized approach to skills transfers and development	Inadequate technology and know-how for evaluation and feedback
<b>Human resources consultancies</b>	Can identify participants' core skills to create fully individualized coaching and development	A shortage of expertise in relevant functional domains
<b>Corporate universities</b>	Can deliver content that is immediately relevant to the organization, and in the context in which the skills will be applied	Limited ability to measure skills acquisition and application
<b>Remote personalized learning platforms</b>	Low-cost alternatives to programs that transfer functional and technical knowledge	Limits on contextualized learning and the development of relational, affective, and collaborative skills

We're now seeing powerful trends reshaping the industry and fueling the emergence of the PLC (Personal Learning Cloud) as a networked learning infrastructure. Some of the trends are:

1. PLC has lowered the marginal cost of setting up an in-house learning environment and has enabled chief human resources officers (CHROs) and chief learning officers (CLOs) to make more-discerning decisions about the right experiences for the people and teams in their organizations.
2. Decline of standard classroom-based programs for executive development, such as those primarily offered by business schools and universities. Most organizations are demanding pre- and post-measures of the acquisition and application of relevant skills—such as communicative competence and leadership acumen—those traditional programs were never designed to deliver.
3. Rise of customizable learning environments, through platforms and applications that personalize content according to learners' roles and their organizations' needs.

These trends are linked and form a cohesive pattern: As learning becomes personalized, socialized, and adaptive, and as organizations get more sophisticated at gauging the return on investment in talent development, the industry is moving away from pre-packaged one-size-fits-all material and turning instead to the PLC.

Underlying and amplifying these trends is the rapid digitization of content and interaction, which is reshaping the leadership development industry in three important ways. These are:

1. it allows the disaggregation (or unbundling) of the low-cost elements of a program from the high-cost ones.
2. digitization makes it easier to deliver value more efficiently. For example, classroom lectures can be videotaped and then viewed online by greater numbers of learners at their convenience. Similarly, discussion groups and forums to deepen understanding of the lecture concepts can be orchestrated online, often via platforms such as Zoom, Skype, and Google Hangouts, allowing many more people to participate—and with less trouble and expense.
3. digitization is leading to disintermediation. Traditionally, universities, business schools, and management consultancies have served as intermediaries linking companies and their employees to educators—academics, consultants, and coaches. Now, however, companies can go online to identify (and often curate) the highest-quality individual teachers, learning experiences, and modules—not just the highest-quality programs.

### OBJECTIVES OF THE STUDY

The objective of for the study of this paper is to understand the viewpoint of the organization for the requirement on developing the future leaders. In this current business world, according to one of the surveys, it has been found out that the most important questions

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that the current corporate leaders ponder upon is how to build the future leaders. Through this paper, we would try to understand the importance of post degree education completion while developing the future leaders. Focus will also be on the fact that, if change the current leaders wants to see in the future leader's prospect which the current leaders donot hold.

### WHAT ARE THE IMPORTANT CHARACTERISTICS OF A LEADER?

An able and successful leader would have numerous unique characteristics. However, some characteristics are very much important and every corporate would want their leaders to either intrinsically inherit those or learn how to culminate those characteristics. Some of those are:

- i. Knows to be self-aware and prioritize personal development
- ii. They should not only focus on developing themselves but also others
- iii. They should be able to think strategically and encourage others to do so
- iv. They should be ethical in both their work and while making decision
- v. They should encourage and practice cross cultural communication

### PRIMARY RESEARCH

The following questions are included the google survey to deduce an analysis:

- i. What characteristics define a leader?
- ii. What are the preferred skills and knowledge?
- iii. What experience defines a leader?
- iv. How important is education and training?
- v. How important is post graduate Management Degree while recruiting?
- vi. How many of your management team have a post graduate management degree?
- vii. How effective is the PG Management Degree at developing senior leaders' skills?
- viii. How effective is the PG Management Degree at developing senior leaders' personal characteristics?

The responses received from each of the questions asked in the survey are as follows:

#### I. What characteristics define a leader?

Motivational	20%
Emotional intelligence	13%
Natural Leader	9%
Inspires Trust	15%
Communicator	21%
Visionary	22%

In this present reality where skilled people are a scant asset, it is nothing unexpected that exceptional leaders are in significantly more prominent interest. Poor leaders can incur extensive harm for associations, unsettling staff and obliterating esteem. It is vital, therefore, that associations comprehend the components that add to extraordinary authority, so they can distinguish and foster undiscovered potential, and support and sharpen the capacity of existing leaders.

At the point when business administration is foremost, and we deal with some of the most difficult economic times for generations, we canvassed 108 HR professionals who are currently holding senior positions in their respective organization and tried to understand what is their stand on what they look for future leaders.

In the first place, we requested that they distinguish what they searched for in senior business leaders and supervisors. Specifically, what individual attributes, abilities and knowledge are generally significant in characterizing great leaders. Possessing the right personal characteristics is paramount. HR professionals want leaders who can understand, inspire and motivate people. The ability to motivate and inspire others and having a visionary mindset were the most important characteristic that were cited while recruiting or spotlighting a future leader. Another aspect which the organization looks for while spotlighting a leader was his/her communication. This characteristic is equally very important as leaders must be able to communicate freely and should be very much approachable. It was very interesting to note in the survey organization donot give much importance to the natural leaders and rather looks for the otherwise neglected characteristics selecting future leaders.

#### II. What are the preferred skills and knowledge?

Professional/Technical	17%
Commercial acumen	4%

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People Management	22%
Communication Skill	21%
Coaching and feedback	13%
Team Management	23%

By looking at the responses of the second question it is very much clear that organization is not looking at a specific characteristic for the development of future leaders but as a whole package. The message is clear: one needs a blend of individual attributes to be an effective senior leader. The leader should be diverse. They ought to be versatile, driven and true. They ought to have the option to propel, move, and empathies. Certain abilities and information are likewise fundamental and those abilities relating to inspiration, motivation and understanding of others are the most significant. Justifiably a portion of the abilities and information required may rely upon the job or area of training. A handsome number of HR professionals have cited people and team management along with the professional and technical skills as the most important preferred skills that the organizations hunt for. However, at the same time, understanding of the business acumen is also very important as it enables the leader to know the knowhow of the business. Apart from these, coaching and feedback is also given importance. Feedback is basically important in the millennials as according to a survey; millennials expect feedback from their employer twice a month in order to understand whether they are going in the right path or not.

### III. What experience defines a leader?

Worked in different sectors	12%
Dealing in similar industry	5%
Dealing with difficulty	35%
Delivering projects	18%
Worked globally	5%
Led change	25%

While leadership skills and management ability are the core foundation, experience is equally important and completes the mix of elements desirable in a senior leader. The most important defining element of leadership is the depth and breadth of experience. Organizations want leaders that have faced difficulties, irrespective of whether they have succeeded in overcoming that difficulty or not. They are also looking for someone who have worked in different sectors and are able to deliver projects in time. The occurrence of pandemic and the paradigm shift of working culture have called for a change in the working culture of the organization. A new term "workation" has come into emergence which is a blend of two terms, i.e, work and vacation. So, organizations are actively looking for someone who are able to bring about a change in their working culture. The strong message is the need for complete leadership. The organizations are looking into new ways by which they will be able to couple the leadership with technical and business acumen as a whole to deliver at the highest level. Leadership is about abilities and knowledge, experience and receptiveness, passionate insight, validity, legitimacy and trust. Indeed, even those people who are natural leaders should expand on those intrinsic characteristics, by acquiring experience, furthermore, creating abilities and information, on their excursion to turning into a future leader.

### IV. How important is education and training in leadership development?

Undergraduate degree	5%
Professional qualification	23%
Experience	42%
Job dependent	3%
Postgraduate degree	8%
MBA	19%

Fostering the great leaders is quite possibly the most squeezing and troublesome challenge confronting associations in the 21st century. Luckily, although almost a fourth of HR experts said that being a 'natural leader' was significant while selecting future leaders, there is still high opportunity for would-be leaders who find leadership comes less naturally to them. When it comes to characterizing what 'natural leadership' implied, terms like gravitas and presence were as often as possible referred to, yet natural leadership appears to be a catch-all for a variety of leadership traits. Many of the most desirable personal characteristics, such as the ability to motivate others, emotional intelligence and being a good communicator, for example, can be learnt. Skills and knowledge



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can also be acquired, stressing the importance of learning and development to organizations. Nearly, half of the HR professionals stressed upon the fact that the most important aspect is not education but experience. However, professional qualification is also given much importance but that is not restricted to education only. Professional degrees such as MBA takes the third seat in the requirement list. The professionals also emphasized the need of clear development in current leadership programs. A far-reaching way to deal with leadership development is imperative. The survey results propose that both experience and academic theory play significant parts in preparing and creating leaders. Formal academic qualifications, professional qualifications and experience is preferred at a greater aspect than anything. Business faces a variety of complex situation and collaboration of many departments will be required to solve those complex and delicate problems. In order to make different departments work in the same pace while understanding each other experience should be required in leaders so that, there is no communication gap between the parties involves. Inefficiency in those areas will only make the situation worse.

Also, while interacting with one of the senior professionals, it was mention that flexibility is very important to be a successful leader. Senior managers lead a very hectic and pressured life. So, it is very much obvious that it will affect their personal life also. Therefore, it is very important for the leaders to have flexibility in their approach.

### V. How important is post graduate Management Degree while recruiting?

This question in the survey was in the form of linkered scale. The responses received is shown below.

Likert Scale Rating	Percentage
1 (Not at all important)	0%
2	4.5%
3	34.1%
4	38.6%
5 (Very much important)	22.8%

When asked about how important is the post-graduation when developing or recruiting for the senior management, clearly more than half of the respondents responded by stating that post-graduation is very much a necessity. So, it is clearly understood that even though experience is required, importance will be given to those candidates whose have a culmination of both experience and a higher degree. However, now the organizations are less relying on B-Schools for the professional degree aspect. Companies are themselves coming up with professional degrees for their employees. This is basically done to groom employees within the companies, ultimately reduction in the investment part, however not compromising on the quality part. Another reason for coming up with the professional degree by the company themselves is that, the organization finds many of the post-graduates as arrogant and this hampers the organization culture of the company. This again adds cost to the company which they have to incur in the form of training and development, that too on those domains which is supposed to be learned while acquiring the post-graduation.

Another area, where problem persist is the ability to use the theoretical studies into practical scenarios. Even though many best B-schools do not agree to this argument, but it is one of the most prominent criticisms which is echoed by some of the best professionals in the industry.

### VI. How many of your management team have a post graduate management degree?

Don't know	12%
1 – 20	18%
21 – 40	7%
41 – 60	2%
61 – 100	11%
None	50%

Many of the successful organizations senior management leadership style is tilted towards behavioral based. Most of the current organization's senior management donot possess the required qualification, however they are quite interested in having this specific attribute for the development of the future leaders. In the surveyed data, 50% of the organization's senior management donot have the post degree. This actually shows that there is a paradigm shift in the requirement of the future leaders which the current leaders are able to see. B-Schools are therefore coming up with different master's courses which consists of the pedagogy in accordance with the requirement of the industries. However, speaking to some of the HR professionals, it was also cited that, too many people in the senior management actually gives rises to more conflicts and as such the decisions get pending which ultimately results in the financial statement of the organization. However, too little people in the management also is not on the positive side as it puts too much of pressure on the senior management due to which some crucial decisions needs to be taken in not a right frame of mind, which again reflects in the financial statement. Therefore, a substantial ratio should be maintained by the organization for smooth function of the organization.

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### VII. How effective is the PG Management Degree at developing senior leaders' skills?

Likert Scale	Percentage
1 (Not all effective)	0%
2	2.3%
3	20%
4	59.5%
5 (Very much effective)	18.2%

When asked about how important is PG degree at developing senior leaders, more than half of the senior management were in right side of the number line stating that it is very important. It is very much accordance with the previous question in the survey which says that recruiters actually emphasize on candidates having post degree while recruiting. It is very much important to note here is that, here the PG degree donot only narrows down to MBA but different post-graduation degrees that whose pedagogy synchronizes with the current requirement of the industry.

### VIII. How effective is the PG Management Degree at developing senior leaders' personal characteristics?

Likert Scale	Percentage
1 (Not all effective)	2.3%
2	0%
3	25%
4	43.2%
5 (Very much effective)	29.5%

This question was asked basically to understand if the requirement put forwarded by the different senior management from various sectors are parallel in their thinking. It turns out that in developing future leaders, post-graduation is given very much importance and seen as one of the basic requirements which the organization looks for while selecting their future leaders. The management also says that beyond the MBA route there are number of other management development options which the organization are also looking into. The organizations tend to follow a balanced approach even in the training and development needs of the leaders which again is spotlighted by the awareness of a range of qualification and experiences provided by different external providers. The senior management also highlighted the importance of accreditation available from the professional bodies and also executive programs provided by the B-school. The organizations also provide sabbatical to their selected employees in order to get their professional course complete. With acknowledgment of the profundity and extent of preparation required, holistic and customized approach to deal with learning is vital to the effective improvement of future leaders.

### HYPOTHESIS (CHI SQUARE)

*H<sub>0</sub>: Organization's emphasizes heavily on post degree for the development of future leaders*

*H<sub>1</sub>: Organization's donot emphasizes heavily on post degree for the development of future leaders*

Category	Observed	Expected
Emphasizes on PG	60	54
Not emphasizes on PG	48	54

<b>p value</b>	0.248213078990
<b>Test statistics</b>	1.333
<b>Critical value</b>	3.841

Here, we have considered the significant value ( $\alpha = 0.05$ )

By using the chi square statistical analysis, we observe that, the probability value is more than the value of significance. So, we can here accept the null hypothesis, which says that the organization heavily emphasizes on the post-graduation degree for the development of the future leaders. An assumption can be deduced by the statistical analysis that even though most of the current leaders donot possess the post degree but they want the future leaders to have one. This might be due to the fact that the current working culture has seen a drastic paradigm shift and current leaders wants the future leaders to have a strong theoretical knowledge which they can instantly apply in the practical scenarios. This will also reduce the cost of the training to a great extent. Going on this path, many top organizations have already partnered with many different educational institutes and allow their employees to take sabbatical and complete their post-graduation degree.

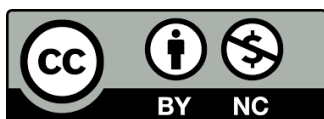
## Emphasis On Post Graduate Degree For Developing Future Leaders

### CONCLUSION

As we rush towards a more unsure and high-speed future with new generation of Millennials taking on the influential positions, developing leadership methodology should keep developing to acclimatize and embrace edge practices, thoughts, and the logical requirements. In a definitive analysis, the leadership improvement venture at both individual and hierarchical levels, isn't a straight travel however but a steadily developing twisting. As the business is evolving and that too in a very rapid pace, no doubt in every phase of progress in this paradigm shift, each step will throw its own challenges and dilemmas and it may be the case that the answers to those challenge and dilemmas donot lie in answering them but preparing to answer them and may be sometimes transcend those very dilemmas and as such the organizations are preparing themselves by focusing on developing the future leaders who will lead their respective organization smoothly in an environment which has the potential to make a rapid paradigm shift due to both internal and external factors. Taking all these factors into consideration, the organizations are focusing on those individuals who have a post degree qualification, as they have a theoretical knowledge of the business nuances so that they can readily implement the theoretical knowledge into the practical application.

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## Leadership Development through Storytelling Model of Training



Pranjali Pote<sup>1</sup>, Sourabh Chavan<sup>2</sup>, Dr. Sudhakar Gaokar<sup>3</sup>, Dr. Dur Khan<sup>4</sup>

<sup>1,2,3,4</sup>Jamninal Bajaj Institute of Management Studies, Mumbai

**ABSTRACT:** Many methods and tools are available in the literature that enhance and intensify the influence of leaders on their followers. Storytelling is one of the most effective tool. When used correctly, it helps the leader explain his ideas to his constituents, share knowledge with them, build a shared vision, and resolve conflicts peacefully. Storytelling is the tool that addresses people's emotions, not their rational minds. It has the potential to overcome the barriers people build to protect themselves from the outside world and new ideas. This article provides the theoretical background for future research on leadership and storytelling. He first deals with the issue of leadership, then gives an overview of what history and storytelling are and finally he conducts theoretical research into the link between leadership and storytelling. For primary research, questionnaire was circulated to the employees of various industries. The responses are analyzed and hypothesis testing is performed. Descriptive statistics, correlations and regression analysis techniques used to analyze data. We conclude saying that Storytelling model can be used to development of leadership in employees

**KEYWORDS:** Leadership, Training, Storytelling, Storytelling styles

### INTRODUCTION

Storytelling is a traditional and powerful means of communication between people. A story can be defined in several ways. In short, a story is a complex system of symbols. As such, stories give meaning to things and events and represent norms, experiences and explanations of reality. There the fundamental values of individuals and groups are projected. We use stories to create personal and group identities, change social practices, and share knowledge and values. Our private stories determine what we accept, how we see the world and influence our response to incentives. People use stories naturally many times a day without being aware of their special meaning. Stories can be identified in all texts and all human communication (Ricoer, 1991)

In the words of famed author Madeline L'Engle (1993), "Stories make us more alive, more human, more courageous, and more loving." Stories are part of the fabric of the world, and are a portion of the inescapable human narratives that define and sustain us. With the telling of a story, a "person performs the self" (Goffman, 1959), evoking a sense of personal passion and sharing that links one person to another, inspiring self-reflection and a deeper consideration for the world and the systems that surround us. We share a part of ourselves when we tell a story (Denning, 2011), "making others feel how we are like them" (Ranci re, 1991, p. 71). Stories can create a community and encourage an understanding of each individual within that community (Rappaport, 1993). Barthes and Duisit (1975) argue that the story is simply 'like life itself . . . international, trans historical and transcultural" (p. 237) and it "constantly replaces the meaning of the pure and simple facsimile of the events being told" (p. 267). Stories become metaphors for life. Stories have the potential to help people connect, develop true understanding, and unite around common goals (Fisher, 1984; Guber, 2011a). According to Boje (1991), storytelling in organizations is "the preferred currency of human relations between internal and external stakeholders. Part of an organization-wide information processing network" (p. 106).

Although storytelling is a powerful communication tool for leaders and is a popular topic, there are not a large number of empirical studies on storytelling and leadership (Auvinen, L ms , Sintonen, and Takala, 2013). In the academic literature, much of the academic work related to storytelling has focused on business and management, with less research focused on educational leadership. In addition, while reflective narratives are sometimes used to help students and teachers develop a deeper sense of self-understanding (Brill, 2008; Guajardo et. al., 2011; Guerra & Pazez, 2016), Little attention has been paid to the explicit integration of storytelling into instructional programs for leadership preparation as a leadership tool (Scott & Solyom, 2011). Future education leaders may even be discouraged from using storytelling, as a more dialogical style of communication is often associated with effective leadership (Gergen & Hersted, 2016; Gigliotti & Dwyer, 2016).

For leaders, stories are a valuable resource. They enable them to share knowledge, explain new ideas, make changes, resolve conflicts, create new visions, shape corporate culture, influence and co-create the basic principles of individuals and groups. Leaders can influence the quality of organizational learning through storytelling.

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This article is devoted to the link between storytelling and leadership. First, the ideas of various authors on leadership theories and leadership are presented. That the term narration and narrative is discussed. Finally, the article provides an overview of the literature on storytelling in leadership and defines the hypothesis. This part of the article serves as a background for the empirical research we will be doing in the field of leadership stories. The aim of the study is to collect data that prove or disprove the hypothesis that there is a relationship between leadership and an individual's storytelling skills. We believe that people with good leadership skills will use storytelling more often, in better quality and in different situations than people with weak leadership skills. The survey is expected to be conducted among employees of several companies in Mumbai and Thane. Employees from both profit and non-profit organizations will be interviewed. The data will be obtained through questionnaires. The questionnaire offers closed questions that are rated on the 5-level Likert scale. A written response is also possible.

As empirical research data is not available at this time, the article provides two examples of how leaders can use storytelling to influence those around them and two real-life stories demonstrating the link between leadership skills and storytelling.

### LITERATURE REVIEW

Literature Review is obtained from research papers and articles, it covers topics such as leadership, Story and storytelling, Storytelling and leadership

The literature offers many different theories and approaches to leadership. Great leadership theories for men explain that leaders are born, not made, and that their leadership skills have a genetic basis. Such leaders come forward when needed. Northouse (2004) believes that the theory of great men's leadership is derived from the theory of traits (Northouse, 2004). Trait theories also indicate that the leader has inherited certain traits and qualities that predestined him for the leadership role. For example, Stogill (1974) calls the leader's ability to adapt his behavior to the situation, the ability to sense the social environment, ambitions, dominance, determination, self-confidence and focus on goals as important. McCall and Lombardo (1983) value emotional stability and calmness, good interpersonal skills, and intellectual breadth. The ability to accept mistakes is also highly valued. Contingency theories believe that effective leadership depends on the situation. The leader has to adapt his leadership style to the situation, and especially to the number of followers (Mladkova and jedina k et al., 2009). Situational theories are similar to contingency theories. Situational factors influence the success of the leader. Motivation and the ability to lead people, the ability to obtain the necessary resources and build relationships are seen as important (Hersey & Blanchard, 1969). Behavioral theories believe that leaders are not born. Transformational theories study the relationships between the leader and his followers.

Until the theories mentioned above, different authors understand the nature of leadership differently. For example, Kouzes and Posner (2002) define leadership as the relationship between those who aspire to lead and those who choose to follow. Richards and Engle (1986) believe that leadership is about embodying values and creating an environment in which things can get done. Northouse writes (2010) that leadership is a process by which an individual influences a group of individuals to achieve a common goal. Roach and Behling (1984) view leadership as analogous to the process of influencing the activities of an organized group to achieve goals. Veber (2000) defines leadership as creating a vision and activating people to achieve it.

Storytelling is a traditional and powerful tool for communication (and of course for sharing tacit knowledge). A story can be defined as a story of imaginary or real people and events (Oxford Dictionaries, 2012) or as a complex system of symbols

(MI 2012a). Steve Denning defines a story in the broadest sense of the word as anything that is said or told; more precisely, and more generally, as something said or told as a series of causally related events; account; story; telling a connected event or series of events, real or fictional (Denning, 2011a).

As such, stories give meaning to things and events and represent norms, experiences and explanations of reality. There the fundamental values of individuals and groups are projected. We use stories to create personal and group identities, change social practices, and share knowledge and values. Our personal stories determine what we accept, how we see the world and influence our response to stimuli. People naturally use stories several times a day without being aware of their special meaning. Stories can be in all texts and all human communication (Ricoer, 1991).

It was Steve Denning who emphasized the importance of storytelling for leadership (Denning, 2011b). History opposed to explicit evidence can overcome the protective barriers people develop against the new. It is not addressed to the rational mind, but to the emotions of people. This is, of course, a highly manipulative tool and should be used for the benefit of both leaders and followers.

Kouzes and Posner (2002) cite Dave Snowden's ideas about storytelling. In her opinion, stories are integral to defining this organization and what it means to work for them. For example, stories show whether employees are rewarded or punished for speaking up. A lack of narratives may indicate authoritarian control management (Kouzes and Posner, 2002).

Leaders can tap into and benefit from many different types of stories that can be found in any organization. The character and type of stories told in the organization characterize the organization and reflect its strengths and weaknesses, values, principles and health. Organizational elements such as teams, communities and departments create their own stories describing management style, employee relations, values, problems, usual activities, lessons learned. Such stories are shared in everyday informal communication and influence all business activities, decision-making and management style (Mladkova 2012).

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For example, whilst Bob Phillips turns out to be CEO of Guide Dogs for the Blind he knew little or no approximately the real workings of the organization. To discover out, he requested human beings to inform him a tale approximately a few crucial organizational occasion or enjoy. He accompanied that up via way of means of asking the individual for certainly considered one among their very own private memories, a time that they felt proud approximately what that they'd done withinside the organization. Bob understood the significance of gaining knowledge of what has, and is, occurring with human beings and their businesses Karen Dietz, CEO of National Storytelling Network additionally thinks that memories you pay attention are regularly greater crucial that the ones you tell. They assist you to apprehend ideas, enjoy values and relation of personnel to their organization. Listening enables to pick out issues that could in any other case live hidden.

In her opinion listening calls for self-manage and the listener ought to absolutely manipulate how he behaves to different human beings. A quote via way of means of creator Salman Rushdie publications her on this work: Those who do now no longer have strength over the tale that dominates their lives, the strength to retell it, to reconsider it, reconstruct it, to comic story approximately it, and extrude it as time extrude honestly are powerless due to the fact they cannot assume new thoughts (Silverman, 2004).

## RESEARCH METHODOLOGY

### Research Goal

In this survey we aim to collect data that either prove or disprove the hypothesis that there is the link between leadership development and storytelling model of training. We think that using storytelling model can be effective in developing leadership skills among employees

### Hypotheses

HO: Leadership cannot be developed through storytelling model of training

H1: Leadership can be developed through storytelling model of training

### Primary Data

The survey is conducted among employees of several companies in Mumbai and Thane. Total 93 Responses are received. The data will be obtained through questionnaires. The questionnaire offers closed questions that are rated on the 5-level Likert scale.

**Table 1: Descriptive Statistics**

Descriptive Statistic		
	Storytelling in training	Leadership Development
Mean	4.21505	3.9354
Median	4	4
SD	0.9189	0.9184
Minimum	1	1
Maximum	5	5
Count	93	93

The calculated mean for independent variable is 3.10, which means that average people from sample of 93 are agreeing to our Questionnaire since the value of 4.10 rounds off to 4, which is equal to agree. For dependent variable the calculated mean is 2.87, which means that average people from sample of 93 are somewhat agreeing, since the value of 2.87 rounds off to 3, which is equal to agree. The median for the independent variable is 3, and the value of median for the dependent variable is also 3. The median suggests the option four of the questionnaire which is agree has been selected by maximum number of employees. The standard deviation for independent variable is 1.01, and the standard deviation for dependent variable is 0.90. This shows that the data of Storytelling is spread out at 1.01 and for leadership it is at 0.90. In the sample size of 93, the minimum value of independent variable is 2. This minimum value of 2 means that minimum option selected by the respondents for provision of training is Strongly Disagree. The maximum option selected by the respondents for independent variable is 4, which rounds to strongly agree. The minimum value of dependent variable (retention) is 1. This minimum value of 1 means that minimum option selected by the respondents for retention is strongly disagree. The maximum option selected by the respondents for dependent variable (retention) is 5, which depicts strongly agree

**Table 2: Correlation**

Correlation		
	Storytelling in training	Leadership Development
Storytelling	1	
Leadership	0.171144	1

## Leadership Development through Storytelling Model of Training

The correlation test has been conducted to show the strength of relationship between Storytelling and Leadership development on a scale from -1 to 1. The value of 1 has been considered as a perfect correlation between variables. The value of correlation between storytelling and Leadership is 0.653596, this value is deviated more towards perfect correlation. This value indicates a positive relationship in which change in training will produce a change in retention.

**Table 3: Regression**

<b>Regression</b>		
	<b>Storytelling in training</b>	<b>t-stat</b>
<b>Intercept</b>	<b>3.18953</b>	<b>7.175737</b>
<b>Storytelling</b>	<b>0.174132</b>	<b>1.690948</b>
<b>R-Square</b>	<b>0.307918</b>	
<b>F-Stat</b>	<b>2.859306</b>	

The regression test is conducted to determine whether there is evidence of a linear relationship between provision of trainings to employees and their return in the form of retention. The regression equation for the data is  $y=1.7964+0.5049x$ . This means that for every single training opportunity, the retention rate has been increased by about 0.5049. The constant term in this equation is 1.7964. This is the y intercept, and it means that if the independent variable i.e., training is 0, the value of the retention would be 1.7964. The R Square value is 0.3176; variation in the values of the retention that can be clarified by the change in the independent variable which is training has been measured. The R Square values vary between “0 to 1”. A value of 0.3176 means that 31% of the variation in the retention rate is due to provision of training to employees in organizations. The remaining 69% of the variation has been supposed to be due to other human resource practices like compensation, performance management system and working environment. The p value is displayed equals 6.45144E-10. This p value is less than 0.05, the regression is statistically significant. The analysis shows that there is a significant impact of training on employee retention so, we reject the null hypothesis and accept the alternative hypothesis. T-stat is 5.7066 which is greater than 1.96 with significance less than 0.05 indicates that there is significant relationship exist between provision of trainings to employees and their retention. This t-stat value of 5.7066 also shows that the independent variable has a greater influence on the dependent variable.

## DISCUSSION

Storytelling in this study was seen as a relevant and everyday level phenomenon in organizations, and the leaders were able to backtrack to situations and stories that they had used. Even if not all managers use storytelling intentionally in their leadership work, every manager was able to reflect upon and retrospectively interpret their storytelling in their organizations. In addition to the intended organizational results, leaders also use stories to study leadership. By using stories and reflecting on their own behaviour, managers can learn a lot about leadership behaviour and enrich communication with other leaders and followers. This kind of leadership also requires the skill to use drama and intuition in social dynamics. There is also an element of a kind of self-amusement in telling stories – they probably motivate the leaders and provide an opportunity to connect using earlier experiences and even jokes and humor.

The subject of storytelling is the managers themselves, but being dyadic, the listening aspect of storytelling is also an essential element. According to our data, the managers were aware that this is necessary in order to understand unique situations and contexts. The dyadic nature of leadership and the building of trust are manifested in many forms of storytelling. Four issues are summarized here. First of all, managers can communicate values in an interactive narrative form. There were leadership stories, which were actually a response to a follower’s story, which indicated the latter’s values.

The manager intended to influence the subordinates’ values through storytelling. Second, there are emotions and feelings, which are essential elements in organizational behaviour and have a significant effect on subordinates. A manager can receive information about a subordinate’s feelings through storytelling and can support, comfort or cheer the subordinate with an appropriate story. Sometimes this can manifest itself through a humorous story told by the manager with a view to defusing conflict in a meeting. This requires emotional intelligence to a certain degree. Third, there is the subordinate’s perception of themselves and of their task. Managers often try to influence a subordinate’s actions by, for instance, supporting and encouraging self-confidence through the telling of positive stories. A manager can also support and encourage a subordinate to discover a reasonable 509 Constructing leadership by storytelling focus in their work. Fourth, (and this relates to all the aforementioned), storytelling partly forms a manager’s identity and self-understanding at work.

This may take place in everyday interaction and communication. Managers may express their values, their worldview and so on, through storytelling. Managers may also create the impression that they are democratic, heroic or self-sacrificing, which may be used as a means of fostering trust in the manager in different situations. Storytelling is partly intentional and even planned, and

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partly spontaneous and intuitive. In our study, the storytelling scene was in some cases clearly set, but in some cases storytelling was more a natural part of everyday interaction. The stories were more often inspired by the leadership situation; 17 out of 21 leadership stories identified in our data were not planned and prepared beforehand. Leadership is the result of a dyadic relationship between managers and subordinates, and this way the subordinates are also actors in this process. Furthermore, it is worth mentioning that it is impossible to control all the potential meanings of any story (planned or spontaneous), but since storytelling is an inherent characteristic of human communication, it cannot always be a considered or even conscious activity.

Trust is rarely built merely by a manager's request to "Trust me". On the contrary, the development of trust in a leader follower relationship is more often a bi-product of a continuous shared process in which the manager's attitudes, decisions and behavior impact on the subordinate's expectations of the manager as leader. Storytelling relates to this. Our empirical findings suggest that stories can be an effective means of building trust between leaders and their subordinates. They support trust building indirectly when the manager uses stories to empower, motivate and inspire followers or to teach from past mistakes. Because trust is not only complex but also fragile, using leadership stories may be an effective indirect way of building trust.

Another direct means of trust building is for the manager to display trust first, when the manager puts him or herself into a vulnerable position by discussing sensitive information. This can be effective and provide the first step in a continuous, co-operative trust-building process. Storytelling in organizations also combines both leading people and management. Stories in organizations serve a purpose. Managers may use stories in many different ways, but they make sense in the situation in which they are told. However, the stories people tell should not be subjected to too much analysis, because stories might also be told in some cases just to keep communication going, to fill gaps while thinking, and sometimes their significance might emerge only much later. If managers use stories intuitively and spontaneously, they do not necessarily see the importance of the story right away, but nevertheless the stories inspire, and work, just as drama works.

## CONCLUSION

This research discusses the link between storytelling and leadership. Storytelling is a very important tool for educating leaders. Well prepared and told stories have great potential to help leaders in their business, especially in creating and presenting visions, resolving conflicts, explaining goals, building teams, building relationships.

There is a relationship between an individual's leadership skills and their storytelling skills. The better the leadership skills, the more he uses storytelling and the better his storytelling skills. To prove this hypothesis, we decided to do the survey on employees of various companies in the Mumbai and Thane. Employees from both profit and nonprofit organizations will be interviewed.

Data will be obtained by questionnaires. The questionnaire offers closed questions that will be evaluated on the 5 level Likert scale. Written commentary is also possible.

By opening space for dialogue and listening to stories that reflect not only productivity outcomes but also process and work culture, leaders can gain insights into changes that are necessary to foster innovation and sustainable quality development. As well, applying storytelling as a cocreative tool engages leaders and co-workers and makes visible different perspectives and sources of knowledge that are key to sustainable innovation.

## MANAGERIAL IMPLICATIONS

Storytelling can be an effective leadership development tool, yet often times leadership education programs fall short of teaching "how" to tell purposeful leadership stories. The exercises shared in this paper provide pedagogies for how learner can construct stories and then why and when to share those stories to deliver an inspiring and memorable leadership message. A recommendation for faculty thinking about adding storytelling to their leadership development courses is to consider how to integrate technology. For example, it may be useful for students to record their story so they can observe assess their public speaking skills. Based on student recommendations, faculty plan on integrating more technology into the course. This can be done by adding Voice.

Threading which is a tool that can transforms different media, such as video, to provide a more collaborative and interactive environment for students and faculty. For the purposes of teaching storytelling as a leadership. Several students in previous courses chose to record themselves telling stories to better prepare themselves for presenting their story in class. Technology can be integrated in a variety of ways for the purposes of teaching storytelling based on faculty experience and available technological tools at an institution.

Many different pedagogies are used to help learners acquire leadership skills and practices in leadership education courses. The hope is that more leadership faculty will demonstrate brief interactive teaching activities to help leadership education learners better understand how to: a) develop and recognize leadership stories; b) identify leadership situations in which to tell stories; c) avoid telling stories as a way to manipulate others; and d) practice the art of leadership storytelling. Leadership education programs that include teaching storytelling as a leadership practice can provide learner with opportunities to learn and practice a communication skill that can help them be more effective leaders.



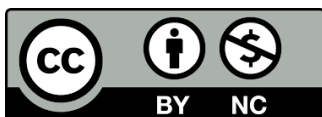
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## Democratic Principles-Based Reconstruction of Presidential Threshold Provisions on Indonesian Presidential Elections



Muh. As Sidiq<sup>1</sup>, Fifiana Wisnaeni<sup>2</sup>

<sup>1,2</sup>Master of Law Study Program, Faculty of Law, Diponegoro University

**ABSTRACT:** The problem raised in this paper is how to reconstruct the *Presidential Threshold* Provisions for the Election of the President and Vice President in Indonesia, based on the principles of democratic elections. In this paper, the author guided Constructivism as a paradigm and used Legal Constructivism as an approach, which will lead to conceptual ideas. The results of this study that the ideal setting regarding the provisions of the Presidential Threshold for the nomination of President and Vice President in Indonesia would be more appropriate if it can be 0%. This is an effort to present many qualified candidates for President and Vice President so that the public can see a more diverse range of pairs and will also encourage the application of the principles of democratic elections.

**KEYWORDS:** Democracy; Presidential Threshold; Election of President and Vice President

### INTRODUCTION

Indonesia is a constitutional state that has sovereignty over the people and is a state in the form of a republic as stipulated in the 1945 Constitution of the Republic of Indonesia. As a state of law, Indonesia adheres to the principles of democracy, recognizes and protects human rights, and has an independent judiciary which does not impartial. The logical consequence of Indonesia as a state of law is that every state administration must be based on law.<sup>1</sup>

In a state of law, state power is regulated and divided according to law. The power and actions of the ruler must be based on or sourced from the law, and it is the law that is to be enforced and implemented. Behind the rule of law and the rule of law is essentially the supremacy and sovereignty of the people as a whole, which is generally manifested in modern countries through democratically elected representatives. In current state practice in Indonesia, the manifestation of the people is in their representatives who are elected through general elections.<sup>2</sup>

Indonesia is a country that adheres to a democratic system. The main principle of a democracy is the government of, by, and for the people.<sup>3</sup> This can be seen from the purpose of the formation of the state as stated in the Preamble of the 1945 Constitution of the Republic of Indonesia where the purpose of the state is to protect the entire Indonesian nation and the entire homeland of Indonesia and to promote the general welfare, educate the nation's life, and participate in implementing world order based on independence, eternal peace, and social justice, the Indonesian state was formed based on the sovereignty of the people as stipulated in Article 1 Paragraph (2) of the 1945 Constitution of the Unitary State of the Republic of Indonesia.

Democracy is the best principle and system in the state administration system, it cannot be denied. The treasures of political thought and performance in various countries have come to a common ground on this: democracy is the best choice out of various other options. A study report sponsored by a United Nations organ, UNESCO, in the early 1950s stated that there was not a single response that rejected "democracy" as the most appropriate and ideal foundation for all modern political organizations and organizations.<sup>4</sup>

Based on and understanding democracy, the Indonesian state adheres to a government system based on people's sovereignty or commonly known as a "democratic" government system. Democracy comes from the Greek, *demos* (the people), and *cratein* (government) which means the government of the people.<sup>5</sup> Democracy requires general elections to elect

<sup>1</sup> Jimly Asshiddiqie, 'Gagasan Negara Hukum Indonesia', *Jurnal Pembinaan Hukum Nasional*, 2.3 (2017), 1–17. p. 4.

<sup>2</sup> Tetep Jamaludin, 'Kesuksesan Dan Problematika Pemilihan Kepala Daerah Secara Langsung Di Indonesia', *Jurnal Etika & Pemilu*, 4.1 (2018), 75–89.p.78.

<sup>3</sup> and Carl F. Mittendorff Alok K. Bohara, Neil J. Mitchell, 'Compound Democracy and the Control of Corruption: A Cross-Country Investigation', *The Policy Studies Journal*, 32.4 (2004), 481–499.p. 491

<sup>4</sup> Ni'Matul Huda, *Dinamika Ketatanegaraan Indonesia Dalam Putusan Mahkamah Konstitusi* (Yogyakarta: FH UII Press, 2011). P.51.

<sup>5</sup> Fadjar A.Mukti, *Tipe Negara Hukum* (malang: bayumedia, 2004).p.75

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representatives of the people which must be held periodically on the principles of direct, general, free, secret, honest and fair (hereinafter referred to as *luberjurdil*).

General elections or known as elections are the embodiment of real people sovereignty. It can be said that if there is no election then the people are not sovereign. Because with elections the people can determine who will be their representatives and leaders in the seat of government so that they can become state operators and reach the people's expectations.<sup>6</sup>

After the amendment to Law Number 42 of 2008 concerning General Elections for the President and Vice President, Law Number 7 of 2017 concerning General Elections has given birth to several important points that have been ratified, one of which is related to the presidential threshold. The presidential threshold is a threshold rule for a political party or a combination of political parties to be able to nominate candidates for President and Vice President in the 2019 Election. For the 2019 presidential election, the presidential threshold used was 20 percent. This was in accordance with Article 222 of Law Number 7 of 2017 concerning General Elections: "A pair of candidates are proposed by a Political Party or a Combined Election Contesting Political Party that meets the requirements for obtaining seats of at least 20% (twenty percent) of the total seats in the DPR (House of Representatives) or obtaining 25% (twenty-five percent) of the valid votes nationally in the previous election for DPR members."

The provisions on the Presidential Threshold for the nomination of President and Vice President in Indonesia can be seen in Article 222 of Law Number 7 of 2017 concerning General Elections. Based on Article 222 of Law Number 7 of 2017 concerning General Elections two sentences are included and are different from Article 6A Paragraph (2) of the 1945 Constitution of the Republic of Indonesia. Which is an addition to Article 6A Paragraph (2) of the 1945 Constitution of the Republic of Indonesia. Article 6A Paragraph (2) of the 1945 Constitution of the Republic of Indonesia reads as follows: "The pair of candidates for President and Vice President are proposed by a political party or coalition of political parties participating in the general election before the implementation of the general election."

Meanwhile, Article 222 of the Law of the Republic of Indonesia Number 7 of 2017 concerning General Elections reads, namely: "The pair of candidates are proposed by a political party or coalition of political parties participating in the election who fulfills the requirements for obtaining seats of at least 20% of the total seats in the DPR or obtaining 25% of valid votes nationally in the previous election for members of the DPR."

Thus, the difference between Article 6A Paragraph 2 of the 1945 Constitution of the Republic of Indonesia and Article 222 of the Republic of Indonesia Law Number 7 of 2017 concerning General Elections, (State Gazette of the Republic of Indonesia of 2017 Number 182, Supplement to the State Gazette of the Republic of Indonesia Year 2017 Number 6109), is the addition of the sentence: Those who meet the requirements for obtaining seats at least 20% of the total seats in the DPR or obtaining 25% of nationally valid votes in the previous election for DPR members.

The presidential threshold policy is based on the results of the election for members of the People's Representative Council of the previous period as well as the norms of Article 222 of Law Number 7 of 2017 concerning General Elections which were born from the attribution authority granted from Article 6A paragraph (5) and Article 22E paragraph (6) of the 1945 Constitution of the Republic of Indonesia that can be studied in depth whether it is appropriate or whether there is a conflict of norms (*geschied van normen*).

Talking about the state of art national index, the content of this paper is different from other writings. Abdul Ghoffa's journal with the title "*Problematika Presidential Threshold: Putusan Mahkamah Konstitusi dan Pengalaman di Negara Lain* (Problematics of the Presidential Threshold: Constitutional Court Decisions and Experiences in Other Countries)"<sup>7</sup> focuses on reviewing the Constitutional Court's Decision regarding the Presidential Threshold issue as well as seeing whether other countries have also implemented the system. Meanwhile, this paper focuses on how to reconstruct the Presidential Threshold Provisions for the Presidential Election in Indonesia Based on Democratic Election Principles.

Journal of Sholahuddin Al-Fatih "*Akibat Hukum Regulasi Tentang Threshold dalam Pemilihan Umum Legislatif Dan Pemilihan Presiden* (The Effects of Regulatory Law on Thresholds in Legislative and Presidential Elections)"<sup>8</sup> focuses on reviewing the legal consequences of regulations regarding thresholds in the legislative and presidential elections after the Constitutional Court Decisions Number 52/PUU-X/2012 and Number 14/PUU-XI/2013. The difference in this paper focuses on the Reconstruction of Presidential Threshold Provisions for Presidential Elections in Indonesia Based on Democratic Election Principles.

Starting from the description stated above, the main problems in this study lead to first, how is the regulation of the Presidential Threshold provisions for the Presidential Election in Indonesia, and second, the reconstruction of the Presidential Threshold provisions for the Presidential Election in Indonesia based on the principles of the democratic election.

<sup>6</sup> Jimly Asshiddiqie, *Pokok-Pokok Hukum Tata Negara Indonesia Pasca Reformasi* (Jakarta: Buana Ilmu Populer, 2007).p.34.

<sup>7</sup> Abdul Ghoffar, 'Problematika Presidential Theresold: Putusan Mahkamah Konstitusi Dan Pengalaman Di Negara Lain', *Konstitusi*, 15 (2018).

<sup>8</sup> Sholahuddin Al-Fatih, 'Akibat Hukum Regulasi Tentang Thersold Dalam Pemilihan Umum Legislatif Dan Pemilihan Presiden', *Yudisial*, 12 (2019).

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## RESEARCH METHODS

The research approach method used was a law doctrinal approach. This method emphasizes the concept that law can be viewed as a set of laws and regulations that are systematically arranged based on a certain order. The order must have a distinctive feature, namely the existence of harmonization or synchronization, both vertical and horizontal synchronization.<sup>9</sup>

In this paper, the author was guided by Legal Constructivism as a Paradigm or a set of basic beliefs. Legal Constructivism interprets the law as mental construction the same way law as experiential realities. It means that the law for Legal Constructivism is actually a mental construction that is relative, plural, diverse, intangible, local, and specific. Although similar elements can be found in individuals, community groups, and different cultures.<sup>10</sup> As a result, this paper led to a conceptual idea. The conceptual approach that moves from the views and doctrines that develop in the science of law by studying them will find ideas that give birth to legal understandings, legal concepts, and legal principles relevant to the problems written.

## RESULTS AND DISCUSSION

### 1. Presidential Threshold Provisions for the General Election of President and Vice President in Indonesia

The presidential threshold is the minimum threshold required for the nomination of a president and vice president based on the number of voting seats in parliament or the number of nationally valid votes obtained from political parties or coalitions of political parties through elections.<sup>11</sup> The Presidential Threshold regulation is regulated in Law Number 7 of 2017 concerning General Elections which states that “a Candidate Pair is proposed by a Political Party or a Combined Election Contesting Political Party that meets the requirements for obtaining seats of at least 20% (twenty percent) of the total DPR seats or obtain 25% (twenty-five percent) of the nationally valid votes in the previous election for DPR members.”

The regulation related to the Presidential Threshold as regulated in Law Number 7 of 2017 concerning General Elections is an elaboration of the 1945 Constitution of the Republic of Indonesia which states that “The pair of candidates for President and Vice President are proposed by a political party or coalition of political parties participating in the general election before the implementation of the general election.” The provisions contained in the 1945 Constitution of the Republic of Indonesia Article 6A paragraph (2) have a difference with Article 222 of Law Number 7 of 2017 concerning General Elections. The 1945 Constitution of the Republic of Indonesia Article 6A paragraph (2) does not specify the number of votes as a condition for the nomination of a president and vice president. Article 222 of Law Number 7 of 2017 concerning General Elections explicitly stipulates the number of votes as a condition of nomination for president and vice president. The actual implementation of the Presidential Threshold was not only enforced in 2019. However, the Presidential Threshold has been implemented since the direct election of the President and Vice President, namely in 2004.

After that, the 2019 Election was regulated in Law Number 7 of 2017 concerning General Elections. This is because the 2019 elections were held simultaneously for DPR, DPD, DPRD, as well as the President and Vice President, at one time. The history of the Presidential Threshold provision is not determined by the same number of votes in determining the Presidential Threshold.<sup>12</sup> The Presidential Threshold number of votes started from the direct election of President and Vice President in 2004 until later in 2019.

The presidential and vice-presidential elections in 2004 implemented a Presidential Threshold of 15% of the DPR's votes or 20% of the nationally valid votes obtained by political parties or a combination of political parties in the DPR elections. The presidential and vice-presidential elections after 2004 to 2019 use the same number of Presidential Thresholds, namely 20% of the DPR votes or 25% of nationally valid votes obtained by political parties or a combination of political parties in the DPR elections. In addition, there is a legal basis governing the two presidential and vice-presidential elections. Law Number 42 of 2008 concerning the General Election of the President and Vice President was used as the legal basis for the 2009 and 2014 presidential and vice-presidential elections.

### 2. Democratic Principles-Based Reconstruction of Presidential Threshold Provisions on Indonesian Presidential Elections

Since Indonesia's independence, until now, direct presidential elections in Indonesia have only been held 4 (four) times, namely in 2004, 2009, 2014, and lastly in 2019. The arrangements for the presidential election have also experienced various dynamics and changes. For the 2004 presidential election, the legal basis used is Law Number 32 of 2003 concerning the Election of the President and Vice President. Furthermore, for the 2009 and 2014 presidential elections, Law Number 42 of 2008 concerning the General Election of the President and Vice President was used as the legal basis. The enactment of this law is the

<sup>9</sup> Suteki and Galang Taufani, *Metodologi Penelitian Hukum (Filsafat, Teori Dan Praktik)* (Depok: Rajagrafindo Persada, 2018).P.42

<sup>10</sup> Erllyn Indarti, 'Diskresi Dan Paradigma: Sebuah Telaah Filsafat Hukum', 2010.P. 32.

<sup>11</sup> Allan Fatchan Gani Wardhana Jamaluddin Ghafur, *Presidential Threshold" Sejarah, Konsep Dan Ambang Batas Persyaratan Pencalonan Dalam Tata Hukum Di Indonesia* (Malang: Setara Press, 2019).p.61.

<sup>12</sup> Ghoffar.Op Cit.p.21.

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answer to several problems that arose in the 2004 presidential election due to the lack of comprehensiveness of Law Number 23 of 2003 in regulating the holding of the presidential election.<sup>13</sup>

2019 Presidential and Vice-Presidential Election that based on Law Number 17 of 2017 also raised pros and cons in society. The law debate was regarding the requirements for the nomination of President and Vice President. The legal problem that occurred was when the simultaneous general elections in Indonesia still maintain the Presidential Threshold provisions for political parties to nominate pairs of the president and vice president candidates. This is as stated in Article 222 which reads: "The pair of candidates are proposed by a political party or coalition of political parties participating in the election who fulfills the requirements for obtaining seats of at least 20% of the total seats in the DPR or obtaining 25% of valid votes nationally in the previous election for members of the DPR."

The principles referred to are regulated in Article 22E paragraph (1) of the 1945 Constitution of the Republic of Indonesia which states that "General elections are held in a direct, general, free, secret, honest and fair manner every five years." Substantially, the norm of Article 22E paragraph (1) of the 1945 Constitution of the Republic of Indonesia contains 7 (seven) election principles, namely: direct, general, free, confidential, honest, fair, and periodic. These principles can be referred to as election principles according to the 1945 Constitution of the Republic of Indonesia.<sup>14</sup>

Based on the development of the regulation of election principles, it can be understood that the constitution requires elections to be held democratically. Elections must be conducted following the principles of democracy as intended by the 1945 Constitution of the Republic of Indonesia. The principles of democracy include essential principles and procedural principles. The essential principle is the guarantee of the right to vote as part of human rights, freedom and voting rights, and equality or equal suffrage among citizens. The procedural principles include the principle of the majority vote in the election to their constituents. Under the principles of democracy according to the 1945 Constitution of the Republic of Indonesia, the principles of democratic elections that the constitution requires are at least, namely: the principle of freedom and confidentiality of choice; The principle of equal suffrage; The principle of majority vote; The principle of certainty and honesty; and the principle of transparency and accountability.

Robert Dahl in his book simplifies democratic election standards into 5 (five) standards, namely: effective participation; equality in voting; gaining clear understanding; carrying out final oversight of the agenda; and adult involvement.<sup>15</sup> Of the five standards, equality in voting is a standard that is directly related to elections. Meanwhile, what is meant by equality in voting is that every member or community must have an equal and effective opportunity to cast a vote and all votes must be counted equally. Equality among citizens in voting is a principle that must be applied. Equality is not only for the voting process but also in assessing votes. Every vote regardless of social, political, or economic status has the same vote with the same value. This became known as the principle of one person, one vote, one value.

The 1945 Constitution of the Republic of Indonesia mandates citizens to take an active role in the administration of government. This means that the public is given the widest possible place to participate in the general election. However, the existence of a sentence as contained in Article 222 of Law Number 7 of 2017 concerning General Elections has become a barrier for the public to be involved in democratic parties. With this Presidential Threshold, people who join political parties and those who do not lose their political rights. First, the right to run for President and Vice President. Second, the right to choose the President and Vice President freely as they wish.

Satjipto Rahardjo defines legal politics as an activity of choosing and the way to be achieved to achieve a social goal with certain laws in society,<sup>16</sup> the purpose of this reconstruction is to determine the purpose, direction, form, as well as content of the electoral law, especially regarding the Presidential Threshold on the Election of the President and Vice President in Indonesia based on the principles of democratic elections.

Departing from Robert Dahl's opinion regarding democratic elections, the threshold of the terms or provisions of Presidential Threshold nomination of President and Vice President in Indonesia can be said to be based on the Democratic Election Principles. So how, according to the author, setting the Presidential Threshold for the nomination of President and Vice President in Indonesia is more appropriate if 0%, this is also in accordance with what is mandated by the 1945 Constitution of the Republic of Indonesia contained in Article 6A Paragraph 2 which states that the President and Vice President are proposed by a political party or coalition of political parties participating in the General Election before the implementation of the General Election, meaning that the requirements to become President and Vice President only need to join a political party without having

<sup>13</sup> Imam Nasef and Ni'Matul Huda, *Penataan Demokrasi Dan Pemilu Di Indonesia Pasca Reformasi* (Jakarta: Kencana, 2017).P.32.

<sup>14</sup> Ramlan Surbakti, *Integritas Pemilu 2014: Kajian Pelanggaran, Kekerasan, Dan Penyalahgunaan Uang Pada Pemilu 2014* (Jakarta: Kemitraan Partnership, 2014).p.85.

<sup>15</sup> Robert Dahl, *Perihal Demokrasi, Menelajahi Teori Dan Praktik Demokrasi Secara Singkat* (Jakarta: Penerbit yayasan Obor, 2011).p.21.

<sup>16</sup> Moh Mahfud MD, *Politik Hukum Di Indonesia*, Cetakan ke (Jakarta: Pers, Rajawali, 2014).p.91

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to be determined by the threshold as stipulated in Article 222 Law Number 7 of 2017. The 0% Threshold Provision is an effort to present many qualified candidates for President and Vice President so that people can see pairs of partners becoming more diverse. The 0% threshold becomes relevant to apply with a note that it is applied only to political parties that have passed the verification stage as participants in the general election.

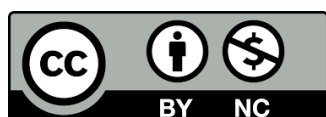
In the absence of a Presidential Threshold provision for political parties or coalitions of political parties to nominate candidates for President and Vice President, it will further increase competition between political parties, not as before which was only controlled by major political parties in the nomination of President and Vice President. This condition will also encourage the application of the principles of democratic elections.

### CONCLUSION

Based on the discussion and analysis above, the authors can draw the following conclusions: the threshold provisions or *Presidential Threshold* for the election of President and Vice President in 2004 implemented a *Presidential Threshold* of 15% of DPR votes or 20% of valid votes nationally obtained by political parties or coalitions of political parties in the DPR election. The Presidential and Vice-Presidential elections after 2004 to 2019 used the same *Presidential Threshold*, namely 20% of the DPR votes or 25% of nationally valid votes obtained by political parties or a combination of political parties in the DPR Election. Reconstruction of the regulation of the *Presidential Threshold* for the nomination of President and Vice President in Indonesia to be more appropriate if 0%, this is an effort to present many qualified candidates for President and Vice President, so that people can see a more diverse pair. The 0% threshold becomes relevant to apply with a note that it is applied only to political parties that have passed the verification stage as participants in the general election. This condition will also encourage the application of the principles of democratic elections.

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## **Determinants of Student Activism in State Universities in Sri Lanka**



**Dimuthu Kumari, M.S.<sup>1</sup>, Fernando, R.L.S.<sup>2</sup>**

<sup>1,2</sup>Department of Public Administration, Faculty of Management Studies and Commerce, University of Sri Jayawardenepura, Sri Lanka

**ABSTRACT:** Producing high-quality human resources is one of the main aims of the state university system in Sri Lanka. However, the smooth functioning of the state university system is sometimes interrupted by student activism. Even though the purpose of activism is reasonable on students' hands, it creates a huge social and economic cost in practice. Various measures have been taken to reduce the negative impact of activism; however, those measures appear to be less effective as the trend has been continued over the period. Hence, the purpose of this study was to identify the determinants of student activism. A questionnaire survey method was used to collect data and a quantitative approach was used in the study under the deductive reasoning method. The results revealed that a higher level of social networking, lower level of social commitments, and left-wing political ideologies stimulate students towards activism. The high level of social networking is the most influential determinant among others. The findings revealed that the factors like administrative failures, the social status of parents, and university subculture were not significantly influenced on activism in the Sri Lankan context. The findings of the study will be useful for administrators in making future policy decisions regarding student activism.

**KEYWORDS:** Student Activism; Determinants; State Universities

### **INTRODUCTION**

The world rapidly moves towards a knowledge-based economy. Hence, the education system, particularly the Higher Education (HE) system plays a prominent role in the creation of such an environment. The higher education system in Sri Lanka has no exception in this endless run. It is made up of 16 state universities and nearly 50 private higher education institutions (University Grant Commission (UGC) Sri Lanka, 2021). Among them, the contribution of State Universities (SU) towards the socio-economic development of the country is unrivaled. Yet, the smooth functioning of the state university system in Sri Lanka is interrupted by student activism, and it has been a prolonged issue in the country. The political influence over the student union activities was often recorded in Sri Lankan history. Thereby, historical incidents of student activism have been deeply embedded with youth unrest and political turmoil particularly, during the period of the 1980s (Hettige 1996, Weeramunada 2008 & Peris 1995). As noted by UGC (2017) student politics is a significant phenomenon in university education in Sri Lanka. The image of state universities has been harshly wounded over the last few decades due to the negative impact of student activism (UGC 2012). Many authors have discussed the destructive nature of student activism in Sri Lanka particularly in a historical context. Though it is not measured numerically, this cost includes the incidents of deaths, injuries, custody, arrest, and suspension of students, damages to public properties, and closure of universities. As a result of continual student activism, many parties including students, university administrators, and the government endure pains. Student activism heavily distracts the studies in one aspect. Previous records are evident for the assassinations, injuries, arrests, and suspension of students in Sri Lanka. On the aspect of university administration, incidents of taking hostages including Vice-Chancellors, putting barriers for university facilities, and damaging properties, are reported in Sri Lankan state universities (University Grant Commission (2012). The Vice-Chancellors and administrators of the state universities are often hampered by handling this type of destructive act, whereby their valuable time and energy could otherwise be used on concentrating and engaging in other works in the institutions (University Student Charter 2012). Explaining the severity of student politics in Sri Lanka, Weeramunda (2008) reports the deaths of two senior academics (one a Vice-Chancellor and the other a retired Vice-Chancellor) in 1989 at the hands of assassins connected with the left movement in two separate universities. Concluding his work, he emphasized the negative results of student activism as disruption to the educational career prospects of students; interference with the career development of university staff; causing restraints of the employment opportunities available for university graduates, and impediment in the stability of the government.

However, the nature of student activism in Sri Lanka in the present context has been changed to a greater extent. Samaranyaka (2013) has identified the historical student movements in Sri Lanka as 'value-oriented movements' (students



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highly focused on broader ideological issues like Marxism, inequality, ethnonationalism, etc) whereas the contemporary student activism (see table 01), can be seen as ‘norm-oriented movements’ (highly focus on specific, inward-looking issues such as student’s welfare, student’s rights, university reforms, or a particular government policy).

**Table 01: Student protest activities in Sri Lanka during the decade of 2008-2018**

Year	Protest Incident
2008	Inter-University Students’ Federation (IUSF) protests since 2005 demanding an increase of ‘Mahapola’ from Rs. 2,500 to Rs. 5,000. (A welfare subsidy given by the Government of Sri Lanka to State university Students)
2009	Continued the same movement.
2010	IUSF Protests for opposition to the privatization of universities and followed by worsening conditions on campuses.
2011	IUSF protests to release their fellow students, arrested during protests against the privatization of state universities.
2012	Continued the same.
2013	IUSF protests against ‘collecting charges in government schools which provide ‘free education.
2014	Paramedical student protests demanding few claims 1) demanding for the examination admission to the fourth batch of the nursing course; 2) forcing to stop the suppression of students by imposing prevention of entry to examinations; 3) forcing to stop obstructions caused for their extracurricular activities by the administration.
2015	IUSF protests for assisting Higher National Diploma in Accountancy (HNDA) students in the Sri Lanka Institute of Advanced Technological Education (SLIATE) to force the government to demand the degree status for their Diploma which lasts for four years.
2016	IUSF protests against establishing Private Medical Faculties in the University system
2017	Continued the same

**Source:** (Dimuthu Kumari & Fernando, 2021)

These events show that modern student activists are highly norm-oriented as per the categorizations of Samaranayaka (2013). However, many of those events were ended up bringing a positive impact to society, thus administrators need to carefully understand the discontent of students without waiting for them to start protests. When their voice is not heard, the pressure comes out by the means of strikes, protests, aggressive demonstrations, and other types of movements. Although facilities and other services in state universities are developed up to some extent, the intensity of student activism also simultaneously has strengthened over the past few decades. They start protest activities for fair enough reasons, but, in practice, the behavior of activists seems violent and annoying basically due to the traffic jams and property damages. Activism is not to be welcomed or feared, but, effective handling of them requires a proper identification of root causes. In this context, administrators appear to be less serious when distinguishing the constructive and destructive potentials of student movements in Sri Lanka. Rather than approaching students with armed forces, there are many mechanisms to mediate student movements smoothly. More specifically, administrators should find out why students are mobilizing in movements increasingly. Therefore, the problem statement of the current study is, what are the critical factors behind student activism in the Sri Lankan state university system. Accordingly, the research objective of the study is; *To find out the critical factors that stimulate student activism in the state university system, Sri Lanka.* The findings of the current study would be useful in making policy decisions regarding the state university system.

Much of the previous research on student activism is descriptive and seeks to explain some of its features like causes and effects (see Lee 1997; Hoge et al 2017, Wood 2017), global and local trends (see Weiss & Meredith 2013; Barcan & Alan 2007; Donald 2017), social perspectives on student activism (see Herr & Edwin 2017), and the impact of student activism (see Sheppard 1989; Tsui 2000; Sax, 2004; Barnhardt Sheets & Pasquesi 2015; Kezar 2010; Rhoads Saenz & Carducci 2005) as cited by Cassie & Kimberly (2016). Despite the plethora of research works, no proper theoretical base or robust definitions on student activism could be found. Both terms, ‘Student Activism’ and ‘Student movement’ are interchangeably used in previous works.

### **Student Activism**

Student activism is a complex phenomenon. It is a movement organized and carried out by campus students that address issues of social justice, both political and economic, or structural or institutional change (Ramio & Joslyn 2002). Student activism can be violent or peaceful, noisy or quiet, small or huge (Jordan 2002). It is a public display enacted by students to express their displeasures. Oxford dictionary (2017) defines activism as a policy or action of using vigorous campaigning to bring about

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political or social change. For this study, *student activism is defined as a struggle of students stimulated by various social, political, and personal factors in defense of social or individual interests.*

### *Student movements*

Fletcher (2005) explains student movement as one main form of social movement. A social movement is an organized effort of many people to bring about or impede social, political, economic, or cultural change (McAdam & Snow 1997). Though there is no widely accepted theoretical perspective on student activism, however, there are various theories on social movements which can be used to describe how students are recruited into activism (Rosas 2002).

### *Theories on Student movements*

Social movements today are highly complex, and no single theory alone would be able to explain them. Therefore, this study uses the multifactor theory (value-added theory) suggested by Smelser (1962). It provides a more comprehensive analysis in determining factors that attract students towards the movements. Smelser in his multifactor theory mentioned that six factors are needed and adequate for the origin of social movements namely 1) structural conduciveness, 2) discontent, 3) shared beliefs, 4) dramatic events, 5) social networking to mobilize people, and 6) the level of control put by those in power.

The first factor is *structural conduciveness*. It is the essential characteristic of a society that makes the rise of social movements possible. The existing structure of the society lets people get together for social movements. The social structure itself enables people to join movements with some favorable conditions like democracy, free media, freedom of assembly, and speech. The second factor discussed in the theory is the *strain (discontent) created by the social system*. It tells that the deprivation of people in terms of expectations, aspirations, or moral ideals will lead them into movements. Many classical theorists agree that the direct cause of any social movement is an individual's disrupted psychological state and the result of some form of grievance (Harberman 2006). Further, supportive literature is found in (Agnew 1992; Featherstone & Deflem 2003; Smelser 1963; Morrison 1971). As such, this second factor is highly related to the relative deprivation theory. Relative deprivation theory discusses the depreciation of people in two aspects; called egoistic deprivation and fraternal deprivation (Singer 1992). Egoistic deprivation refers to a single individual's feeling of comparative deprivation which will not be a reason for social movements whereas fraternal deprivation refers to the discontent of the entire group as compared to a referent group. Hence, student activism can be identified in terms of fraternal deprivation. Gurr (1971) has discussed psychological frustration as the root cause of social movements in his famous book 'Why men rebel'. Some authors (Esman & Eriksen 1993) discussed student protests as a result of relative deprivation; cited by Saleh (2013). The third factor discussed in multi-factor theory is *sharing of a generalized ideology*. It discusses the influence of the shared ideology of the activists to join the movements. They have some common feelings on the discontent, and they all believe that the discontent could be resolved through activism. The literature says that the clearly defined, commonly agreed and understandable ideologies will be successful in social movements. The fourthly discussed point is *precipitating factors*. These are dramatic events that confirm or justify the generalized belief and attract people to join with activism. The fifth factor is *strong social networks of leaders to mobilize* people. Participants have a strong social network that helps achieve the final goals of the movements. The final factor discussed is *the level of social control*. This factor discusses the level of control put by the rulers over the social movements. They either will or will not react to the social movements. High levels of controlling mechanisms often make it more difficult for social movements to come up with their goals.

### *Determinants of student activism*

The determinants of student activism are extensive. Some of the main factors focused on by previous authors are mentioned in the following section as they facilitated the creation of the model of this study.

1) *Administrative Deficiencies in Universities* – A variety of deficiencies in the administrative aspect of the university system, leads to student activism (Burgess & Hofstetter 1971; Janc 2004; Weeramunda 2008). Corrupted practices of state university administration particularly using the tender system for obtaining hostel facilities, running canteens, hiring security staff from the private sector, or color washing buildings stimulate students' consciousness about university administration, and they tend to sand up (Weeramunda 2008). Some other administrative failures, such as lack and not assigning enough responsibility to students to take a share in management; lack of uniform policy or rules for handling activism (Ellsworth F. and Burns M. 1970); rigid compartmentalization into faculties and departments that produces a sense of isolation of academics and staff from the student body; interference from outside politicians in university affairs (Weeramunda 2008) are also mentioned in the literature.

2) *Social status of the parents (influence of family)* - Family influence is discussed by many authors but in contradictory nature. As mentioned by Lee (1997) activist the student is likely to accept the basic political and social values of his parents. Also, Flacks (1970) states that politically active students often tend to reflect their parents' values. Another proponent idea was given by Weeramunda (2008) saying that the students are more aligned with the working class; usually come from the rural working class who have a leftist political ideology. However, some western literature reports that student activists coming from higher socio-economic backgrounds than non-activists do (Astin,1970; Franz & McClelland 1994; Kahn & Bowers,1970; Lipset,1971; Sherkat

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& Blocker 1994), and from such families that emphasize academic achievement as a way to foster a strong intellectual identity (Baird 1970; Heffernan 1992; Sherkat & Blocker 1994), as cited by Rosas (2010).

3) *Availability of a Larger Social Network (Structural Availability)* - Structural availability refers to the presence of interpersonal networks that facilitate mobilization or recruitment to activism (Schussman & Soule (2005), cited by Rosas (2002). Indeed, individuals are more probable to be involved in activism when having strong 'social networks'. Several empirical studies have supported that networks are important in student activism (Klandermans & Oegema 1987; McAdam 1986; McAdam & Paulsen 1993; Morris 1981; Passy & Giugni 2001; Paulsen 1991; Snow Zurcher Eckland-Olson 1980; Walsh & Warland 1983) as cited by Rosas. Jones & Hill (2003) stated that *friends and peers* played a significant role in influencing participation in activism. Dyke (1998) found that *institutions, where students can maintain a greater number of connections with other students, are more prone to protest activities*. Much the same as the above authors, Lee (1997) has also found that college socialization which emerges through various social networks, has an important role in student activism.

4) *Lack of Social Commitments (Biographical Availability)* - Past studies have found that 'lack of social commitments' as a matter of fact in student activism. When the students are free of societal constraints than other groups in the population, they are better able to act decisively on political issues. Students are usually not working for a living and many of them have no family responsibilities. Hence, they often live away from home in a peer group subculture. This factor has been discussed by McAdam (1986, p.70) using the terminology *Biographical availability* which simply refers to the absence of personal constraints that may increase the costs and risks of movement participation, such as full-time employment, marriage, and family responsibilities.

5) *Influence of Left-wing Political Ideologies* - Lee (1997) confirms the evidence that left-wing political beliefs play a significant role in participating in protest activities. According to him, students who are radically socialized via left-wing political ideas are more likely to exhibit their preference for communism and high levels of support for protest activities. Thus, Revolutionary ideologies undoubtedly added conviction and an increasingly militant tone to the nationalist movement particularly in the Asian context whereby student participation is motivated (Altbach 1984). According to him the activists, played a key role in disseminating ideas like nationalism, radicalism, or modern ideologies to society as they are the first groups to feel the pull or attraction of modern ideas.

6) *Influence of university subculture* - Universities have unique cultures, histories, and practices that contribute to student political consciousness and concern (Berghe 1973; Altbach 1972) as cited by Altbach (1984). The environment, curriculum, and policies of the university have an important effect on student activism (Altbach 1972). He also explained the nature of university culture and its impact on activism. Survey research indicates that more liberal individuals are more likely to engage in student activism (Lipset 1976); cited by Dyke (1998). Also, the *subculture* of the university and intellectuals generally examines carefully and critically the society whereby the subculture is a part (Shils 1972). As suggested by many authors (Dyke 1998; Altbach 1984; Shils 1972; Kahn & Bowers, 1970) it is necessary to understand the nature of the university and its culture and convenience for students, to understand fully and embrace student politics. When the elements of the subculture are threatened, it creates unrest among students which essentially might have an impact on activism. Dyke (1998) notes historical evidence suggesting that the students of the 1960s were influenced by these subcultures a lot.

7) *Physical Environment & Welfare Facilities in Universities* - Institutional milieu and welfare facilities of universities play a significant role in student politics (Janc 2014). Citing the works of Shils (1972), Altbach (1984) mentioned that the educational and institutional environment of activism is of crucial importance. Some authors (Lipset 1971; Sherkat & Blocker 1994; Soule 1997) have reported that the physical geographical location of universities and the level of given welfare facilities have an impact on student activism; cited by Rosas (2010).

### Development of Hypotheses

Based on the literature, seven predictors were developed to examine their relationship with student activism. Accordingly, the main hypothesis of the study was;

*H<sub>1</sub>: There is a statistically significant relationship among Administrative Failures in Universities; Social Status of parents; Level of Social Networking; lower level of Social Commitments; Influence of Left-Wing Political Ideologies; Poor welfare Facilities; Influence of University Subculture and Student Activism.*

A Conceptual framework including seven predictors was developed based on the extant literature review explaining stimulating factors of student activism.

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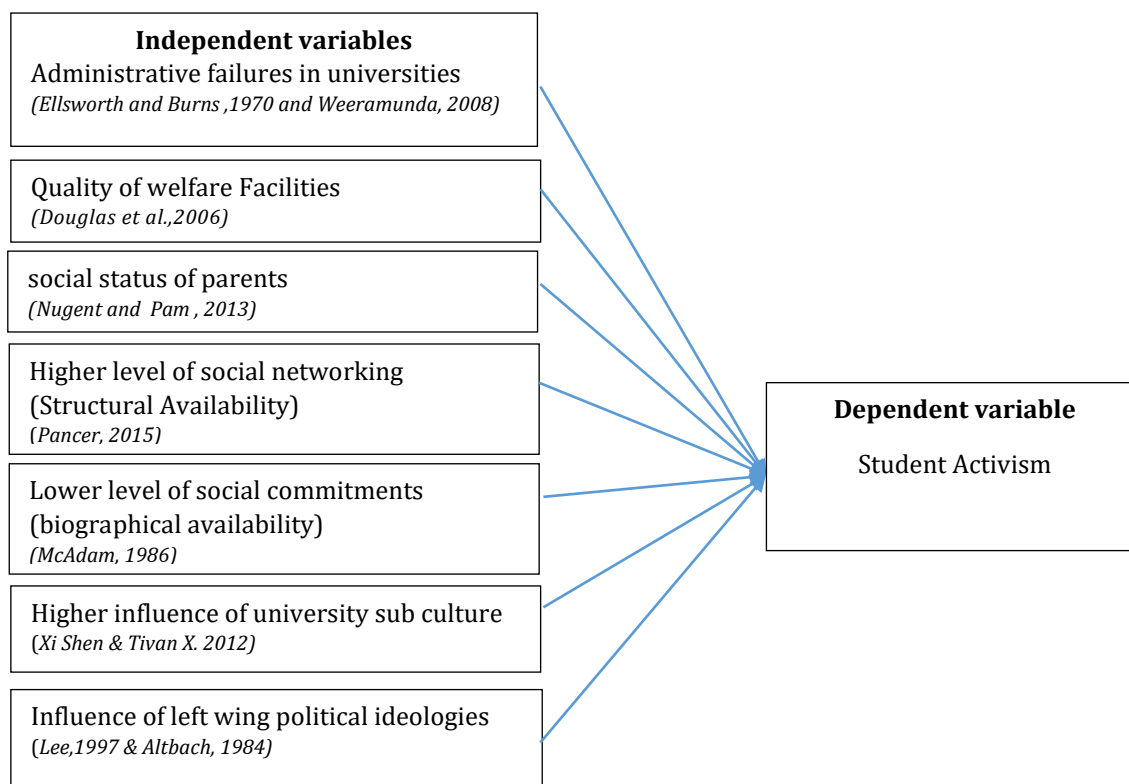


Figure 01 - Conceptual framework which describe the determinants of student activism  
Source: Based on Literature

### Working definitions of variables

The questionnaire was developed using 85 items under the constructs and they were derived from the operationalization of working definitions found in the literature. These working definitions are shown in the following table.

Table 2: Working definitions of variables

Variable	Operational/working definition	Source/s
<b>Student Activism (SA)</b>	Student Activism should be measured in terms of behavioral commitment of students which is the amount of physical or psychological effort devoted by the students to address the political, economic, social, or institutional issues in a given context.	<i>Lee (1997); Astin (1999) &amp; Ramio and Joslyn (2002)</i>
<b>Administrative Failures in Universities (AFU)</b>	Failures in university administrative policies are characterized by not giving an adequate amount of responsibility to students to take a part in management; lack of uniform policy for handling activism; isolation of staff from the student body and corruption in administration particularly procurement and recruitment.	<i>Ellsworth F. and Burns M. (1970) and Weeramunda (2008)</i>
<b>Quality of University facilities (QUF)</b>	University facilities are the services provided by the university to contribute to students' academic and personal life by enhancing their satisfaction.	<i>Douglas et al., (2006).</i>
<b>Social Status of Parents (SSP)</b>	Social status is the relative prestige, authority, or privilege of a person which can be primarily measured by either income level or educational level.	<i>Nugent and Pam M.S., (2013)</i>
<b>Level of Social Networking (Structural availability) (LSN)</b>	'Structural availability' denotes the presence of interpersonal networks that facilitate recruitment to activism and these social networks can be either inside or outside	<i>Schussman &amp; Soule, (2005), p. 1086 and Zaff, Malanchuk and Eccles (2008) cited by Pancer S.M. (2015)</i>

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<b>Lack of Social Commitments (LSC)</b> <b>(Biographical Availability)</b>	'Biographical Availability' denotes the absence of personal constraints such as employment, marriage, and family responsibilities.	<i>McAdam, (1986), p. 70.</i>
<b>Influence of University SubCulture(IUSC)</b>	Campus Subculture is the blend of various cultures on campus which mainly comprises three aspects - material culture, institutional culture, and spiritual culture.	<i>Xi Shen &amp; Tivan X. (2012)</i>
<b>Influence of left-wing political ideologies (ILWI)</b>	Leftist students are those who are highly aware of left-wing ideologies and exhibit their support for left-wing parties and their protest activities and are highly aware of current social issues in the society.	<i>Lee, (1997) &amp; Altbach, (1984).</i>

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**Source:** Based on the literature

### RESEARCH METHODS

This study was conducted to identify the determinants of student activism. This has a strong commitment to the positivist research paradigm with an emphasis on measurement, predictions, and quantitative data analysis. Hence, this was carried out under the deductive reasoning approach. Within the field of student activism research, there are a few studies that have followed a similar methodology (Prizzia & Rosario, 1971; Dyke 1998; Bamhardt, 2012; Zilvinskis et al 2020). By operationalizing the selected working definitions for each variable, a structured questionnaire was developed and distributed using a survey method. This study identified 'student leaders' as the representatives of students who have been officially appointed as per the constitutions of student unions. According to the constitution of student unions in SL, there are five key positions called President, Vice President, Secretary, Treasurer, and Editor. Moreover, there are two faculty representatives for each faculty, and the number of faculty representatives who represent the main university is different from one university to another based on the number of faculties. Hence, the population of the study comprises student union leaders in ten selected state universities (University of Colombo, Peradeniya, Kelaniya, Sri Jayewardenepura, Moratuwa, Ruhuna, Sbaragamuwa, Rajarata, Jaffna, and Wayamba) in Sri Lanka, which amounts to 160 in the current context. Some state universities were purposely removed from the study with the facts that not have a strong student union or have different subcultures.

Hence the total population amounts to 160 and questionnaires were distributed to the whole population. 124 completed responses were received, and the response rate was 77%. Therefore, the sample was taken as 124 and this figure was deemed to be a good representative of the population as per Morgun (1970). The stratified random sampling technique was used. Each selected university was considered as a stratum in the population and the researcher approached more than 50 percent of each stratum. Respondents were informed about the purpose of the study and their consent was taken. Data were analyzed using descriptive and inferential statistics and the Statistical Package for Social Sciences (SPSS) version 24 was used.

### RESULTS AND DISCUSSION

#### *Discussion on the demographic profile of the sample*

Some common characteristics of the respondents were identified in the demographic analysis. The majority (60%) of student leaders of the main student body are coming from social science backgrounds. Though there are student leaders in faculty-wise student associations, the main student union of many universities represents by the social science students. When considering gender, the majority (84%) are male student leaders. Though the university student population is island-wide scattered, it was identified that the majority of (73%) of the student leaders come from rural areas and the majority (78%) of their parents are working in the informal sector. And 58% of the student leaders are staying at university hostels in contrast to the other accommodation like boarding places, relative's places, etc. Having girlfriend/boyfriends is a common incident among many university students, however, it was noteworthy that the many student leaders who responded to the current study, are single and they have no girlfriends/boyfriends. The majority (64%) of respondents are not doing part-time jobs and cover their expenses with government bursaries. Many of them are not following professional courses. Many activists mentioned that their parents have not gained higher education, and some are not even the primary education. Finally, this group, being the leaders in unions or associations is actively engaged with planning, organizing implementing the movements. Therefore, they were identified as the most active group in the case of student activism. Many of these identified characteristics discussed here comply with the individual characteristics discussed in the Relative Deprivation Theory.

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### Discussion on data analysis & Results

Data analysis was conducted using the SPSS software and mainly, descriptive and inferential analysis techniques were used. The normality of the data set was assured by observing skewness and kurtosis values. It was decided that the normality requirement of the data set is fulfilled since all skewness and kurtosis values were in between +2 and -2. Reliability of the data was assured by Cronbach's Alpha values, they all were above 0.7 thus, a good internal consistency was observed. KMO-Bartlett's tests were performed to check the validity of the collected data. When confirming the validity recommendations of Kaiser (1974), (Azaid, 2011), Fornell and Larcker, (1971), were used. Factor analysis was conducted to further ensure the convergent and discriminant validity and used the recommendations given by Hair et al. (2010). Out of a total of 85 items, 12 items were removed due to the lower factor loading. Each factor loading was significant at a 95 percent level of significance. To determine whether there is a correlation between variables, the Pearson Correlation coefficient was examined. It was observed that there was a significant relationship between student activism and all the independent variables. It was hypothesized that the administrative failures in universities, social status of parents, higher level of social networking, lower level of social commitments, the higher influence of left-wing political ideologies, and influence of university subculture of activists might have an impact on student activism.

Regression analysis was used to observe changes in the dependent variable with the changes in independent variables. As shown in table no.4, only three variables were taken into the model and the other four were excluded.

**Table 03: Results of the Hypotheses testing**

	<b>Independent Variables</b>	<b>P-value/sig</b>	<b>Result</b>
<b>H1</b>	Administrative Failures in Universities	.445	Rejected
<b>H2</b>	Social Status of parents	.224	Rejected
<b>H3</b>	Higher level of Social Networking	.001	Accepted
<b>H4</b>	The lower level of Social Commitments	.000	Accepted
<b>H5</b>	Influence of Left-Wing Political Ideologies	.008	Accepted
<b>H6</b>	Quality of University Facilities	.782	Rejected
<b>H7</b>	Influence of University Subculture	.195	Rejected

**Source:** Field data, 2018

This study found that there is a statistically significant relationship between a higher level of social networking (LSN), the higher influence of left-wing political ideologies (ILWI), and lower level of social commitments (LFC) and student activism since the P values of those variables are less than the threshold (0.05) value.

First, when the level of networking is high, they tend to engage more with activism. As per the respondents they usually link with the students in their university, student leaders in other universities, senior students, past office bearers of the union, journalists, some media personalities, etc. This finding is compatible with the literature since similar kinds of findings are recorded by previous studies too (Rosas 2010; Jones & Hill 2003; Dyke 1998; Lee 1997). These authors have discussed a positive relationship between social networking and student activism. Further, this finding complies with the 'fraternal deprivation' discussed under the relative deprivation theory, as well as it can be supported with the 'strain factor' discussed under the multifactor theory of social movements. The fraternal deprivation discusses the origin of activism in terms of discontent of a large connected social group, compared to a referent group. Students have become intensely frustrated with privatization policies of education, limited welfare facilities in universities, and many other facts. Further, this collective feeling of deprivation strengthens their shared identity and it ultimately leads to social movements (Singer, 1992).

Next, this study found that there is a statistically significant relationship between the lower level of social commitments (Biographical Availability) and Student Activism. In this study, the term social commitments cover the student's obligations towards his parents, siblings, relatives, friends, villages, workplaces, or towards the society at large. When students don't have many social obligations (lower level of commitments), they tend to engage more in activism. Therefore, this study identified the level of social commitments, as a crucial factor behind student activism. A similar kind of finding was given by Altbach (1970) and McAdam (1986). However, the multifactor theory is silent about this factor.

Thirdly, this study found that there is a statistically significant relationship between the Influence of left-wing political ideologies and Student Activism. The previous literature also has confirmed the influence of leftwing political ideologies as a critical factor of student activism (Altbach 1984; Lee 1997; Lipset 1972, (p. 253); Janc 2004). The multifactor theory also has discussed the influence of generalized ideologies of society as a critical factor behind social movements. This study found that most student leaders believe in left-wing political ideologies. Also, they have common feelings on the discontent of the prevailing

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system, and they believe it could be resolved through activism. The literature supports the point that the commonly agreed and understandable ideologies will be successful in social movements. Hence, the findings comply with the arguments of multifactor theory.

Also, the variables are shown in Table 3 (Administrative Failures in Universities, Social Status of parents, Quality of University Facilities, Influence of University Subculture) which has higher p values than the threshold value (0.05), are statistically insignificant at 95 percent confidence level. Therefore, it was concluded that there is no significant impact of those independent variables on the dependent variable in the present context. Yet, the theory considered here covers the majority of the above-disqualified variables. Many of them are discussed by previous authors as significant factors in explaining student activism. Therefore, these factors must be further studied using other research methods, to find out why these are not influential in the Sri Lankan context. However, it is noteworthy here that the receiving of genuine and accurate responses is the main limitation of the current study.

**Table 04: Influential ability of constructs**

model	Construct	Adjusted R Square	Influential Ability of the construct as %	Changes of influencing ability as %
<b>01</b>	Level of Social Networking	.298	29.8 %	29.8 %
<b>02</b>	Lack of Social Commitments	.366	36.6%	6.8 %
<b>03</b>	Influence of Left-Wing Political Ideologies	.407	40.7%	4.1 %
				<b>40.7 %</b>

**Source:** Field data, 2018

According to the *changes of Adjusted R Square value* denotes above, ‘the Level of Social Networking is the most powerful variable in the current study since it explains almost 30 % of the dependent variable. The other variables are ranked accordingly, and the overall influential ability of the revised model is about 40.7% which can be considered as a significant amount in social science research.

## CONCLUSION

Activism is natural in any context. This has been an essential requirement for many reforms in Sri Lanka, particularly in the higher education sector. The activists, initially suggest or oppose changes, and when their concerns are not heard, they start protests and ultimately ended up with large social movements. Though they have initially engaged in movements with good purposes, in the implementation stage the behavior of student activists seems more destructive. Hence, this study identified that proper understanding of the root causes behind student activism is important. However, this study may possess the inherited limitations of quantitative techniques, the structured written questionnaires, and sampling errors. Also, the reliability of data is a limitation, since the activists normally try to hide their identities in universities. Avenues for future research are shown about other variables that have affected Student Activism. Especially, demographic factors like ethnicity, religion, relationship status may have a moderating effect on student activism. Thus, further research can be conducted to identify such relationships. The scope of quantitative analysis is limited in the present study, but a more comprehensive qualitative analysis is open for further researchers, combing the perspectives of many stakeholders together.

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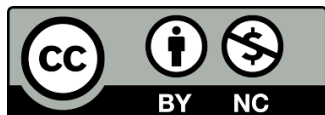
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## Administrative Effort As A *Premium Remedium* In State Administrative Dispute Settlement



Anidaul Khanifah<sup>1</sup>, Nabitatus Sa'adah<sup>2</sup>

<sup>1</sup>Master of Law, Faculty of Law, Universitas Diponegoro

<sup>2</sup>Master of Law, Faculty of Law, Universitas Diponegoro

**ABSTRACT:** This study aims to examine administrative efforts as Premium Remedium in the settlement of State Administrative disputes (TUN) in Indonesia. In particular, the discussion in this study regarding administrative efforts as a *premium remedium* in state administration disputes in Indonesia, the legal consequences of not carrying out administrative efforts by the plaintiffs, and discussing the advantages and disadvantages of implementing administrative efforts in the settlement of state administration dispute. The research method used in this research was normative juridical and used secondary data consisting of laws related to government administration as the primary material and secondary legal materials, namely literature related to research problems. Based on the results of the study, it is known that administrative efforts are the premium remedy (main drug) in the settlement of state administration disputes in Indonesia. The legal consequences that arise when the settlement of the state administration dispute is not preceded by administrative efforts but directly submits a lawsuit to the Administrative Court, namely the lawsuit can be declared not accepted by the judges. Administrative efforts have advantages and disadvantages related to the state administrative dispute resolution mechanism in Indonesia.

**KEYWORDS:** Administrative Efforts, *Premium Remedium*, State Administration Dispute.

### BACKGROUND

The running of a country cannot be separated from the implementation of the duties and functions of the Government, in this case, is the official of the State Administration (TUN). State Administration officials must carry out their duties and functions based on the law; this is a logical consequence of the principle of the rule of law adopted by the Indonesian that has been stated in Article 1 paragraph 3 of the 1945 Constitution of the Republic of Indonesia. The relationship between Indonesia as a legal state and State Administration officials can be likened to a ship and its crew. Indonesia as a legal state ship can only sail when the crew, in this case, the State Administration officials, work well in accordance with their duties and functions that have been determined by the laws and regulations.<sup>1</sup> The implementation of administrative tasks related to internal affairs (employment matters) and external to a government agency (State Administration Agency/Official) is always related to the task of making State Administrative decisions (KTUN). The increasing knowledge and awareness of the public are followed by the increasing number of Government affairs which does not rule out the possibility of a *conflict of interest* between the two parties. The conflict of interest results in one of the parties (the public) being disappointed or feeling aggrieved by the decision of the State Administration, giving rise to a State Administrative Dispute. State Administrative Dispute is a dispute that arises in the field of State Administration between a person or a civil legal entity and a State Administration Agency or Official, both at the central and regional levels.<sup>2</sup>

The enactment of Law No. 30 of 2014 concerning Government Administration, hereinafter referred to as the GA Law, brings up several new provisions and paradigms in the field of government administration that will have implications for the practice of administrative justice. One of the new arrangements is to regulate the settlement of government administrative disputes through non-judicial channels between citizens and state administrative officials, as regulated in Article 48 of Law No. 5 of 1986 concerning the State Administrative Court. Responding to the existence of the Act, the Supreme Court issued PERMA No. 6 of 2018 concerning Guidelines for Settlement of Administrative Disputes After Taking Administrative Efforts on December 4, 2018. Previously, in the previous arrangement (Law Number 5 of 1986) when litigation in PERATUN there were two paths, namely: *first*, state administrative decision which did not recognize administrative efforts, then the lawsuit is addressed to the State Administrative Court as a court of the first instance. *Second*, for the State Administrative Court that recognizes the existence of administrative

<sup>1</sup> Satjipto Rahardjo, *Hukum Progresif Sebuah Sintesa Hukum Indonesia* (Yogyakarta: Genta Publishing, 2009). Hlm. 76.

<sup>2</sup> I Nengah. Sukma Putu Angga Pratama. Susrama, 'Keputusan Fiktif Dalam Upaya Administratif Terhadap Keputusan Aparatur Sipil Negara', *Jurnal Hukum Saraswati*, 1.1 (2019), 33–47. Hlm. 35.

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efforts, the lawsuit is directly addressed to the Administrative Court.<sup>3</sup> Referring to the provisions of the General Elucidation of Law No. 5 of 1986 concerning the Administrative Court which states that administrative effort is an action that a person can take if he is not satisfied with the state administrative decision which can be done through two procedures, namely objections and administrative appeals. Administrative appeals based on these provisions are in the settlement carried out by superior agencies or even by relevant agencies that issue state administrative decisions.

In short, when viewed in terms of its substance, Law No. 30 of 2014 concerning Government Administration is a material law of the State Administrative Court system. While the formal law is contained in Law Number 5 of 1986.<sup>4</sup> Law No. 30 of 2014 concerning Government Administration said administrative efforts are regulated in a separate chapter, namely Chapter X starting from Article 75 to Article 78. It has to be emphasized that Law No. 6 of 2018 is mandatory and should be applied to all state administration disputes. This statement contains the consequence that if there is a State Administrative dispute, the settlement must first be through an administrative effort agency.<sup>5</sup> The administrative efforts consist of objections and appeals. In other words, the court is positioned as the *ultimum remedium* for state administration disputes if all administrative efforts that have been taken cannot also result in a settlement. Then the lawsuit can be submitted to the State Administrative court to be examined, decided, and tried.<sup>6</sup> Based on the description in this study, it will specifically examine the following problems; Why must administrative efforts be taken first before filing a lawsuit for a state administrative dispute to the State Administrative Court? What are the legal consequences of not carrying out administrative efforts by the plaintiff? What are the advantages and disadvantages of implementing administrative efforts first in overcoming the administrative dispute?

The research method used in this study was normative juridical, namely a research method that bases its analysis on legislation as legal norms.<sup>7</sup> This study used secondary data consisting of laws related to government administration as the primary material and secondary legal materials, namely literature related to research problems.<sup>8</sup> The secondary legal data was collected using a literature study.<sup>9</sup> Then it was analyzed descriptively by describing the object of research and then a conclusion was drawn to answer the research problem.

## DISCUSSION

### A. Administrative Efforts Are Premium Remedium in State Administration Disputes in Indonesia

The discussion in this section cannot be separated from the basic principle of the Indonesian state, namely the rule of law. In the context of this research, the law is the basis used to control the actions of the Government as a state administrator. The importance of legal control over the administration of the state by the Government is none other than the creation of a just and prosperous and happy society.<sup>10</sup> The implementation of the rule of law principle is the functioning of state administrative law because it regulates and relates to the implementation and administration of the rule of law.<sup>11</sup> Administrative efforts are part of administrative law in Indonesia, so administrative efforts are the main way in resolving disputes relating to the implementation of the duties and authorities of State administrators.<sup>12</sup> According to Indroharto, administrative effort is a procedure for resolving administrative/state administrative disputes which are carried out by the government itself and not through the judiciary.<sup>13</sup> This effort was carried out before a state administration dispute was brought to court with the aim that it could be resolved first within the government itself. The point is that administrative effort is a procedure that can be taken in solving a problem related to a Civil Legal Entity which is carried

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<sup>3</sup> Indroharto, *Usaha Memahami Undang-Undang Tentang Peradilan Tata Usaha Negara* (Jakarta: Pustaka Sinar Harapan, 1991). Hlm. 193-194.

<sup>4</sup> S. F. Marbun, *Peradilan Administrasi Negara Dan Upaya Administratif Di Indonesia* (Yogyakarta: Liberty, 1997). Hlm. 65.

<sup>5</sup> Indroharto. *Op Cit*, Hlm. 194.

<sup>6</sup> Marzuki Philipus Hadjon, Paulus Effendie Lotulung, H.M. Laica, *Hukum Administrasi Dan Good Governance* (Jakarta: Usakti, 2010). Hlm. 31.

<sup>7</sup> Depri Liber Sonata, 'Metode Penelitian Hukum Normatif Dan Empiris Karakteristik Khas Dari Metode Meneliti Hukum', *Fiat Justitia Jurnal Ilmu Hukum*, 8.1 (2014), 15–35. Hlm. 21.

<sup>8</sup> Kornelius Benuf and Muhamad Azhar, 'Metodologi Penelitian Hukum Sebagai Instrumen Mengurai Permasalahan Hukum Kontemporer', *Gema Keadilan*, 7.1 (2020), 20–33. Hlm. 26.

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<sup>12</sup> Ridwan HR, *Hukum Administrasi Negara* (Jakarta: Raja Grafindo Persada, 2013). Hlm. 24.

<sup>13</sup> Indroharto. *Op. Cit*. Hlm. 190

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out if the person or individual feels less or dissatisfied with a state administrator's decision that is within the scope of the existing administration or government itself.<sup>14</sup>

Administrative legal remedies when viewed from the legal principle, namely the legal principle of *premium remedium* (main drug).<sup>15</sup> So the administrative legal remedy is a *premium remedium* (main drug), that the first step is to resolve the state administrative dispute in Indonesia. The legal principle which in the context of this paper is an administrative effort is included in the realm of state administrative law, in contrast to the principle of criminal law. The principle of criminal law is the *ultimum remedium* (last remedy) meaning that criminal law efforts are carried out as a last resort in resolving a case when other legal remedies have been taken.<sup>16</sup> Other legal remedies referred to include administrative efforts.

Administrative efforts when referring to the provisions of Law No. 5 of 1986 concerning the State Administrative Court (PTUN), especially in the provisions of Article 48, which essentially stipulates those administrative efforts must be carried out first and must be based on law and the Administrative Court can only examine, hear and decide on state administration disputes if administrative efforts have been made, done, and it didn't work. Meanwhile, the follow-up or efforts to settle state administrative disputes that have taken administrative efforts are regulated in Article 51 paragraph (3), which states that state administrative disputes that have not been successfully resolved through administrative efforts will continue with the stages of examination, trial, and decision in the Administrative Court.<sup>17</sup> Based on the provisions in Law Number 5 of 1986 concerning Administrative Court, administrative efforts only apply and are required for certain State Administration disputes for which administrative efforts are provided by the legislation. On the other hand, Law No. 5 of 1986 concerning Administrative Courts does not require administrative efforts for State Administration disputes for which administrative efforts are not provided by the law.<sup>18</sup>

In the case of State Administrative Court disputes for which there is no way of settling through administrative efforts by law, then there are two paths or two lines of litigation before the State Administrative Court. For state administrative decisions that do not recognize administrative efforts, the lawsuit is directed to the Administrative Court as the first level court, while for state administrative decisions that recognize administrative efforts, the lawsuit is directly addressed to the State Administrative High Court.<sup>19</sup>

Referring to the provisions of Law No. 5 of 1986 concerning Administrative Court, the explanation of Article 48 paragraph (1) concerning the Administrative Court, administrative efforts consist of administrative objections and appeals. Efforts to object are carried out if the state administrative dispute that occurs is resolved by the agency or official that issued the state administrative decision. Meanwhile, the settlement of state administration disputes through administrative appeals is submitted through the superior agency or other agency from which the decision was issued. In practice, administrative measures provided by laws and regulations for certain state administration disputes can be in the form of objections only; administrative appeal only; or administrative objections and appeals (cumulative).

In accordance with the provisions of Article 51 paragraph (3) and paragraph (4) of Law No. 5 of 1986, if all administrative efforts have been taken but the results are still unsatisfactory, the state administrative dispute can be submitted to the State Administrative High Court (PTUN) to be examined and decided. In this case, the Administrative Court acts as a court of the first instance that decides on State Administration disputes as referred to in Article 48 (state administrative disputes that have taken administrative efforts). Furthermore, it is still possible to submit an appeal and review to the Supreme Court.

In dealing with the dynamics and developments of the times, which of course, Law No. 5 of 1986 was deemed irrelevant, then Law No. 30 of 2014 concerning Government Administration was issued. Administrative efforts in the Law are regulated in separate chapters, namely Chapter X Articles 75 to 78. The Law states that administrative efforts can be made through objections and appeals. In addition, referring to the provisions contained in Article 75 paragraphs (1) and (2) of the Government Administration Law, it is under the provisions in Article 48 paragraph (1) and the explanation of Article 48 of Law No. 5 of 1986 concerning Administrative Court. Then the State Administrative obtained a new authority, namely the state administrative dispute with the object of the dispute in the form of government administrative actions.<sup>20</sup> Meanwhile, referring to the provisions of Article 1 point

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<sup>14</sup> Ayu Anita Marlin Restu., Leonard, Lapon Tukan., Putriyanti, 'Fiksi Kewenangan PTUN Dalam Berlakunya Undang-Undang Nomor 30 Tahun 2014 Dan Undang-Undang Nomor 5 Tahun 1986 Berkaitan Dengan Objek Sengketa Tata Usaha Negara (TUN)', *Diponegoro Law Journal*, 6.2 (2017), 1–18. Hlm. 13.

<sup>15</sup> Mulyadi Alrianto Tajuddin, 'Penerapan Pidana Tambahan Uang Pengganti Sebagai Premium Remedium Dalam Rangka Pengembalian Kerugian Negara', *Jurisprudentie*, 2.2 (2015), 53–64. Hlm. 54.

<sup>16</sup> Lidya Suryani Widayati, 'Ultimum Remedium Dalam Bidang Lingkungan Hidup', *Ius Quia Iustum Law Journal*, 22.1 (2015), 1–24. Hlm. 12.

<sup>17</sup> Zairin Harahap, *Hukum Acara Peradilan Tata Usaha Negara* (Jakarta: Raja Grafindo, 2002). Hlm. 83-84.

<sup>18</sup> R. Wiyono, *Hukum Acara Peradilan Tata Usaha Negara* (Jakarta: Sinar Grafika, 2014). Hlm. 110-111.

<sup>19</sup> Philipus M. Hadjon, *Pengantar Hukum Administrasi Di Indonesia* (Yogyakarta: Gadjah Mada University Press, 2002). Hlm. 317.

<sup>20</sup> Bambang Heriyanto, 'Kompetensi Absolut Peradilan Tata Usaha Negara Berdasarkan Paradigma UU No. 30 Tahun 2014 Tentang Administrasi Pemerintahan', *Pakuan Law Review*, 4.1 (2018), 75–90. Hlm. 81.

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(16), Article 75, Article 76, Article 77, and Article 78 in the GA Law, there are several fundamental changes related to the administrative process, including the following:

The first change is that there is a unification of the Administrative Justice system with administrative efforts, in which a lawsuit to the administrative court is the final process in an administrative effort as implied in Article 75 of the GA Law. This is of course different from the Administrative Court Law (Law No. 5 of 1986) where administrative efforts are carried out if the settlement process has been regulated in certain laws through internal mechanisms; The second change is that there is a requirement that all state administrative decision disputes be resolved through an internal (non-judicial) mechanism first through an objection and appeal procedure.

The Supreme Court Regulation (PERMA) RI No. 6 of 2018 concerning Guidelines for Settlement of Administrative Disputes After Taking Administrative Efforts based on the provisions of Article 2 paragraphs (1) and (2) which in essence that the settlement of state administrative disputes must first be resolved through administrative efforts consisting of objections and appeals. These provisions are *mandatory*, which if the efforts have not found a new solution, the dispute can be submitted to the Administrative Court. In short, that the State Administrative Court is not authorized to receive, examine, decide and resolve government administrative disputes submitted by the plaintiff before going through administrative efforts. Based on the description above, it can be stated that administrative effort is a *premium remedium* (the main drug) in the settlement of state administration disputes in Indonesia. This means that administrative efforts must be taken first by the plaintiff in the settlement of state administrative disputes in Indonesia. This has been based on a legal principle, namely the *premium remedium* legal principle, and a juridical basis, namely legislation as positive law in Indonesia.

### B. Legal Consequences for Not Implementing Administrative Efforts First by the Plaintiff

Legal consequences are consequences that must be borne by legal subjects because of their actions, if the actions of legal subjects are not following the law, there will be legal sanctions that must be accepted by the legal subject concerned.<sup>21</sup> Legal consequences or in other words, also called juridical consequences are obligations that must be borne by a legal subject because they have committed certain legal actions.<sup>22</sup> So legal consequences are the obligations of legal subjects caused by an action. In the context of this research, the legal consequences referred to are consequences that must be borne by legal subjects, namely the plaintiff in a state administrative dispute if he does not make administrative efforts first in resolving his state administrative dispute.

Based on the juridical review, the implementation of administrative efforts is based on the Regulation of the Supreme Court (PERMA) RI No. 6 of 2018 concerning Guidelines for Settlement of Administrative Disputes After Taking Administrative Efforts, the Administrative Court only has the authority to examine, decide and resolve state administrative disputes if all administrative efforts have been passed. So that the Administrative Court is not authorized to examine state administrative disputes if administrative efforts have not been carried out in their entirety. Talking about the legal consequences if the legal subject who filed the lawsuit or the plaintiff filed a lawsuit in the Administrative Court but has not gone through administrative efforts as stipulated in the law, the consequence is that the judge can declare the lawsuit is not accepted because administrative efforts have not been taken by the Plaintiff. This is in accordance with the provisions of Article 48 of Law Number 5 of 1986 concerning Administrative Court.

So based on the description above, regarding the legal consequences that arise because the plaintiff does not take administrative measures first, it can be stated that the legal consequences that arise when the state administrative dispute does not carry out administrative efforts first, or in other words the plaintiff does not take administrative measures first, but the plaintiff directly filed a lawsuit to the Administrative Court, the claim by the plaintiff was not accepted, due to a formal defect, namely not taking administrative measures first.

### C. Advantages and Disadvantages of Implementing Administrative Efforts in State Administrative Dispute Resolution in Indonesia

There is no perfect legal remedy in the settlement of a case or a dispute, including the settlement of state administration disputes. In administrative efforts, of course, there are advantages and disadvantages. Regarding the advantages of administrative efforts in resolving state administration disputes, there are at least 5 (five) advantages of implementing administrative efforts in resolving state administration disputes in Indonesia, which are as follows:

First, that there is a complete assessment of a State Administrative Decision (KTUN) both from the Legal aspect (Rechtmatigheid) and the Opportunity aspect (Doelmatigheid). This means that the state administrative decision that has been taken by the state administrative officials can be assessed in full by going through administrative efforts first. The complete assessment means that it can be known about the reasons for deciding by the state administrative officer because it can be validated or

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<sup>21</sup> Julita Swarnatirta, 'Akibat Hukum Perjanjian Perkawinan Setelah Berlangsungnya Perkawinan Terhadap Harta Bersama Bagi Suami Dan Isteri (Studi Kasus Putusan Pengadilan Negeri Jakarta Selatan No. 239/PDT.P/1998/PN.JKT.SEL Dan No. 180/PDT.P/2010/PN.JKT.SEL)' (Universitas Diponegoro, 2011). Hlm. 76.

<sup>22</sup> Baiq Henni Paramita Rosandi, 'Akibat Hukum Jual Beli Hak Atas Tanah Yang Belum Didaftarkan', *Jurnal IUS Kajian Hukum Dan Keadilan*, 4.3 (2016), 424–435. Hlm. 427.

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crosschecked directly to the state administrative official concerned. The aspect of Legality (*Rechtmatigheid*) means that administrative efforts to test a state administrative decision must comply with positive legal procedures,<sup>23</sup> if it is appropriate then the decision is already legally valid or already has legality. Opportunity aspect (*Doelmatigheid*) means that administrative efforts will also pay more attention to the advantages and disadvantages caused by a state administrative decision that has been taken by state administrative officials,<sup>24</sup> if it is more beneficial to the general public, then the decision is legal according to law.

Second, the dispute resolution approach is carried out by deliberation. Administrative efforts are based on the value of deliberation and consensus as outlined through Pancasila, especially the 4th principle of Pancasila. Deliberation and consensus is a value that is highly upheld by the Indonesian people from generation to generation, this is done to reach a joint decision to resolve a problem or make a decision for a particular matter for the common interest of the Indonesian people. Deliberation and consensus are the way to unite the different interests of the parties.<sup>25</sup> In this context, administrative efforts become a means of deliberation to reach a consensus that is possible to resolve problems between the parties, namely the plaintiff and the state administrative officials.

Third, that the administrative process is fast and does not have to wait as long as in court processes in general because it is completed internally by the institution concerned so that it can be executed immediately. The fast process of administrative efforts carried out is in line with the principle of fast justice which is widely interpreted that in this context includes speedy dispute resolution. Administrative efforts will shorten the state administrative dispute resolution process when compared to filing through the Administrative Court settlement process.<sup>26</sup> This will be more profitable for the parties because in terms of cost and time it will not be wasted much, due to the short state administrative dispute resolution process.

Fourth, cost efficiency because there is no need to pay court fees. The advantage of the fourth administrative effort is that it will reduce the costs to be incurred by the parties, especially the plaintiff. This is because the plaintiff does not need to pay the court fees. Furthermore, the fifth advantage is that administrative appeals are not bound to use procedural procedures such as in the Administrative Court. This will make administrative efforts more flexible and more able to accommodate the interests of the parties to the state administrative dispute. These 5 (five) things are the advantages of carrying out administrative efforts in resolving state administration disputes in Indonesia.

Meanwhile, the weaknesses in the implementation of administrative efforts in the settlement of state administrative disputes in Indonesia can be identified into 3 (three) weaknesses, namely as follows; The first weakness is that, at the level of objectivity of the assessment, the State Administration Agency/Official who issues the decision is sometimes directly or indirectly related to their interests, thereby reducing the maximum assessment that should be taken.<sup>27</sup> Administrative efforts carried out through the state administrative officials which are authorized to resolve State Administration disputes, have the potential to conduct subjective and non-objective assessments. This is the concern of the plaintiffs. The second weakness is that there are no definite rules, especially the expiration time of the assessment or trial. The settlement process through administrative efforts is not determined by the time limit, while the submission of a state administrative dispute to the Administrative Court is limited to 90 (ninety) days from the date the decision is issued by the state administrative agency or official. So those administrative efforts could potentially have the state administrative body authorized to examine the dispute slow down the settlement process with the aim that the dispute does not enter the Administrative Court because it has expired. The third and final weakness is that there is an opportunity to ignore someone's administrative report or appeal.<sup>28</sup> This third weakness is a continuation or consequence of the second weakness, namely that the state administration agency authorized to examine and resolve state administration disputes has the potential to ignore reports from plaintiffs regarding certain state administration disputes.

## CONCLUSION

Based on the discussion in this study, it can be concluded as follows; administrative effort is a *premium remedium* (main drug) in the settlement of state administration disputes in Indonesia. This means that administrative efforts must be taken first by the plaintiff in the settlement of state administrative disputes in Indonesia. This has been based on a legal principle, namely the *premium remedium* legal principle, and a juridical basis, namely legislation as positive law in Indonesia. The legal consequence that occurs

<sup>23</sup> Lidya Suryani Widayati, 'Perluasan Asas Legalitas Dalam RUU KUHP', *Negara Hukum: Jurnal Ilmu Hukum*, 2.2 (2011), 307–327. Hlm. 318.

<sup>24</sup> Muhamad Iqbal, 'Implementasi Efektifitas Asas Oportunitas Di Indonesia Dengan Landasan Kepentingan Umum', *Jurnal Surya Kencana Satu : Dinamika Masalah Hukum Dan Keadilan*, 9.1 (2018), 87–100<<https://doi.org/10.32493/jdmhkdmhk.v9i1.1178>>. Hlm. 90.

<sup>25</sup> Muhammad Hanaf, 'Kedudukan Musyawarah Dan Demokrasi Di Indonesia', *Jurnal Cita Hukum*, 2.1 (2013), 227–246. Hlm. 231.

<sup>26</sup> Efa Fakhriah Laela, 'Mekanisme Small Claims Cortt Dalam Mewujudkan Tercapainya Peradilan Sederhana, Cepat, Dan Biaya Ringan', *Mimbar Hukum*, 25.2 (2013), 258–270. Hlm. 262.

<sup>27</sup> Soemaryono dan Anna Erliyana, *Tuntunan Praktek Beracara Di Peradilan Tata Usaha Negara* (Jakarta: Pramedya Pustaka, 1999). Hlm. 8.

<sup>28</sup> H. Abdul Khair, 'Penyelesaian Sengketa Keputusan Tata Usaha Negara Melalui Upaya Banding Administratif', *Jurnal Ilmu Hukum*, 31.3 (2016), 430–47.

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if the plaintiff does not file an administrative effort first but directly submits a lawsuit to the Administrative Court is the panel of judges can declare the lawsuit unacceptable. In administrative efforts, there are advantages and disadvantages. However, when viewed there are many advantages, one of which is the speed in handling dispute resolution because it is carried out internally through the relevant agencies. So that administrative efforts are the path that must be taken first in the settlement of state administrative disputes in Indonesia, but still, pay attention to the expiration time limit that has been set for filing a lawsuit to the Administrative Court. In addition, the state administrative body must exercise its authority to examine and resolve State Administration disputes through administrative efforts in an objective manner.

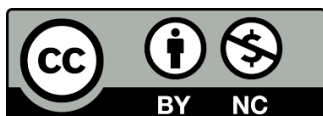
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# **The Development of a Virtual Laboratory as a Virus Learning Media to Improve Student Learning Outcomes in Biology Subjects**



**Yuli Wahyuni<sup>1</sup>, Ruffi'i<sup>2</sup>, Yoso Wiyarno<sup>3</sup>**

<sup>1,2,3</sup> Education Technology, Postgraduate, University PGRI Adi Buana of Surabaya

**ABSTRACT:** One of the materials in biology is about viruses, which are known as "abstracts" because students cannot observe them easily. As a result, it is difficult for students to comprehend. When students were conducting practicums in the laboratory, the researcher also found that the results of the test were much lower than the minimum standard score of 75/100. Therefore, the purpose of this development research is to develop a virtual media laboratory for viral material as a learning medium that facilitates teachers and students in the learning process, which is expected to improve student learning outcomes. This research uses an R & D approach with 4D models. It consists of defining, designing, developing, and disseminating procedures. This study was done at SMA Singapore National Academy Sidoarjo with grade 10 students.

The Virtual Laboratory consists of the design of learning media that will be developed in the form of story boards on viral materials developed with Adobe Flash CS6 software. According to material, design, and media experts' assessments, the media got a score of 100%, 84.28%, and 87.1%. It means that this virtual laboratory innovation can be excellent for use in a real-life learning activity. It means that this virtual laboratory innovation can be excellent for use in a real-life learning activity. The results of the field trial assessment were 98.33%, which is also classified as very feasible. It means that the students gain a better learning experience overall. In fact, there was an increase in students' learning outcomes too, which was known by comparing the average pretest and posttest results of 46 and 85. The average improvement of student learning outcomes is 2.6 with high media effectiveness. From this research, researchers conclude that a virtual laboratory as a virus learning media can improve the learning outcomes of grade 10 students at SMA Singapore National Academy in biology subjects.

**KEYWORDS:** Virtual Laboratory, Virus Material, Learning Outcomes

## **I. INTRODUCTION**

Biology is a branch of science that studies natural phenomena through observation, experimentation, and rational analysis to produce facts and concepts through the scientific method. The steps include making observations, formulating questions, formulating hypotheses, conducting experiments, and drawing conclusions. Biology is not only the mastery of some knowledge in the form of facts, concepts, or principles, but also a process of discovery. In the biology learning process, students are expected to play an active role during the learning process so that the scientific method, which is a process to produce biological products, can be implemented.

One of the biological materials is about viruses. The virus is contextual material because learning links the subject matter with everyday life. Students are required to find and develop new knowledge and skills in accordance with the knowledge they have. Students, on the other hand, do not know without a guide. It is difficult if teachers have to bring in a concrete form of the material itself. For this reason, the presentation of this material requires media. Thus, students will better understand and interpret their knowledge. During the process of science activities, the existence of a laboratory is very important, so biology teachers should invite students to carry out learning activities in the laboratory. However, the problem that occurs is that at this time, students are required to study from home due to the spread of COVID-19 during this pandemic. So that practicum in the laboratory will never be carried out. In addition, there are also things to keep in mind when working in the lab that could lead to accidents.

Another problem that arises based on the results of interviews at the Singapore National Academy High School is that student learning outcomes are still quite low, especially on virus material, which is below the minimum score standard (KKM) of 75. This is because the material is abstract, so students find it difficult to understand. And the learning activities of virus materials are limited to the explanation of concepts.

The solution that can be applied to overcome these problems is to apply learning media. Learning media are tools used to demonstrate certain facts, concepts, principles, or procedures to make them appear more real (Kustandi, Cecep, and Darmawan, 2020). Aside from that, the media can also increase student motivation and learning outcomes (Hartini et al., 2019). A Virtual Laboratory is one of the media that can be used in learning biology. A Virtual Laboratory is an interactive medium that simulates

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activities in the laboratory as if the user is in an actual laboratory (Chairani et al., 2019). Besides that, the Virtual Laboratory can overcome problems in learning by simulating material that is difficult to put into practice, such as material with concepts and objects that are difficult to put into practice. Abstract (Chairani et al., 2019). Furthermore, the Virtual Laboratory can also attract students' attention so that it can improve student learning outcomes (Chairani et al., 2019).

Therefore, to help students learn biology, we need to make a Virtual Lab on Virus Material. This way, it can help students in class X at the Singapore National Academy High School improve their learning results.

## II. RESEARCH METHODS

This research is a research and development (R&D) project that aims to develop a virtual laboratory media virus material to improve student learning outcomes. This research was conducted at the Singapore National Academy Senior High School and the subjects of the research trial were content, design, media, peer and peer expert trials, and trials with 31 students.

The research development design used 4D development model consisting of four stages:

1. define,
2. design,
3. develop, and
4. disseminate

The definition stage consists of: (a) early-late analysis; (b) student character analysis; (c) concept and material analysis; (d) task analysis; and (e) specification of learning objectives. In this first stage, the defining activity is carried out based on the existing curriculum and student character. The virus material was chosen on the grounds that this material is abstract and difficult for students to understand.

The design stage consists of three things: (a) media selection, (b) format selection, and (c) initial design. The development stage includes the following stages: (a) expert validation; (b) revision; (c) limited trial; (d) revision based on limited trial; and (e) field trial. The disseminate stage is carried out by distributing the product to educators at MGMP Surabaya as users.

Data were gathered through interview activities, the distribution of questionnaires, media validation, the distribution of readability and difficulty level questionnaires, student response questionnaires, and learning outcomes, specifically the pretest and posttest.

## III. RESULTS AND DISCUSSION

This research and development produces a decent and attractive virtual laboratory and is more likely to be applied as a medium of learning virus material. The product has been validated by material experts, media experts, peer teachers and get tested for the students.



Image 1. Virtual Laboratory Screenshot

The researcher also produces guidance module for teachers willing to make or use this media perfectly in classroom. This module provides complete guidance on how to make this learning media, how to use this media for Grade 10 students, and how to assess student performance afterward.

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**Image 2. Virtual laboratory Teacher’s Guide**

The instruments used in this study were research sheets on my feasibility of learning as learning media. The opinions are compiled to determine the feasibility and minor of learning media developed. The learning media was assessed by material experts, media experts, Grade V elementary school teachers. The researcher also collects responses from students. Score of all aspects in the research sheet was made using the Likert scale:

Score	Criteria
5	Very Good
4	Good
3	Fair
2	Unsufficient
1	Very Unsufficient

**Table 1. Likert Scale**

The results of the questionnaire test calculation are then set by referring to the validation criteria table or the level of achievement used in the percentage of validation in the following table:

Score	Percentage Scale	Feasibility Level
5	80%-100%	Very Feasible
4	60%-79 %	Feasible
3	40%-59 %	Fair
2	20%-39 %	Not Feasible
1	0%-20 %	Very Unfeasible

**Table 2. Feasibility Level Scale**

Based on the research data described previously, the virtual laboratory media obtained a 100% achievement rate percentage from content experts. From media design experts, the percentage of achievement level is 87.14%, far from the maximum percentage of 100%. From the media experts, the percentage of the achievement level was 84.28%, down from 100%. Meanwhile, peers get a percentage rate of 96.67% instead of 100%. And 98.83% was obtained from student responses of 100%. This shows that the virtual laboratory medium is very valid to be used as a medium in the biological learning process of virus material. More details on the results of the overall assessment can be seen in the following table:

Respondednt	Feasibility Score	Feasibility Level
Material Expert	100 %	Very Feasible
Design Expert	87.14 %	Very Feasible
Media Expert	84,28 %	Very Feasible
Peer Teachers	96,67 %	Very Feasible
Students	98,33 %	Very Feasible

**Table 3. Product Assessment Results**

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As for the diagram of the overall assessment results can be seen in the following figure:

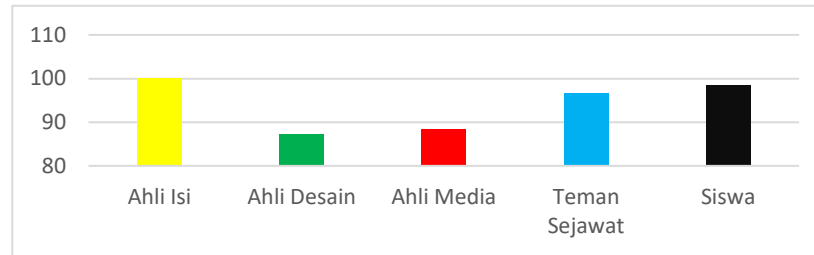


Figure 1. Assessment Results Visual Diagram

The student learning outcomes increase can be seen through the results of the n-gain calculation, which can be seen in table 4.

Pretest	Posttest	N-Gain	Category
46	85	2,6	Very Effective

Table 4. Student's Score Increase

Based on the table above, it can be seen that the average value of student learning outcomes before using the virus material virtual laboratory media (pretest) is 46 while the average value of student learning outcomes after using the virus material virtual laboratory media (posttest) is 85. The average increase in learning outcomes students are 2.6 with high media effectiveness.

The mean pretest score was 46; while the average posttest score was 85 with a difference of 39 and Normalized Gain reached 2.6 with high criteria. Normalized Gain shows an increase in the average score of students' cognitive learning outcomes before and after using the Virtual Laboratory on Virus material.

Based on the results that have been obtained, it shows that the Virtual Laboratory media is effectively used in learning activities. This media is able to improve student learning outcomes in the cognitive domain as previous research which revealed that the Virtual Laboratory can significantly increase the independence of laboratory work and students' mastery of concepts through the presence of ICT in the classroom (Herga, 2019).

## IV. CONCLUSIONS

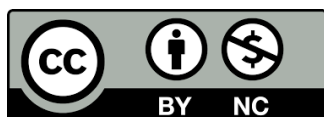
Based on the research that has been done, it can be concluded that the virtual laboratory virus material developed by the researcher shows that it is feasible to use and can improve student learning outcomes. And to improve research results, the authors give some suggestions, namely, developing a virtual laboratory as an android application. The virtual laboratory learning media developed in this study is recommended to be used for different classes and schools in learning biology material on viruses, Ideas and innovations in making virtual laboratory learning media developed in this study can be adapted to develop learning media on other materials. Furthermore, the virtual laboratory learning media developed in this study can be used in other classes and schools to teach other science subjects.

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## **Study the Relationship between Effectiveness of Training Programs over Productivity of Employees and Benefits of It Organization**



**Anvay Madavi<sup>1</sup>, Dhanshree Wadile<sup>2</sup>, Smita Varma<sup>3</sup>, Dr. Sudhakar Gaonkar<sup>4</sup>, Dr. Dur Khan<sup>5</sup>**

**ABSTRACT:** Due to the fierce competition in the market, companies are currently operating in a continuous learning mode. Organizations and individuals need to show the flexibility to learn continuously in order to survive and develop. This will further help the company to be the most successful.

The most important task of the association is to put the right people in the right places.

Otherwise, companies will continue to strive to survive the competition. Certain jobs can lead to difficult situations and significant losses for the enterprise. All organizations need well-trained employees to be able to carry out their activities effectively and efficiently. Supporting the development of skills, knowledge and abilities is an ongoing process of the organization. Education and training improve employee performance. The success of an organization depends on the performance of its employees. Therefore, there is no doubt about the importance of continuous education and training in relevant areas to meet the competitive strategy of the market. To meet the demands of such markets, there is always a need to ensure effective training, not the best, especially for the necessary survival. The main purpose of this paper is to conduct a comprehensive research and analysis of the training and development process of IT companies. This is a highly dynamic and competitive business world for individuals and organizations today and has a special reference for managers. Therefore, the sample consists of managerial IT employees. This white paper seeks to identify and identify the relationship between the effectiveness of training programs for employee productivity and the interests of IT organizations. The survey enrolled 120 employees from 4,444 IT companies after irrelevant and incomplete data was removed. This study needs to dynamically pursue and mandate education and training for all employees, and employers need to provide mandatory training programs to all employees to improve performance. It was suggested that there is.

**KEYWORDS:** Effectiveness, Productivity, Training & Development, Employees, Performance.

### **INTRODUCTION**

We are residing in a worldwide village. The global is turning into smaller and our enterprise is turning into large because the end result of globalization. In this regard the corporations should be aggressive to stand the demanding situations of the globalization. The aggressive benefits of the company rely upon the information and talents possessed through the personnel (Drucker, 1999). Training and improvement have come to be one of the essential capabilities in maximum corporations, due to the fact they result in excessive overall performance withinside the identical discipline and are essential a part of human useful resource department, it has a giant impact at the achievement of an corporation via enhancing worker overall performance (Mozael, 2015). There is giant effective courting exists among worker schooling and improvement and the worker overall performance (Naveed, 2014). Current corporations are dealing with considerable competition, constantly converting technological and enterprise environment. Globalization and ever-converting consumer wishes have brought up greater demanding situations on enterprise corporations. In order to fulfill those demanding situations, the industries are searching for to attain its centered earnings stage through making sure right schooling and improvement of personnel. Employees are maximum treasured asset for any agency as they are able to increase or smash recognition of agency and they are able to have an effect on profitability (Elnaga and Imran, 2013). Training is greater present-day orientated that target individuals' modern jobs, particular talents and competencies to right away carry out their jobs whilst improvement complements behaviors, attitudes and improves worker overall performance in an corporation. It is the procedure of growing the information and talents of a worker, for doing a selected job. Training is of an awful lot importance in reaching the targets of the corporation through preserving in view the hobby of personnel and corporation (Stone, 2002).

Development is a long-time period training procedure making use of a scientific and prepared method through which managerial employees examine conceptual and theoretical information for fashionable Noble International Journal of Business and Management Research 26 purpose. Training and improvement show to be a parameter for reinforcing the capacity of the team of workers for

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reaching the organizational targets. Training is visible as a beneficial manner of dealing with modifications fostered through technological innovation; marketplace competition, organizational structuring and most significantly it performs a key position to decorate worker overall performance. Thus, the goal of this have a look at is to reveal the effect of schooling and improvement on personnel" overall performance. Training and improvement have come to be one of the essential capabilities in maximum corporations, due to the fact they result in excessive overall performance withinside the identical discipline and are essential a part of human useful resource department, it has a giant impact at the achievement of an corporation via enhancing worker overall performance (Mozael, 2015).

The present corporations have to cope with schooling necessitates connected up with changing and developing internationalization of industry, numerous country wide factor of view and a numerous team of workers (Abdus, 2011). Training is of an awful lot importance in reaching the targets of the corporation through preserving in view the hobby of personnel and corporation (Stone, 2002).

### **LITERATURE REVIEW**

Literature review was conducted to get holistic understanding of the topic and following papers were reviewed for the study.

Discussed about the importance of training and its impact on job performance: While employee performance is one of the crucial measures emphasized by the top management, employees are more concerned about their own productivity and are increasingly aware of the accelerated obsolescence of knowledge and skills in their turbulent environment. As the literature suggests, by effectively training and developing employees, they will become more aligned for career growth—career potential enhances personal motivation. Positive training offered to employees may assist with reduction of anxiety or frustration, which most employees have experienced on more than one occasion during their employment careers. Cheng, E. W. L., Ho, D. C. K. (2001).

Employees who are committed to learning showed a higher level of job satisfaction that has a positive effect on their performance. Moreover, Locke defined job satisfaction as a pleasurable or positive emotional state resulting from a positive appraisal of the job or job experiences. The literature suggests that commitment results from adequate training and development for successful job completion and an increase in job performance. In addition, the larger the gap between the skills required to perform a task and the actual skills available for performing a task, the greater the lack of job satisfaction and the greater the increase in employee turnover within the organization. The resulting high turnover would predict the need for even more training that would then have a direct impact on the bottom line of any business. Tsai, P., Yen, C. Y., Huang, L., Huang, I. (2007).

Training and development are essential for all organizations to achieve their objectives. Many researches have been done in this area for understanding the importance of training and development. This fact is of no question that the most domineering apprehension for organizations is performance. The study found that training and development had positively correlated and claimed statistically significant relationship with employee performance and effectiveness. Abbas, Q. and Yaqoob, S. (2009).

There have been many studies conducted on this subject. HRM activities are considered as a gift in the eyes of employees and training is one of them. Training and development is an important activity to increase the performance of the employees. Without the training the organization cannot achieve the organization"s strategic goals, mission, and effectiveness. Employee training & development is one of the essential parts of human resources management with the identification of organizational need, technique and procedure at different industrial perspectives. Rajasekar, J. and Khan, S. A. (2013).

### **Employee Training**

Training is the learning process that is the indispensable part of human resource development. According to Abbas Z. (2014) training as an essential element to an employee for the development of the companies because some of the employees have lack of knowledge skills and competencies and failed to accomplish task on timely basis. Besides, Training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few (Cole, 2002).

According to Saleem et al. (2011) training is an organized increase from the know-how skills and sensations needed for staff members to execute efficiently in the offered process, as well as, to operate in underling situation. Furthermore, training also increases the abilities of employee"s very effective way by motivating them and converting them in to well organize and wellmannered, that ultimately affects the performance of organization.

However, Laing (2009) training is defined as an indicator to enhance superior skills, knowledge, capabilities and outlook of the employees that results in effective performance of the workers. Moreover, he adds one more thing, that is, training extends the production of the organization. In line with this is the believe that training is important mean to improve the employees" productivity which ultimately affects the organization performance and effectiveness (Singh and Mohanty, 2012). According to Nunvi (2006), training programs are directed towards maintaining and improving current job performance while development seeks to improve

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skills for future jobs. Besides Armstrong (1996), emphasized that training should be developed and practiced within the organization by appreciating learning of theories and approaches, if training is to be well understood.

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively Gordon (1992). On the other hand, development is a broad ongoing multi-faceted set of activities (training activities among them) aimed at bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future (McNamara, 2008). While Singh and Mohanty (2012) explained in their research that training is an important tool for the purpose of enhancing the workforce performance and it'll ultimately increase the worth of an organization but organization ought to be balance amongst training worth and training disbursement. Besides, Chris (2011) employee training is essential for the organization to develop the performance of the employees and the organization should evaluate the training program as per the objectives and missions.

However, Singh and Mohanty (2012) believe that training is an important way to increase employee productivity and ultimately impact the performance and effectiveness of the organization. Training, on the other hand, needs to be discussed to cover the needs of employees' performance development and address their job descriptions. In addition to previous discussions, McConnell (2004) endorsed a partnership approach between workers and their companies in identifying training needs and involving workers in setting training goals. I am. In addition to Mehrdad et al. (2009) Behavioral or hands-on training (orientation, introductory training, training, internship and support time, job rotation and coaching) and cognitive or non-hands-on training (lectures, computer-based training, games and simulations, etc.)

### **Employee Development**

Employees are always seen as developing career advancement skills, which leads to employee motivation and loyalty. There is no doubt that well-trained and trained employees are a valuable asset to the company, thereby increasing the potential for efficiency and effectiveness in performing their tasks. Development, on the other hand, means learning opportunities aimed at helping employees grow. Development is primarily not capacity-oriented. Instead, it provides general knowledge and attitudes that will help higher-ranking employers. Development programs are considered specific frameworks that help employees develop their personal and professional skills, knowledge, attitudes, and behaviors, and as a result, improve their ability to perform specific tasks within the organization. increase. It provides knowledge of the business environment, management principles and techniques, relationships, specific industry analysis and more to help you run your business better. Human resource development has focused on providing the talent needed for the effective performance of an organization (Drucker, 1999).

In addition, Lawal (2006) stated that he would update the system of new technologies or skills related to work practice. On the other hand, the methods of human resource development by Adeniyi (1995) include research, job rotation, self-development, and self-evaluation. Nonetheless, Aswathappa (2000) also states that training and development capabilities are effective in the future and must overcome concerns about technology and traditional roles in order to generate all the expected benefits. Suggested. Development, on the other hand, focuses on building the knowledge and skills of members of the organization to prepare them for new responsibilities and challenges. (McKenna and Beech, 2002) Employee education and training, on the other hand, balances research with real-world corporate practices and background information on the basics of education and training (Noe, 2010). As a general rule, employee development includes not only career development, but also training and further education. This includes exchanging knowledge and experience.

### **OBJECTIVES OF THE STUDY**

The study investigated the impact of training and development on employee performance. This research work looks at training and development as an HRM practices and its effect on employee performance in the organization. Definitely, the aim of the study is to find out:

- Determine the factors impacting training and development of employee performance in IT industry
- Determine the impact of training and development on organizational productivity in IT industry
- Investigate the impact of training on employee satisfaction in IT industry.
- Aims to find out the need of employee training in organization in IT industry.

### **METHODOLOGY OF THE STUDY**

#### **Sample and Data Collection**

Questionnaire was distributed among the different employees in the organization and used to collect required information. The response rate was agreeable. Convenience sampling technique was used for this study. The data was gathered by using self-administered questionnaire and the participation was voluntary.



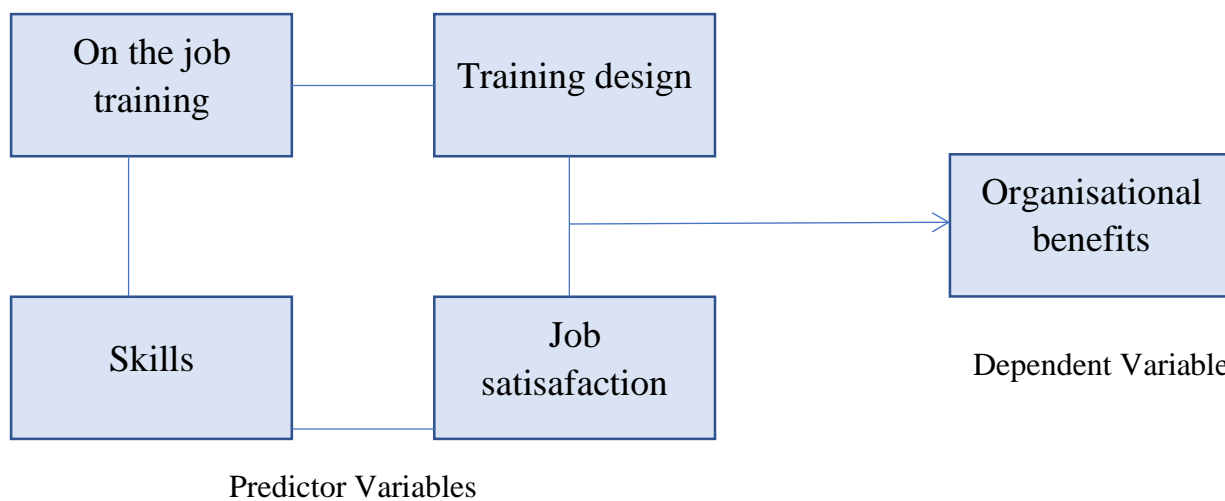
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## Measures and Scales

Variables were used in this study i.e. employee performance and job satisfaction, on the job training, training design, Skills, organizational benefits. Coorelation analysis was used to indentify the relationship between the variable. Regression analysis used to identify does variables have impact on a topic of interest. ANOVA test used to gain information about the relationship between the dependent and independent variables. Statistical significance is tested for by comparing the F-test statistic. one sample t-test used to determine if the null hypothesis should be rejected, given the sample data.

## Variables

On the job training- On the job training involves imparting training in the real work environment i.e. it believes in learning by doing.  
 Training design- Training design is developing new training and educational courses and lessons for existing employees.  
 Skills- Learning job skills is a large part of adjusting to a new work environment in many different industries.  
 Job satisfaction- Well-designed and prepared training activities in a training program will result in job satisfaction.  
 Organisational benefits- A well trained employee shows greater productivity and higher quality of work-output than an untrained employee.



## Hypothesis

H0: There is no significant relationship between on the job training, training design, skills, job satisfaction and organizational benefits.

H1: There is significant relationship between on the job training, training design, skills, job satisfaction and organizational benefits.

## DATA ANALYSIS

Collection of data was done with the help of questionnaire, which was circulated through random people from IT industry. Questionnaire was sent to 150 target audience out of which 130 replied.

Out of 130, 120 responses were relevant to study and considered for the analysis.

1. Correlation Analysis: Through this analysis, we analyzed whether motivation and employee performance are related in this research population or not.

**Table 1: Correlations**

		On the Job	Training Design	Job Satisfaction	Job Skills	Organisation Benefits
On the Job	Pearson Correlation	1	.849*	.860*	.876*	.889*
	Sig. (2 tailed)		0	0	0	0
	N	100	100	100	100	100
Training Design	Pearson Correlation	.849*	1	.839*	.850*	.865*
	Sig. (2 tailed)	0		0	0	0

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	N	100	100	100	100	100
Job Satisfaction	Pearson Correlation	0.860*	.839*	1	.851*	.848*
	Sig. (2 tailed)	0	0		0	0
	N	100	100	100	100	100
Job Skills	Pearson Correlation	.876*	.850*	0.851*	1	.888*
	Sig. (2 tailed)	0	0	0		0
	N	100	100	100	100	100
Organization Benefits	Pearson Correlation	.889*	.865*	.848*	.888*	1
	Sig. (2 tailed)	0	0	0	0	0
	N	100	100	100	100	100

\* Correlation is significant at the 0.01 level (2 tailed).

This shows the correlation value between on the job training – 0.889; job design – 0.863; satisfaction – 0.848; skills – 0.888 and organizational benefits indicates a strong (positive) linear relationship between the variables.

Since the value of  $p < .05$ , we conclude that the correlation is not 0 in the population and it is assumed to be near 0.

Regression Analysis - Overall model fit:

**Table 2: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.927*	0.86	0.854	0.39598

\* Predictors: (Constant), on the job, Training design, Satisfaction, Skills

R-Squared is a statistical measure of fit that indicates how much variation of a dependent variable is explained by the independent variable(s) in a regression model. This implies that R value is 0.927 which further indicates a good level of prediction of dependent variable from independent variables. R Square value is 0.860 which indicates 86.0% of correctness.

**Table 3: ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	91.686	4	22.921	146.179	0.00#
	Residual	14.896	95	0.157		
	Total	106.582	99			

Dependent variable: Organization Benefits  
# Predictors: (Constant), on the job, Training design, Satisfaction, Skills

The F-ratio in the ANOVA table tests whether or not the overall regression model is a good fit for the data. The table shows that the independent variable statistically significantly predicts the dependent variable,  $F = 146.179$ , and the sig. Value i.e.  $p < .0005$  - therefore, the regression model is a good fit of the data. If calculated F value in a test is larger than F critical value, reject the null hypothesis. However, the statistic is only one measure of significance in an F Test. We should also consider the p value. The p value is determined by the F statistic and is the probability results could have happened by chance.

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**Table 4: Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	Constant	0.163	0.146		1.1113	0.29	0.128	0.454
	On the Job	0.31	0.09	0.321	3.761	0.01	0.132	0.488
	Training Design	0.228	0.082	0.233	2.798	0.06	0.066	0.39
	Job Satisfaction	0.103	0.085	0.103	1.206	0.31	0.066	0.272
	Job Skills	0.311	0.088	0.322	3.545	0.01	0.137	0.485
* Dependent variable: Organization Benefits								

In the above table, we can see that sig. Value is 0.000 i.e.  $p < 0.05$  which indicates that the coefficients are statistically significantly different to 0. And the independent variable – On the Job has the t-value i.e. 3761., which indicates that the organizational profit is mostly affected by On the job Training given to employees. A t-test is a type of inferential statistic used to determine if there is a significant difference between the means of two groups, which may be related in certain features.

## DISCUSSION AND FINDINGS OF THE STUDY

After the conducting of this survey we were able to find that training and development process is the basis of all training activities. Training needs are broadly identified at all levels of the organization and help develop and implement successful human capital training programs. Priority is given to "on-demand training" that directly affects employee efficiency and improves work efficiency. The training and additional education department considers employee annual assessment reports to determine further training needs. The survey found several findings, including the strong belief that training improves skills, knowledge, and abilities, and improves employee job satisfaction.

Basically, productivity gains depend on proper employee training. Training instruments usually provide employees with valuable information to efficiently perform current and future tasks. Also, keep in mind that at the end of each training program, the trainer's impression of the session is always recorded at recording points related to employee performance during the training period. Timely feedback from both trainers and trainees will help you develop an effective corrective action plan for future training programs. With proper planning, you can form a team of ambitious and dedicated employees to help your company build a foothold in the market and build a positive image. It's a never-ending journey, so the mission to improve should never end.

## RECOMMENDATION

Many organizations recognize the importance of the role of training and development programs in improving the efficiency, skills, and productivity of their people. To realize the benefits of training initiatives. Studies show that education and training have a significant impact on employee performance. All employees of the organization recognize that their training and further education are beneficial to their performance. More training programs need to be offered to employers to reduce the cost of recruiting and training new employees. On the other hand, after training, we encourage you to provide feedback so that employees are aware of areas where they can improve their performance. We still believe that there is scope to this study in order to cover all the areas of training and development.

## CONCLUSION

## Study the Relationship between Effectiveness of Training Programs over Productivity of Employees and Benefits of It Organization

The training and development process is the foundation for all training activities. Identification of needs of training is extensively done at all levels of organization which helps in further developing and implementing successful training programs for its Human Capital. Priority is given to 'need based training' which will have direct impact on the employees' efficiency and improve work effectiveness. The training and development domain takes into account the annual appraisal report of the employees for determining training needs. Training measures usually provide valuable inputs to the employees for execution of present as well as future roles efficiently.

Also to note, at the end of each training program the trainer's impressions about the session is always noted at a record place which gives an importance into the employee's performance during the training period. The timely feedback of both the trainers and trainees helps in taking effective corrective action plan for future training programs. Suitable plans can be framed to develop a team of highly motivated and committed work force so that the company can make inroads in markets and build a favorable image. The mission for improvement should never end as it is an endless journey.

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## **Fiscal Policy and Economic Growth: An Empirical Assessment in Fiscal Regimes in Nigeria (1970-2019)**



**Endurance Gabriel Udo (Ph.D)<sup>1</sup>, Ekomabasi Akpan<sup>2</sup>, Ofonime Moses Akpan(M.sc)<sup>3</sup>**

<sup>1,3</sup>Department of Economics, School of Arts and Social Sciences, College of Education, Afaha Nsit.

<sup>2</sup>Department of Economics, University of Uyo

**ABSTRACT:** This study examined the impact of fiscal policy on economic growth in Nigeria over the period 1970 to 2019, using annual data obtained from secondary sources. Specifically, the study examines the impact of government expenditure (capital and recurrent) on Nigeria's gross domestic product in regulated and deregulated fiscal regime. The econometric techniques of ARDL and Bound Cointegration were used to analyze the data. The results obtained from the analyses show that government capital expenditure had a significant negative relationship with economic growth in Nigeria in the deregulated period but an insignificant effect in the regulated period; while government recurrent expenditure had a significant positive relationship with economic growth in Nigeria in the deregulated period and an insignificant effect in the regulated period. The regression coefficient of the dummy variable (Regime) was positively signed and significant implying that there is a significant difference in the impact of fiscal policy across the two periods (regulation and deregulation). Thus, the study concluded that fiscal policy is more effective in the deregulated period compared the regulated period. Among the recommendations of this study are that the government should avoid extravagant capital expenditure.

**KEYWORDS:** Fiscal policy, economic growth, fiscal regimes

### **1.0 INTRODUCTION**

Fiscal policy is the economic term which describes the actions of a government in setting the level of public expenditure and the ways in which that expenditure is funded. Fiscal policy is an important concept in economics since it is one of the macroeconomic management instruments used by governments at all levels to regulate the economy through their expenditure, revenue, and debt portfolios. It is concerned with the government's management of the nation's economy by varying the size and content of taxation and public expenditure done with much regard to their impact on the economy. It is therefore, referred to as discretionary changes in the level, composition and timing of government expenditure and revenue (Aliyu, Ndagwakwa, Zirra, Salam, & Mohammed, 2019).

Fiscal policy is concerned with the government's purposeful expenditure of money and imposition of taxes in order to influence macroeconomic variables in a desired direction. It has both general and specific objectives. General objectives are broadly the same as those of other macroeconomic policies. Specific objectives are in relation to the typical problems that arise in an economy. The policy has both promotional and stabilization roles in an economy. The broad objectives of fiscal policy may be listed as: attainment of full employment of resources; high rate of economic growth; optimum allocation of economic resources; equitable distribution of wealth and income; price stability; control of business cycles; balanced growth; and export development. All of these objectives are not equally emphasized in any fiscal policy. Not only that, the priority of objectives changes with time and with changing economic conditions. As a result, fiscal policy seeks to keep the economy stable. Increased government spending or lower taxes tend to help the economy out of a recession, whereas reduced expenditure or higher taxes tend to stifle a boom (Dornbusch and Fischer, 1990).

Aliyu, Ndagwakwa, Zirra, Salam, & Mohammed (2019), are of the opinion that, "the ways and pattern in which fiscal policy is executed vary from economy to economy and depend on the prevailing economic situation and economic objectives of the government." Government interventions in economic activities are basically in the form of controls of selected areas/sectors of the economy. These regulations vary, and they are determined by the government's unique requirements or goals. The Nigerian economy had been characterized by excessive government control over production, financial intermediation procedures and foreign trade variables through the administration of interest rates, prices and exchange rates before the adoption of the market economy which led to the adoption of the Structural Adjustment Program (SAP) in 1986. The shift from the era of economic regulation to the era of economic deregulation was premised on the need to sustain the pace of economic growth within the environment of a shallow and weak private entrepreneurial class.

## Fiscal Policy and Economic Growth: An Empirical Assessment in Fiscal Regimes in Nigeria (1970-2019)

According to Uдах (2010), governments of many developing nations embarked on economic reforms, which are generally perceived as movement towards a more friendly market-oriented economy because of the perception of policymakers that the adoption of the neoclassical philosophy is capable of propelling their economies to the path of sustained economic growth. According to Uдах (2010), SAP and subsequently NEEDS (National Economic and Empowerment and Development Strategy) were adopted to mitigate the negative impact of interventionist policies (regulation) on economic performance in the early century. As with SAP, the new paradigm (deregulation) replaced faith in government with confidence in the free market system and the private sector's creativity. The implementation of fiscal policies under (deregulation) SAP and later NEEDS should therefore be more disciplined and efficient.

The influence of fiscal policy on economic growth has remained a topic of discussion in both theoretical and empirical research. Indeed, there are two main strands of literature regarding the impact of fiscal policy in fostering economic growth in an economy. One point of view is that supporting government fiscal policies for knowledge accumulation, research and development, productive investment and maintaining law and order may boost both short-term and long-term growth (Heller and Rao, 2007). But there is the bureaucratic and less effective government fiscal policy method and as a result, if they (government) are active in the productive sector of the economy it tends to inhibit rather than promote growth. Thus, government fiscal policy is thought to stifle economic growth by distorting the effect of tax and government spending. For the Nigerian economy, significant scholarly efforts have been made in the past to investigate the impact of fiscal policy variables on economic growth with mixed results (for example Aliyu, *et. al.*, 2019; Asaju *et al.*, 2014; Onyemaechi, 2014; Iyeli and Azubuike, 2013; Ozougwo, 2012; Isiaka *et al.*, 2011; Appah, 2010 and Agiobenebo, 2003).

However, we are of the opinion that the fiscal regime in place matters at least as much for efficacy of fiscal policy variables as does the volume of the fiscal policy variables. But surprisingly, to the best of our knowledge, the impact of fiscal policy variables under different fiscal regimes has been ignored in previous empirical studies on the fiscal policy-economic growth relationship in Nigeria.

Therefore, this study empirically examines the relationship between fiscal policy variables and economic growth using periodized Nigeria fiscal policy data which offered the researchers the opportunity to examine also the differential effects (if any) of fiscal policy variables on Nigeria's economic growth under different fiscal regimes.

The achievement of macroeconomic goals like full employment, stability of general price level, high and sustainable economic growth, and external balance, had from time been a major priority for policy makers. The realization of these goals is not automatic rather it requires a good measure of policy guidance. Such policy guidance represents the objective of economic policy. Fiscal and monetary policy instruments are the main instruments of achieving these macroeconomic targets.

Since the 1970s, the government has initiated several fiscal policy measures aimed at creating an environment for rapid economic growth. These policies span through regulation and deregulation periods (Ogbole, 2010). However, in spite of the many and frequently changing fiscal and other macroeconomic policies, Nigeria has not been able to harness her economic potentials for rapid economic growth. The Nigerian economy is still characterized by problems such as unimpressive economic growth rates and high rates of unemployment which fiscal policy is theoretically supposed to have addressed.

Hence, the following questions still beg for answers: What is the impact of fiscal policy on economic growth in Nigeria? Is the impact of fiscal policy on economic growth in Nigeria the same or different across two fiscal regimes? These issues prompted this work aimed at empirically analysing the impact of fiscal policy on economic growth in Nigeria using periodized (regulation and deregulation periods) fiscal policy data.

The main objective of this study is to analyse the impact of fiscal policy on economic growth in Nigeria during regulation and deregulation periods.

The Specific Objectives are:

- To examine the impact of fiscal policy on economic growth in Nigeria.
- To ascertain whether the impact of fiscal policy on economic growth in Nigeria is the same or different across the two fiscal regimes (regulation and deregulation) in Nigeria.

## 2.0 LITERATURE REVIEW

### 2.1 Conceptual Literature review

#### 2.1.1 Fiscal policy

According to Morakinyo, David, & Alao (2018), Fiscal policy is associated with the use of government expenditure and taxation to influence the economic activities of a country. Fiscal policy involves government deliberate actions in levying taxes and spending money with the view of influencing targeted macroeconomic variables to move in a desired direction. These microeconomic variables include high employment rate, sustainable economic growth, and low inflation. As a result, fiscal policy seeks to stabilize the economy. Increases in government spending or reductions in taxes tend to lift the economy out of a recession, whereas decreases in expenditure or increases in taxes tend to slow down a boom (Dornbusch & Fischer, 1990).

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Peter and Simeon (2011) define fiscal policy as the process of government management of the economy through the manipulation of its income and expenditure to achieve certain desired macroeconomic objectives. Central Bank of Nigeria (2011) defined fiscal policy as the use of government expenditure and revenue collection through tax and amount of government spending to influence the economy.

Fiscal policy is the use of government taxation and expenditure to control the economy. Government taxes and expenditure are the two primary fiscal policy instruments. According to Geoff (2012), fiscal policy entails the use of government expenditure, taxing, and debt to influence the level and growth of aggregate demand, production, and employment generation. Government spending decisions have an impact on macroeconomic conditions. In order to regulate the economy, these policies impact tax rates, interest rates, and government expenditure. Fiscal policy is the process through which a government changes its expenditure levels in order to monitor and control a country's economy.

From all of these definitions, we can conclude that fiscal policy is one of the regulatory policies employed by the government to achieve its goals of economic growth. Fiscal policy is an offshoot of Keynesian economics, and its logical analysis implies that it is a definite way to stabilize the economy. Modern fiscal policy seeks to improve economic efficiency and stability. In a contemporary economy, the government has a hand in every aspect of economic activity. Taxation and expenditure are two primary fiscal instruments used by governments to affect private economic activity. Other tactics may include public debt, public works, and so on.

### **2.1.2 Economic Growth**

Economic growth has long been seen as an essential target of economic policy, with a large body of study devoted to demonstrating how it may be accomplished (Fadare, 2010). Scholars have paid a lot of attention to economic growth. Economic growth, according to Kalu (2000), is the gradual expansion in the economy's productive capacity through time, resulting in greater output of products and services and growing levels of national revenue. According to Jhingan (2003), economic growth is defined as "a continuous quantitative increase in a country's per capital income or output accompanied by expansion in its work force, consumption, capital, and trade volume."

Economic growth, according to Zuvekas (1979), is defined as the "rise over time in a country's real production of goods and services, or more correctly, real output per capital." Todaro (2004) defines a temporal dimension as "a long-term growth in ability to offer more diversified economic products to its population" by Professor Simon Kuznets. From microeconomics point of view, Baumol and Blinder (1998) observe that economic growth occurs "when an economy is able to produce more goods and services for each consumer". That is, when an average citizen gets larger and larger quantities of goods and services produced.

The above definitions consider economic growth as involving only increase in output and greater efficiency and ignored the real effect of growth on the people. On that note, Hanson (1981) stresses the rate of increase of national income as providing a measure of a country's rate of economic growth and therefore of the standard of living of its people. Furthermore, it is important to note that economic growth involves "an expansion of the system in one or more dimensions without a change in its structure" (Friedman in Jhingan, 2003).

Economic growth has also been defined as "a sustained increase in per capita or per worker product, most often accompanied by an increase in population and usually by sweeping structural changes." Onyiriuba (2000).

From the definitions above, we can observe that there is no consensus on what precisely constitutes economic growth-although the real rate of growth in a country's total output of goods and services (measured by gross national product, adjusted for inflation) is the most widely used yardstick, there are those who argue that national income per capital, consumption per capital or some other measures is the most appropriate.

For this work, we define economic growth as a continuous and sustained increase in output level as well as productive capacity and efficiency resulting in high real income or output per capita, standard of living and in the long-run positive change that is conducive for the development of the economy.

## **2.2 Theoretical Literature Review**

### **2.2.1 Keynesian Aggregate demand Theory**

The Keynesian approach to aggregate demand management asserts that the market mechanism could not be relied upon for an economy in recession or below full employment to recover or rebound quickly. In other words, a basic premise of the Keynesian approach is that the private sector is inherently unstable and therefore recommends activist fiscal and monetary policies. An activist macroeconomic policy involves setting fiscal and monetary variables in each time period at the values which are thought necessary to achieve government objectives (Levacic and Rebmman, 1982).

The Keynesian theory essentially advocates public spending, preferably involving deficit in government fiscal budget to stimulate aggregate demand. In other words, it presents a framework that could be used to calculate the effects of government spending on economic activity and imposing taxes and consequently estimating the size of the required intervention. Activist stabilisation policy can take two forms: either as a discretionary or as a feedback rule which relates policy to current and lagged output. A discretionary policy involves the government or other authorities such as the central bank deciding in each period what the appropriate policy response should be given current circumstances. On the other hand, a feedback policy rule establishes some

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fixed formula for deciding what values the policy variables should take and this formula would remain unchanged over a considerable time span. In practice, a feedback policy rule has been limited to the operation of automatic stabilizers. These are changes in government spending and taxation which occur automatically as national income changes and which act in a stabilizing manner, e.g., government spending on unemployment rises in a depression while the tax revenue fall (Levacic and Rebmann, 1982).

Government expenditure is a missing variable within the Solow-Swan neoclassical model. Alternative growth theories have also been developed in response to policy needs to accommodate the missing variables in the neoclassical model (Bogunjoko, 2004). The Keynesian framework views government expenditure as an input in the aggregate production function which the neoclassical model assumed to depend only on labour and capital as factor inputs. The Keynesian theory view fiscal expansion as having a multiplier effect on aggregate demand and hence economic growth. This study is anchored on the Keynesian theory.

The Keynesian theory has been criticized by many economists. Government borrowing, according to neoclassical economics, leads to increased interest rates, which might negate the stimulative effect of expenditure. They claimed that when the government has a budget deficit, cash must be raised by public borrowing (the sale of government bonds), offshore borrowing, or debt monetization. Because government borrowing produces more demand for credit in the financial markets, interest rates can rise throughout the market when governments cover deficits by issuing government bonds. This reduces aggregate demand for goods and services, partially or completely negating the direct expansionary impact of deficit spending, and so reducing or eliminating the attainment of the fiscal stimulus goal (Levacic, 2015).

### **2.2.2 Wagner's Law of Increasing State Activities**

The Adolf Wagner's law of ever-increasing state activity is a dominant theory of fiscal spending behaviour in public finance that examined the cause of growth in government expenditure over time. The German economist, Adolf Wagner (1893) advocates the "law of rising public expenditure" on the basis of empirical findings and came up with the proposition that there is a long run tendency for government activities to grow relative to the growth in national income. According to him, government expenditure must increase at a rate faster than national output.

According to Wagner, the operations of different tiers of government, such as the federal and state governments, have an intrinsic propensity to expand and intensify. As time passes, successive levels of government take on additional responsibilities. This implies that the scope of public-sector operations has been broadened. Extensive growth in government services may be defined as the process of introducing new operations. Intensive expansion in public activity, on the other hand, refers to governments' inclination to fulfill both existing and new tasks more effectively and thoroughly (Jaén-Garca, 2018).

Wagner explains three reasons why state engagement in the economy is increasing: a) increasing the complexity of legal relation and communications; increased urbanization and population density; substitution for the public service for a portion of private sector activities; b) increasing demand for education, leisure, more equal distribution of revenue and more public services; c) state neutralization of private monopolies and, in some cases, the creation of monopolies by the state itself (Jaén-García, 2018).

The criticism of Wagner's law was based on the argument that Wagner was contemplating long run tendency rather instead of short run variations in government spending. That since his study was relied on chronological knowledge, the exact quantitative association between the magnitude of rise in state outlay and the duration taken was not determined logically (Eze, 2016). According to Dutt and Ghosh (1997), Wagner did not present any mathematical form in order to examine his hypothesis and he also was not explicit in the formulation of his hypothesis. Another criticism of the Wagner's theory is that it did not contain a well-articulated theory of public choice (Bird., 1971).

In spite of all the criticism of Wagner's Law, it will continue to play an important role in the study of fiscal policy (public expenditure behaviours). According to Wagner's Law, there is a functional relation between the growth of an economy and the government fiscal activities with the result that the government sector grows faster than the economy.

### **2.3 Empirical Literature Review**

Aliyu et al. (2019) investigated the influence of fiscal policy on Nigerian economic performance between 1981 and 2016. The annual time series data collected for the study was analyzed using the Cointegration and Error Correction model. The study showed that fiscal policy had a limited impact on economic growth in Nigeria throughout the study period.

Using the VECM approach, Abubakar (2016) conducted a disaggregate study of the influence of public expenditure on Nigerian economic development. His research found that government spending had a mixed influence on economic growth. Some components of government spending had a detrimental influence on Nigeria's economic growth, while others had a positive impact.

Abdulrauf (2015) used the Vector Error Correction Model (VECM) approach to evaluate the short and long run effects of fiscal policy on Nigeria's economic development using annual data series from 1981 to 2013. His findings revealed that government recurrent expenditure and government investment had both short and long run beneficial effects on economic development, but capital expenditure only had a short run positive influence. Tax income was discovered to have a negative association with Nigeria's economic progress in both the short and long run.

Maku (2015) examined the impact of fiscal policy on economic growth in Nigeria between 1970 and 2011. The study employed the Engle-Granger cointegration for long-run relationship, ordinary least square for long run estimate and diagnostic test for consistency of instruments. Economic growth was proxied by real gross domestic product while fiscal balance was used to



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denote fiscal policy. Macroeconomic indices such as gross capital formation, broad money supply and exchange rate were captured in the study. The results revealed fiscal policy exerted significant positive effect on economic growth, which indicates that appropriate fiscal measures stimulate economic growth in Nigeria. The study maintained that government spending has greater impact on the growth rate of the Nigerian economy.

using time series data spanning from 1986 to 2010, Osuala and Jones (2014) used the autoregressive distributed lag model to empirically examine the influence of fiscal policy on economic growth in Nigeria. The research takes into account fiscal policy factors such as government recurrent and capital spending, non-oil taxation, and government debt. The findings found evidence of a long run equilibrium link between fiscal policy and economic growth throughout the projected time span. Government recurrent and capital expenditures were shown to have a significant and positive influence on economic growth, but non-oil taxes and government debts had no meaningful impact on real GDP. Only capital expenditure had short-run equilibrium relationship with economic growth.

Alex and Ebieri (2014) used the ARDL approach to investigate the impact of fiscal policy on Nigerian economic growth. In Nigeria, the analysis discovered evidence of a long-run equilibrium link between fiscal policy and economic growth. Government capital and recurrent expenditure were shown to have a strong positive relationship with economic growth, but non-oil taxes and government total debt had no meaningful influence on real GDP. Only capital spending, however, was found to have a short-run connection with economic growth.

Asaju et al (2014) examined the efficacy of fiscal policy in promoting economic growth and reducing poverty in Nigeria, they discovered that aggregate growth has been slow and sectorial growth uneven and these situations were attributed to ineffective fiscal policy implementation and lack of budgetary discipline. They observed that inflation rate has continued to accelerate and budget deficit is higher, recurrent expenditure has continued to take a larger portion of the total expenditure, causing the increase in the national debt profile. The non-oil sector's contribution to the nation's revenue has not improved and there is still high incidence of extra-budgetary allocation. All these are contrary to the fiscal objectives of the nation.

Osuala and Jones (2014) used the Ordinary Least Squares method of multivariate regression to evaluate the log-linearized model to examine the influence of fiscal policy on economic growth in Nigeria from 1986 to 2010. The variables' stationarity was established using the Augmented Dickey-Fuller unit root test, and the existence of long-run and short-run equilibrium conditions was tested using the General-to-Specific approach to Auto-Regressive Distributed Lag (ARDL) model. The findings indicate that there is evidence of a long run equilibrium link between fiscal policy and economic growth in Nigeria over the study period. Government recurrent and capital expenditures are specific fiscal policy variables that have a significant and positive influence on economic growth in Nigeria. Non-oil taxes and total government debt have no effect on real GDP; only capital spending has a short-run equilibrium relationship with economic growth.

Agu, Idike, and Okwor (2014) investigated the influence of several fiscal policy components on the Nigerian economy. After establishing data stationarity, descriptive statistics were employed to demonstrate the contribution of government fiscal policy to economic growth, and an OLS in a multiple form was used to determine the connection between economic growth and the government expenditure component. According to the findings, overall government expenditures have tended to rise in tandem with government revenue, with expenditures peaking sooner than revenue. Investment expenditures were much lower than recurrent expenditures, indicating that the country's economy is growing slowly. Hence, there is an evidence of positive correlation between government expenditure on economic services and economic growth.

Iyeli and Azubuike (2013) studied the influence of fiscal policy factors on Nigerian growth between 1970 and 2011. They used co-integration and Error Correction Mechanism (ECM) approaches to address the problem of non-stationarity that is commonly associated with time series data. The findings suggested a long-run equilibrium relationship between economic growth and fiscal policy variables.

Ozougwo (2012) used the Augmented Dickey-Fuller (ADF) test of stationarity and the granger causality test to examine the influence of fiscal policy on Nigerian economic growth from 1978 to 2011. The findings revealed that taxes had a negative and insignificant impact on economic growth, despite the fact that it is a granger-cause of economic growth. On the other hand, deficit finance has an insignificant positive effect and bi-directional causality on economic growth in Nigeria, whereas government expenditure had an undeniable, significant, and positive effect (but lacks causation).

Ogege and Abass (2012), examine the dynamics of Nigeria's monetary and fiscal policies. The fundamental objective of the study was to examine the effects of monetary/fiscal policies on the growth of the Nigerian economy. They employed the Engle-Granger and Johansen-Joselius methods of co-integration in the Vector Error Correction Model (VECM) setting. The empirical results showed that there exists a long-run linear relationship between the dependent variable and the independent variables. This means that both monetary and fiscal policies contributed to economic growth in Nigeria during the period of study. Based on that, they recommended that both fiscal and monetary policies should be used interchangeably in order to influence the GDP.

Ogbole, Amadi and Isaac (2011) carried out a study on fiscal policy and economic growth in Nigeria. They used time series data covering the period 1970 to 2006 representing government expenditure and GDP which were the independent and dependent variables respectively. They tested the data using the Augmented Dickey-Fuller test, and co-integrated using the Johansen's co-

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integration test. The Granger-Causality test was also applied to test for the causal relationships between the variables. The results of the analysis showed the existence of a causal relationship between them with a unidirectional causality running for government expenditure to GDP, which happened to be in line with the a priori expectation. They then concluded that during the period under consideration, fiscal policy operations contributed, to some extent, to economic growth. Although, the precise extent, according to them, is a subject for further study. Based on that, they recommended thus: that fiscal policy should be refocused in order to ensure appropriate policy mix. That government expenditure be refocused to increase output. That government capital and investment expenditure should be increased to exceed consumption expenditure and finally that punitive measures be meted out against fraud and mismanagement of public funds.

Isiaka, Abdurraheem, and Mustapha (2011) examined the impact of fiscal and monetary policies on the level of economic activities in Nigeria proxied by the GDP. The OLS regression approach was adopted and the result showed a long run relationship between the variables used, that is, government capital and recurrent expenditures, taxes and money supply. It was also found that government capital and recurrent revenues positive relationship with the GDP but this relationship is insignificant. Also, tax and money supply were not significant in explaining the gross domestic product.

### 2.4 Summary of Reviewed Literatures

Attempts have been made to review some related theoretical and empirical literature to this study. The theoretical background covers what economic theory says concerning the subject or the a priori information about it, while the empirical literature discusses the major findings of the existing works, the methods adopted, and their strengths and weaknesses. This study will add to knowledge by investigating the effect of fiscal policy on economic growth in Nigeria under the regulated fiscal regime and the deregulated fiscal regime.

## 3.0 RESEARCH METHODOLOGY

### 3.1 Basic Research Design

This study employed the econometric techniques of Autoregressive distributed lag (ARDL) and bound cointegration as the main analytical techniques in the examination of the impact of fiscal policy variables on economic growth in Nigeria. Therefore, the research design that was adopted in this study is the analytical research design (an aspect of the quasi-experimental research design) because it is best suited for investigations involving time series data.

### 3.2 Model specification

The model below is derived from the Keynesian theory. This theory presents a framework that could be used to calculate the effects of government spending on economic activity and imposing taxes and consequently estimating the size of the required intervention. The model is also similar to the model adopted by Appah, E. (2010). In order to achieve our research objectives, three models were estimated.

Model one; regulated regime

$$\ln GDP_t = \alpha_0 + \alpha_1 \ln GCEX_t + \alpha_2 \ln GREX_t + \alpha_3 \ln EXRATE_t + \alpha_4 \ln GFCF_t + \alpha_5 \ln LF_t + \alpha_6 \ln INF_t + \mu_t \dots \dots (3.1)$$

Model two; deregulated regime

$$GDP_t = \alpha_0 + \alpha_1 GCEX_t + \alpha_2 GREX_t + \alpha_3 EXRATE_t + \alpha_4 GFCF_t + \alpha_5 LF_t + \alpha_6 INF_t + \mu_t \dots \dots (3.2)$$

Model three; combined regime

$$GDP_t = \alpha_0 + \alpha_1 GCEX_t + \alpha_2 GREX_t + \alpha_3 EXRATE_t + \alpha_4 GFCF_t + \alpha_5 LF_t + \alpha_6 INF_t + \alpha_7 REGIME_t + \mu_t \dots \dots (3.3)$$

Where; GDP =Gross Domestic Product which proxy economic growth. GCEX = Government Capital Expenditure. GREX = Government Recurrent Expenditure. EXRATE =Exchange rate measured as official exchange rate of the Naira to 1 US dollar. GFCF=Gross fixed capital formation is used to proxy domestic investment LF= Labour force INF= Inflation rate. REGIME =Dummy variable (0 for regulated periods and 1for deregulated periods).  $\alpha_0$  is a constant,  $\alpha_1, \alpha_2, \alpha_3, \alpha_4, \alpha_5, \alpha_6$  and  $\alpha_7$  are the parameters, while ( $\mu_t$ ) is the stochastic error term that captures the impact of other variables not included in the model that may affect

### Apriori Expectation

$$\alpha_1, \alpha_2 > 0, \alpha_3 > 0 \text{ or } < 0, \alpha_4, \alpha_5 > 0, \alpha_6 < 0 \text{ and } \alpha_7 > 0$$

### 3.3 Estimation Techniques

In order to develop strong, robust and reliable estimate of the parameters above, the Autoregressive Distributed Lag (ARDL) estimation technique was adopted and it is upon this model that statistical and econometric test such as stationarity, co-integration, post estimation diagnostic tests, as well as the error correction model was carried out.

### 3.5 Data Sources

The data used for this study were obtained from secondary source. Annual data from 1970 to 2019 were obtained from different publications of the central bank of Nigeria (CBN) Statistical Bulletin in order to achieve the objectives of the study.

4.0 DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1 Unit Root Test

Table 4.1: Phillips-Perron Unit Root Test Results: (1970-1985) (Model 1)

VARIABLES	PP TEST STATISTIC	ORDER OF INTEGRATION
GDP	-4.055537**	I(1)
GCEX	-6.658785**	I(1)
GREX	-4.771139**	I(1)
EXRATE	-4.483036**	I(1)
GFCF	-3.975893**	I(1)
LF	-4.107089**	I(0)
INFL	-7.125468**	I(1)

Source; Authors computation (E-views 9)

Table 4.2: ADF Unit Root Test Results: (1986-2019) (Model 2)

VARIABLES	ADF STATISTIC	ORDER OF INTEGRATION
GDP	-4.936320***	I(1)
GCEX	-5.035034***	I(1)
GREX	-7.343818***	I(1)
EXRATE	-4.191530***	I(1)
GFCF	-6.035042***	I(1)
LF	-5.840544***	I(1)
INFL	-4.616739***	I(0)

Source; Authors computation (E-views 9)

Table 4.3: ADF Unit Root Test Results: (1970-2019) (Model 3)

VARIABLES	ADF STATISTIC	ORDER OF INTEGRATION
RGDP	-6.153076***	I(1)
GCEX	-6.115949***	I(1)
GREX	-6.057136***	I(1)
EXRATE	-5.207219***	I(1)
GFCF	-6.861839***	I(1)
LF	-8.926167***	I(1)
INFL	-4.032294**	I(0)
REGIME	-6.845519***	I(1)

The decision rule states that we accept the null hypothesis if the absolute value of the t-statistic is lower than the absolute critical value at 5% level of significance. From Table 4.1 above, the phillips-perron t-statistic value at level for each of the variables except LF is less than its corresponding critical values, thus, we accept the null hypothesis at level and conclude that GDP, GCEX, GREX, EXRATE, GFCF, and INFL are non-stationary while LF was stationary at level.

However, the results confirm that transforming the variables into their first difference brought all the variables to stationarity since the absolute values of the t-statistic of each variable is greater than its corresponding critical value at 5%. This implies that the variables are integrated of order zero, and one. In our model two and three, all our variables were stationary at first difference I(1) except INFL that was stationary at level.

4.2 Co-Integration Test

Cointegration among time series variables suggests that series may behave in different way in the short run but that they will converge towards common equilibrium behavior in the long run. ARDL Bound cointegration test was used to test the long run relationship in all three models (model one, two and three).

*Model one*

**Table 4.4: ARDL Bound Cointegration Test**

ARDL Bounds Test  
 Date: 08/21/21 Time: 14:09  
 Sample: 1971 1985  
 Included observations: 15  
 Null Hypothesis: No long-run relationships exist

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Test Statistic	Value	k
F-statistic	4.215008	6

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Critical Value Bounds

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Significance	I0 Bound	I1 Bound
10%	2.12	3.23
5%	2.45	3.61
2.5%	2.75	3.99
1%	3.15	4.43

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**Source:** Author’s computed results (Eviews9)

From the results obtained, the f-statistic value of 4.215 is greater than the lower and upper bound critical values of 2.45 and 3.61 respectively at 5% level of significance. So, we reject the null hypothesis of no cointegration and we conclude that there exists a long run relationship among our variables in model one.

*Model two*

**Table 4.5: ARDL Bound Cointegration Test Results**

ARDL Bounds Test  
 Date: 08/21/21 Time: 15:32  
 Sample: 1988 2019  
 Included observations: 32  
 Null Hypothesis: No long-run relationships exist

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Test Statistic	Value	k
F-statistic	10.07734	6

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Critical Value Bounds

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Significance	I0 Bound	I1 Bound
10%	2.12	3.23
5%	2.45	3.61
2.5%	2.75	3.99
1%	3.15	4.43

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From the results obtained, the f-statistic value of 10.07734 is greater than the lower and upper bound critical values of 2.45 and 3.61 respectively at 5% level of significance. So, we reject the null hypothesis of no cointegration and we conclude that there exists a long run relationship among our variables in model two. That is to say that our variables in model two are cointegrated.

Model three

Table 4.6: ARDL Bound Cointegration Test Results

ARDL Bounds Test  
 Date: 08/21/21 Time: 17:48  
 Sample: 1972 2019  
 Included observations: 48  
 Null Hypothesis: No long-run relationships exist

Test Statistic	Value	k
F-statistic	16.39658	6

Critical Value Bounds		
Significance	I0 Bound	I1 Bound
10%	2.12	3.23
5%	2.45	3.61
2.5%	2.75	3.99
1%	3.15	4.43

From the result in table 4.6, the f-statistic value of 16.3966 is greater than the lower and upper bound critical values of 2.45 and 3.61 respectively at 5% level of significance. So, we reject the null hypothesis of no cointegration and we conclude that there exists a long run relationship among our variables in model three. That is to say that our variables in model three are cointegrated.

4.3 ARDL Regression Results

Model one

Variables	Coefficient	t-statistics	p-value
LGCEX	-0.320440	-1.799730	0.1220
LGREX	0.221013	0.678358	0.5228
LEXRATE	-3.419062	-2.786575	0.0317
LGFCF	-0.429063	-2.149392	0.0752
LLF	10.740683	7.648531	0.0003
INFL	0.004866	0.839375	0.4334
C	-181.932659	-7.907861	0.0002
R-squared	0.794532		
Adjusted R <sup>2</sup>	0.767242		
f-statistics	36.41641		
Prob(f-statistics)	0.000003		

Source: Author’s computed results (Eviews9)

Model two

Variables	Coefficient	t-statistics	p-value
GCEX	-0.044125	-2.830444	0.0111
GREX	0.020134	2.848362	0.0107
EXRATE	-66.999262	-0.683369	0.5031
GFCF	17.343794	4.072195	0.0007
LF	-0.000318	-0.410208	0.6865
INFL	44.318281	1.859395	0.0626
C	55.042265	2.763179	0.0191
R-squared	0.899853		
Adjusted R <sup>2</sup>	0.879746		
f-statistics	9404.327		
Prob(f-statistics)	0.000000		

Source: Author’s computed results (Eviews9)

**Model three**

Variables	Coefficient	t-statistics	p-value
GCEX	-0.060725	-3.146051	0.0036
GREX	0.020636	3.054065	0.0045
EXRATE	101.792101	1.213460	0.2338
GFCF	16.067854	4.470093	0.0001
LF	-0.000229	-0.572729	0.5708
INFL	191.819704	1.671189	0.1044
REGIME	64.547976	2.160063	0.0468
C	35.086175	2.354981	0.0307
R-squared	0.986873		
Adjusted R <sup>2</sup>	0.978813		
f-statistics	16758.72		
Prob(f-statistics)	0.000000		

**Source:** Author’s computed results (Eviews9)

**4.4 Interpretation**

From our result in model one, Government capital expenditure (LGCEX) had a negative and statistically insignificant effect on economic growth in Nigeria. Government recurrent expenditure (LGREX) also had an insignificant positive effect on economic growth in the regulated fiscal regime. Further, Exchange rate (LEXRATE) in our model one had a negative effect on economic growth. That is, a percentage increase in LEXRATE will lead to a 3.41 percentage decrease in economic growth and this negative effect was statistically significant at 5% level of significance as the p-value of LEXTRATE (0.0317) was less than 0.05. GFCF and INFL was found to have an insignificant effect on economic growth in the regulated regime. Labour force (LF) was found to have a significant effect on economic growth in the regulated regime. A unit increase in LF will lead to a 10.7 percent increase in economic growth on the average, other things being equal. Our R<sup>2</sup> of 0.79 in model one indicates that 79% of the total variation in Gross Domestic Product (GDP) is explained by our independent variables.

From our model two, GCEX, EXRATE and LF have a negative effect on economic growth (GDP). That is to say, a one percent increase in GCEX will lead to a 0.04 percent decrease in economic growth. The negative effect of GCEX was statistically significant at 5% level of significance with a p-value of 0.011. Further, GREX, GFCF and INFL have a positive effect on economic growth in the deregulated period. The positive effect of GREX and GFCF was found to be statistically significant at 5% level of significance. That is, a one percent increase in GREX and GFCF will increase economic growth on the average by 0.02 and 17.3 percent respectively. Our coefficient of multiple determination shows that 89% of the total variation in economic growth in the deregulated period is jointly explain by our independent variables.

From our model three, GCEX have a negative and statistically significant effect on economic growth in Nigeria. A percentage increase in GCEX will decrease economic growth by 0.06 percent on the average, all other things being equal. GREX and GFCF have a significant positive effect on economic growth. That is, a percentage increase in GREX and GFCF will increase economic growth by 0.02 and 16 percent respectively. On the other hand, INFL and EXRATE have a statistically insignificant positive effect on economic growth while LF had a negative but insignificant effect on economic growth as well. Regime which was used to captured regulated and deregulated period had statistically significant positive effect on economic growth. The R<sup>2</sup> value of 0.98 indicate that 98% of the total variation in economic growth is explained by the independent variables in the model.

**4.5 Discussion of Findings**

From our model one that captures the effect of fiscal policy on economic growth in a regulated fiscal regime, we observed that none of the fiscal variables (GCEX and GREX) introduced in the model had a statistically significant effect on economic growth. But in our model two that captures the effect of fiscal policy on economic growth in a deregulated fiscal regime, we observed that GCEX and GREX had a statistically significant effect on economic growth within this period. The variable GCEX had a significant negative effect on economic growth in the deregulated period compared to the regulated period where GCEX had a statistically insignificant negative effect on economic growth. Further, the variable GREX had a statistically significant positive effect on economic growth in the deregulated period compared to the regulated period where GREX had an insignificant positive effect on economic growth.

In our model three, where we looked at the effect of fiscal policy on economic growth across the two fiscal regimes to find out if the effect of fiscal policy is different or the same across the periods; we observed that the sign of the coefficient of government recurrent expenditure (GREX) is positive and conforms to our theoretical expectation. It is also significant at 5 percent level having a probability value (P-value, 0.0045) less than 0.05. This finding is consistent with studies by Osuala et al. (2014) who reported a positive and significant impact of government recurrent expenditure on economic growth in Nigeria.

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The sign of the coefficient of government capital expenditure is negative which is contrary to our theoretical expectation. However, it is significant at 5 percent having a probability value (P-value, 0.0036) less than 0.05. This implies that during the period covered in our model three, government capital expenditure has exerted significant negative impact on economic growth (GDP) in Nigeria. This finding contradicts previous result by Osuala et al. (2014) who reported a positive and significant impact of government capital expenditure on economic growth in Nigeria. This could be largely due to misappropriation of public funds and increased corruption that have resulted in siphoning of public funds to personal accounts abroad. It can also be attributed to the large number of abandoned capital projects in the country. It should be noted that public funds stacked away in personal accounts in foreign countries, stimulates production only in the foreign economy and may affect economic growth in the domestic economy adversely.

The variable Exchange rate in our model three was positive and statistically insignificant at 5% level of significance with a p-value greater than 0.05. The positive coefficient of exchange rate conforms to our theoretical expectation. The variable GFCF was found to have a positive and significant effect on economic growth.

The variable Regime was introduced in our model three to capture the effect of fiscal policy on economic growth across the two fiscal regimes being studied. The sign of the coefficient of Regime is positive, about (64.55) and conforms to our theoretical expectation. It is also significant at 5 percent level having a probability value (P-value, 0.0468) less than 0.05. Specifically, the result indicates that there is a statistically significant difference in the effect of fiscal policy on economic growth across the two fiscal regimes (regulation and deregulation). Comparing our model one and two we can see that fiscal policy is more effective in the deregulated regime compare to the regulated regime, and in model three, since our variable Regime was significant, we can conclude that the effectiveness of fiscal policy on economic growth across the two fiscal regimes is not the same.

## **5.0 CONCLUSION AND RECOMMENDATIONS**

### **5.1 Conclusion**

The main objective of this study is to comparatively analyse the impact of fiscal policy on economic growth in Nigeria during regulation and deregulation periods. Specifically, the study set out to analyze the impact of fiscal policy on economic growth (GDP) in Nigeria, and to ascertain whether the impact of fiscal policy on economic growth in Nigeria is the same or different across the two fiscal regimes (regulation and deregulation). We conclude that there is a significant difference in the level of impact of fiscal policy on economic growth across the different fiscal regimes in Nigeria. The effectiveness of fiscal policy in Nigeria is higher in the period of deregulation than in the period of regulation.

### **5.3 Recommendations**

The main objective of fiscal policy is to regulate, stabilize, and stimulate the economy for economic growth. Fiscal policy is the use of government expenditures, taxation, and public debt to regulate economic activities in a country. In order to achieve these objectives, the following recommendations should be considered:

#### **i- Increase Recurrent Expenditure**

Based on the standardized coefficients of the fiscal variables, a strong emphasis should be placed on government's recurrent expenditure as it is the most important and influential variable in the determination of the level of the GDP in our models. Government should utilize its recurrent expenditures as a strong fiscal policy tool to control its economic growth.

#### **ii- Transparency and Accountability in Government**

One reason which could have been the cause of the unexpected signs and magnitudes in the coefficients of the explanatory variables in the empirical finding is the lack of transparency and accountability in government activities especially in the spending of government generated revenue, in addition to the mismanagement of public funds. Nigeria is a country known internationally for corrupt practices and embezzlement of public fund, this fact has a great influence on the amount allocated to a sector in the budget and the output of that sector at the end of the fiscal year. In a country where corruption and financial crimes are rampant, a whole lot is being expended, little is accounted for, and the output of such expenditure is meagre. To resolve this problem, the Economic and Financial Crimes Commission (EFCC) and the Independent Corrupt Practices and Other Related Offences Commission (ICPC) should ensure an unbiased discharge of their duties of curbing corrupt practices while the Executive, Legislature, and Treasury controls of public expenditure are carried out by the various institutions responsible for them, that is, the Presidency, the National Assembly, and the Accountant-General of the Federation respectively.

#### **iii- Avoidance of extravagant capital expenditure**

Nigerian government is known for abandoned capital projects due to mismanagement and misappropriation of funds therefore, efforts should be made by the government to ensure that all expenditures are well allocated and properly utilized, and all residue should be repatriated to the Treasury on the last day of the fiscal year. Also, efforts should be made to complete previously abandoned capital projects.

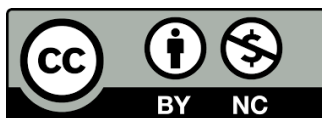
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## The Directive Speech Act of Public Officials in Handling of Covid-19



Wini Tarmini<sup>1</sup>, Imam Safi'i<sup>2</sup>, Diki Lesmana<sup>3</sup>

<sup>1,2,3</sup>Postgraduate School of Universitas Muhammadiyah Prof. DR. HAMKA, Indonesia

**ABSTRACT:** This study aims to describe the directive speech act of public officials in handling COVID-19 by involving the context that occurs in the community. The study used a qualitative research design. Data collection uses documentation and recording methods. The data analysis technique uses the interactive analysis model of Miles Huberman. The results showed that from a total of 56 directive utterances, it was found that the use of "ask" directive utterances amounted to 2 utterances or 4%; directive speech "invite" 12 utterances or 21%, directive speech "force" 3 utterances or 5%, directive speech "suggest" 10 utterances or 18%, directive utterance "insist" 2 utterances or 4%, directive speech "order" 5 utterances or 9%, directive utterances "demand" 10 utterances or 18%, directive utterances "Plead" 3 utterances or 5%, and directive utterances "give a cues" 9 utterances or 16%. Public officials handling COVID-19 have a tendency to use directive speech acts of inviting. The lingual markers used are in the form of asking words, let's, please, suggest, must, do not, plead, in order to, because.

**KEYWORDS:** Directive Speech Acts, Public Officials, Covid-19

### I. INTRODUCTION

The coronavirus pandemic in Indonesia began with the discovery of the 2019 coronavirus disease (COVID-19) on March 2, 2020. The number of COVID-19 cases continues to grow and the latest information can change quickly. One of the measures taken to deal with this pandemic, every level of government has appointed a public official to be the spokesperson for the government who continuously informs the latest developments on the COVID-19 problem and also continuously urges, requests, invites, ask the public to follow all the rules set by the government.

Public officials assigned by the government to convey this information must have good communication skills so that the information conveyed can be understood by the public. Through well-delivered communication, the COVID-19 problem is expected to be resolved. However, the number of COVID-19 cases continues to grow and the government is increasingly reminding the public to obey the government's appeal.

Language is used as a tool or medium to convey messages. The role of language is very important to provide understanding related to the problem of COVID-19. Communication through language is not just conveying words but also accompanied by a behavior or action. A person's actions in his speech are called speech acts. There are three types of actions that can be realized by a speaker, namely locutionary acts, illocutions, and perlocutions. Wijana (2009) states that locutionary acts are speech acts to state something; illocutionary acts are speech acts to state something with a specific purpose; and perlocutionary acts are speech acts that give certain effects so that they influence the interlocutor to do something. Speech delivered by government public officials is in the form of illocutionary speech acts. The speech delivered has a specific purpose, which is to invite the public to obey the rules and various policies set by the government in handling COVID-19. The speech act is in the form of a directive speech act, which is a speech act intended by the speaker so that the speech partner takes action according to what is stated in his speech. Included in the directive speech acts are the utterances of ask, invite, force, suggest, order, demand, insist, urges, plead, challenge, give cues. (Leech, 1993: 164 ; Tarmini, 2019).

Specifically, the formulation of the problem in this study is how the directive speech acts of public officials selected by the government in communicating to the public are related to handling the COVID-19 problem? Thus, the purpose of this study is to describe the Public Officials' Speech Actions in Handling COVID-19 by involving the context that occurs in the community. The results of this study are expected to be used as recommendations as one of the considerations for communication by a public official in conveying information related to problems in the socio-psychological context of society.

Several studies related to directive speech acts have been carried out, including Lorena Pérez (2002) discussing the semantic motivation of indirect directives; Lilo Moessner (2010) discusses his paper to identify and analyze directive speech acts in a corpus of Early Modern English and Present-day English written texts from legal, religious and scientific discourse; Shahpouri Arani 2012 discusses the forms and functions of directive speech acts spoken by Persian-speaking children; Fatma

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2020 discusses spoken academic discourse, there are various directive speech acts forms and strategies both formal and informal; Karandeeva. 2020. The article represents the results of a phonetic experiment devoted to the study of pragmatically, and the stylistically determined manifestation of directive speech acts in the modern German language, International.

Directive speech act research varies widely. In general, directive speech act research discusses the form and function of speech. During the Covid-19 pandemic, directive speech acts used by public officials play an important role. The communication conveyed must be able to influence the community so that people understand and follow the rules set by the government.

### II. RESEARCH METHOD

This study uses a qualitative research design. Data collection uses documentation and recording methods. The method stages in this research consist of (i) field research to obtain primary data which is carried out through direct data recording from mass media (print, electronic, internet) and (ii) library research to obtain secondary data conducted through books, journals, and related research results. The data analysis technique uses the interactive analysis model of According to Miles & Huberman (1992) which consists of three activity lines that occur simultaneously, namely: data reduction, data presentation, data withdrawal conclusion/verification.

### III. RESULTS AND DISCUSSION

This study resulted in 56 directive utterances with the distribution of the number and percentage of data as follows.

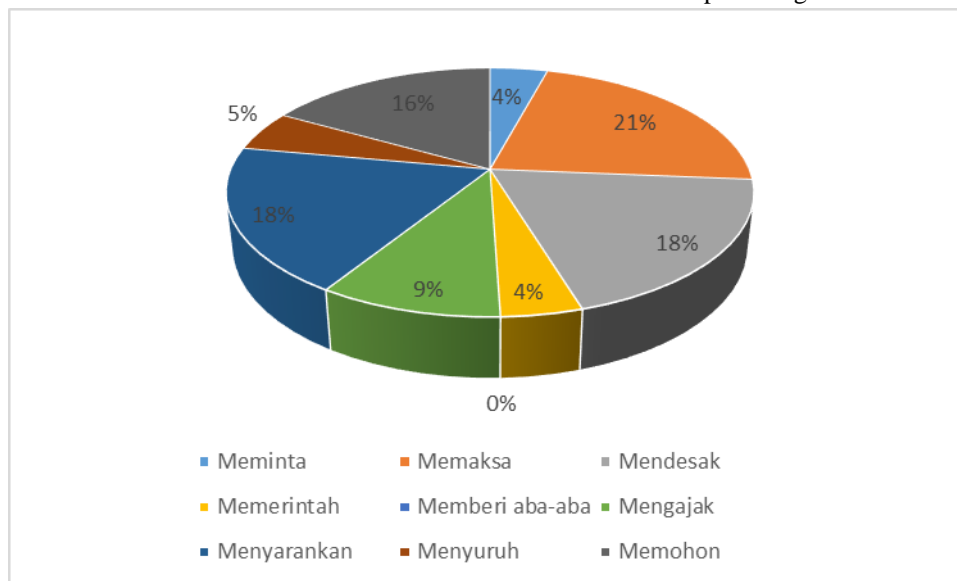


Figure 1. Diversity of public officials' directive speech acts in handling COVID-19 in Indonesia

directive utterances "ask" a total of 2 utterances or 4%; directive speech "invite" 12 utterances or 21%, directive speech "force" 3 utterances or 5%, directive speech "suggest" 10 utterances or 18%, directive utterance "insist" 2 utterances or 4%, directive speech "order" 5 utterances or 9%, directive utterances "demand" 10 utterances or 18%, directive utterances "plead" 3 utterances or 5%, and directive utterances "give cues" 9 utterances or 16%.

Speech is an utterance that contains action as a function in communication that considers aspects of the speech situation. The use of polite language has a positive impact on many things. Polite speech is positive energy that can create a higher quality of personal life (Tarmini, 2018).

Searle in Tarigan (2009) suggests that pragmatically there are three types of actions that can be realized by a speaker, namely locutionary acts, illocutionary acts, and perlocutionary acts. This is in line with Austin's opinion which also divides the types of speech acts into locutions, illocutions, and perlocutions. (Lekan, 2010). The speech act is used according to the purpose of the speech to be conveyed (Studies, 2019).

#### 3.3.1 Directive Speech Act "Ask"

The directive speech act of asking is found in 2 utterances, namely in data [3] and [23] which can be seen below.

- [3] Therefore, I **ask** once again, **let's** obey together about close contact, avoid close contact ... Therefore, keep your distance when communicating with anyone ...
- [23] Therefore, I **ask** the whole community to keep in mind to maintaining social distance in social communication

In data [3] and [23], directive speech acts with the intention of asking are marked by the context of the sentence which states a request to perform an action and is marked by the lingual markers ask and let.

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### 3.3.2 Directive Speech Acts of "Invite"

The directive speech act of *inviting* is found in 12 utterances, namely in data [1], [4], [6], [8], [22], [26], [28], [33], [35], [44 ], [52] and [55]. The following are some examples of viewable data.

1. [1] **Let's** break this chain of transmission together (covid-19) [...]
2. [4] Therefore, let's once again have an understanding to protect the sick. We protect the sick so he can isolate well [...]
3. [6] Let's keep our distance together in communicating, keep physical distance, take a safe distance of 2 meters. This becomes important not only outside the house but also inside the house.. this becomes something important [...]
4. [8] ... Then this transmission occurs which then looks at this, so once again, let's think together to break this chain of transmission. First, we will try to find positive cases. We will carry out a quick test with a rapid test. [...]
5. [22] Therefore, **let's** be very aware that this addition to the number of positive cases once again illustrates that outside the community there are still positive cases that are still in isolation [...]

In data [1], [4], [6], [8] and [22], directive speech acts with the intention of inviting are marked by the context of the sentence which states an invitation to take an action and is marked by the lingual marker *let*.

### 3.3.3 Directive Speech Act of "Force"

The directive speech act of forcing is found in 3 utterances, namely in the data [10], [16], and [30] which can be seen below.

1. [10] What is even more important is that the government's recommendation to maintain social distance from social contacts in the community must be obeyed because a very close distance of less than half a meter provides transmission through saliva splashes when someone who is sick coughs on other healthy people.
2. [16] Therefore, if some of you have done a rapid test and the result is negative, don't mean that you are free from this disease because some negative cases are actually cases that have been infected but are still less than 7 days, so antibodies have not been formed [...]
3. [30] There must be a passion to know, I took the term that is always used by the army, namely the BNPB concept itself, recognize the threat, prepare a strategy, know the problem, find a solution.

In the data [10], [16], and [30], directive speech acts with the intention of forcing are marked by the context of the sentence which states coercion to perform an action and lingual markers in the form of the modality *must*, *don't*

### 3.3.4 Directive Speech Act of "Suggest"

The directive speech act of suggesting is found in 10 utterances, namely in data [7], [11], [17], [18], [20], [21], [31], [40], [42], and [56]. The following are some examples of viewable data.

1. [7] Self-isolation at home is important.
2. [11] We should be grateful that today the accumulation of recovered patients in DKI is 202 patients, East Java is 86 patients, South Sulawesi is 42 patients, Bali is 32 patients, West Java is 28 patients and in other provinces the total number is 548 patients.
3. [17] Regarding to contacting, keeping distance, and washing your hands diligently, you should be careful not to travel because the risk will be very large, especially if you have to travel to the village[...]
4. [18] Therefore, it is wise in terms of planning when you will go home later. We suggest you should be postponed as much as possible until condition get much better
5. [20] Staying at home doesn't mean you're not productive, please do work from home, study at home and worship at home, diligently washing your hands are important

In the data [7], [11], [17], [18] and [20], the directive speech act with the intention of suggesting is indicated by the context of a declarative sentence which states a suggestion to take an action with the lingual marker such as *should*, *suggest* and *please*.

### 3.3.5 Directive Speech Act of "Insist"

The directive speech act of insisting is found in 2 utterances, namely in data [5] and [36] which can be seen below.

1. [5] Let's also protect the healthy. For those who are sick, really realize that we have to take care of the people around us so they don't get sick [...]
2. [36] All components of the nation must unite. Again, don't take it lightly.

In data [5] and [36], directive speech acts with the intention of insisting are marked by the context of the sentence which states an urge to take action immediately with lingual markers *must*/*have to* and *don't*.

### 3.3.6 Directive Speech Act of "Order"

The directive speech act of ordering is found in 5 utterances, namely in the data [17], [25], [27], [48] and [50] which can be seen below.

1. [17] Therefore, a re-examination should be carried out 7 days later from the first examination. So now it can be said that [...]
2. [25] Pay close attention to etiquette when coughing and sneezing cover with a mask or use gloves. Stay safe and productive at home. Take care of each other among family members. Don't let the healthy become sick.
3. [27] You must be a patriot for yourself and your family and you can be a hero of humanity if you succeed in protecting others.

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- [48] Relocating budgets and re-functioning activities for handling Covid-19. (Implicitly order)
- [50] Every activity in the province, district/city activities please be directed to cash labor-intensive programs, must be reproduced, must be multiplied but still pay attention to health protocols

In the data [17], [25], [27], [48] and [50], the directive speech act with the intention of ordering is marked by the context of the imperative-directive sentence which states ordering to do an action with lingual markers such as should, pay attention, must, please.

### 3.3.7 Directive Speech Act “Demand”

The directive speech act of demanding is found in 10 utterances, namely in data [2], [13], [24], [32], [37], [41], [45], [46], [47] and [49] which can be seen below

- [2] The government's recommendation to maintain social distance on social contacts in the community **must be obeyed** because a very close distance provides a great opportunity for transmission.
- [13] **Do** self-monitoring. Conduct consultations with health workers, you don't have to leave the house to come to the puskesmas, you don't have to go out of the house to come to the hospital, now there are lots of media that we can access for consultation [...]
- [24] Try to stay at home when. Avoid crowds. Use a mask when we are used to being in a crowd. Wash hands with soap. Avoid touching your face, it's important because this is where there's actually a lot of contagion.
- [32] Public places, crowds, public areas, places of worship should be avoided! Including public transportation and tourist destinations.
- [37] We must support each other! We have to face it together!

On data [2], [13]. [24], [32] and [37], directive speech acts with the intention of demanding are marked by the context of the sentence which states an order to take action immediately with emphasis in the form of repetition of words and lingual markers **must**

### 3.3.8 Directive Speech Act “plead”

The directive speech act of pleading is found in 3 utterances, namely in the data [19], [43], and [54] which can be seen below.

- [19] We **hope** this is what must be done in terms of anticipating some future activities
- [43] If this is wrong, **I'm sorry**, this is just a personal opinion because I'm not a doctor
- [54] We ask (plead) religious leaders, community leaders, RT/RW leaders to always unite in following government directives, especially in healthy living behavior, wash hands with soap in running water, keep your distance, and wear masks.

In the data [19], [43], and [54], the directive speech act with the intention of plead is indicated by the context of the sentence stating the request to perform an action with the lingual marker plead.

### 3.3.9 Directive Speech Act of “give cues”

The directive speech act of giving cues is found in 9 utterances, namely in data [9], [12], [14], [15], [16], [34], [38], [39] and [51] which can be seen below.

- [9] We do this together with the community, of course so that we can find and then isolate
- [12] The most common age factor is hypertension, ...the second is diabetes, the third is heart disease, the fourth is lung disease and asthma. This is the cause of the high mortality rate
- [14] You are not alone at home, all families will protect and all families are determined to take care that the sick can carry out isolation properly
- [15] Currently, many cases have been cured because this is a disease caused by a virus. There is no need to then have to consume special things, everything is fulfilled with the principle of balanced nutrition and sufficient nutrition is important.
- [16] Therefore, if one of you has done a rapid test and the result is negative, don't mean that you are free from this disease because some negative cases are actually cases that have been infected but are still less than 7 days so that antibodies have not been formed, so during the examination it can give a negative image/report.

In the data [9], [12], [14], [15], [16], [34], [38], [39] and [51] directive speech acts with the intention of giving cues are indicated by the context of the sentence. which states a causal explanation in order to take one action and is marked with a lingual marker in the form of a conjunction such as in order to, *because*.

Here are the directive speech acts of public officials in handling of covid-19

**Table 1. The directive speech acts of public officials in handling of covid-19**

No	Directive Speech act	Contextual Marker	Lingual marker
1	Ask	characterized by the context of a sentence that expresses a request/ask to perform an action	<i>ask, please</i>
2	Invite	marked by the context of the sentence that states an invitation to take an action	Please
3	Force	marked by the context of sentences that	must, don't

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		express a forcing to perform an action	
4	Suggest	marked by the context of a sentence that states a suggestion to take an action	suggest, please
5	Insist	characterized by the context of the sentence that expresses the urge/insistence to take an action	Have to
6	Order	marked by the context of the sentence which states ordering to do one action	must
7	Demand	Directive speech acts with the intention of commanding are marked by the context of the sentence which states an order to immediately take action with emphasis in the form of repetition of words	Must
8	Remain	-	-
9	Plead	marked by the context of a sentence that expresses a plead to perform an action	Plead
10	Challenge	-	-
11	Give cues	marked by the context of a sentence that states a causal explanation in order to take an action	In order to, because

### CONCLUSIONS

Based on the results of data analysis, it can be concluded that the research on the Speech of Public Officials Handling Covid-19 is as follows.

1. From a total of 56 directive utterances, it was found that the use of "ask" directive utterances amounted to 2 utterances or 4%; directive speech "invite" 12 utterances or 21%, directive utterance "force" 3 utterances or 5%, directive utterance "suggest" 10 utterances or 18%, directive utterance "insist" 2 utterances or 4%, directive utterance "order" 5 utterances or 9%, directive utterances "demand" 10 utterances or 18%, directive utterances "plead" 3 utterances or 5%, and directive utterances "give cues" 9 utterances or 16%. Public officials handling COVID-19 have a tendency to use directive speech acts to **invite**.
2. The lingual marker used in the directive utterance "ask" is marked with the lingual marker ask, please ; directive utterances 'invite' are marked by the lingual marker please, directive utterances 'force' are marked by the lingual markers must, do not; directive speech "suggest" is indicated by the lingual marker please ; The directive utterance "insist" is marked by the lingual marker have to ; directive utterances "order" are marked by the lingual marker must; the directive utterance "plead" is indicated by the lingual marker plead ; directive utterance "give cues" is indicated by the lingual marker in order to, because.

### ACKNOWLEDGMENT

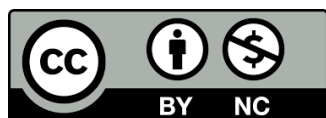
The author would like to thank the UHAMKA Research and Development Institute and all parties who have provided various supports so that research on The Directive Speech Act Of Public Officials In Handling Of Covid-19 can be completed properly.

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## Collection of Public Road Parking Retributions in the Framework of Strengthening Regional Autonomy in Pekalongan



Elviera Rheinata Hartanto<sup>1</sup>, Fifiana Wisnaeni<sup>2</sup>

<sup>1,2</sup>Faculty of Law, Universitas Diponegoro

**ABSTRACT:** Parking retribution is a tax on the operation of off-street parking spaces, both provided with the main business and those provided in a place, including the provision of vehicle storage areas. This retribution is one of the potentials that will be managed as a source of regional income. This can be used as a benchmark for assessing the level of local revenue earned. The income can be allocated for the development of the area concerned. The purpose of this study is to discuss the Collection of Public Road Parking Retributions in the Framework of Strengthening Regional Autonomy in Pekalongan to the supporting and inhibiting factors in the implementation of the retribution. The research method used was descriptive research using a qualitative approach. In the implementation of the retribution, there is a significant increase every year so that it can be a reinforcement in the context of strengthening regional autonomy.

**KEYWORDS:** Parking Retribution, Local Revenue, Strengthening.

### A. INTRODUCTION

Governing is the things that the State does in the welfare of the people and carries out the interests of the State. In this case, the one who has the authority to run the administration is the government. One of the obligations of the State is to guarantee the welfare of its citizens, apart from national development, but also in the economic aspect, employment, social security, health, and education.<sup>1</sup> Along with the development of tasks by the government, especially in the teachings of the welfare state, where this gives authority to the state administration in the field of legislation, so that the legal regulations contained in State Administrative Law are not only formed by the legislature, there are also regulations formed independently by the state administration.<sup>2</sup> State Administrative Law itself is a law that can regulate a government in the administration of a government system.<sup>3</sup>

Indonesia is a country that adheres to a decentralized system, where decentralization has a broad meaning that concerns the issue of power where this is usually associated with the delegation or handover of authority from the central government to officials in the regions to carry out government affairs in the regions.<sup>4</sup> According to Mahfud MD, decentralization is the transfer of authority from the central government to local governments from various matters such as policy, planning to implementation, and financing in describing democracy. Regional autonomy is to give regional authority in managing their own household matters in the context of decentralization.<sup>5</sup> This is referred to as an autonomous region, which means that the region has its own rights and authority to regulate and manage household needs under the leadership of the regional head.<sup>6</sup> Regional autonomy is a starting point that can increase the prosperity and welfare of the community. The implementation of this autonomy focuses on regencies and cities starting with the transfer of authority from the center to the regions.

Regional autonomy requires local governments to be able to show their active role in management and financing as well as in terms of regulating and utilizing resources that are deemed to have potential that can provide income to regional treasuries. This source of income can play an important role in which the government is expected to be able to manage these sources of funds and use them well, to help improve the social welfare of the people in the area.<sup>7</sup>

<sup>1</sup> Ridwan HR, *Hukum Administrasi Negara, Edisi Revisi*, PT Raja Grafindo Persada, Jakarta, 2011, hlm. 30.

<sup>2</sup> *Ibid*, hlm. 37

<sup>3</sup> *Ibid*, hlm. 46.

<sup>4</sup> Tjahya Supriatna, *Sistem Administrasi Pemerintahan Di Daerah, Bumi Aksara*, Jakarta, 1993, hlm. 19.

<sup>5</sup> Tangkilisan Hessel Nogi S. *Manajemen Publik*, Grasindo: Jakarta, 2007, hlm 1.

<sup>6</sup> Juniarso Ridwan dan Achamad Sodik Sudrajat, *Hukum Administrasi Negara dan Kebijakan Pelayanan Publik*, Nuansa, Bandung, 2010, hlm. 97.

<sup>7</sup> Cahya Vikasari, *Sistem Retribusi Parkir Sebagai Pengawasan Pendapatan Asli Daerah Kabupaten Cilacap*, Jurnal Nasional dan Sistem Informasi, Vol 5, No 1, hlm 1.



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Regional governments also have their own authority so local governments are required to form regulations in running the government by forming regional regulations prepared according to the needs of a region. The administration of government, one of which the government can make retribution to the public such as tax collections and other things that are coercive and based on the law. The regional regulations governing these taxes and retribution are regulated by Law no. 18 of 1997 concerning Regional Taxes and Regional Retribution and amended again by Law no. 28 of 2009.

Tax is a form of mandatory contribution from the community to the State. The tax will be used to finance all government activities.<sup>8</sup> Taxes are people's contributions that are included in the State treasury based on the law so that the collection can be carried out by coercion that does not get a direct reward for services. This tax is levied by the authorities based on legal norms used to cover the costs of producing collective goods and services to achieve the general welfare.<sup>9</sup> Tax will later be used to finance government activities. Since 1999, the distribution of taxes according to the tax collection authority has been carried out with the existence of a tax separation between central and local taxes. Taxes are separated into central taxes and local taxes. The collection is carried out by the local government following Law no. 32 of 2004 concerning Regional Autonomy which states that the government and local communities are allowed to take care of their own household and be responsible.

The tax also includes parking retribution which is a tax on the operation of off-street parking spaces, both those provided with the main business and those provided in a place, including the provision of vehicle storage areas.<sup>10</sup> Local governments can also collect fees in the form of retribution, one of which is parking fees on public roads. This retribution is one of the potentials that will be managed as a source of regional income. This can be used as a benchmark for assessing the level of local revenue earned. The income can be allocated for the development of the area concerned.

Along with the economic development of Pekalongan which has an impact on traffic density, these problems are very diverse. The road section is used as a parking area, this is because shops, offices, and so on do not provide a parking lot for vehicles. So that people use the road body that is used as a parking area without regard to the predetermined parking regulations which result in traffic jams.<sup>11</sup> Thus, in order to achieve order and smooth traffic and provide legal protection for the law for the community, the Pekalongan Government hereby re-establishes a re-stipulation regarding the implementation of vehicle parking in the community. Initially, the regional regulation of Pekalongan regarding this retribution was regulated in the Pekalongan Regional Regulation No. 21 of 2011 regarding Parking Service Fees on the Edge of Public Roads which was later amended in the Pekalongan City Regulation No. 21 of 2017 concerning Retribution for Parking Services on the Edge of Public Roads. So, based on the background above, the author will discuss the Collection of Public Road Parking Retributions in the Framework of Strengthening Regional Autonomy in Pekalongan to the supporting and inhibiting factors in the implementation of the retribution.

### B. RESEARCH METHOD

The approach method used in this study was a normative juridical approach. Normative legal research is library law research.<sup>12</sup> In normative legal research, library materials are basic data which in (science) research is classified as secondary data. The secondary data has a very broad scope, which includes personal letters, diaries, books, to official documents issued by the Government.<sup>13</sup> This study focused on the Pekalongan Regional Regulation regarding the Merger of Villages. In addition, interviews were conducted as additional data.

The specifications used in this research were descriptive-analytical, namely in conducting research with an effort to describe the problem so that conclusions will be drawn. The use of this analytical descriptive means that there will be an illustration of the applicable legal rules with legal theory relating to the problems above.<sup>14</sup> In obtaining documents used in research, it can be distinguished between data obtained directly or data obtained by literature study.

The analysis will be carried out with qualitative analysis by describing the resulting data to find the elements of the main problem. Research that is guided by the legal provisions contained in the legislation and court decisions as well as the norms that live and develop in society.<sup>15</sup> If it has been collected, it will be selected and compiled systematically which is then analyzed

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<sup>8</sup> Mourin M. Mosal, Analisis Eefektifitas, Kontribusi Pajak Parkir Terhadap Pendapatan Asli Daerah (PAD) dan Penerapan Akuntansi Di Kota Manado, Jurnal EMBA, Vol 1 No 4, hlm 375.

<sup>9</sup> Widyaningsih, *Hukum Pajak dan Perpajakan*, Alfabeta-Cp. Bandung, 2011, hlm 2.

<sup>10</sup> Siahaan, Marihot P, *Pajak Daerah dan Retribusi Daerah. Cetakan ketiga*. Rajawali Pers, Jakarta, 2013, hlm 469.

<sup>11</sup> Herlambang Dwi Anggara, Akuntabilitas Publik Penyelenggaraan Parkir Tepi Jalan Umum Di Kota Pekalongan, Jurnal Ilmu Administrasi Publik, Vol 1 No 2, hlm 52.

<sup>12</sup> Soerjono Soekanto, Sri Mamudji, *Penelitian Hukum Normatif*, PT Rajagrafindo, Jakarta, 2014, hlm 23.

<sup>13</sup> *Ibid.*, hlm 24

<sup>14</sup> Roni Hanitjo Soemitro, *Metodologi Penelitian Hukum dan Jurimetri*, Ghalia Indonesia, Jakarta, 1982, hal 97

<sup>15</sup> Soerjono Soekanto dan Sri Mamuji, *Penelitian Hukum Normatif, Suatu Tinjauan Singkat*, Rajagrafindo Persada, Jakarta, 2003, hlm. 33-37

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qualitatively and drawn conclusions that can be accounted for to provide an overview of Collection of Public Road Parking Retributions in the Framework of Strengthening Regional Autonomy in Pekalongan.

### C. RESULTS AND DISCUSSION

#### 1. Collection of Public Road Parking Retributions in the Framework of Strengthening Regional Autonomy in Pekalongan

##### a. Collection System

The retribution for parking services on the edge of this public road is collected using a Regional Retribution Decision Letter or SKRD or another equivalent document. Deposits and payments from these retributions are deposited by the mandatory retribution to the regional treasury. In principle, retributions are the same as taxes which have 4 elements. While the rewards (counter-achievements) that exist in the direct retribution can be felt for the retribution payer. The elements attached to this understanding are;<sup>16</sup> The retribution must be based on the law, the nature of the retribution is mandatory, the collection is carried out by the state, used for expenditure by the general public, and direct achievement (rewards) can be felt for the retribution payer.

By paying attention to the principles of tax collection as stated by Adam Smith, among others:<sup>17</sup> the principle of justice (equality), the principle of legal certainty, and the principle of the economy. Thus, when studied with this principle, the implementation of parking fees on the edge of public roads is following the principle of justice, but the principle of the first principle, namely the principle of justice, cannot be carried out optimally because the results of monitoring that occur in the field are still many from service users (parking subject) who pay the retribution without being given a parking ticket from the managers/collectors. This does not fulfill this principle because the parking ticket is a right that is obtained by parking users (subject of retribution) after using parking lot services (object of retribution).

##### b. Billing System

In making the payment of mandatory retribution, if there is a delay or lack of payment, an administrative penalty will be imposed in the form of 2% interest per month from the retribution owed or not paid and will be billed using the SKRD with a letter of warning beforehand. The issuance of the SKRD or similar letter is the initial act of implementing the collection of retribution issued immediately after seven days of the payment due. Within seven days, the obligatory retribution is required to pay off the retribution owed. Billing fiber or the like as issued by the mayor or appointed official.

The results of the discussion, it is known that the pattern of collecting parking fees on public roads in Pekalongan is described as follows: Determination of parking objects: officials hereby survey areas that have potential in terms of parking, such as markets, shops, supermarkets, banks and public facilities seen from the level of the crowd (Frequency of Use). Parking retribution collection: a collection of this retribution, the service, and officials who work with parking attendants. This retribution is collected accompanied by an SKRD in the form of a parking ticket, which results from the retribution being deposited on a gross basis to the regional treasury using the SSRD. Billing: obligatory contributions that do not pay on time or do not pay, can be billed using the STRD that has previously been given a warning letter. Within seven days after the issuance of the warning letter, the mandatory retribution is required to pay the forestry levy, and if it has not been paid, will be penalized under applicable regulations.

The parking retribution policy in Pekalongan is a government policy in the context of strengthening regional autonomy by increasing Pekalongan's original revenue. The growth of parking retribution revenue in Pekalongan tends to increase from year to year although it has decreased several times. In general, parking retribution revenue in Pekalongan City shows positive growth. One of the significant growth of parking retribution revenue was in 2012 to reach 47.19%. Another thing is shown by the total receipt of parking fees which reached 57.27%. This parking retribution revenue always meets the target on the percentage of parking retribution receipts.

#### 2. Resisting and Supporting Factors in the Implementation of Parking Retribution on the Edge of Public Roads in Pekalongan

##### a. Factors Supporting the Implementation of Parking Fees on Public Roads

Supporting this implementation, there are several influencing factors, namely; Policy Provisions. The purpose of this parking retribution policy is to assist in increasing regional income, which in this case is in the field where the retribution is that this retribution policy has increased targets in its implementation, and also creates a new strategy in the implementation of this retribution. Several retribution issues in Pekalaongan have been implemented properly.

Implementation Decree, the agency that has been given the authority to handle this retribution is the Department of Transportation, Tourism, and Cultural of Pekalaongan City in collaboration with other institutions such as the police, Satpol PP, and Sub-Denpo. The police themselves have a service and traffic unit where the unit assists in securing if there is an act of thuggery

<sup>16</sup> Ilyas Wirawan B. dan Burton Richard, *Hukum Pajak*, Selemba Empat: Jakarta, 2004, hlm 5.

<sup>17</sup> Setu Setyawan dan Eny Suprapti, *Perpajakan*, UMM Press, 2002, hlm 2.

## Collection of Public Road Parking Retributions in the Framework of Strengthening Regional Autonomy in Pekalongan

that interferes with parking attendants and traffic units in setting signs that must be obeyed. Meanwhile, the Satpol PP and SubDenpom themselves carry out control if there is illegal parking that accumulates, causing traffic jams.

### b. Factors Resisting the Implementation of Parking Fees on Public Roads

In the implementation of a policy, not everything goes well and results and the achievement of goals are as expected. Several factors can affect the collection of parking fees, namely; Low public awareness. The existence of public policies is to monitor and influence human behavior in various ways and persuade people to behave the same way as determined by the government. If the policies that have been made cannot be fulfilled, or the community acts with unwanted behavior, then the policy is considered ineffective.

The community is the object of the policy so the success or failure of the policy that has been made also depends on public awareness of the importance of the policy. Likewise with the policy regarding this retribution, where one of the factors that influence the collection of this retribution is the community. Without awareness from the community, the implementation of the retribution will experience difficulties. Evidence of the low level of public awareness is that there are still many people who park their vehicles in any place.

People themselves sometimes do not want to pay taxes or retribution, one of which is caused by the development and morale of the community, the taxation system that is still difficult to understand, and the control system that has not been implemented properly.<sup>18</sup> The public's ignorance is caused by the public's ignorance of the retribution itself. In addition to this ignorance, some people do it intentionally to avoid paying retribution to levy collectors. However, apart from public awareness, parking attendant awareness is also needed.

With these things, it is necessary to have socialization and coordination, especially carried out by the agencies related to retribution collection. This is important in providing understanding and knowledge about the vision, mission, and objectives of parking to improve and optimize the management of parking fees.

The lack of a supervisory system, this supervision involves all activities carried out by the manager or leader to achieve the results achieved following what has been planned.<sup>19</sup> Supervision itself is a process to determine the work that is run, implemented or carried out with what is desired, planned, or noticed.<sup>20</sup> This supervision is very important and needed. This supervision plays an important role to minimize the inequality contained in user fees. Supervision is a monitoring process carried out as a step to find out which activities in the field are in accordance with existing regulations or vice versa.

In this case, there is a direct supervision method that is carried out by the section chief or head who goes directly to the field to review and check the implementation of the activity to see if it is following the existing rules or not. There is also indirect supervision where superiors will receive a written report, which is to assess the extent to which their subordinates are carrying out their duties.

However, with the lack of supervision carried out directly by superiors and only expecting reports from subordinates, this creates obstacles in collecting retribution because the article is not properly supervised, the relevant agencies have difficulty measuring the level of success carried out by officers who carry out retribution. If there is good supervision, the tendency for errors to occur in this case which is not conducive to success can be reduced to a minimum.

## D. CONCLUSION

In this retribution, the Pekalongan's City Government in the collection system is collected using an SKRD or an equivalent letter. Payments and deposits from the results of these retributions are deposited by the mandatory retribution to the regional treasury. Meanwhile, in mandatory retribution that does not pay on time or there is a shortage in payment, they will be subject to a 2% penalty every month from the levy that must be paid which is not less or no more and is billed using STRD which is preceded by a warning letter. Billing letters are intended to be issued by the mayor or appointed official. The growth of parking retribution revenue in Pekalongan City tends to increase from year to year although it has decreased several times. In general, parking retribution revenue in Pekalongan shows positive growth. So that the parking retribution policy in Pekalongan is a government policy to strengthen regional autonomy by increasing Pekalongan City's original revenue although there are still resisting and supporting factors.

There are also supporting and resisting factors in which the supporting factors are the existence of policy provisions and their implementation, in which implementation there is a department that has been given the authority, namely the Parbudpora Service has collaborated with other institutions such as the Police, Satpol PP, and Sub-Denpom. As well as the resisting factor, namely, the lack of public awareness or the lack of a supervisory system carried out by authorized officials to minimize errors or violations.

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<sup>18</sup> Mardiasmo, *Otonomi dan Manajemen Keuangan Daerah*, Andi Ofset: Yogyakarta. 2002, hlm 9.

<sup>19</sup> Semdi J. E, Sugeng Rusmiwari, Willy Tri Hardianto, *Implementasi Kebijakan Retribusi Parkir Terhadap PAD*, Jurnal Ilmu Sosial dan Ilmu Politik, Vol 1, No 2, hlm 22.

<sup>20</sup> Prayudi, *Hukum Administrasi Negara*, Ghalia Indonesia: Jakarta, 1981, hlm 80.

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## Digital Literacy Competence of Parents in Supervising Their Children Using Digital Media



Ponco Budi Sulistyo<sup>1</sup>, Farid Hamid Umarella<sup>2</sup>, Siti Muslichatul Mahmudah<sup>3</sup>, Noor Iza<sup>4</sup>

<sup>1,2,3</sup> Universitas Mercu Buana, Jakarta, Indonesia.

<sup>4</sup> Sekolah Tinggi Multi Media, Yogyakarta, Indonesia.

**ABSTRACT:** This research aims to determine parents' competence of essential aspects of digital literacy for their children with the qualitative descriptive method. The research results show that parents who are constantly moving to keep up with existing developments felt the parents' competence of digital media literacy, despite not entirely in depth. They try to improve their competence in various ways for each parent, including giving direction to their children to prevent and introspect for themselves and children who have positioned this digital media technology very close to whatever the activities are.

**KEYWORDS:** Digital literacy, digital media, parents, children.

### I. INTRODUCTION

The development of digital technology, especially in field of information and communication, has brought significant changes to the pattern of human life, including communication patterns. The perception of internet interaction was as high in quality but slightly lower than other media (Baym, Zhang & Lin, 2004). Researchers view that one must distinguish between various online activities and identify individual relationships as monitored through various media to understand the role of the internet in social life. Use choices determine internet usage and directly compare social relationships and other meanings. Information and communication technology as alternative channels for social interaction and information exchange has also contributed to the rise of networked communities helpful in organizing, coordinating, supporting, and maintaining 'real life' activism (Biddix & Park, 2008).

Data released by Indonesia Internet Service Provider Association (APJII) shows that there were 171.17 million internet users in Indonesia in 2018. When it comes to age, these internet users were dominated by millennials. It turns out that those aged 15-19 years old have the highest penetration (reaching 91%). Millennials are a group of people born in the early 1980s to early 2000s. Another millennial age who dominated the other top positions regarding internet users in Indonesia, which is 20-24 years old with a penetration of 88.5% (Haryanto, 2019).

Meanwhile, regarding the use of social media, the biggest challenge is that social media which young people almost dominate, is not matched by the flow of quality information offered. A sizable flow of information and minimal filtering can have negative impact (Atmojo, 2014).

A study conducted by Ministry of Communication and Informatics of the Republic of Indonesia and UNICEF entitled "Digital Citizenship Safety among Children and Adolescents in Indonesia," found that 80 percent of respondents surveyed were internet users, with evidence of a strong digital gap between those living in urban areas and being more prosperous in Indonesia, and those living in rural (and less prosperous) areas. In the Special Region of Yogyakarta, Jakarta and Banten, for example, almost all respondents are internet users. Among the conclusions of that study are, since the internet has become an inseparable part of the daily lives of children and youth in Indonesia, efforts are needed to increase their awareness, knowledge and skills in relation to internet safety. This can be achieved through socialization, literacy education and training. Parents and teachers should supervise and accompany their children in their digital activities, and be involved in them (Kementerian Komunikasi dan Informatika Republik Indonesia, 2014).

Wardhani, Hesti & Dwityas (2019) in their study stated that information literacy competencies ranked the lowest compared to the dimensions of communication technology and information literacy and the dimensions of media literacy, which only reached 45.1%. Things that still need to be improved by students related to information competence, especially in the ability to identify the information needed, the ability to choose reliable sources of information on digital media, the ability to distinguish original news or hoaxes, the ability to return information obtained to others, the ability to rewrite information obtained with their language, as well as the ability to cite online references using the correct format.

### II. CONCEPTUAL FRAMEWORK: DIGITAL LITERACY

The emergence of the internet today has brought the development of the media itself. Digital media is a big concept that emerged due to the development of the internet, causing reality in the digital space within society. Digital media is any encoded media in a machine-readable format. Digital media can be created, viewed, distributed, modified, and stored on digital devices (University of Guelph, 2006). Examples of digital media include software, digital images, video games, web pages and websites, social media, digital data and databases, digital audio such as MP3s, and electronic books.

Digital media has a broad and complex significant impact on society and culture. With the internet and personal computers, digital media have led to disruptive innovations in publishing, journalism, public relations, entertainment, education, commerce, and politics. The emergence of digital media and its impact on society suggests that we are beginning a new era in industrial history, called the information age, possibly leading to a paperless society where all media is produced and consumed on computers (Dewar, 1998).

Considering to the complexity in its impact, the development of digital media needs to be balanced with the competence in the field of digital literacy of its users. According to Jenkins (2009) digital literacy refers to an individual's ability to find, evaluate, and organize clear information through writing and other media across various digital platforms. The evaluation of digital literacy consists of grammar, composition, typing skills, and an individual's ability to produce text, images, audio, and designs using technology. While digital literacy initially focused on standalone digital and computer skills, the advent of the Internet and the use of social media has caused some of its focus to shift to mobile devices. Digital literacy does not replace traditional forms of literacy but builds skills that form the basis of traditional forms of literacy. The American Library Association (ALA) Digital Literacy Task Force defines digital literacy as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills."

The digitization of society has brought various types of technology into homes, kindergartens, schools, and a growing number of public spaces such as libraries and museums- however, the introduction to the technology is often done without reflecting on its implications for the welfare and education of children. Babies, toddlers, and children are exposed to technology by parents, care-givers, and teachers often referred to as 'digital migrants' (Doty & Dworkin, 2014). Everyone who cares for children needs to decide what technology children should be allowed to use, the types of activities they do, the apps they use, and how much time they should spend in front of the screen. The parents' digital literacy framework aims to structure the skills needed to increase parental oversight of children's use of technologies. There are four skill sub-sets, namely: (1) basic digital parenting skills; (2) communication skills; (3) creativity; (4) life-long learning skills (Romero, 2014).

#### 1. Basic digital parenting skills

The first set of skills is considered the key to parents' digital literacy. Essential skills include privacy, content, and technology management.

#### 2. Communication skills

The second skill set includes communication and interaction management, the social and emotional regulation modeling of technology's uses.

#### 3. Creativity

The third set of skills involves problem-solving, creative attention and self-regulation of uses, time-on-task, multi-tasking, and attentiveness.

#### 4. Life-long learning

The fourth set of skills covers life-long learning and introduces information-seeking strategies on the internet and the community of practice. It also applies to using technology as a (meta) cognitive tool to enhance life-long learning.

### III. RESEARCH METHOD

This research method is descriptive qualitative. Qualitative research is geared towards making careful observations and detailed documentation of the phenomena of interest. Descriptive research only describes a situation or event. This research does not seek or explain relationships, test hypotheses or make predictions. The results of qualitative research emphasize meaning rather than generalization. Natural objects are objects that are what they are, not manipulated by the researcher so that the conditions when the researcher enters the object, after being in the object, and after leaving the object are relatively unchanged (Rakhmat, 2009). The subjects of this research were parents in the city of Jakarta and Yogyakarta, Indonesia whose children actively use digital media.

Data analysis in this research consists of 1) Data reduction, a form of analysis that sharpens, selects, focuses, discards, and organizes data to conclude. Data reduction occurs continuously until the final report. 2) Data display defines a model as an organized collection of information that allows describing conclusions and taking action. The most frequent form of qualitative data model so far is narrative text. 3) Drawing/verifying conclusions, from the outset of data collection, the qualitative researcher begins to decide what something means, noting regularities, patterns, explanations, possible configurations, causal pathways, and propositions (Ardianto, 2011).

### IV. RESULTS AND DISCUSSION

#### Results

Since the early stage, the introduction of digital media to children and teenagers has indicated various factors. Several parents stated that they introduced digital media to their children before reaching adolescence. A similar condition also occurred in parents in Jakarta and Yogyakarta, who were the sources for this research. However, some parents stated that they have no choice but to allow their toddler children to use digital media for an educational purpose such as online school. Moreover, some parents admitted that they do not have a deep understanding of the use of digital media.

The use of digital media is inherent in everyday life, especially for children and teenagers, based on each parent's reasons and goals. Some parents stated that they consciously allowed their children to use digital media because of various interests, including today's learning media demands. Other parents stated that using digital media as a form of socialization would benefit their teenage children's self-development.

The purpose of using digital media by parents to their teenagers also changes when there are other needs in digital media based on the child's age development. Parents also do not just let their children use digital media in their teenagers. They also had previously used digital media. Parents also admit that there is a process where they study the media to balance and adapt the development of digital media to understand digital media literacy, which is currently undergoing changes and many new things arise.

Digital literacy, when viewed from the background of its current presence, will indeed be more in demand and actively used by teenagers besides they were born in the current era of digitalization or what is known as 'digital native' the ability to use digital media is indeed more active than among the parents. However, the results of interview indicated that parents have tried to find and learn even though their children understand better some parts of digital media. Parents also stated that they do not hesitate to learn from their children to improve their understanding of digital literacy.

Parents' understanding of digital media literacy is not only limited to knowing and using digital media, but some actions include managing children's privacy on digital media. Parents do this to control their teenagers' use of digital media. Regarding how each parent controls their child's privacy in using digital media, it seems that it has various ways. Some protectively control by understanding the arrangements and access available in digital media, but some feel it is sufficient to reflect on the mutual trust and openness between children and their parents.

Most of the parents who became the subjects of this research already knew the types of content that exist in digital media. They also understand the content that is appropriate and allowed to be seen by their children who are still at the age of children and teenagers; of course, it must be able to suit the ages of their children. For this reason, apart from the privacy controls carried out, there is a management of content that is allowed or not consumed by teenagers.

An informant stated that she does the controlling by checking the history menu. From the beginning, she also told her child about things related to pornography, violence, or any restricted content for children their age. Another informant applies the time to access digital media on their teenage children's gadgets, as applied by one of the informants who emphasized regulating the use of gadgets by her child that are not excessive.

Digital media literacy does require skills and understanding for parents to balance the use of digital media in their children. Before introducing or providing access to digital media to teenagers, the learning for parents did not stop until then. With the existence of digital media, where things change in seconds, parents have no choice but to update existing technology and digital media information. Apart from their personal needs, parents also are interested in playing their role as parents to their teenage children in assisting them. The efforts made by the parents are varied; some parents read online news and learn through the social media platform that is enough to help them keep up with the latest information. Other parents used this digital media to seek updated information to improve digital media literacy.

Understanding digital media literacy is inseparable from the ability to communicate. In this case, the parents often encountered children while discussing digital media and the things in it and seeing the emotional side of children involved in using digital media. Another way, parents can do this is with informal communication with their child, whether relaxing or watching videos together. It is also essential to explain what is permissible and not explain the reasons leading to examples and the resulting impact. A similar statement was also conveyed by a parent when communicating with her child well, slowly, and giving direction, explaining the causes and effects lightly that her child can absorb. Then, she gave and supported things that became her child's hobby or favourite to divert or reduce her child's use of digital media outside of its function for learning and communication. The communication is not only about giving orders or prohibitions but also directions conveyed in a non-formal or a relaxed atmosphere. Another parent most often talks to her child, telling which one they can view or find depending on the type of media they use.

The ability to communicate between parents and children related to digital media literacy also includes the efforts of parents to accompany the emotional and mental challenges of children when they start using digital media, especially to the teenagers.

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Further, parents hope that their children can positively take advantage of digital media for their adolescent development, including supporting creativity and solving problems for themselves. Parents try to support their children's creativity through digital media.

There is also a form of action taken by parents in helping their children who seem interested in the digital media sector, of course, balanced with the understanding of digital media literacy for the child. Even for parents who are not very good at using digital media, they still do one of the ways for their children to get positive benefits from digital media is to increase their creativity.

Digital media is also used as an alternative solution when there are school assignments for children that parents do not fully master; therefore, digital media is also directed towards that interest. Children feel the use of digital media as a solution to problem-solving, but parents also use it to increase their understanding of problems to find solutions eventually.

There are various roles of parents in supervising children's behaviour, for example, parents who monitor their child's use of digital media. Another case found that it is not easy for parent to monitor all the time, so the method that applied is to provide mutual understanding to one another. Another informant also gave a similar statement about monitoring and providing direction and responsibility to her child to understand the importance of digital media literacy when using digital media in her daily life.

The presence of digital media as new media today will continue to develop in the future. There is an ability that must be possessed to respond to the presence of this media, especially in learning about things that will later appear as advances in digital media technology. It is also a skill for parents in increasing their understanding of digital media literacy, especially for their teenage children. Some parents agreed that the technology in digital media can improve the standard of living of learning. However, there must be balance and the basis for allowing children to use digital media. Addressing responsibility to the teenager when deciding to use digital media is essential to learn to control themselves in the future simultaneously.

### Discussion

This research discusses the parents' digital media literacy and its aspects, especially for the children and teenagers. Informants of parents in the city of Jakarta and Yogyakarta show a situation not too far off regarding their children's use of digital media, this situation is found almost evenly among informants in the two cities. Parents' understanding of digital media literacy is a process that includes several lines in it, starting from their process of knowing digital media itself, starting to know its existence, then using it for various purposes, until finally, they know the results of their analysis. All aspects show the importance of understanding for both parents and children, where parents also play a role in it, especially for children who enter adolescence.

Results also show that the initial process of parents getting to know the use of digital media is that some of them already know about it then use it for personal needs, and then they introduce their children to digital media. However, some parents eventually learn about digital media from their children who have already mastered it before their parents. The informants in both cities recognized this behaviour. Some parents are pretty good at using digital media in their daily lives, and some are new to digital media because their children also use it, so they feel the need to know about digital media and try to use it even though it is not active or it can be said that only the standard usage.

The goals and reasons for parents in providing access to the use of digital media are indeed quite diverse, ranging from as a medium of communication, socialization, learning, or ensuring that children do not have a technology glitch in connection with the increasingly advanced times and many changes and new things, of course, included in technology and digital media. Therefore, the needs should be balanced by understanding digital literacy, both for parents carrying out their role in the family and adolescents searching for identity towards adulthood.

Digital literacy for parents means that parents need to decide what digital media their children should use, including what activities they do, their applications, and how much time they spend in front of the screen. The parental digital literacy framework aims to structure the skills needed to increase parental supervision of children's use of technology. These skills expressed on papers; "Digital Literacy for Parents of the 21<sup>st</sup> Century Children," among others, (1) basic digital parenting skills; (2) communication skills; (3) creativity; and (4) life-long learning skills (Romero, 2014). Furthermore, this research uses the framework above as the basis for the discussion.

#### 1. Basic digital care tools

The skills considered parental digital literacy in essential digital care tools include managing privacy, content, and technology in digital media. The understanding of digital media privacy here is how parents manage their children in accessing the digital media. The informants appeared to vary regarding the effort of parents. The initial level regulates being able to synchronize the devices used by children to be seen by them as parents, monitoring friendships or social sphere as well as the child's activities on digital media such as making friends with who or posting what kind of content about him or her, in addition to these efforts some parents choose to implement a sense of mutual openness and understanding between parents and their children.

Regarding supervision on digital media, it is not only seen from the privacy side but also the focus to pay attention to is the control over the child's content on digital media. The parents in this research, more or less understand the types of content in digital media; they also understand that there are potential impacts of the presence of digital media. It would have two



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directions, positive and negative, so of course, parents expect to get a positive impact from the presence of this digital media for themselves and their children. Parents understand their responsibilities, including selecting content that their children consume. They use several menus on digital media to supervise the content that appears and the content that is accessed by their children, for example, setting the age-restricted mode. This selection aims to prevent content unsuitable for the children from appearing on the home page.

### 2. Communication skills

Understanding arises from the knowledge obtained in various ways, one of which is through interaction in communication with each other, including understanding digital literacy for parents and children using digital media. This ability will describe the communication between parents and children in explaining and providing direction on aspects of digital media, including the existing rules starting from their application before assigning them to their children.

Parents are increasingly aware of using digital media technology to find the latest information. They do not have choice but to immerse themselves in the latest information or develop existing digital media trends. Despite, they admit that it is not too deep to follow and trace the development of digital media due to various factors, both in terms of the time of use, suitability of needs for digital media technology devices, and skills in operationalizing the media, but at least they are fundamentally or know the surface of the development of existing digital media technology. Therefore, they enrich information to carry out their role as parents who supervise and provide guidance on the use of digital media to their children. The way they update information is, among others, finding out via digital media about trends, including the media currently used by many people, especially among teenagers, so they can also find out about the situation of their children. Parents who do not understand the ins and outs of digital media are their efforts to increase their knowledge, especially in digital literacy, by communicating and finding the latest information with their children learning new things in digital media.

From what parents know and understand about information and aspects of digital media technology to themselves, they can provide assistance and direction to their children who use digital media. Parents choose how to provide direction by communicating informally or in a relaxed atmosphere to explain the rules for using digital media technology. Some applied the communication by positioning themselves like their children or as friends to convey guidance and other messages by first understanding the characteristics of adolescence, so children are ready to accept the ongoing communication. Communication skills between parents and children aim at providing an understanding of each other regarding the rules of using digital media. They are delivering messages in the form of directions during the ongoing communication process, as much as possible strive to be accepted by these teenage children. Parents tried mutual communication where children can communicate openly with their parents, for example, asking about things they do not understand, finding information in digital media, telling stories about their activities when using digital media, and discussing trends that are currently hype. This kind of activity could create an open attitude and understanding between parents and their children, especially with the age of the children in their adolescence, they are happy to be able to explore themselves.

### 3. Creativity

With the many features and conveniences offered by digital media technology, this should be a stimulus to increase user creativity. Parents help to encourage their children's creativity, such as showing examples of those who have succeeded in creating creativity, hoping that children can be motivated to achieve the same thing. Parents will fully support their children's creativity in using digital media. In that case, parents will direct their children to deepen their interest in that field again through the help of more professional parties, like putting it in a particular tutoring place or community where they can still oversee its activities.

An understanding of creating creativity in digital media technology can also solve problems for parents and children. Some parents can finally manage to identify their child's personality through the information they obtain from the internet. Meanwhile, children who use digital media as a tool finally solve it, even though, as explained, sometimes children's emotions are taken out when they find difficulty. However, parents who master communication skills can push their children not to give up easily and not complain. So, they slowly solve their problems with the use of digital media.

### 4. Life-long Learning

Another skill that includes digital literacy for parents is finding strategies in seeking the information as lifelong learning. Digital literacy has a common characteristic with media, where it continues to evolve with all the existing changes. Hence, cognitive skills are essential for deciding in the provision and using digital media to their children. Research findings show that almost all parents agree that digital media technology can be used as a learning medium and as a way to increase knowledge for its users. We can take advantage of digital media optimally because technology is constantly developing, and if we cannot adapt to it, we will be left behind, including parents and children. Therefore, use it wisely and balance with a good understanding of the users that must be applied. Parents are now increasingly aware of providing access to digital media use for their children. However, when they are teenagers, with all the granting of access to them, parents try to re-understand the use of digital media correctly and, of course, according to the needs of their children due to broad and complex impact and complexity.

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From the above discussion, parents' understanding of digital literacy regarding digital media technology in their teenagers is quite open and aware of this condition. Parents do not remain silent and indifferent to their children's development. They take their role as parents, there is a sense of supervision, responsibility, and selfcontrol for their children who use digital media in their daily lives, both for learning and entertaining purposes. Parents' concerns for their children are also still visible, especially when their children enter the teenage period. Parents will try and make efforts to understand aspects related to digital media, such as the type of media, the type of content, how it is used, its functions and benefits, the impact it causes to existing developments. They as much as possible enrich their knowledge, understanding and skills in ways that can be suitable for them to apply in their families, so that they can also provide guidance, assistance, and explanations about the rules for using digital media to their children as a preventive measure the development of their children in their teens today and in the future.

## V. CONCLUSIONS

Based on the results and discussion above, the conclusions of this research are as follow:

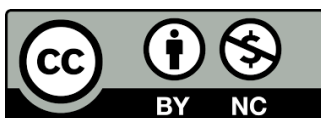
1. The presence of digital media technology that has entered every line of activity in daily life, including parents and children, makes parents increasingly required to provide briefings on digital media literacy for their children who are currently active users of digital media. This make their awareness increases, and parents are more open to seeing the importance of digital literacy.
2. Parents have understood the aspects of digital literacy, including:
  - a. Manage privacy by monitoring children's activities on digital media relating to age-appropriate content for consumption. This is done with the help of the features provided by the digital media platforms they use.
  - b. Create interactive relationships between parents and children work well so that parental guidance messages can be received and applied correctly. Parents try to emphasize to their children, to create a sense of openness and mutual understanding.
  - c. Another skill is creativity that parents must support the process of creating children's creativity with all their abilities, starting from trying to motivate, teach, and provide support by asking other parties who are more professional in the child's favourite field to be able to provide more proper direction.
  - d. Parents can ensure that life-long learning skills through digital media technology can be implemented based on trust and responsibility given to their children. Children can use digital media according to their needs and under applicable regulations to increase self-knowledge.

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## **Development of Science Learning Student Worksheet Based on Quranic 7E Learning Cycle for Class VIII Integrated Islamic School**



**Nulda Azmi<sup>1</sup>, Violita<sup>2</sup>, Heffi Alberida<sup>3</sup>, Irdawati<sup>4</sup>**

<sup>1,2,3,4</sup> Jurusan Pendidikan Biologi, FMIPA, Universitas Negeri Padang, Padang, Indonesia

**ABSTRACT:** The learning process in schools has used a scientific learning model but not yet maximal, because each learning model has a different syntax so that teachers have difficulty remembering one by one the synths, then there needs to be the help of teaching materials such as student worksheet. The purpose of this research is to produce student worksheet science learning based on quran-minded 7E learning cycle for students of class VIII integrated islamic school Qurrata A'yun Batusangkar valid, practical and effective. This research is a development research using the Plomp model consisting of the initial investigation, development and assessment. The instruments used are validity assessment sheets, practicality assessment sheets by teachers and learners, observation sheets to observe and assess the learning outcomes of attitude aspects, daily assessment sheets in the form of multiple choice questions to assess the learning outcomes of knowledge aspects and project sheets to assess the learning outcomes of aspects of skills. The results showed that LKPD learning IPA based on the Quranic 7E learning cycle at a validator assessment with a value of 87.31% criteria is very valid. The results of practical assessment by teachers showed a value of 90.83% with very practical criteria and practicality test results by learners showed a value of 87.53% with very practical criteria. Effectiveness test results show an increase in learning outcomes in aspects of learners' knowledge, attitudes and skills.

**KEYWORDS:** Development, Student Worksheets, Learning Cycle 7E, Quran-Minded.

### **I. INTRODUCTION**

Education is the most important aspect to improve the quality of human resources. Education as a process that society builds to bring a new generation towards quality progress. Improving the quality of the learning process is characterized by increasing learners' learning outcomes in the learning process. The learning process carried out in the classroom by teachers by using scientific learning models but has not been maximal and has not varied, it is because in each learning model used has many steps so that teachers have difficulty remembering one by one the learning model used. With the difficulty to remember the synth of learning then there needs to be help teaching materials. One of the teaching materials that are often used is the student worksheet.

Student worksheet is a collection of teaching materials that have been packaged in such a way, so that learners are expected to learn the teaching material. The existence of student worksheet can help facilitate teachers in carrying out the learning process, because in student worksheet contains structured materials, summaries, and tasks related to the subject matter [2]. This is where the role of the teacher as a facilitator is to facilitate learners to learn by preparing student worksheet designed by the teacher. Student worksheet can also help teachers implement a learning model.

One of the learning models is the learning cycle. The learning cycle is learning with stages arranged in such a way that learners can master the competencies that must be achieved by participating in an active role [3]. The development of this learning model already has seven phases so it is known as the 7E learning cycle.

The 7E learning cycle is a learning model using a constructivism approach that is a student-centered approach, how learners can build their own knowledge through active involvement in the learning process. The 7E learning cycle connects initial knowledge to form new knowledge through seven interrelated stages, making it easy for learners to understand the concepts learned and apply in everyday life.

The 7E learning cycle has seven learning phases namely elicit (bringing in initial knowledge), engage (motivate), explore (investigate), explain (explain), elaborate (apply), evaluate (assess), and extend (expand) that can be seen in Table 1.

Each stage of 7E learning cycle encourages learners to develop their thinking skills, so it is expected that learning outcomes and student achievement will increase [5]. The 7E learning cycle model is expected to create an innovative, constructive, and fun learning atmosphere so that learners are motivated to be actively involved in following the learning activity process in hopes of improving learners' learning outcomes [6].

## Development of Science Learning Student Worksheet Based on Quranic 7E Learning Cycle for Class VIII Integrated Islamic School

Table 1. Stages and Activity on 7E Learning Cycle

No	Stages	Activity
1	<i>Elicit</i> (bringing in initial knowledge)	Fundamental questions related to the material to be studied to find out the initial knowledge of learners.
2	<i>Engage</i> (motivate)	Articles and activities that cause curiosity or curiosity and students' learning interest in the material to be studied.
3	<i>Explore</i> (investigate),	Investigative activities either observation, experimenting, and collecting or digging for information related to learning materials.
4	<i>Explain</i> (explain),	Activities explain the concepts and definitions related to the material resulting from the investigation / collection of information.
5	<i>Elaborate</i> (apply),	Questions and problems related to examples of concepts learned to apply the concepts that have been obtained by learners
6	<i>Evaluate</i> (assess)	Questions to evaluate learning with learning indicators
7	<i>Extend</i> (expand)	Expand the concepts that have been obtained by learners, so that learners can look for relationships of other concepts that have been or have not been studied

The Qur'an is a holy book that has many dimensions and insights. The Qur'an also plays a major role in the context of the development of science, especially Islamic science. The Qur'an proves it self to be a comprehensive miracle because it remains relevant to the latest developments that man kind has achieved in the era of science and reason. Although the Qur'an is essentially a religious book, the study and content of its contents is not limited to the religious field only. It also covers various aspects of human life such as science [7].

Learners must also understand that in the Qur'an there are general principles and principles about science and natural sciences that have been poured into the learning material. LKPD based on the quran-minded 7E learning cycle is a source of learning and learning materials that pour thoughts contained in the Qur'an through the process of education in schools as an effort to prepare learners who are ready to face the times because they have been equipped with science and general science and spiritual and religious values that are useful for him to live in the world and the hereafter.

## II. RESEARCH METHODS

This type of research is research and development. Research and development is a scientific way to research, design, manufacture and test products that have been produced. Development research is conducted to develop a product that is valid, practical and effective. The purpose of this research is to produce students worksheet in the learning process that will be utilized by learners and teachers.

The development model used in this research is the Plomp development model consisting of three stages, namely: the first stage of preliminary research phase, activities carried out at this stage, namely problem analysis, needs analysis, curriculum analysis and concept analysis. The second phase of prototype development (development or prototyping phase) consists of prototype 1, prototype 2, prototype 3 and prototype 4, then the third stage is assessment (assessment phase). The population in this study was a student of class VIII SMPIT Qurrata A'yun Batusangkar school year 2021/2022.

## III. RESULTS AND DISCUSSION

The development of student worksheets based on the Quran-minded 7E learning cycle for students of class VIII integrated islamic school Qurrata A'yun Batusangkar through a series of processes. The process goes through the research stages that exist in development research. This development research consists of three stages, namely the preliminary research phase, the prototype development (development or prototyping phase) and the assessment phase. Student worksheets is developed with several revisions, the result of which is a valid, practical and effective product. To get a good product can be determined by an assessment of validity, practicality and effectiveness [9].

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The validation process involves 4 lecturers as validators (expert reviews), in accordance with Arikunto's opinion that if the data generated from a valid product, it can be said that the product can already provide an overview of its development goals in accordance with the actual circumstances [10]. Student worksheets is assessed from 3 aspects, namely didactic, construct and technical aspects. Based on expert validation results obtained an average of 87.31% with a very valid category.

**Table 2. Validity Results by Experts**

No	Aspect	Score	Category
1	Didactic aspect	90.06%	Very valid
2	Construct aspect	84.37%	Very valid
3	Technical aspect	87.50%	Very valid
	<b>Average</b>	<b>87.31%</b>	Very valid

On the practical aspect, Nieveen in Plomp states that practicality for the quality of a good product refers to the intervention of products developed and considered for use by teachers and learners as users and provides convenience for them. Practicality can be seen from the aspect of attractiveness, the best implementation time is short, fast and precise [11]. Practical assessment is carried out by teachers and learners. The practical assessment of students worksheets science based on the Quranic 7E learning cycle is carried out gradually. starting from one-on-one evaluation, small group, large group and assessment by teacher.

**Table 3. Results of the Practicality on Small Group Assessment**

No	Aspect	Score	Category
1	Ease of use	94,44 %	Very practical
2	Efficiency of use	93,75 %	Very practical
3	Attraction	87,50 %	Very practical
4	Easy to interpret	95,83 %	Very practical
5.	Have equivalence	97,91 %	Very practical
	<b>Average</b>	<b>93,88 %</b>	<b>Very practical</b>

Based on Table 3 above can be known the results of practical assessment by a small group in terms of ease of use, efficiency of use, attractiveness, easy to interpret and have equivalence, obtained an average of practicality of 93.88% with a very practical category.

**Table 4. Results of Practicality Assessment of Student Worksheets by Teacher.**

No	Aspect	Score		Category
		Teacher	Field test	
1	Ease of use	87,50%	89,06%	Very practical
2	Efficiency of use	87,50%	85,93%	Very practical
3	Attraction	91,67%	85,93%	Very practical
4	Easy to interpret	87,50%	86,11%	Very practical
5.	Have equivalence	100%	90,62%	Very practical
	<b>Average</b>	<b>90,83%</b>	<b>87,53%</b>	<b>Very practical</b>

Based on Table 4 above can be known the results of practical assessment by teachers in terms of ease of use, efficiency of use, attractiveness, easy to interpret and have equivalence, obtained an average of practicality of 87.53% with a very practical category.

After a validity test by experts and a practicality test by teachers and learners, then an effectiveness test is carried out. This effectiveness test is conducted to find out whether the science student worksheets based on the Quran-minded 7E learning cycle developed is feasible or not used as teaching material in the learning process. The material taught in this study is motion in living things as well as the structure and function of plant tissues. This was done in eight meetings.

The 7E learning cycle is a learning model using a constructivism approach that is a student-centered approach, how learners can build their own knowledge through active involvement in the learning process [12]. The 7E learning cycle learning model connects learners' initial knowledge to form new knowledge through seven interrelated stages, this making learners easily understand the concepts learned, can apply in everyday life [13].

The 7E learning model supported by metacognitive strategies has a significantly superior effect over other learning methods to improve students' conceptual understanding and minimize misconceptions in learning [14]. Learning materials compiled with the

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7E model supported by teaching materials and multimedia have a positive effect on learning outcomes and the information learned is easier to remember [15].

The insight of the Qur'an means a set of thoughts contained in the Qur'an that hints at the transformation of the values of the Qur'an through the process of education in systematic and conscious sciences learning in an effort to prepare learners to be ready for the development of the times that will lead to the benefit of life in the world and the hereafter. Learning using student worksheets helps learners find concepts through their own activities or groups that make learning more meaningful both in terms of science material and islamic religious values contained in it [16].

Student worksheets uses the 7E learning cycle model equipped with quranic verse content that is in accordance with the material studied, learners are directed to study and understand the problems presented to be able to find solutions. More often learners repeat learning based on the 7E learning cycle with the insight of the Quran is expected learners to find the meaning of the knowledge learned. By reading the Quran before learning will increase the clarity of the heart and concentration of learners during learning [17]. The Qur'an proves itself to be a comprehensive miracle because it remains relevant to the cutting-edge developments that mankind has achieved in the era of science and reason.

**Table 5. Results of Science Student Worksheets Statistics Test Based on 7E Learning Cycle with Quran-Minded on Aspects of Knowledge.**

No	Parameter	Control		Eksperiments		Statement
		Motion	Structure	Motion	Structure	
1.	Average	73.02	73.00	79.52	78.08	Eksperiments > Control
2.	Normality Test	0.106	0.148	0.153	0.148	Normal Distributed
3.	Homogeneity Test	1.12	1.48	1.12	1.48	Homogeneous
4.	Hypothesis Test	3.201	2.163	3.201	2.163	Accepted hypothesis

Based on Table 5, it is known that the average experimental grade score is higher than the control class. Normality tests show that learning outcomes aspects of learners' knowledge are normally distributed. Test homogeneity aspects of knowledge of learners of motion matter in living things and the structure and function of plants have homogeneous variants. The hypothesis test states that the accepted hypothesis means that there is a significant difference between the learning outcome aspects of the study aspect of the experimental class learners and the control class.

**Table 6. Results of Science Student Worksheets Statistics Test Based on 7E Learning Cycle With Quran-Minded on Attitude Aspects.**

No	Parameter	Kontrol		Eksperiments		Statement
		Motion	Structure	Motion	Structure	
1.	Average	75.86	75.71	84.59	83.36	Eksperiments > Control
2.	Hypothesis Test	4.91	4.88	4.91	4.88	Accepted hypothesis

Based on Table 6, the average learning outcome aspect of the attitude of the experimental class learners is higher than the control class. The hypothesis test states that the accepted hypothesis means that there is a significant difference between the learning outcome aspects of peerta didik's attitude to the experimental class and the control class.

**Table 7. Results of Science Student Worksheets Statistics Test Based on 7E Learning Cycle With Quran-Minded on Aspects of Skills.**

No	Parameter	Control		Eksperiments		Statement
		Motion	Structure	Motion	Structure	
1.	Average	80.92	82.17	84.86	84.88	Eksperiments > Control
2.	Normality Test	0.137	0.137	0.148	0.131	Normal Distributed
3.	Homogeneity Test	1.04	1.36	1.04	1.36	Homogeneous
4.	Hypothesis Test	3.99	2.75	3.99	2.75	Accepted hypothesis

Based on Table 7, it is known that the average grade of the experiment is higher than the control class. Normality tests show that learning outcomes of learners' skill aspects are normally distributed. Test homogeneity aspects of the skill of motion material learners in living things and the structure and function of plants have homogeneous variants. The hypothesis test states that the accepted hypothesis means that there is a significant difference between the learning outcome of the skills aspects of the experimental class learners and the control class.

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## IV. CONCLUSION

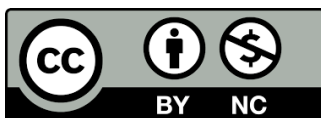
Based on the results of research and testing of science student worksheets based on Quranic learning cycle 7E for students of class VIII integrates Islamic school Qurrata A'yun Batusangkar that has been conducted, it can be concluded that LKPD Validation is assessed based on expert / validator assessments assessed based on didactic, constructed and technical aspects with an average of 87.31% criteria are very valid.

The results of practicality tests showed that LKPD IPA Based learning cycle 7E insights qur'an reviewed from ease of use, efficiency of use, attractiveness, easy to interpret and have equivalence based on teacher assessment obtained an average of 90.83% very practical category and from the assessment of learners obtained an average of 87.53% with very practical categories.

The results of the effectiveness test showed that LKPD IPA based on the 7E learning cycle with the quran's insightful material movement in living things and plant structures and functions that have been developed have effectiveness with highly effective categories through the assessment of learners' learning outcomes on competence of knowledge, attitudes and skills.

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## **Character Education Values in Buru's Folklore**

**Everhard Markiano Solissa**

Department of Indonesian Language and Literature Education, FKIP Universitas Pattimura Ambon, Indonesia



**ABSTRACT:** Buru's folklore is a cultural product that reflects cultural messages related to the Buru people as individuals, social relations, belief systems, and community norms in Buru. In essence, Buru's Folklore is a form of oral literature that contains substantial and functional meaning which is passed down from generation to generation in a unique and specific way. This research aims to describe the character education values in the folklore of the Buru island people. This research is qualitative. The data obtained are in the form of folklore texts, statements of informants, and facts in the field. The sources of the data are as follows: 4 informants – people of South Buru believed to be the *owners* of the folklore. The techniques of data collection include deep interview and recording. The data analysis is executed in the frame of *spiral model* proposed by Creswell. The results showed that the Buru's Folklore contains some remarkable character education values, i.e. courage, responsibility, loving one another, helping difficult people, and expecting sustenance from God. Thus, Buru's Folklore is a socio-cultural representation of the community that is accumulated in the behavior, attitudes, character, and spoken in the story.

**KEYWORDS:** character education values, culture, folklore, local wisdom, representation.

### **INTRODUCTION**

Character education is an important part of human life both in the family, community, and in the world of education (schools, campuses, Islamic boarding schools). This is related to the moral decline of society due to social changes that occur so quickly. According to Khan (2010) character education teaches a person's way of thinking and behavior in living and working together as members of the family, community and state.

Character education is defined as education that develops character values in students so that they have character values as their own character, apply these values in their lives as members of a religious, nationalist, productive, and creative citizen community (Febrianshari, 2018; Suranto, 2016; Tabrani ZA & Masbur, 2016; Tasya Yoris, Everhard Markiano Solissa, 2020).

There are four types of character education, namely religion-based character education, cultural value-based character education, environmental-based character education, and self-potential-based character education (Supratno & Darni, 2015).

Every nation that wants to produce a valuable legacy for the next generation must uphold culture because every culture contains noble values that are useful for nation building (Sayuti, 2017). One form of culture is folklore which is part of oral literature. Oral literature is a cultural asset that deserves to be studied because it is a cultural force in the formation of national identity and character. Sibarani (2012) states that oral tradition can be a cultural force and one of the main sources in the formation and development of civilization.

Oral literature research must be carried out to anticipate the situation that one day oral literature will become extinct along with the development of increasingly sophisticated technology where people will choose and like something new while what is considered ancient will be abandoned. If this is the case, then at least there is a cultural record of the wisdom, intellectuals, and aesthetics of the ancestors.

Folklore as part of oral literature can be implemented in the form of collective behavior. In the concept of Eliade (1991) the behavior of certain characters in folklore is an archetype for the behavior of the people who own it. In short, folklore has the power to move people to think and act. For example, the people of Yogyakarta always perform the Larung Ceremony in every Sura month to honor the Queen of the South Coast. It is based on the story of Nyi Roro Kidul.

The entity of folklore in the village community and the representation of its meaning into the actions of the community shows that folklore is always inherited. The inheritance can be vertical and horizontal (Sudikan, 2001). The inheritance can run from generation to generation because the stories are believed to exist and influence the world and human destiny. This is in line with the opinion of Danandjaja (2002) that folklore is part of the culture of a collective, which is spread and passed down from generation to generation, among any kind of collective, traditionally in different versions, both in oral form and examples accompanied by gestures or reminder aids.

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Folklore in Indonesia, especially in remote areas, has a role in society, both as stories told to children, as an image of local wisdom, or as a reflection of local communities. The values and norms contained in folklore are a reflection of the values and norms that apply in the community that owns the folklore so that literature and values can be likened to two complementary sides of a coin.

To understand a society's view of life requires a deep, adequate, and comprehensive understanding of the cultural values that exist in that society. One way that can be done for that purpose is to examine carefully and deeply the cultural products of the community, one of which is folklore. Folklore as part of oral literature is essentially seen as a system of cultural symbols of a society. In addition, it is also a fact of mentality, a fact of cultural collective consciousness, and a social fact of the society that produced it (Rosyadi (ed), 1995). Thus, Buru's folklore is a form of oral literature that represents and manifests a number of cultural messages related to self-identity and local values of the local community.

In relation to the position of the value of character education in human life, Gazalba (1980) says that human actions and actions are always driven by certain cultural values. Meanwhile, Koentjaraningrat (2002) says that cultural values in society are related to abstract concepts that have been studied by individuals since the beginning of life, namely since the socialization process as toddlers. Therefore, cultural values that are abstract have a function as the highest guide and guide for people's behavior (Amir, 1991). If society really functions these cultural values as the highest guide and guide for their behavior, they will form God's servants who are pious, wise, and just.

Related to the value of character education, folklore as an element of culture also has cultural values (Geertz, 2003). In general, the value of character education is related to humans as individuals, humans in their relationship with society, humans in their relationship with nature, and humans in their relationship with God. Cultural values in relation to individuals can be seen in the values of courage, heroism, leadership, and harmony. Cultural values in relation to society can be seen in the value of mutual cooperation, being willing to sacrifice for the sake of others, putting the interests of others first. Cultural values in relation to nature appear in nature conservation. There is also a cultural value in relation to God, which can be seen in the oneness of man with God (Amir, 1991). Furthermore, Veeger (1993) argues that in order not to be considered heretical and deviant, every speech, action, deed, and human behavior needs to be controlled by cultural values prevailing in society.

## METHOD

This research is a qualitative research with an ethnographic approach. This is in accordance with a holistic-emic study of Buru's folklore. Harris (Creswell, 2014) says that ethnography is a description and interpretation of certain community groups, both language, culture, as well as systems and patterns adopted.

The object of this research is the Buru's folklore which includes myths and legends obtained by means of interviews and recordings. The research data were obtained from four informants, namely the community and traditional leaders in South Buru. The data were analyzed using the spiral model introduced by Creswell (2014).

This research was carried out in 2021 so that at the end of the data quotations both in Buru and in 2021 are always written, while the numbers behind 2021 are the sequence of rows in which the data is located. Thus, the row order in the Buru language data is different from the row order in English. While the title of the story is abbreviated by taking the initial letter of the story, such as Sigeni's story is abbreviated as S, Puan tu Fedat's story is abbreviated as PF, and so on. So is the translation.

## FINDINGS AND DISCUSSION

### 1. Courage

Courage is a human trait. Courage is shown especially in the face of a difficult task or in making decisions. Courage is always accompanied by strategy. A brave person must have a precise strategy so that the task at hand can be successful. Courage that only relies on physical strength is not always a capital, especially in fighting crime. In other words, it is not only the muscles that are relied on but the role of the brain is very decisive. In the following Buru's Folklore, the character of courage can be found which is reflected in the character's attitude.

The character of courage can be found in the story of *Sigeni* (S). Sigeni is the main character in this story. His name became the title of the story because of his courage in fighting crime. After receiving an assignment from Jou or the village head, Sigeni immediately looks for the evil character, Murampat. Sigeni actually realized that he could not defeat Murampat who was a man-eating giant. Sigeni's courage can be seen in the story quote below.

#### **Buru Language**

*Pa ptea-ptea pe denge Jou sgeda geba negri sa da ngan Sigeni fene, "Iko la ku hama Murampat la ku matahe, tu Murampat do ringe ka sepuh gebaro". Petu Sigeni iko. Iko la hama Murampat di na hawa. Iko, iko gam*

#### **English**

*Once the village head ordered one of the villagers, his name was Sigeni, he said, "You go, find Murampat and kill him because he has eaten almost everyone in this village". Then Sigeni went and looked for Murampat in his garden. After walking quite a distance, he arrived at*

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*na pe deng da dena di Murampat na hawa. Ringe noko* (S, 2021: 5-10). *Murampat's garden. Sigeni in hiding* (S, 2021: 10-15).

Sigeni's courage is not to die silly, but courage with strategy. He did not directly attack Murampat who was eating with his wife. He remains alert and pays attention to the situation around Murampat's garden to formulate a strategy because what he is facing is not an ordinary human but a giant who is physically very different from Sigeni. Moreover, this giant likes to eat human flesh. Although unable to defeat Murampat and eventually captured, with his shrewdness Sigeni was able to free and kill Murampat's wife. Then he returned to the village to arrange a strategy with the village head. With this strategy, Murampat can finally be killed.

### Buru Language

*Ringe bage pa da lepak fahan da peti lalen petu du tuk peti ngangan di pa du treguh pe geba dubu-dubu, taga rabo-rabo fi di pa du ba sueh peti ha di pa du paku rapek* (S, 2007:60-65).  
*Paku sueh fidi du hapuh peti di. Du egu tafuh pa hapu psian peti di petu du lebak pa dena la masi* (S, 2021: 65-69).

### English

*Murampat sleeps in the coffin and straightens his arms. Then the villagers took the lid of the coffin and closed it quickly. They nailed the coffin tightly* (S, 2007:85-90).  
*After being nailed, they took a rope and tied the crate. They also took large stones and tied them to the chest. Then the villagers took the coffin and drowned it in the sea* (S, 2021: 60-69).

Sigeni's courage and strategy made him known as a hero in fighting crime. Sigeni is a character who is idolized by every boy on Buru Island because of his courage.

## 2. Responsibility

Responsibility in this study is related to a person's attitude in carrying out the tasks he carries, both the tasks given by the leader to his subordinates and because of a high sense of concern so that the task is carried out without being asked. The character of responsibility in folklore on Buru Island can be found in the story of *Kaka Wait Ecia tu Nun Feta Msian* (KWENTM) which in English means *Nine Brothers and One Sister* (NBOS).

This story tells of the life of a family consisting of a father, mother, nine sons and one daughter. Once upon a time the girl was taken by someone whose forest she did not know. The father as the head of the family did not remain silent. He immediately took action. He sent his nine sons to look for his daughter. The following excerpt from the story describes this incident.

### Buru Language

*Kaka wait ecia tu nun feta msian, pa sir polo tu nun ama tu nun ina. Lalen sa feta cia na heka. Heka pa da kaweng oto geba sa. Petu kaka wait ecia na du hama nun feta di, fene la du piolike. Nun ama sibik fene, "Kimi iko la kimi hama kim nim feta tu da heka haike oto geba sa. Inga tu geba di do, kim hama kim nim feta la kimi piolike"* (KWENFM, 2021: 0-5).

### English

*There were nine brothers with one younger sister, so there were ten in all plus their father and mother. One time this little sister left. She went and married an unknown man. Seeing his sister was not there, the nine brothers were looking for him with the aim of bringing him home. Their father ordered the nine of them to say, "You go and find your little sister because she has gone and married someone. Find out where that person went, you have to find him and bring him back here"* (NBOS, 2021: 0-10).

This story quote shows that the "father" character is a person who loves and is responsible for the integrity of the family so that when he loses a family member, he becomes uneasy. Despite knowing that his daughter was taken and married to a man, the father did not agree with it in such a way. He wanted his son to marry in a more honorable way. As a father, he felt offended because to take his daughter without notice is an insult. Therefore, he ordered his nine sons to find and bring his daughter home.

In this story it can also be seen that the father did not give orders arbitrarily, but with a request. The request was addressed to each child in the form of a song. This shows that despite his status as the head of the family, the father does not treat the children harshly. The father's request is used as the basis for his children to act.

As children who respect their parents, these nine boys never disobey their father's orders. This is due to a high sense of responsibility towards their sisters. Before leaving they asked their father's blessing.

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### Buru Language

*Petu ana menggiwa na prepak la nang ama fene, "Ku wenek tagahak, la kam hai hama nami feta sia di". Petu na ama weneke (KWENFM, 2021: 5-10).*

### English

*Hearing his father's command, the eldest son said to his father, "Father, provide us with something, so that we go and find our little sister." Then his father gave orders by singing (NBOS, 2021: 5-15).*

It didn't take long for the nine children to leave. For nine days they searched for their little sister. During that time they did not return home. They are willing to walk long distances, hot and cold for an important task. In addition to the character of responsibility, the character of obedience can also be found in this story.

### 3. Loving One Another

All religions teach about love. True love according to the Bible is giving or doing something to another without expecting anything in return, which is known as agape love. In many folklore the character of this kind of love can be found. Likewise, in the folklore on Buru Island, one of them is the story of *Puan tu Fedat* (PF).

The PF story is a story that presents the character of love between siblings. Puan and Fedat in this story are two brothers who live as orphans. In the economic crush, both of them are still small, they only rely on the helping hand of other people in their village. One day Fedat died. Leave the lady alone. There was nothing he could do to fill the days of his life, other than mourn the loss of his brother.

### Buru Language

*Puan tu Fedat na, nun ama tu nun ina mata haik. Si rua ba defo msikan. Gebaro linga sirua mo. Sirua gladake, bu geba sa te linga sira mo. Gamahike, Fedat na mata. Da mata gamna, na wai Fedat etangi ringe, epkasia boho-boho. Na nahat mata, ringe emsikan. Da tangi beto-lea (PF, 2021: 0-5).*

### English

*Puan and Fedat are two brothers. Both of their parents have died. They live alone. The people in the village never cared about them. They are hungry or thirsty, no one wants to give alms. One day Fedat died. Seeing her sister died, Puan burst into tears. He felt lonely because his brother left him. Puan cries day and night (PF, 2021: 0-10).*

The deep sorrow of a sister in the quote above shows that the two really love each other. An older sister is a place to complain about all the complaints and pains of life. When she lost her beloved sister, it was as if she had no grip on life because there was no longer a place to lean on and complain. All loved ones are gone.

The cry of the lady in junai (real world) was heard in the harate (world of the dead). This made Fedat feel sad. There is no one to care for and feed his sister. He finally returned to June to pick up his sister.

### Buru Language

*Na kai fidi harate na ras-rasa la da sakik fidi negri. Petu da iko sakik fidi negri la da egu na wai di la sirua iko fidi harate, Fedat na elete. Fidi harate do, Fedat kali rahisin la na wai bage fidi. Ringe egu karokot pa da treguhe (PF, 2021: 5-10).*

### English

*His brother who had been in the world of the dead felt sorry for his sister's suffering. Finally he returned to the real world and took his sister to the harate and lived with him there. After arriving there, Fedat dug the ground under his bed for his sister's bed. Fedat took the bark and closed his sister (PF, 2021: 5-15).*

This is the true manifestation of a brother's love. The love of a brother is able to penetrate the curtain separating the real world and the world of the dead. Harate is the abode of the spirits of the dead so that living humans cannot go there. However, the power of love is able to penetrate the curtain and reunite two brothers and sisters. Because of that love, Puan lives with her sister in the harate and none of the occupants of the harate know of Puan's presence. After growing up, Fedat took Puan back to June and lived life as usual.

This story may seem strange to some, but for the Buru this story has become an inseparable part of their lives. It is this story that underlies the rules for dividing the game in the villages on Buru Island, especially in the southern part. Because it is believed that it really happened in the past, this story is still told to provide moral lessons for the Buru.

### 4. Helping Difficult People

To help others is a commendable act. Especially when it comes to helping people in trouble. In daily life. It is rarely found because as time goes by, everyone is required to stand on their own two feet. Selfishness aka individualism is not foreign to modern

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life today. The fading attitude of helping others has brought a greater impact, namely a materialistic attitude so that every time and energy that goes out for the benefit of others must be "bartered" with money. The attitude of helping others can only be found in life in the village where the community still adheres to characters that are rooted in the basic nature of humans as social beings. It is these characters that function to organize social life for the better.

The story of *Gebabohot* (G) is one of the folk tales that can be found in every village in South Buru. The reason is that this story is believed to have really happened in the past and is related to the history of Buru Island. Actually, *Gebabohot* is a character who lives in stone burrows so they don't mix with other people. He lives a solitary life, rarely takes a bath, has long hair, and likes to steal. All the attributes he bears make *Gebabohot* a scary character. However, this is not always the case. Like other humans, *Gebabohot* also has feelings and a good heart. Indeed, he likes to be alone and lives in stone burrows but that doesn't mean his heart has become petrified. He also likes to help people in need. Different from other *Gebabohot* stories, this story presents the character of *Gebabohot* as a kind-hearted person who likes to help people. This can be seen in the following quote from the story.

### Buru Language

*Lalen sa, geba sa tu nake finha du pemroton. Nake finha na do da ba eglali emlo-mlo. Beku tu na finha da heka gamdi mua. Da iko eta dena di mua tifun petu da emtai tehuk mo. Sambetak pelat lale petu da eptea pa da hisi pelat pa da pelak. Sambetak ba di do gebabohot nake tohon. Eptilo-ptilo pe gebabohot kaduk. Gebabohot di da touk anafina di fukan ha petu da enika anafina di fene, "Kae ka sapan ebatet han na eta kae fukam punan hat han di?" Bu anafina di sade i samo. Beko tu gebabohot di da nahak la anafina di fene, "Na, la yako ikuk kae gamdi yako nang huma". Petu anafina fina di hai gebabohot di pa du kaduk di huma (G, 2021: 5-10).*

### English

*One day, there was a husband quarreled with his wife. The wife was very pregnant. Not holding back anger, his wife went and lived in the forest. He had walked so far that he was exhausted. Exhausted, he took the itching leaf to massage his feet. Unknown to him, it turned out to be the road that *Gebabohot* used to take. Soon *Gebabohot* appeared there. *Gebabohot* looked at this woman's stomach and asked, "What did you eat to make your stomach this big?" But the woman didn't answer. After that *Gebabohot* took the woman and said, "Now, I will take you to my house". Then the woman followed *Gebabohot* to her house (G, 2021: 5-10).*

*Gebabohot's* kindness did not end there. He provided a room as the woman's bed. He knows that men and women who are not related by blood, let alone not husband and wife, should not be in the same room. This shows that in fact *Gebabohot* also knows the prevailing morals in people's lives.

### Buru Language

*Dena fi di Gebabohot di da emasa pa anafina di ka. Ringe puna humlalen sa pa anafina di bage (G, 2021: 10-15).*

### English

*Once there *Gebabohot* provided food to the woman. *Gebabohot* also prepared a room for the woman (G, 2021: 10-15).*

As a good host, *Gebabohot* provides food and drinks for his guests. Every day *Gebabohot* served her well without expecting anything in return. From day to day the woman's womb is getting bigger. During that time *Gebabohot* served the woman until she gave birth to her child. When his son was born, *Gebabohot* never felt burdened. With compassion he took care of the woman and her child until the child grew up.

*Gebabohot* is not a greedy person. He helped the woman not with an ulterior motive but out of compassion. Realizing that the woman had a husband, *Gebabohot* returned the woman to the village to reunite with her husband.

### Buru Language

*Petu gebabohot di eprepa la anafina di fene, "Na, la yako pahuk kae la kuoli taga nanu gebha". Petu anafina di baba nak anat petu gebabohot leba lai kalebat pa da pahuk anafina di eta kaduk di nake gebha nake huma (G, 2021: 15-20).*

### English

*One day *Gebabohot* said to the woman, "Now I have to take you home to your husband". Then the woman took her child and *Gebabohot* carried them both with a pole until they arrived near her husband's house (G, 2021: 20-25).*

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Here, Gebabohot shows a very commendable act. He realized that it was impossible for a woman and her child to travel far, so with a long shoulder he carried the woman and her child. He knows that a woman and a child need to be looked after and protected. By bringing the woman and her child back to the village and even to her husband's house, it shows that Gebabohot not only likes to help but is also a person with a noble heart. He could have ordered the woman and her child to go home alone because the woman knew the way to the village. However, this was not done by Gebabohot.

### 5. Expecting Sustenance from God

In the Bible it is said that man plants but God gives growth. That is, humans only try but it is God who gives the results. Therefore, in work, humans always expect blessings or sustenance from God because He is the source of life itself. Expecting sustenance from God is the attitude shown by Gebafena in the story *Gebafena tu Gebabohot Anafina* (GGA) which is translated into *Gebafena and Gebabohot Woman* (GGW). Finding neither a fish nor an eel, Gebafena sat down and offered a prayer in the form of a song.

#### Buru Language

*Gebafena na da iko stive hai wae ete te ta dena di tohon tifune da dapak nake emloko sa bu mo, uran sa bu mo. Petu da deak pa da lebe. Da lebe kesan muli. Petu da wene fene:*

*Emloko sanga mohe-mohe e*

*Uran sanga mohe-mohe e*

*Melransi sai ransi salake e*

*Melransi soda ransi salak e*

*Do hai snegen ba na beka e*

*La nang marbutu olik elen e*

*(GGA, 2021: 0-10).*

#### English

*Once, Gebafena was looking for fish in the river. He walked up the river. From morning until noon he did not find any eels or shrimp. Finding nothing, he sat down and sang a song. This is how it sounds:*

*Not even one eel is obtained*

*Not even one shrimp is obtained*

*No more obstacles*

*No more obstacles*

*Enough of the obstacles and obstacles*

*So that my hunt will be fruitful*

*(GGW, 2021: 0-10)*

This song is basically a prayer that Gebafena says in hopes that her hunt will be fruitful. The prayer is addressed to a power outside of humans which is believed to be able to ward off bad luck and instead bring sustenance. That power is none other than the Lord of the Universe who in Buru is called Oplahtala. Indeed, at that time the word God, Allah, or the like was not known to modern society today. Because the concept of God is abstract, the mention of Him by traditional people is still vague and even has no name at all. In the quote above, there is no mention of the name of God specifically because of the abstract concept. However, from the song sung by Gebafena implies a hope for sustenance from the Creator of this universe. Gebafena unconsciously acknowledges the greatness of God through her singing. He knows that fish, eels, shrimp and even all animals both in water and on land have "made" and "placed" in their habitats to meet human needs. Therefore, he said a prayer in the hope that fish and eels could be obtained to meet the needs of his family.

## CONCLUSION

Based on the description in the discussion section, it is concluded that the Buru's folklore is able to summarize, project, and reinforce the character education values of the Buru people. Thus the Buru's folklore as a cultural product that summarizes the overall knowledge of the Buru people. The study of character education values and their interpretations concludes that the Buru's folklore is a socio-cultural representation of the Buru people which is accumulated in the behavior, attitudes, character and speech of each character in the story.

The true meaning in Buru's folklore acts as a motive that constructs the thoughts, feelings, behaviors and perspectives of individuals and groups. These character education values are closely related and complement each other in order to maintain the existence of the Buru. The behavior, attitudes, character, and speech of the characters in each Buru's Folklore can be used as a model for the younger generation and society in general in social life.

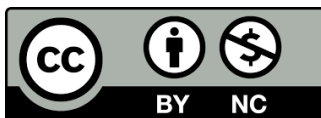
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## **Covid 19 and the Durga Puja Decoration Artisans of West Bengal: Mapping the Crisis of an Unorganized Sector in South Asia**



**Abhinandan Das<sup>1</sup>, Anwasha Aditya<sup>2</sup>, Anway Mukhopadhyay<sup>3</sup>**

<sup>1,2,3</sup>Department of Humanities and Social Sciences, Indian Institute of Technology Kharagpur, West Bengal 721302, India.

<sup>1</sup><https://orcid.org/0000-0003-0660-7770>

<sup>2</sup><https://orcid.org/0000-0002-6663-604X>

**ABSTRACT:** The sufferings of the unorganized sector have increased manifold in the current times, due to the COVID-19 pandemic, especially in developing countries like India. The present study attempts to examine the precarious conditions of the decoration artisans of Krishnanagar (Nadia District) and Kumartuli (Kolkata City) areas of West Bengal, India during the COVID-19 pandemic. The overall analysis comparing the Pre-COVID-19 situations with the situation conditioned by the pandemic indicates a significant loss of annual turnovers during the times of the pandemic. The rise in the price of raw materials and shortage of labour supply caused by lockdowns and Covid-related restrictions have affected the livelihood mechanisms of the decoration artisans in both places. This has severely affected the market distribution chain of the artefacts of the decoration artisans encompassing the Indian and international markets. The study attempts to provide some policy recommendations for the survival of the decoration artisans which can assist the government and policymakers towards sustainable planning and provision of inclusive growth which is very important in the context of the addition of Durga Puja to the Representative List of Intangible Cultural Heritage of Humanity by UNESCO, preserving both heritage and economy in the long run.

**KEYWORDS:** Decoration artisans; COVID-19; annual turnovers; market distribution chain; policy recommendations

### **INTRODUCTION**

Creativity is probably one of the most precious human qualities that have defined and redefined human civilization for ages, unfolding the variegated untold stories of human adaptation and economic sustenance in relation to the natural environment. Waddell (2021) attempted to establish the relationship between creativity, place and identity, revealing that social and economic resilience has a deep-rooted association with a place. There are various references to creative places: creative fields or creative cities (Scott, 2006), creative clusters (Cooke and Lazzeretti, 2008) and the like where the enterprises with productive assets, institutional rules, and socio-cultural dimensions come together to produce a creative economic space or a creative ecological niche associated with a particular place. Such has been the process in Krishnanagar (Nadia District) and Kumartuli (Kolkata city) of West Bengal over the years where the decoration artisans along with the idol makers have flourished with urbanization justifying the growth as a function of leading sectors (Boyer, 1986), change in production structure and labour market (Scott, 2006). Both the places have a territorial identity (Gieryn, 2000) consisting of creative artisans or “creative workers”, as Staber (2012) would put it. This is an important facet of urbanization where the actual cities flourish through the mechanisms of localized production and associated markets of labour converge to create a proto-urban growth through persistent interaction (Scott, 2006) creating markets that draw visitors towards themselves (Camagni, 2002). The analysis of creativity and creative economy is very important for a developing country like India, where the development and growth potentials are either regional or local in nature and are thus unevenly distributed. A certain section of the makers of idols and small clay dolls have diversified towards the making of decorative items for the various festive occasions, especially since the pre-Independence period, from the dusk of the 19<sup>th</sup> century in both Krishnanagar and Kumartuli. The decoration artisans are unorganized in nature, much like the idol makers in these two places, and constitute an important segment of the “creative classes” - a concept presented by Florida (2002).

According to the ‘National Commission for Enterprises in the Unorganized Sector, 2007’, the unorganized sector can be defined as “consisting of all unincorporated private enterprises owned by individuals or households engaged in the sale or production of goods and services operated on a proprietary or partnership basis and with less than ten total workers.” In this context, it must be underscored that



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a vast majority of the creative workers or the artisans are involved in unorganized sectors. According to the NSS 68th level data on employment and unemployment (2011-12) and the Periodic Labour Force Survey (2017-18), the share of employment in the unorganized sector within the total employment scenario in India was significantly high at 86.8 % in 2017-18.

It is noteworthy that the artisans in both the geographic areas of Krishnanagar and Kumartuli share an inseparable history of growth and development. Makers of the famous Krishnanagar clay idols and clay dolls, and the idol makers (“Pratima Shilpis”) of Kumartuli occupy two of the most important unorganized sectors of the state of West Bengal. Studies by Badsha (2015), Saha (2019) and Das (2018) reflect the problems of decrement in domestic demand, alternative products, cost of raw materials, customers’ bargain for low-cost goods, problems of marketing, lack of special interest in artistic works, challenges to the implementation of government schemes and lack of interest among the young generation to carry forward the heritage occupation of clay doll making, in Ghurni, Krishnanagar. Similar problems are observed among the idol makers of Kumartuli, Kolkata. This crisis has escalated especially during the current times of the COVID-19 pandemic. It is noteworthy that the decoration artisans play an important role in the festive economy, especially during the puja times (festive seasons) in India. The relationships between the decoration artisans and the puja idol makers are intricate in terms of both demand and supply chain mechanisms. The relationship is in the form of a chain or cycle, where damage in one part can break the entire economic functioning related to the puja economy itself. Therefore, it is needless to say that when COVID-19 affected the *pratima mritshilpis* (makers of clay idols of deities) badly in 2020, the decoration artisans were affected badly, a situation that is visible till today. It is worth noting that there are many festive occasions of pujas (ceremonial worship of deities) among the Bengalis, such as Laskhmi puja, Saraswati puja, Vishwakarma puja, Ganesha puja, Durga puja, Kali puja, Jagadhatri puja and so on. The most popular and iconic among them is the Durga Puja (Ghosh, 2000). It has slowly turned into a carnival since the Independence of India in 1947 (Dutta, 2016). This festival plays a significant role in the Gross Domestic Product (GDP) of the state of West Bengal. As per a report by the British Council and Government of West Bengal (2019), the worth of economic activities centring around the creative industries involved in Durga puja is Rs 32,377 crore (GBP 3.29 billion, USD 4.53 billion) which is 2.58% of the state GDP. This underlines the titanic role that the Durga puja plays in the entire festive economy of the state. Moreover, recently, the Durga puja has been added to the Representative List of Intangible Cultural Heritage of Humanity by UNESCO. This can promote the growth and stability of the decoration artisans who are involved in the making of the decoration artefacts needed for the puja occasions, especially during the present time of the COVID-19 pandemic, by drawing more international tourists to Kolkata (*The Times of India*, 16<sup>th</sup> December 2021).

It is noteworthy that there are many other activities associated with the puja itself, such as the professional activities of the *dhakis* (traditional drummers), pandal makers, light decorators, priests, and so on. One of the most important activities among them is the decoration work performed by the decoration artisans (Figure 1). The decoration artisans play a pivotal role in the making of *chalchitra* (the ornamentally painted and decorated semicircle at the back of the idol of a deity), *shola pith* (items made of *shola*, a light and paperlike substance) and other decoration items like *chandmala* (decorative paper items consisting of round-shaped pieces of paper resembling the full moon), crowns of the Durga images, *kanpashas* (elaborate ear ornaments for idols), wedding headgears and so on, which are essential for all types of festivals and puja occasions in the Hindu Bengali culture.



Figure 1. Economic activities related to the Festival Economy

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The supply chain consists of series of connected activities incorporating planning and controlling the supply of the finished goods from suppliers to the customer (Stevens, 1989). It is worth noting that the decoration artisans supply their artefacts not only to the idol makers of Krishnanagar and Kumartuli, but also to the clubs and puja committees outside West Bengal and abroad, to countries like UK, USA, Australia, Singapore, Spain, Italy, the Netherlands, Germany and so on having a distinctive supply chain of its own. Thus, to use the words of Croxton, et al. (2001), supply chain management is a key business process for the decoration artisans of Krishnanagar and Kumartuli.

The existing literature is scanty, so far as we are concerned with the decoration artisans ("Saj shilpis") who are dependent upon the idol makers for their sale both directly and indirectly. Our study seeks to define the decoration artisans as those artisans who are involved in the making of various decorative items needed for the Pujas or festive occasions among the Bengali people and also for other festive occasions in different parts of the country. In this context, "Saj" stands for decoration and "Shilpis" for the artisans who are involved in the making of the various decorative items. Therefore, it is worth mentioning that the COVID-19 pandemic has wrecked the lives of the decoration artisans along with the lives of the *pratima*(idol)-makers. Our essay attempts to focus on the decoration artisans of Krishnanagar (Nadia) and Kumartuli (Kolkata), encompassing their lives, livelihoods and their sufferings and challenges over the years which are aggravated by the COVID-19 pandemic. We also seek to explore the possibilities of formulating policies aimed at reduction of their sufferings from future shocks and pandemics. We have sought to map their crises in the present study through an exploration of the two places, Kumartuli and Krishnanagar, involving case studies and statistical and word cloud analyses. The paired T-Test results of Pre-COVID (2018 and 2019) and Post-COVID (2020 and 2021) annual turnovers of the two places show a significant decrement of turnovers after the onset of the pandemic. Word cloud analysis is an important method for visualization of texts and public opinions enabling a formative assessment of contexts (DePaolo and Wilkinson, 2014), helping in getting an overview of the problem by exploring the words which appear with the highest frequency (Heimerl, 2014). The artisans' sufferings and opinions are reflected in the word cloud. On the other hand, the statistical analysis clearly reveals the disastrous effect of the pandemic on their lives and livelihoods encompassing both domestic and international trade and businesses associated with them.

### Objectives

The objectives of the present study are summarized below:

First, analyzing the livelihood mechanisms of the decoration artisans of Krishnanagar, Nadia and Kumartuli, Kolkata.

Second, exploring the interlinkages between the Puja economy and the decoration artisans.

Third, examining the effects of the COVID-19 pandemic in the lives of the decoration artisans inclusive of their statistical significance test and case study approach (rephrase: you may discuss this with me)

### Sample

The area of study for our analysis of the decoration artisans includes Anandamayee Tala, Bagdi Para and Ghurni in Krishnanagar and Kumartuli in Kolkata (henceforth referred to as Kumartuli) in the state of West Bengal. The Krishnanagar city is located at an approximate distance of 100 km from Kolkata, situated beside the NH34 highway on the banks of the river Jalangi. The total area of the city is 15.96 Sq.km. The city has 24 Wards, and a total population of 1,81,182 with a population density of 11,000/km<sup>2</sup> (Census of India, 2011). Before the 17<sup>th</sup> century, Krishnanagar was a small village known as 'Rewie'. This name was later changed to 'Krishnanagar' by Maharaja Rudra Roy (the son of Maharaja Raghab) as a mark of respect to Lord Krishna. The city is famous for the historic reign of Raja Krishnachandra Roy who was a great patron of art and craft. During his reign after 1728, he hired artists from Natore (now in Bangladesh) and brought them to Ghurni, an area of Krishnanagar; some of them started making clay dolls. Slowly, this became the main identity and occupation of the place (Hazra, 1991). Gradually, the activity of making clay dolls as a means of living spread in other parts of Krishnanagar such as Sasthitala, Kumorpara, Rathatala, Notunbazar, Bhatjangla Palpara. Clay doll making represents an approximately 250 years old heritage activity in Krishnanagar (Badsha, 2015). Moreover, our research findings suggest that some of the families of the clay doll makers have diversified later to take up other occupations like 'pratima making' (idol-making), statue making, *saj* making (preparing decoration for images of gods and goddesses) and so on. Anandamayee Tala and Bagdi para are located in Ward number 7 and 14 respectively. Anandamayee Tala located in the proximity of Krishnanagar Rajbari is famous all over the world for the 'Daker Shaj' and 'Tarer Shaj' activities of its artisans, while Bagdi para is famous for the presence of the magnificent decoration artisans who make various items of *shola* and thermocol for Puja related requirements.

The scintillating history of Kumartuli can be traced back to the seventeenth century when the potters from Nadia, mainly from Krishnanagar, came to the erstwhile Gobindapore village along the banks of the river Hooghly and settled there to make a living by producing earthen toys and essential household utensils made of clay. Afterwards, when the land was acquired by the British East India Company, the potters moved further north to the Sutanuti area and settled there (Banerjee, 2017; SANDHI Project Report, 2015). This

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area later came to be known as “Kumartuli” or the land of potters. The area gradually became a vibrant cultural hub, characterized by a community of artists who gradually settled there and started making the clay idols of Ma Durga (Mrinmayi) and other clay artefacts. At present, these artisans supply idols and sculptures of various deities to all the states of India and also export them to countries abroad. The Kumartuli area comes under Ward No. 9 of Kolkata along the banks of the river Hooghly, where the heritage region of clay craftspeople is crossed by many roads like Banamali Sarkar Street, Abhay Mitra Street, Rabindra Sarani, and Durga Charan Banerjee Street. The “Saj Ghars” (the decoration houses) are located along with the workshops of the Pratima Mritshilpis in the Kumartuli area which generates agglomeration benefits to both the decoration artisans and Pratima Mritshilpis alike in terms of production, demand and supply chain mechanisms.

### *Urbanization and Creative Economy: The Inextricable Coexistence*

It is worth noting that the present-day new economic order in the light of the urbanization process has been interpreted in various ways: in terms of flexible accumulation (Harvey, 1987), postindustrial society (Bell, 1973), and postfordism (Albertsen, 1988). However, none is satisfactory enough to explain this new order (Scott, 2006). The urbanization processes of both the places of Krishnanagar and Kolkata have benefitted the growth and development of the decoration artisans alongside the development of the idol makers. The gradual urbanization over the years has increased the urban population and has increased the number of clubs and puja committees in both Kolkata and Krishnanagar. The Durga Puja was mainly organized by the wealthy landlords and zamindars in Kolkata during the British period but it gradually took the shape of the “Baroyari puja” (a Puja organized by a group of people) during the post-Independence period. Gradually the role of corporates started to become more visible and their investment in the organization of the Puja by various Puja committees and clubs has made Durga Puja a mega-event transcending the geographic frontiers. Therefore, there was a surge in the growth of decoration artisans in Kolkata. Along similar lines, with the gradual increase in urban population and the rise of clubs in Krishnanagar, the decoration artisans started to flourish along with the *pratima*-makers. Therefore, urbanization has generated certain economies of scale and agglomeration economies for the growth and development of these artisans over the years. However, the current COVID-19 pandemic situation has deeply affected the lives of the decoration artisans, as would become clear in the subsequent parts of the study.

## MATERIALS AND METHODS

The present study conducted a door to door ground survey for a sample size of 30 decoration artisans out of approximately 50 in Kumartuli of Kolkata and 30 decoration artisans out of approximately 80 of Krishnanagar (in Bagdi para, Anandamayeetala and Ghurni), conducting in-depth interviews and involving group discussion method to obtain the necessary information. A Paired Sample Test in IBM SPSS Statistics 23 software platform has been carried out to analyze the annual turnover situations of the decoration artisans by taking the average of 2018 and 2019 annual turnovers (Pre-COVID phase) and that of 2020 and 2021 (the phase after the outbreak of the COVID pandemic) of Krishnanagar and Kumartuli (table 2 and 4). A case study of a sample decoration artisan has been presented and word cloud analysis has been done in QSR NVIVO PLUS 12 software to examine the impact of the pandemic on the life of the decoration artisans.

## ANALYSIS

### *Mechanism of the Market Distribution Chain and its role in the economic sustenance of the decoration artisans*

The basic raw materials used by the decoration artisans of Krishnanagar come from the local markets of Krishnanagar, Bidhannagar, and nearby villages. The *shola* which is mostly used by the *shola* decoration artisans comes from small distributors who themselves collect it from ponds and marshy lands from nearby villages. The other raw materials like Rolex, *puti*, rings, *bashma*, copperwires, velvet papers are available in the local markets and in Burrabazar of Kolkata as is seen in Figure 1. These raw materials are used by the *sholar saj*, *daker saj* and *tarer saj shilpis* (decoration artisans specializing in various specific forms of decoration art) to produce magnificent puja decoration artefacts like “Shajari”, “Full Majhari”, “Kanpasha”, “Tin-Kolkar Mukut” (various ornaments for an idol including the three-part crown of Devi Durga). These happen to be some of the specific Bengali terms used by the artisans to refer to these artefacts. The COVID-19 pandemic has greatly affected these decoration artisans who are still fighting these arduous times with meticulous dedication. The prices of the raw materials have increased manifold - in fact, many of the prices are doubled and tripled owing to the lockdown in the state and the consequent unavailability of the raw materials. The customers bargain more since the onset of the pandemic for cheaper decoration artefacts. However, this is adversely affecting the decoration artisans as they are forced to sell their products at cheaper rates. Normally, the decoration artisans of Krishnanagar sell their artefacts to Kumartuli, Burrabazar, Bidhannagar, outside the state and also abroad (Figure 2). Information received from the in-depth interviews reveals that the pandemic has greatly affected their distribution chain, where they are forced to sell their artefacts at a lower price to meet the needs of the

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bargaining customers and to maintain their livelihoods. In a nutshell, an in-depth interview of 30 decoration artisans reflects a rise in the cost of production and low returns after selling the finished artefacts. This is what currently characterizes the life of these artisans in Krishnanagar.

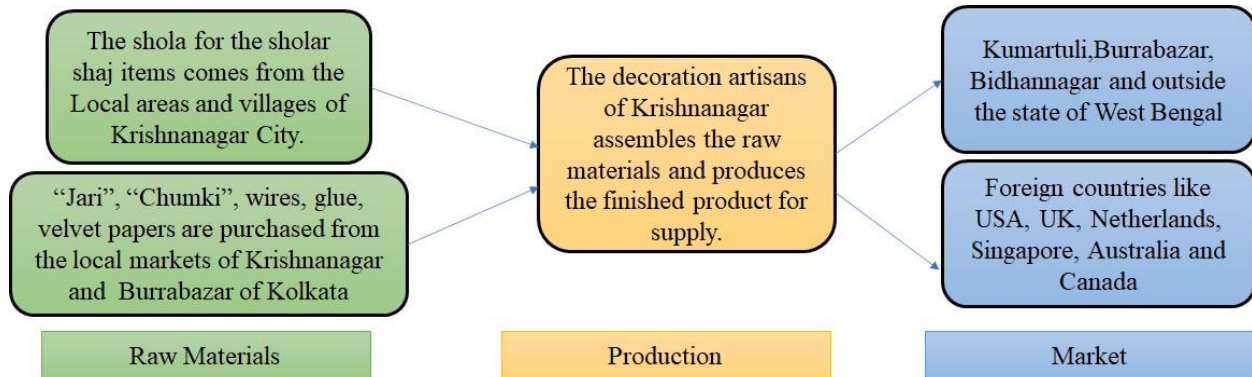


Figure 2; The distribution chain of Krishnanagar artisans

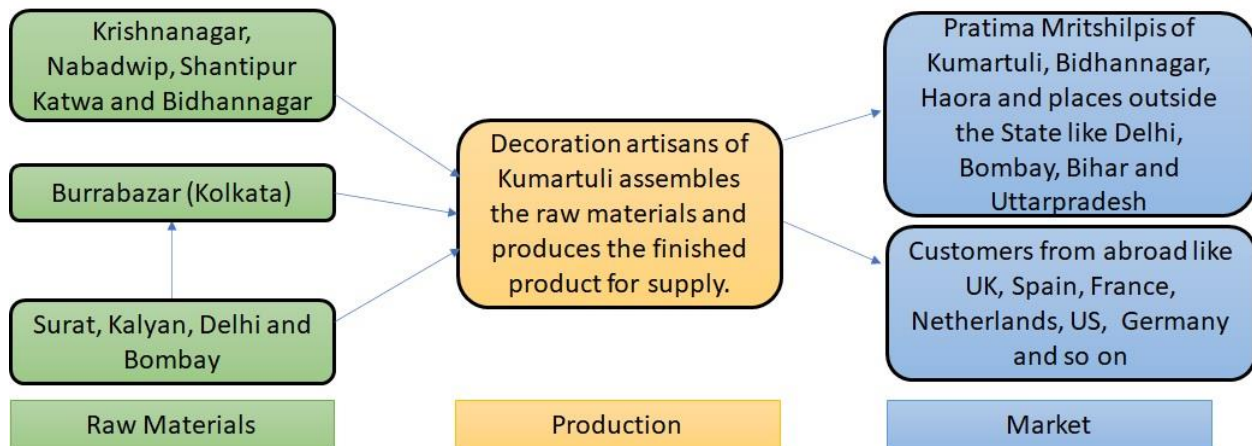


Figure 3. The distribution chain of the Kumartuli artisans

The situation of the decoration artisans in Kumartuli is not much different in this regard. In-depth interviews with 30 decoration artisans here reveal that the cost of production has increased rapidly since the onset of the pandemic. For example, the cost price of a saree for Ma Durga was 200 INR in 2019 but has increased to 800 INR in 2021. Similarly, the cost prices of other raw materials like “jari”, “chumki”, beads, “abhra”, oil paper, velvet papers, glue have risen considerably by two to three times. Although Kumartuli is a hub for distribution of decoration items in both retail and wholesale markets, this process is severely affected by the current pandemic situation. As reflected in Figure 3, the raw materials for the making of decoration items come from various places like Krishnanagar, Nabadwip, Shantipur, Katwa, Bidhannagar and also from Surat, Kalyan and Delhi. The “jari”, beads, sarees for deities, “abhra” come mostly from Surat via wholesalers and distributors. Many decoration artisans of Kumartuli purchases them from Burrabazar. However, these decoration items come to Burrabazar from places like Surat, Delhi, Bombay, and Kalyan. It is noteworthy that the wholesalers purchase many of the decoration items from the decoration artisans of Krishnanagar. The *shola* for the *shola shaj shilpis* (shola decoration artisans) comes from Katwa (Bonkapashi area) and the Sundarbans region of Bangladesh. The rise in the cost price of raw materials and transport costs associated with them due to lockdown and pandemic restrictions and overall packaging and sanitization costs have severely affected the business of the decoration artisans. It has affected the supply chain of the raw materials as well as that of the finished products.

The present study finds that the annual turnovers of the decoration artisans of both Krishnanagar and Kumartuli have fallen considerably since the onset of the pandemic as revealed from Tables 1 and 3.

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**Table 1: Annual turnovers of the decoration artisans of Krishnanagar City during the Pre and Post COVID-19 times.**

Situation	Pre COVID-19 pandemic		Post COVID-19 pandemic	
Years	2018	2019	2020	2021
Decoration artisans samples	Annual turnover (Rupees in Lakhs)	Annual turnover (Rupees in Lakhs)	Annual turnover (Rupees in Lakhs)	Annual turnover (Rupees in Lakhs)
1	80	82	65	62
2	88	90	62	60
3	75	84	70	68
4	70	76	50	55
5	65	70	45	50
6	62	68	55	53
7	25	30	18	26
8	55	62	51	55
9	50	66	49	40
10	30	45	27	30
11	38	58	30	18
12	40	55	35	24
13	45	50	28	20
14	48	63	27	21
15	42	61	32	23
16	35	48	25	30
17	33	45	30	32
18	24	30	17	22
19	26	51	33	38
20	21	32	18	20
21	18	25	20	23
22	15	19	15	18
23	16	20	16	18
24	12	18	10	12
25	8	12	8	7
26	5	10	7	9
27	6	15	12	10
28	3	14	9	15
29	14	18	14	12
30	12	16	9	11
Total Annual Turnovers	1061	1333	887	882

**Table 2: Average annual turnovers of Pre and Post-COVID time periods of Krishnanagar**

Decoration artisans samples	Pre-COVID	Post-COVID
	Average annual turnover of 2018 and 2019 (Rupees in Lakhs)	Average annual turnover of 2020 and 2021 (Rupees in Lakhs)
1	81	63.5
2	89	61
3	79.5	69
4	73	52.5
5	67.5	47.5
6	65	54

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7	27.5	22
8	58.5	53
9	58	44.5
10	37.5	28.5
11	48	24
12	47.5	29.5
13	47.5	24
14	55.5	24
15	51.5	27.5
16	41.5	27.5
17	39	31
18	27	19.5
19	38.5	35.5
20	26.5	19
21	21.5	21.5
22	17	16.5
23	18	17
24	15	11
25	10	7.5
26	7.5	8
27	10.5	11
28	8.5	12
29	16	13
30	14	10

**Table 3: Annual turnovers of the decoration artisans of Kumartuli during the Pre and Post COVID-19 times.**

Situation Years	Pre-COVID		Post-COVID	
	2018	2019	2020	2021
Decoration artisans samples	Annual Transaction (Rupees in Lakhs)	Annual Transaction (Rupees in Lakhs)	Annual Transaction (Rupees in Lakhs)	Annual Transaction (Rupees in Lakhs)
1	65	68	30	25
2	80	85	38	30
3	110	100	45	36
4	62	65	35	28
5	90	95	40	29
6	70	78	26	18
7	68	75	32	34
8	64	70	35	32
9	25	28	18	25
10	28	30	15	20
11	22	26	18	22
12	27	35	20	26
13	20	26	19	24
14	45	48	35	38
15	40	45	22	25

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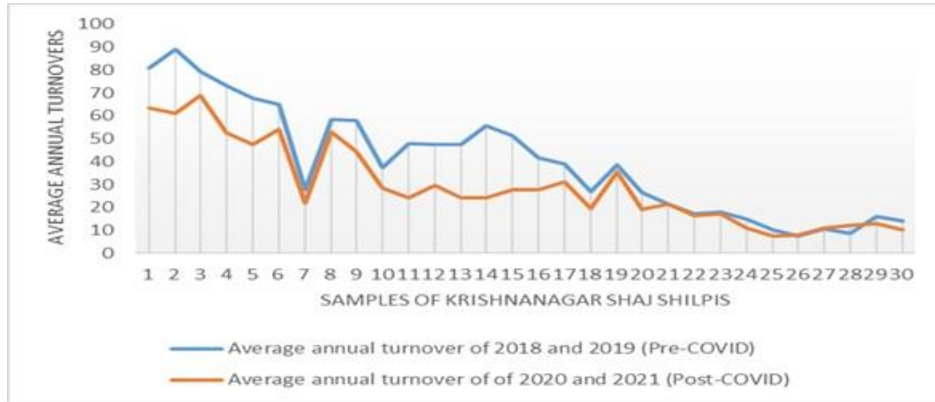
16	30	35	25	24
17	35	38	29	30
18	38	40	30	34
19	32	35	24	26
20	25	28	16	25
21	22	25	19	24
22	26	27	18	26
23	37	40	33	35
24	50	52	45	47
25	55	60	52	52
26	5	8	2	5
27	8	10	4	10
28	10	12	6	12
29	15	16	7	8
30	12	12	5	15
Total Annual Turnovers	1216	1312	743	785

**Table 4: Average annual turnovers of Pre and Post-COVID time periods of Kumartuli**

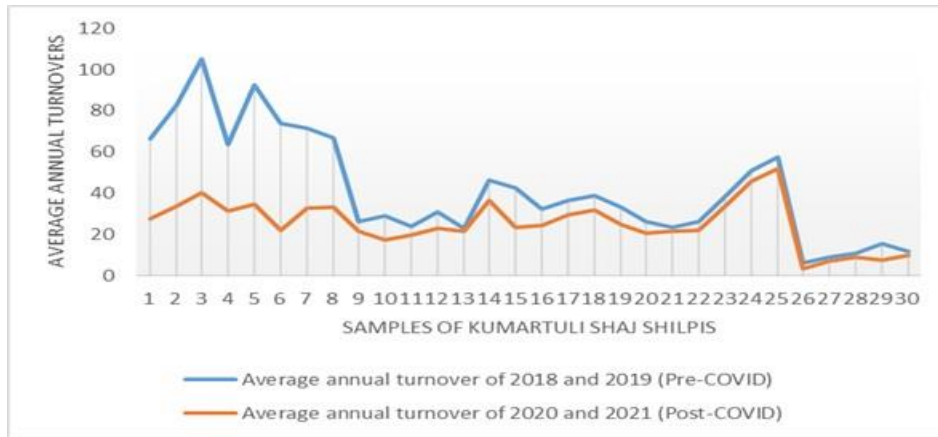
Decoration artisans samples	Pre-COVID	Post-COVID
	Average annual turnover of 2018 and 2019 (Rupees in Lakhs)	Average annual turnover of 2020 and 2021 (Rupees in Lakhs)
1	66.5	27.5
2	82.5	34
3	105	40.5
4	63.5	31.5
5	92.5	34.5
6	74	22
7	71.5	33
8	67	33.5
9	26.5	21.5
10	29	17.5
11	24	20
12	31	23
13	23	21.5
14	46.5	36.5
15	42.5	23.5
16	32.5	24.5
17	36.5	29.5
18	39	32
19	33.5	25
20	26.5	20.5
21	23.5	21.5
22	26.5	22
23	38.5	34
24	51	46

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25	57.5	52
26	6.5	3.5
27	9	7
28	11	9
29	15.5	7.5
30	12	10



**Figure 4. Average Annual Turnovers of Krishnanagar (Lakhs Rupees)**



**Figure 5. Average Annual Turnovers of Kumartuli (in Lakhs Rupees)**

**Table 5a. Paired Sample T-Test Results for Krishnanagar**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Average of 2018 and 2019	39.900	30	24.1388	4.4071
	Average of 2020 and 2021	29.483	30	17.9292	3.2734

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Average of 2018 and 2019 - Average of 2020 and 2021	10.4167	9.6016	1.7530	6.8314	14.0020	5.942	29	.000



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**Table 5b. Paired Sample T-Test Results for Kumartuli**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Average of 2018 and 2019	42.133	30	25.7622	4.7035
	Average of 2020 and 2021	25.467	30	11.4146	2.0840

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Average of 2018 and 2019 - Average of 2020 and 2021	16.6667	19.0753	3.4827	9.5438	23.7895	4.786	29	.000

The analysis of the data gathered by us reveals that there is a significant difference in the average annual turnovers pre and post COVID-19 phases in both Krishnanagar and Kumartuli (Tables 5a and b). Therefore, there is a significant fall in the annual turnover in the Post COVID phase which can severely affect the decoration artisans in both the places in future.

**Case Study of Mr Ashis Bagchi (a renowned decoration artisan of Krishnanagar)**

Mr Ashis Bagchi was famous all over the world for his majestic and sublime artworks and craftsmanship as a decoration artisan in the Ananandamayetala of Krishnanagar City, Nadia. His sublime touch in decoration work for the ‘Puja Pratimas’ or the idols of deities like Durga, Saraswati, Kali, Lakshmi, Jagaddhatri and many other gods and goddesses is famous all over India and has remained unparalleled. His decoration work had a high demand among Kumartuli artisans for their idol-making enterprises. At present, owing to his unfortunate untimely departure at the age of 61 due to COVID-19, his family members and the artisans who worked under him are now working to maintain the family tradition and heritage. Mr Ashis Bagchi started his decoration activities from 1975 onwards when he was about 15 years old. He was a man of eminent personality, took part in many of the roadshows and rallies related to the festivals of Bengal, and received many accolades over the years for his ‘Tin Kolkar Mukut’ (a three-part crown of Goddess Durga) in London. It is worth mentioning here that the economic activity of the decoration artisans like Mr Bagchi’s family is entirely dependent on the Puja economy directly and indirectly. The decoration activities are very important for the finishing work of *pratima*-making not only in the local areas but also outside. The family orders have been greatly affected by the COVID-19 pandemic. Moreover, even if there are lesser demands for the decoration items, they have to be sold at a much lesser selling price compared to their cost price.

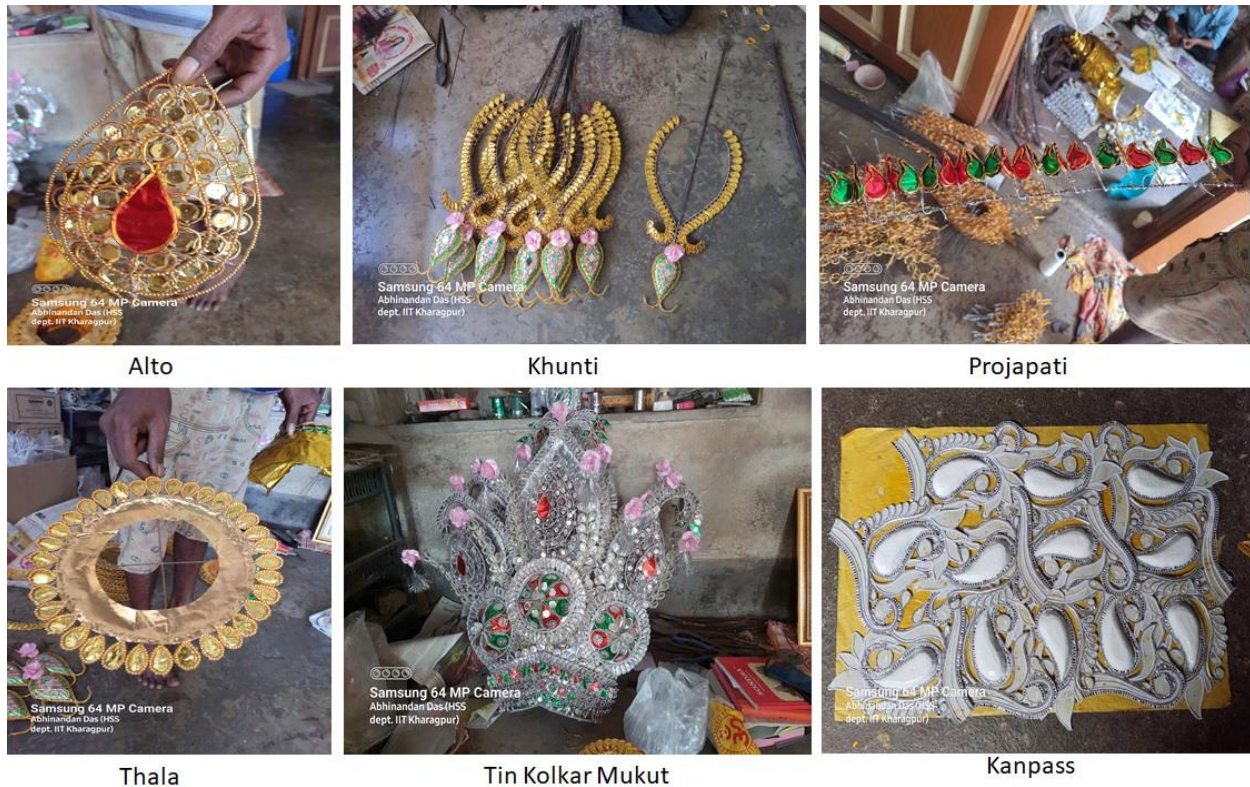
A detailed survey and in-depth interview of the Bagchi family reveal many interesting facts about the type of artefacts they produce and the type of raw materials they use for the production of those artefacts. The articles required for the crown of Ma Durga include “That”, “Khunti”, “Sir pach”, “Rose flower”, “Thala”, “Projapati”, “Alto”, “Char” and the like, to follow the Bengali nomenclatures. The raw materials for the making of the above-mentioned items are available from Burrabazar of Kolkata. A detailed analysis of the Cost Price and Sell Price of the decoration items reveals that it varies depending on the size of the *pratimas* (idols of Gods and Goddesses); these (sizes) are measured in terms of ‘anguls’ (fingers) in the local language. The local nomenclature used for the decoration items is variegated in nature depending on the quality and price of the items which are used for the decoration of the idols. It is to be noted here that the Cost Price (C.P) is the price that the artisans like Mr Bagchi have to pay in order to get the required raw materials and the Sell Price (S.P) refers to the price that they fix as the final price for their artefacts. The details of the decoration items are described in Table 6 below.

**Table 6. Cost Prices and Sell prices of some of the decoration items**

Decoration artefacts name	Categories (Anguls/fingers)	Sell Price (S.P) in Rs per piece	Cost Price (C.P) in Rs per piece
Sajari (Low Price)	12	60-65	48-50
	16	60-75	50-52
	20	120	100-102

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	24	240	200-204
Half Majhari (Half Price)	12	120-130	105
	16	135-140	120
	20	250	230
	24	450-500	420
Full Majhari (High Price)	12	220	180-200
	16	225	200
	20	400	200-250
	24	800	500
Tin Kolkar Mukut (Three parts crown)	12/16	3000	2000
	20/16	5000	4500
	24/22	6000-6500	4000-5000



**Figure 6. Decoration artefacts made by Mr Ashis Bagchi**

It is worth noting here that in table 6, ‘Sajari’, ‘Half Majhari’ and ‘Full Majhari’ in Bengali nomenclatures stand for the Durga Crowns of low price, half-price and full price categories respectively. It is to be noted here that these selling prices and cost prices are bound to vary due to the current pandemic situation. The surveyed information reveals that these decoration items are delivered to the wholesalers and customers in many places transcending geographic barriers, varying from places within the Nadia district to Kumartuli of Kolkata, the idol decorating rooms of Siliguri city, States like Assam, Uttar Pradesh (in Gorakhpur, Benaras). The transport cost varies depending on the geographic distance and the entire cost of transportation added to the final product is borne by the customers themselves; the decoration artisans have no connection or authority in these regards.

It is to be noted here that the COVID-19 pandemic has greatly wrecked the Bagchi family. It has severely affected the labour supply in the house. Moreover, the in-depth interview reveals that the shortage of raw materials and their soaring price, problems of the halting of both rail and road transportation due to pandemic lockdown, have shaken the Bagchi family. However, Abriti Bagchi, the daughter of Mr Ashis Bagchi has shown a great interest in carrying forward the heritage occupation of the decoration work despite all the odds



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### **DISCUSSION**

#### ***Domestic and Foreign Market Demand situation of the Decoration Artisans***

The current pandemic situation has a dreaded effect on the lives and livelihoods of the decoration artisans of both Krishnanagar and Kumartuli. The above analysis clearly portrays the perilous situation of fall in annual turnovers since the onset of the pandemic. The domestic demand has fallen considerably. The orders for the decoration artefacts from outside states in India have fallen remarkably. Moreover, many orders used to be placed by the committees and associations of foreign countries like the Bengali Association of Dallas-Fort Worth (Texas, US), East Coast Durga Puja Association (New York, US), London Durga Puja Dusserah Committee (London, UK), Indian Bengali Association (Amsterdam, the Netherlands), to name a few. Such demand chains have become static now. The uncertainty of holding the puja festivals due to the pandemic has reduced these demands considerably, the impact of which is clearly reflected in the significant fall in the annual turnovers of the decoration artisans.

#### ***The Wail of Creativity and the Artisan's Dilemma***

The pandemic situation and the premonitions of the third wave of the COVID-19 have greatly affected the business of the decoration artisans of both Krishnanagar and Kumartuli. The decoration activities involve passion, dedication and a strong will to maintain the heritage occupations. Even when the pandemic wasn't there, these artisans were affected by the rise in the cost of making the artefacts and low returns. This situation has worsened and become chronic since the onset of the pandemic. The lockdown has reduced labour supply, and this crisis has been accompanied by the rise in wage rates, rise in cost prices and unsatisfactory low returns due to customers' bargains. The paired sample-Test results (Tables 5. a and 5. b) and the word cloud analysis (Figures 7 and 8) decipher the sufferings of these artisans due to the pandemic. Despite these odds, most of the artisans are trying to preserve their heritage occupations, as becomes clear from the interviews with them. Many artisans are in a dilemma as to whether to remain grounded in the decoration work or to start a new occupation like small shopkeeping. In fact, the study finds that many artisans have left the decoration activities and have been pushed to the other segments of the unorganized sector by opening small shops, starting selling cosmetics, and similar work in both Krishnanagar and Kumartuli. Some have also continued shopkeeping, or grocery along with decoration activities to cover the uncertainties of the business.

Many decoration artisans of Kumartuli are now migrating to their home towns of Shantipur, Krishnanagar, Ranaghat, Nabadwip, Katwa and Siliguri. These artisans are suffering owing to low wage rates, insufficient returns and low demand – a situation that has emerged mostly after the onset of the pandemic. They are returning to their homes and are doing business in decoration activities and other activities like shopkeeping there to sustain their lives. Therefore those decoration artisans who had settled in Kumartuli long ago are forced to return to their home towns to survive in the trying times of the pandemic. This happens mostly during lockdowns, declared by the Central or State Government during different “waves” of the pandemic. However, this pathetic situation of reverse migration is not so much observed in Krishnanagar. During lockdown situations, the artisans of Krishnanagar mostly cater to the local demands.

#### ***Can quality be measured in terms of price?***

A pertinent question is how to measure creative skills when magnificent artefacts are produced by skilful artisans. It has been found that the annual turnovers of the decoration artisans have declined considerably since the onset of the pandemic (tables 1 and 3) in Krishnanagar and Kumartuli. The artisans get whole-heartedly involved in the making of the eye-catching artefacts, investing the creative spirit of their life in the act of creation. However, another question in this regard is: what is the value of those artefacts in the eyes of the customers who continue to bargain with the artisans in these trying times? Can monetary terms determine everything in this regard? Maybe here lies the cost and price dilemma. It is important to note that the cost not only encapsulates the cost of raw materials, but also that of the labour, passion, time and devotion involved in the making of the wonderful decoration items without which the glamour of the pujas and the bodies of the deities during the pujas remain incomplete.

#### ***Challenges towards the Promotion of Sustainable Development and Inclusive Growth of the Decoration Artisans***

The sunset of the Millenium Development Goals (MDGs) in 2015 was followed by the dawn of the adoption of the 2030 Development Agenda titled "Transforming Our World: the 2030 Agenda for Sustainable Development" by 193 countries of the UN General Assembly on 25<sup>th</sup> September 2015, which consisted of the 17 important Sustainable Development Goals (SDGs) (United Nations, 2015). Some common objectives of both MDGs and SDGs are eradication of poverty and hunger and promotion of gender equality, environmental sustainability and global partnership. The provision of sustainable, inclusive growth of the decoration artisans of both Krishnanagar and Kumartuli becomes quite relevant in this context. Policies and strategies must be geared towards the fulfilment of the goal of reducing inequalities, promotion of decent work environment, innovation and infrastructure, and sustainable cities tangent to the SDGs where there has always been an inseparable coexistence of the creative economy and urbanization processes. The current COVID-19 pandemic has severely ravaged the lives and livelihoods of the decoration artisans in both places, which is clearly indicated by the significant

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decrement of the annual turnovers since the onset of the pandemic. Thus, strategies and policies towards the survival of the unorganized sectors like that of the decoration artisans are of prime importance for the preservation of the heritage, economy and culture of the concerned regions.

### ***Importance of the Heritage Tag for the Durga Puja Festival***

Recently, the Durga Puja festival of the Bengali population has been added to the Representative List of Intangible Cultural Heritage of Humanity by UNESCO. This is expected to yield higher benefits in the long run, especially in drawing international tourists to Kolkata. This in turn could spur growth and development potentials of the artisans amidst the current situation of the pandemic through the enhancement of demand and supply chain mechanisms in both domestic and international markets. This might facilitate the improvement of the deteriorating business conditions of the decoration artisans in both places. The heritage tag attributed to Durga Puja may also enhance the symbolic significance of their craft, as, without their contribution, this heritage would not be what it is.

### **CONCLUSION**

The present study has made a novel attempt to decipher the life and livelihood mechanisms of the decoration artisans of Krishnanagar and Kumartuli including their hardships owing to the current pandemic situation. The study clearly reflects the dip in the annual turnovers especially after the onset of the pandemic. The solutions pertaining to the afore-mentioned problem require sustainable and inclusive policy framing by the local administrators, planners, executive bodies and governments (both central and state). We would like to suggest some policy measures such as proper allocation of Artisans' Identity Cards to the decoration artisans, timely distribution of loans from banks at DRIs (Differential Rates of Interest), direct transfer of funds to the bank accounts of the artisans, barring the evil entry of middlemen, and accident insurance schemes for the decoration artisans against damages to their artefacts by cyclones, fire, short circuits and urban floods. An inclusive integration of their enterprises with the art colleges can facilitate not only the sustenance of the decoration activities but also the promotion of their art with new ideas and vibrant creations ensuring technological assistance and knowledge disbursement.

The schemes taken by the government have to be more inclusive and should reach the hands of the needy at the right time. The government should also ensure the availability of proper storage facilities in both Krishnanagar and Kumartuli to protect the artefacts of the decoration artisans from natural disasters. The government can also take steps for alternate sources of employment for these artisans. Maybe employing them in hospitals, vaccination campaigns, restaurants, and similar types of low skill-intensive work can help them to survive the present shocks due to the pandemic; however, those policies must be directed towards bringing back the artisans to decoration activities, that is, their heritage activity, in order to preserve the cultural traditions and heritage, keeping in mind the fundamental duty of preservation of the rich heritage of our composite culture as enshrined in the Constitution of India. Moreover, incentives may be provided for encouraging greater digitization in the supply chain like online payment, digital procurement of raw materials and digital marketing of final products; formation of cooperative facilities among the artisans can be encouraged; and NGOs must play a greater role in creating awareness among the artisans regarding government policies targeted towards them. Measures including loan facilities, insurance schemes, direct transfer of money to their bank accounts, maintenance of Covid protocols, digital transaction can prove to be immensely beneficial. Moreover, the government must promote the Durga Puja festival and the inclusive growth of the decoration artisans especially now when Durga puja is included in the Representative List of Intangible Cultural Heritage of Humanity by the UNESCO, which can facilitate the protection of the rich heritage of our composite culture in the long run.

A vicious cycle of suffering engulfs the decoration artisans who are struggling for survival in these trying times. A vast portion of the existing literature highlights the fact that unorganized sectors are suffering over the years. However, we still do not have an adequate amount of research work on the sufferings due to a sudden pandemic - which also raises the challenges and questions for adequate preparedness to withstand the tides of such pandemics. Moreover, the planet could experience more such pandemics in near future - a real threat which also underlines the necessity for adequate preparation for the right action at the right time, as many economists and policymakers forecast the economic distress which could follow as an aftermath of the COVID-19 pandemic. In the present study, we have sought to offer some insights into the survival mechanisms of the unorganized sector such as the decoration artisans; this could be useful for the planners, administrators and policymakers in their taking of sustainable decisions which could be more inclusive and ultimately fulfil the basic objectives of the Sustainable Development Goals and Millenium Development Goals within a holistic framework.

### **ACKNOWLEDGEMENT**

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### **Declaration of Interest Statement**

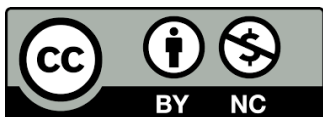
The present research declares no conflict of interest with any person, institute or stakeholders.

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## Teacher's Difficulties in Implementing the Economic Lessons in the Teaching-Learning Process through *Daring* (Online), Post-Covid-19 Pandemic (Case Study at Sma Negeri 5 Kendari, The Province of Southeast Sulawesi, Indonesia)



La Taena<sup>1</sup>, Murni Nia<sup>2</sup>, La Iru<sup>3</sup>, Haerun Ana<sup>4</sup>, La Aso<sup>5</sup>, Kadir Masalesi<sup>6</sup>

<sup>1</sup>Department of Cooperative Economics Education, Teacher and Education Science Faculty, Halu Oleo University, Kendari, Indonesia

<sup>2</sup>Department of History Education, Teacher and Education Science Faculty, Halu Oleo University, Kendari, Indonesia

<sup>3</sup>Department of Civic Education, Teacher and Education Science Faculty, Halu Oleo University, Kendari, Indonesia

<sup>4</sup>Department of Indonesian Arts Education, Teacher and Education Science Faculty, Halu Oleo University, Kendari, Indonesia

<sup>5</sup>Department of Language and Literature, Faculty of Cultural Sciences, Halu Oleo University, Kendari, Indonesia

<sup>6</sup>SMA Negeri 1 Tiworo Kepulauan, Muna Barat Regency of Southeast Province,

**ABSTRACT:** This study aimed to describe and analyze the difficulties of teachers in carrying out the teaching and learning process of economics subjects through *daring* (online)). The focus of the problems in the teachers' difficulties is on delivering material and evaluating through *daring* (online)). The location of this research was carried out at SMA Negeri 5 Kendari, the Province of Southeast Sulawesi, Indonesia. This study is a descriptive qualitative study. The technique for determining informants in this study was done by purposive sampling with the number of informants being 4 teachers. Data collection techniques were carried out through observation, in-depth interviews, and documentation study. Data analysis techniques were carried out through data reduction, data presentation, and concluding/verification. The results of this study showed that teachers experienced some problems in carrying out the teaching-learning process through *daring* (online)). In addition to experiencing problems in the *daring* (online)) teaching and learning process, teachers also found difficulties in delivering material to students, limited knowledge of teachers in the field of technology (IT) so that it was difficult to monitor students when delivering material, difficulty evaluating students, especially when giving assignments and midterm exams, and final exams through *daring* (online)).

**KEYWORDS:** Teacher difficulties, Economics learning, *daring* (online)), Covid-19

### INTRODUCTION

The teaching and learning process is very important because, during the COVID-19 pandemic, the teaching and learning process can be carried out at home using the distance learning system (PJJ). Both students and teachers are separated, their learning uses various learning resources through communication technology and other media information. In the implementation of distance learning, there are two approaches that can be used, namely distance learning in the network *daring* (online)) and distance learning outside the network (offline).

The COVID-19 pandemic is still engulfing parts of the world since it was first discovered in Wuhan City, China at the end of December 2019, in Indonesia, COVID-19 March 2020 has harmed several sectors of human life, such as health, economy, and education.

Educational activities in the teachers teaching-learning process have changed to teaching independent learning from home with internet facilities, for example through the google classroom, google meet, zoom, WhatsApp, and others. Various government policies have been taken through the Ministry of Education, Culture, and Research Technology issued a circular letter no. 2 of 2020 concerning prevention and handling within the Ministry of Education and Culture, then number 3 of 2020 concerning the prevention of covid-19 in education units. Furthermore, circular letter number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of covid-19 was issued, followed by steps in the process of teaching teachers and learning from home with the provisions of (a). learning from home through during (online) learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation (b) Studying from home can be focused on life skills education, including regarding the covid-19 pandemic. (c) . Learning from home learning activities and tasks may vary between students, according to their interests and



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conditions, including considering access to learning facilities at home. (d). Evidence and productivity of learning from home are given qualitative and useful feedback from the teacher, without being required to give scores or quantitative scores.

Of the various government policies that have been implemented based on the reality in the field, there are various difficulties faced by teachers in carrying out teaching tasks using media, especially through during (online) such as classroom, zoom, WhatsApp by using the internet network, teachers still encounter difficulties in the teaching-learning process through the daring (online). As in Banda Aceh, for example, the results of research conducted by Nindia Taradisa et al.,(2020) show that the obstacles experienced by teachers *daring* (online) learning are the lack of understanding of the daring the (online) learning process, the lack of learning facilities such as the internet, computer mobile phones. Furthermore, in East Lombok, the results of Asmuni's research (2020) concluded that the implementation of during (online) learning which is distance learning during the COVID-19 pandemic has various difficulties/problems experienced by teachers in the form of weak IT mastery, and limited access to student supervision, as experienced by teachers. in the Bandung area, the results of research by Dindin Jamaluddin at. all, (2020) said that teacher barriers in the *during* (during (online)) learning process such as an unstable internet network existed (23%) of respondents, then there was a limited quota (21%,) these obstacles affect the condition of the psychological respondents (90%). In line with the research findings, Ridhatul Husna from the University of Riau (2021) concluded that mathematics teachers had difficulty especially in carrying out their role as demonstrators such as presenting material, unilateral interactions occurred, difficulties in motivating students such as some students lacked willpower, lacked curiosity, lacked enthusiasm. The teacher as an evaluation has difficulties such as not monitoring the results of student work, the assignments given are difficult to monitor that they are the results of their work. Likewise, the results of a study conducted by Rizky Setyawati (2021) in Konawe Regency area that there are several difficulties accounting teachers have in teaching after the COVID-19 pandemic. That is, for us as teachers teaching during (online) now, this is something new, although there are some difficulties, especially mastery. Technology related to IT. Then the internet network coverage is cut off, especially. The implementation of learning is less interactive, the tasks given to students accumulate are difficult for students to do, the character of students is difficult to monitor during the daring (online) learning process, the absorption of learning materials is very low.

It's the same in Kendari town, especially at SMA Negeri 5 Kendari the Province of Southeast Sulawesi, Indonesia during the covid-19 pandemic, which is now having an impact on the learning process carried out by the teachers, especially teachers of economics subjects, even though efforts are being made to continue trying to improve the quality of teaching through *daring* (online), such as difficulties in the field of education. learning technology, either through zoom, classroom, or WhatsApp is also the source or related to students. Then the delivery of material is difficult to convey learning material. which has something to do with the teacher, when giving material through the *daring* (online). Then the difficulty in evaluating, especially giving assignments and testing, also the interaction of some students does not go well. The results of interviews with teachers of economics subjects then compared when teaching through the *daring* (online) teaching and face-to-face communication are very different and even less fun. The material we provide is important, even if we lack interactive communication, we have difficulty sometimes only in one direction. Then it is difficult to monitor student behavior, student motivation does not go well, the evaluation does not go well. Normally, IT mastery needs to be studied continuously to keep up with current technological developments, especially for teachers.

### RESEARCH METHOD

This research is a descriptive study using a qualitative method, namely to explain the difficulties experienced by economics subject teachers at SMA Negeri 5 Kendari who are civil servants, and also honorary teachers in carrying out teachers' duties through the *daring* (online)). Informants of this study were 4 civil servant teachers and honorary teachers. The technique of determining informants in this study was carried out by purposive sampling (Maleong 2020). Teachers were considered to be the most knowledgeable about the difficulties of teaching economics subjects through *daring* (online)), while the number was determined intentionally based on data on field developments.

Data collection techniques in this study were carried out through a) observations or observations with the involvement of researchers directly observing the teaching and learning process of teachers through the *daring* (online). The role of the researchers in this technique is as a subject as well as an object of research. Observations were made on teacher performance and the overall process of implementing *daring* (online) teaching and learning b). In-depth interviews were conducted continuously and repeatedly with informants, in this case, the economics subject teacher who carried out the *daring* (online)) teaching and learning process. Interview materials are difficulties in *daring* (online) learning materials, *daring* (online) evaluations, and demonstrative presentation of material. Conduct direct interviews with various civil servants and honorary teacher informants to confirm teacher activities in carrying out *daring* (online)) learning activities c). The documentation referred to in this study is notes from interviews, interview transcripts, moments of events in the process of learning economics subjects through *during* (online), namely via zoom, What Sapp, classroom, this is done to confirm one data with another to enrich and expand the data. study.

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The data analysis technique was obtained through reduction, namely by explaining, sorting, summarizing, categorizing, making abstractions from field notes, and then presenting the data in the form of interviews. Documents are coded and then analyzed in the form of reflection and made into text. Next, concluding is the last step to provide conclusions based on field data and then compiled with a thought from theory.

### **RESEARCH RESULTS AND DISCUSSION**

Since the emergence of the Covid-19 pandemic outbreak in Indonesia, in March 2020 it has had an impact on several sectors, especially the education sector such as the teaching and learning process, teacher duties must be carried out *daring* (online) (zoom, classroom, WhatsApp). important for teachers to do. Learning during (online) is a program for organizing classes in a network to reach massive and broad groups (Bilfakh Cornaruddin, 2015) the difficulties of teachers teaching economic subjects in the post-covid-19 pandemic at SMA Negeri 5 Kendari, the Province of Southeast Sulawesi, Indonesia are as follows:

#### **1. The Problems of Teachers Teaching through *Daring* (Online)**

Based on the results of interviews with several teachers of economics subjects at SMA Negeri 5 Kendari, it is recognized that the process of learning teaching through *daring* (online) is very different from the teaching-learning process through face-to-face, which is considered less effective because the teachers consider this as something new so that teachers have not fully control for its utilization (interview on 16 November 2021 with a teacher La Ode Basri). Furthermore, another problem in implementing the teaching-learning process through the *daring* (online) is the mastery of technology information still needs to be addressed by the teachers, then the internet network is usually intermittent, this usually happens at home (The results of interview with a teacher Armiani on November 17, 2021). The habit of the teaching-learning process from face-to-face to during (online) has become a new thing for teachers. *Daring* (online) learning is a new model that is not easy, especially since most teachers still do not understand technology information according to the results of Rezky Setyawati's research (2021).

The problem of teachers in the teaching-learning process through *daring* (online) is different from the face-to-face teaching-learning process. This depends on the teacher's ability to learn it because *daring* (online) is a new medium that we cannot avoid and teachers must always try to keep up with technological developments. In the short term, teachers must utilize technological media according to their abilities while trying to learn the learning technology. Husaini (2014) explained that the development of technology has become potential in various fields, especially in the field of education. The existence of technology for the world of education is the right means to be known by every teacher to assist the learning process.

#### **2. Teachers Deliver Material through *Daring* (Online)**

Teachers must be able to discuss and analyze every material presented to their students through the *daring* (online). Based on the results of an interview with a teacher, La Ode Basri on November 16, 2021, it was stated that teachers had difficulty in mastering economics subject matter through the *daring* (online). These difficulties are in conveying the material due to the lack of response of students so it has an impact on the teachers. This is under the results of an interview with a teacher, Wa Ode Isnaini on October 30, 2021, who stated that, the implementation of *daring* (online) learning-teaching process, as a teacher has difficulties in delivering material but the material is still delivered to students even though sometimes only a small number of students respond. and in the end, a teacher must accept these difficulties when delivering material to students. This fact is in accordance with the results Radhatul Husna's research (2021) stated that in the implementation of *daring* (online) learning-teaching process, the teachers have difficulties in delivering lessons, especially giving examples. If there are students who do not understand the material, the teacher's material cannot be explained directly to students. This is under information from a teacher Armiani, interviewed on November 18, 2021. He said that the material presented to students is only the important things, minus the material, because *daring* (online) teaching-learning hours are limited, so the teacher can select the existing material.

Another difficulty faced by teachers of economics subjects is material mapping. This is done on the core material and additional material during the covid-19 pandemic. The mapping of the material is reduced. Likewise, the teacher shows that learning resources that can be studied by students through *daring* (online) such as modules, student worksheets have difficulty because they cannot monitor directly the students' assignments, especially in completing the worksheet. The point is that it is difficult to believe the truth based on the answer sheet because they usually work together both during daily tests, mid-semester tests, semester exams, and other assignments.

Some of the economics subject teachers at SMA Negeri 5 Kendari the Province of Southeast Sulawesi, Indonesia teach economics subjects through *daring* (online), the process of delivering subject matter, mapping materials, and *daring* sources of materials take place. Teachers who can be expected are teachers who can deliver the material well, but in the process of delivering the material, students must respond to the subject matter given by the teachers. The teachers as a learning resource must be able to show learning resources that can be taught to students such as modules, student worksheets, books, and so on. The teacher must do reciprocal interactions. With the interaction of teachers and students in the implementation of *daring* (online) in the teaching-

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learning process, the teachers experience difficulties in the implementation process of delivering material, namely the lack of teacher and student interaction. The results of Nindia Taridasa's research (2021) showed that the lack of teaching-learning process through the *daring* (online), namely teachers find it difficult to monitor student learning progress, lack of interaction between teachers and students, and not all teachers and students have *daring* (online) learning facilities. The researchers conducted an interview with the economics teacher Armiani at SM Negeri 5 Kendari the Province of Southeast Sulawesi, Indonesia on 17 November 2021. The conclusion of the interview with Armiani showed that the implementation of teaching-learning process through *daring* (online) is mainly conveying economics material to students, there is only one-way communication, so the teacher has difficulties, especially in reciprocal interactions with students, only images and sounds can be heard from the teacher when delivering the material. These difficulties occur in reciprocal interactions. Likewise, based on the results of interviews with the teacher, La Ode Basri on November 16, 2021, stated that economics subject teachers had difficulties when delivering material through *daring* (online) in the teaching-learning process, namely the difficulty of interacting with students, what happened was one-sided or only one-way interaction either via zoom, classroom, Google meet and What Sapp means just teaching students to listen, there are rarely many directions and the impression that most of the students are playing around, this is a fact that the teacher in providing learning material has a difficulty. Based on the results of Rizky Setyawati's research in 2021 that in the process of providing accounting subject matter after the covid-19 pandemic at SMK Negeri 1 Unaaha there are still many teachers having difficulty interacting. Between teachers and students there is no interactive interaction, many students choose to be silent during the teaching-learning process or do it in a question-and-answer way or discussion, meaning that during the student's discussion process chose silence and did not introduce themselves on the zoom screen. This proves that it is difficult for teachers to apply good interactions so that the learning process in delivering economics subject matter occurs only in one direction, namely the dominant from active teachers, students are silent and do not want to ask questions.

Normatively, the most important thing in the teaching-learning process is that the teacher is expected to interact in many directions reciprocally, for example, the teacher asks, the student answers, or vice versa, the student asks the teacher answers, other students answered the question properly, continuously doing something. the dialogue of the teacher and other students arrived at the level of acceptance of the material well.

### **3. The Teachers Evaluate the Teaching-Learning Process through *Daring* (Online)**

Every teacher in the teaching-learning process must evaluate it to find out to what extent the results are achieved by students. There are several difficulties faced by the economics subject teacher at SMA Negeri 5 Kendari the Province of Southeast Sulawesi, Indonesia based on the results of interviews with 4 teachers, including Armiani was interviewed on November 17, 2021. Armiani stated that the implementation of evaluations, both homework for students, midterm exams, and final exams continue to be carried out as usual although the implementation has difficulties encountered, especially because *daring* (online) is a new thing for teachers so that the difficulty lies in the lack of mastery of technology. Usually, students are prohibited from cooperating, in fact when depositing the results of assignments and exam results in the middle of the semester the answers are almost all the same, so there are allegations that students cooperate during exams. In line with the results of the interview with La Ode Basri on November 16, 2021, he stated that when the test could not be controlled, it was proven after the test answer sheets were sent to the teacher, it turned out that most of the answers were similar or almost the same. This happens because it is difficult to monitor the *daring* (online) exams.

In line with the teacher, Wa Ode Isnaini in an interview on November 15, 2021, stated that teachers have difficulty administering exams through *daring* (online) because *daring* (online) is still a new thing. At the time of the exam, it is difficult to monitor directly, so that students can cooperate in the exam. This is under the direction of the circular letter of the Ministry of Education, Culture, Research, and Technology. Circular number 4 of 2020 concerning policies in the field of education, the most important thing is that students must be included in the exam, instead, they are required to without giving scores or quantitative values in carrying out assignments to students. It is also supported by research by Ridhatul Husna et. al (2021) which states that in the implementation of during (online) learning, teachers have difficulty in assessing students' abilities because teachers do not know whether what students are doing is not their work.

The objectives of carrying out evaluations in the teaching-learning process is to assess the students' success through the *daring* (online) in the implementation of the teaching-learning process. In carrying out the evaluation is difficult because teachers cannot directly monitor students' work, teachers find it difficult to know the tasks carried out by students themselves or obtained from the results of their friends. This is in accordance with the results of Rezky Setyaawati's research (2021) showed that the evaluation is carried out by the teacher through the *daring* (online) is unable to achieve adequate results due to the difficulty of the teacher controlling the evaluation during the midterm and semester exams, the assessment is not objective, the important thing is that the exam must have value, the difficulty of the teacher controlling students during the exam is suspected to be the teacher's limitations in controlling when the exam is carried out. Besides that it has a relationship with the difficulty of teachers using

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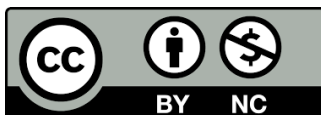
technology in the teaching-learning process to support activities through *daring* (online) in the teaching-learning process. Evaluations carried out by teachers is aimed to assess the students' success of the implementation of the teaching-learning process through the *daring* (online). In the teaching-learning process, some teachers found some difficulties because of the lack of adequate skills owned by the teacher, especially in mastering of information technology, so that it has an impact on being difficult to monitor the exam directly so the students' answers are almost the same with their friends' answers, either in the midterm exam or in the final semester exams.

### CONCLUSION

Based on the results and discussion of this research, it can be concluded as follows: Teachers of economics subjects at SMA Negeri 5 Kendari, the Province of Southeast Sulawesi, Indonesia especially in implementing the teaching-learning process through *daring* (online) experienced several difficulties, namely: (1) Teachers have not fully mastered the technology information, (2) Difficulties in conveying material, that is, there is no direct interaction between the teacher and students, there is only a one-way interaction happen, (3) the material taught is only partially or only important material, (4) Difficulty in evaluating the teaching-learning process, namely the difficulty in giving assignments to students. Facts in the field show that some students sometimes do not submit assignments given by the teacher, and there are even some students who experience delays in submitting assignments, and (5) Difficulties in carrying out the mid-semester and final semester exams, namely the teacher does not supervise directly at the time of the semester exam. Students' test results found almost all of the answers were almost the same.

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## **PT Pindad's Strategy towards Defense Industry Independence**



**Tien Norma Habsari<sup>1</sup>, Muhtar Rifai<sup>2</sup>, Lukman Yudho Prakoso<sup>3</sup>, Susilo Adi Purwantoro<sup>4</sup>, Mulyani<sup>5</sup>, Muhammad Zaky Mikail<sup>6</sup>**

<sup>1,2,3,4,5,6</sup> Universitas Pertahanan, Kawasan IPSC Sentul, Sukahati, Kec. Citeureup, Kabupaten Bogor, Jawa Barat 16810

**ABSTRACT:** In order to realize defense and security in accordance with the times, Indonesia is obliged to produce the main weapons system equipment independently. The target of achieving the minimum essential force (MEF) has an impact on the development of the domestic defense industry. Government policy regulations related to the defense industry and the development of defense human resources have been regulated in Law Number 16 of 2012 concerning the Defense Industry. This research was carried out through descriptive qualitative studies, literature study techniques sourced from books, journals, and national data. This study describes an analysis of the constraints faced by PT Pindad in an effort to become self-reliant in the defense industry. The transfer of technology process carried out by PT Pindad encountered obstacles such as the availability of company technology and a very short time in meeting the Minimum Essential Force (MEF) III target. Based on the capabilities of its resources, to prove that the Indonesian defense industry is able to compete with other countries' defense industries, PT Pindad has several grand strategies which include efforts to optimize the use of fixed assets and increase product sales, increase profitability, and increase working capital.

**KEYWORDS:** Strategy, Transfer of Technology, Defense Industry Independence

### **I. INTRODUCTION**

Indonesia is the biggest archipelago country in the world. There are thousands of islands with a very long coastline stretching from Sabang to Merauke. There are many important resources contained in the earth of Indonesia, both renewable and non-renewable resources. With a very strategic location along with spaces that can be utilized, Indonesia has many threats. The threat itself can be in the form of intervention from other countries, negative issues circulating, or unpreparedness for the modernity of the global era can also be said to be a threat. In contrast to the years before the 1950s, which are World wars 1 and 2, the millennial era presents a war in the fields of technology and information. Nowadays, the term chemical warfare or biological warfare appears.

Such a large human resource is a very important asset for Indonesia's progress. Human resources have a vital role in implementing policies and operational activities. In order to protect and defend state assets or anticipate threats, a country must be prepared with a national defense system. The existence of defense equipment is a very vital matter for Indonesia. One thing that emphasized is the independence of the defense equipment system to build a credible and strong national defense capacity.

Independence in terms of defense equipment is needed to avoid high dependence on defense equipment products from other countries. Availability of materials for the manufacture of defense equipment and qualified human resources are strong reasons for the necessity to produce defense equipment needs. Heading towards independent production also requires sufficient time to really master how to make modern defense equipment that is appropriate for the times. Various efforts have been made by the government to build a modern defense industry. There are many collaborations carried out by the government, in this case by the Minister of Defense, establishing bilateral cooperation with other countries in terms of strengthening defense systems and tools.

The former Indonesian Minister of Defense (2014-2019) Mr. Ryamizard Ryacudu during his tenure was very aggressive in carrying out cooperation that is accompanied by the transfer of defense equipment technology. Thus, Indonesia has the opportunity to study the system and manufacture of defense equipment in various countries and then develop it in their own country. Many advances have been felt with the technology transfer policy. Moreover, with the enactment of Law Number 16 of 2012 concerning the Defense Industry, domestic defense equipment spending continues to increase every year. The budget of the Ministry of Defense under Mr. Prabowo's era, which was very large among other ministries, should be used for the development of the defense industries, so that the target of at least 50% of the defense equipment used by the Indonesian National Army (TNI) comes from the domestic defense equipment industry.

The development of the TNI's posture is based on the policy of developing a military defense posture that has been determined by the state through the Presidential Regulation of the Republic of Indonesia Number 41 of 2010, that the TNI's strength is built on the Minimum Essential Force (MEF) scale, which is the size of the minimum requirements needed to be able to carry out its duties

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to safeguard the national interest. The development of the TNI's strength is carried out without any significant increase in the number of soldiers (Zero Growth), but is still based on the calculation of the right number of forces (Right Sizing).

The development of the TNI's strength on the MEF scale is also based on efforts to modernize the main equipment and weapons systems. The TNI must have modern and reliable weapons, ships, and fighter aircraft, without equality it will certainly be difficult to carry out military diplomacy, which includes conducting joint military exercises and operations. Therefore, the development of the MEF of TNI is being carried out that aimed at Indonesia's defense capability with a standard of deterrence of state defense that is able to maintain the sovereignty and territorial integrity of the Republic of Indonesia, especially in flash point areas to ensure the implementation of national interests.

Today there are three Indonesian defense industries that have been developed rapidly, these companies include PT. Pindad, a land defense equipment manufacturer, PT. PAL is a manufacturer of marine defense equipment, and PT. Dirgantara Indonesia is a manufacturer of air defense equipment. Even so, this company still does not fully meet the requirements of the local request, namely the TNI. The reason is the defense equipment produced that does not yet fully have the technology. Therefore, the TNI still imports more defense equipment such as leopard tanks made in Germany, marine defense equipment is still imported from the Netherlands, and air defense equipment is imported from Russia.

## **II. LITERATURE REVIEW**

### **1. Strategy**

Strategy is a pattern or plan that combines goals, policies and a series of activities into a unified whole to achieve the organizational goals that have been set (Avianti, 2015). While the strategy according to Gen. US Army (Ret) Andrew J. Good Paster is "Strategy covers what we should do (ends), how we should it (ways), and what we should do it with (means)". As quoted (Library of the National Resilience Institute of the Republic of Indonesia), this theory explains the essence of strategy as a decision-making process on the main elements of a strategy which include: Ends (target, goal, object, target); Ways (How to perform actions, concepts, methods); and Means (means/media, power, resources, potential).

### **2. Defense Industry**

The defense industry is very important for the existence of the state. In the scope of international relations, defense cooperation between countries has been carried out through cooperation in the purchase of weapons, modernization of defense equipment and the current trend is the transfer of weapons technology. The defense industry is built with the aim of strengthening the national defense function. PT Pindad's defense industry was originally a private company, but Nowadays it has become the full responsibility of SOEs to support the defense posture through the production of defense equipment. The role of the state in the defense industry is very large.

The context of the defense industry in Indonesia in accordance with Article 1 paragraph 1 of Law Number 16 of 2012 states that "The defense industry is a national industry consisting of state-owned enterprises and privately-owned enterprises, either in groups determined by the government to partially or wholly produce defense and security equipment. maintenance services to fulfill strategic interests in the field of defense and security located in the territory of the Unitary State of the Republic of Indonesia". The existence of this law further clarifies that the function of the state is as an instrument in the defense industry (Law Number 16 of 2012 concerning the Defense Industry).

### **3. The Concept of Technology Transfer**

The concept of technology transfer is a transfer of modern methods or distribution from one country to another. The embodiment of the concept are in the form of foreign investment, international trade, release and use of patent rights, as well as training assistance. The results of meeting the UNCTAD (United Nations conference on Trade and Development) stated that technology transfer can be stated as the application of technology for new uses.

Technology transfer according to the RI Law Number 11 of 2019 is the transfer of the ability to utilize and master science and technology between institutions, agencies, or people, both within the domestic environment and from abroad to within the country or vice versa. Technology transfer is carried out in several ways, which include:

- a. Licence;
- b. Cooperation;
- c. Science and technology services; and/or
- d. The implementation of technology transfer does not conflict with public order and statutory provisions.

Meanwhile, according to the United Nation Center of Transnational Corporation (UNCTC), technology transfer is a process of mastering technological capabilities originating from abroad which can be translated into three stages, namely:

- a. Transfer of acquired technology into the production of certain goods and services;
- b. The assimilation and diffusion of technology in the economic system of the technology recipient country; and
- c. Development of indigenous technology capabilities for innovation. What is meant by indigenous technology capabilities include:
  1. Ability to select the technology offered.

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2. Ability to master imported technology.
3. The ability to introduce new things in the process of producing products (innovation) (Marzuki, 1999).

### **III. METHODOLOGY**

In this study, researchers used a qualitative approach with descriptive analysis methods through data collection which was described in detail and regularly. Data collection techniques through documentation are carried out through reviewing and/or browsing several books, journals, printed or electronic documents, and other sources of data or information deemed relevant to the research or study (Supriyadi, 2017). The research is intended to analyze the data by using data reduction techniques.

### **IV. RESULT AND DISCUSSION**

Law Number 16 of 2012 concerning the Defense Industry was made in the context of empowering the domestic defense equipment industry by purchasing, renewing, and meeting the needs of the main defense system equipment (defense equipment) in accordance with the Minimum Essential Force (MEF). That law has a positive impact on supporting defense industry players, both BUMN and BUMS.

Some of the equipment that the domestic defense industry has not been able to fulfill as a strategic industry such as fighter aircraft, destroyers, rockets, missiles, UCAV, and radar. There are problems faced, including limitations in mastering key technologies and/or system integration capabilities. This is a requirement for the defense industry in increasing the contribution to the fulfillment of the TNI's defense equipment system while at the same time having international competitiveness in order to become part of the global supply chain.

The fulfillment of MEF 2020 in accordance with the 2020-2024 TNI needs planning of Rp. 6.5 trillion is an opportunity for PT Pindad to meet the needs of weapons, munitions, combat vehicles, and cyber security. Meanwhile, through Domestic Loans (PDN) in the 2020 RAPBN of IDR 2,974.1 billion, it is used to provide:

1. Infantry armored fighting vehicles, Munitions (MKK, MKB, and Musus), which are implemented by the Ministry of Defense; and
2. Patrol boats, operational vehicles, and inafis support equipment, and ammunition, which are carried out by the Indonesian Republic Police (POLRI).

Currently PT Pindad is capable of producing as many as 50 thousand weapons, 200 special vehicles/combat vehicles (Ranpur), and 180 million munitions annually and has exported to many countries such as Southeast Asian countries such as Brunei, South Asia, and Africa.

Fulfillment in terms of the infrastructure industry is also a concern of the state. Equitable distribution and development of state infrastructure is carried out throughout Indonesia. Infrastructure development is the main key to improving people's welfare, promoting equity and economic growth. The government realizes that for infrastructure development, substantial funding is required, meanwhile the available fiscal capacity is still not fully adequate, so that innovation and creativity in financing are needed by involving the private sector, BUMN, BLU, and local government, while maintaining the principle of prudence and low risk financing portfolio.

The current economic market conditions are growing rapidly in line with government policies regarding the development and equitable distribution of national infrastructure that will support food security, energy security, and advances in telecommunications and information technology. The Company can contribute to this government policy and take advantage of this policy by participating in marketing its products such as Excavators, Generators, E-Clips, Wessels, and Agricultural Machinery Equipment (Alsintan). In the manufacturing industry, competition is very competitive because there are so many business actors and in some manufacturing markets already have a market leader from that market.

#### **Analysis of Obstacles Faced by PT Pindad**

Cooperation between PT. Pindad and FNSS Defense Systems used an investment of US\$ 30 million or around Rp. 400 billion to be borne by the Ministry of Defense of each country. The estimated production time for the tank is three years for the two prototypes, which will be jointly done by Pindad and FNSS experts. One medium tank is being worked on at Pindad and one is being worked on at FNSS. The scope of cooperation is divided into three stages, namely, the design stage, the prototype stage, and the trial stage. At the design stage, PT Pindad sent a team of experts to study the technology used by FNSS so that it could be applied to medium tanks.

After the design phase was completed in 2016, PT. Pindad and FNSS are working on a prototype medium tank. The first prototype was made in Turkey and has entered the stage of making the hull. In the beginning of December, the first prototype from Turkey was sent to Indonesia. In the prototyping process, PT. Pindad sent about 20 engineering team to learn about this medium tank project. As well as 4 people from the manufacturing team to be able to learn technology at FNSS.

At the trial stage which coincided with the moment of Indonesia's 73rd year of independence, PT Pindad welcomed the nation's Medium Tank on August 16, 2018, which had gone through a series of certification tests with Ditlitbangad. The trial results

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were considered very satisfactory. Because the results carried out have met the requirements and specifications of the Indonesian Army to complete the technical performance capabilities of the Medium Tank.

In an effort to develop a better future, a leader must have the ability to identify problems and opportunities early. Knowing the obstacles faced is the basis for determining what business to run (Irawan, 2005). Cooperation between PT. Pindad and FNSS Defense Systems in the procurement or manufacture of this medium tank also encountered several obstacles including:

### 1. Human Resources

PT. Pindad needs to learn a lot from foreign engineers, especially the engineers in FNSS because of the limited quality of the existing technology, the engineers owned by PT. Pindad is overwhelmed with technology-based defense equipment production.

### 2. Process towards MEF III

By the end of 2024, the government's target is that all domestic defense industries must be able to produce independent defense equipment. Of course, it becomes a challenge for PT. Pindad which is the focus of research. Even though the cooperation in the manufacture of medium tanks has received Transfer of Technology, for the perfect knowledge, it takes quite a long time. In the third MEF, the target for the TNI's main weaponry system is 70% to be made by the domestic defense industry.

## PT Pindad Resource Capability Analysis

**Table 1. Number of Workers**

Description	2015	2016	2017	2018	2019
Total workforce	2331	2506	2536	2500	2558
Productivity in billion/person	0,84	0,81	0,97	1,28	1,31

**Source:** Secondary Data from the Financial Statements of PT Pindad

**Tabel 2. Produktivitas Tenaga Kerja Konsolidasi**

Division	Sales (Billion)	Number of Workforce	Labor Productivity
Weapons	303,52	475	0,64
Ammunition	768,53	590	1,30
Special Vehicles	1068, 87	255	4,19
Heavy Equipment	291,90	163	1,79
Handakkom	478,51	43	11,13
Cast Forging and Railways	192,08	240	0,80
Subsidiaries	295,36	7	42,9

**Source:** Secondary Data from the Financial Statements of PT Pindad

Based on table 1 above, it is known that the number of employees at PT Pindad tends to fluctuate, but the positive thing is personal productivity as measured by the financial level produced by one worker. Since 2016 the increase in productivity is quite significant until in 2019 productivity is 1.31 billion/person. While in table 2, it is known that the level of consolidated labor productivity or the productivity level of each equipment production division. The highest productivity is in the subsidiary division with a value of 42.9 and the lowest in the weapons division of 0.64.

The positive level of productivity is influenced by human resources factors that have high credibility. The qualifications for the education level of the workforce in 2019 include the Junior High School (SMP) - Senior High School (SMA) level of 2348 people or 73.45%; Diploma Degree 1-3 of 252 people or 9.85%; Bachelor Degree of 404 people or 15.61%; Master degree of 26 people or 1%; Doctoral Degree of 2 people or 0.08%. The existence of facilities and infrastructure owned by PT Pindad is also a supporting factor in supporting its production, such as:

1. Buildings Machinery Production
2. Machineries Tools & Auxiliaries
3. Tools and Apparatus Equipment & Utility
4. Equipments and Utilities Transport Equipment
5. Conveyance/Lifting Equipment Office Inventory

In the development of military and commercial products, PT Pindad requires capital participation for operational sustainability to support the independence of the defense and security of the Republic of Indonesia. The government's equity participation in SOEs is very important to support the increase in the SOE's income. The government through the State Equity



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Participation has injected funds into PT Pindad to be able to add its machines and increase its production capacity in encouraging the strengthening of the defense industry in the hope of being able to compete with other countries through defense equipment technology. Support from all parties is also needed to realize the independence of the domestic industry.

Investments in 2019 were grouped into two parts, namely development investments (programs) and routine investments (non-programs). The details of investments entering the procurement and realization implementation stage in 2019 are:

1. Development Investment (Program):
  - a. Increased capacity of MKK production lines: production machines, tools and tools, and building construction
  - b. MKB production line development: production machinery, tools and equipment, and building construction
  - c. Development of production lines of tanks and combat vehicles: production machinery, and equipment and utilities
  - d. Weapon production line development: production machines, and equipment and utilities
  - e. Improvement of product and process development facilities: production machinery, equipment and utilities, and lift/transport vehicles
  - f. Power generation business development: production machinery
2. Routine Investment (Non-program) which includes repairing facilities including buildings, buildings, production machines, and routine procurement including production equipment, supplies, utilities and office inventory.

## **Analysis of PT Pindad's Strategy Towards Defense Industry Independence**

Strategy is an action plan that aligns organizational resources and commitment to achieve superior performance (Saiman, 2015). Marketing by PT. Pindad uses the G to G concept and makes the public interest and issues of state security its selling points. Marketing is carried out using a communication approach related to state relations, legality and issues regarding national defense. To build increased trust in destination countries, namely through the concept of Integrated Marketing Communication (IMC), which is the interest of marketing communications related to the company's capabilities in processing communication channels and the content of the message. IMC is also considered to make a positive contribution to PT. Pindad to present a marketing strategy that is not only focused on the breadth of the message, but also the more effective targeting of the message.

The concept is carried out through events and experiences, sales promotion, public relations and publications, direct marketing, sales, and advertising. The main reason for using IMC is because the application of the G to G concept that prioritizes lobbying at the government level and bilateral relations can support all its marketing activities. The form of direct promotion in product marketing is by participating in international championships which are considered more effective in introducing products in terms of quality, form, and take advantage of joint training activities with other countries by providing support for defense equipment products, this is seen as effective in increasing marketing and the name of Indonesia.

In 2019 PT. Pindad has carried out various marketing agendas to enlarge the defense and security and industrial market segments. These activities include:

1. Join in domestic and foreign exhibition events, such as the Product Exposure Exhibition at the Ministry of Defense, DANKORMAR CUP 2019, ACAMM XX 2019 Ditjen Pothan, Goesmart ITB, AARM 2019 at Pusdikif Cipatat, Velox ET Exactus Cup 2019 Jakarta Championship, ADMM Plus EWG on Peacekeeping Operation at PMPP Sentul Jakarta, Harteknas & Ritech 2019, Gakkum Festival 2019 Ministry of Environment, Combined Annual Report.
2. Indonesia-Singapore Meeting (CARM INDOSIN HLC) 2019, Pacific Expo 2019, AAISW II (Asean Armies Information Sharing Workshop) Indonesia 2019, Display of Contract Signing for Alutsista and Construction Ministry of Defense, IDEF Turkey, FGD at ITB, LIMA Malaysia 2019, Gebyar Millennial Safety Road Festival West Java Regional Police, Rabiniscab and pussenif, Exhibition of Development Achievements at the Ministry of Finance Jakarta, IDEX in Abu Dhabi-UAE, Indonesia Electric Motor Show 2019, Trade Expo Indonesia 2019, PUPR Cipta Karya Workshop Surabaya, Palm oil Workshop, Semarang Expo 2019, IIMS 2019, Citarum Expo 2019, Indoconstech 2019, Railway Tech 2019, Indonesian Construction, Exhibition visiting KASAD Bangladesh, KASAD New Zealand, Head of the Defense Facilities Agency of the Ministry of Defense, Commander of the Special Forces Corps TNI-AU, Commander of the TNI-AU Education and Training Command- Navy, Philippine Army Chief of Staff Delegation, working visit of the Minister of Defense and Secretary General of the Ministry of Defence.
3. Registration of Disc Plow, 10 ton Paddy dryer, Excava 200 Amphibious products at the LKPP Electronic Catalog (Government Goods/Services Procurement Policy Agency).
4. Test / Demo of Pindad's SPR products at the firing range of the field artillery weapons center and the Batujajar special forces command education center.
5. Making mock ups, catalogs and videos of Industrial products.
6. Market development of communication tools and cast forging products.
7. Implement Technical Assistance (Asnik), both defense and security products and industrial products by the After Sales Service Section in order to resolve customer complaints.

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In addition to the field of defense and security, product development in the industrial business sector is very important to support the acceleration of domestic development. The products produced include industrial machines and heavy equipment such as excavators, agricultural machine tools, railroad hooks, traction motors, generators to marine cranes.

Efforts to innovate cooperation products related to the procurement of defense equipment are not only limited to trade, but also through the transfer of technology method. Utilization of information technology contributes effectively to tasks to be carried out properly (Lamatenggo, 2011). In supporting or increasing the independence of defense and security that is competitive with other countries, PT. Pindad needs full support from the Ministry of Defense as well as good synergy between State-Owned Enterprises for Strategic Industries (BUMNIS) and supporting industries to create a strong defense industry.

World economic growth has the potential to improve, although the risks of tensions in the US-China trade relationship and geopolitical conditions need to be monitored closely because they could affect domestic economic growth and foreign capital inflows. PT Pindad as one of the strategic industries has very good prospects, both for defense and security products and industrial products. The foundations for this include:

1. The government's determination of the National Priority for National Security Stability and Election Success in the 2019 Government Work Plan (RKP), where one of the priority programs is the national regional defense program which targets the achievement of the Minimum Essential Force (MEF) of 68.9% and the defense industry's contribution is 53.8%.
2. Decision of the Daily Chair of KKIP Number KEP/59/KKIP/ VIII/2019 regarding the appointment of Pindad as the Lead Integrator of the Army Military Alpalhankam Daily Chair of the Defense Industry Policy Committee.
3. Directions for synergizing State-Owned Enterprises (BUMN) as outlined in the Regulation of the Minister of BUMN RI Number PER-04/MBU/09/2017 concerning amendments to the Regulation of the Minister of BUMN RI Number PER-03/MBU/08/2017 concerning guidelines for BUMN cooperation and reaffirmed the mandatory inclusion of BUMN synergy in the assessment of the company's Key Performance Indicators.
4. The Tiger Medium Tank for the Combat Vehicle category Number IMLA/TC/RAPUH/010/2019 by the Head of the Feasibility Center (Kapuslaik) of the Ministry of Defense on September 4, 2019. The Tiger Medium Tank is one of the seven priority programs of the Defense Industry that have been realized from seven programs priority of the National Defense Industry to support the independence of artillery rocket technology in Indonesia.
5. Certification of R-Han 122B which is one of the seven priority programs of the National Defense Industry to support the independence of artillery technology in Indonesia.
6. SOE synergies and agreements between Strategic Industrial SOEs (BUMNIS) which are members of the National Defense and Hightech Industry (NDHI) cluster, namely PT Dahana (Persero), PT DI (Persero), PT INTI (Persero), PT Industri Nuklir Indonesia (Persero), PT Len Industri (Persero) and PT Pindad (Persero), agreed to jointly sell products through exhibitions held in Indonesia and abroad.

The Company's strategy is implemented in the right way. Pindad managed to get through this dynamic economic situation by showing a fairly good performance achievement. The strategies that have been carried out to improve the company's performance in 2019 include:

1. Optimizing the use of fixed assets and increasing sales through:
  - a. optimization of production capacity and utilization of production facilities rejuvenation (staged investment).
  - b. Periodic maintenance.
  - c. Seize opportunities for both existing markets and new market penetrations.
  - d. Product development and company business by establishing a business focus that benefits the company.
2. Increased profitability:
  - a. Evaluation of cost of goods sold (variable cost) which is not directly related to sales.
  - b. Optimizing the performance of HR through improving the supervisory system for employees.
  - c. Lower the reject rate.
3. Increasing working capital (working capital):
  - a. Inventory value improvement.
  - b. Repair of accounts receivable and accounts payable.
  - c. Improvements to accrued income.
  - d. Improvement of debt and capital structure.
  - e. Socialization of new and existing products as well as trying to absorb various inputs from users as evaluation material regarding service quality and product quality improvement.
  - f. Intensive communication with key customers by actively evaluating the use of PT Pindad's products.

The company has a goal to survive and increase capacity and long-term performance for the survival and growth of the company in order to support the vision and mission of the company that has been set. Based on the Company's Budget Activity Plan (RKAP), the company's targets are as follows:

1. Better financial performance by strengthening internal control;

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2. Changes and improvements to business processes that support business development;
3. Strengthening of risk management, legal, and internal control functions;
4. Improvement of organizational equipment and optimization of human resources.

**Table 3. Operating Income in 2018 and 2019**

**Pendapatan Usaha (Penjualan Bersih) tahun 2018 dan 2019** (dalam Rp miliar)  
Revenues (Net sales) for 2018 and 2019 (in Billion Rp)

Uraian Description	Anggaran Budget	Realisasi Realization		% Realisasi 2019 terhadap % of 2019 realization to	
		2018	2019	Anggaran Budget	Realisasi Realization 2018
<b>A. Induk Perusahaan Parent Company</b>					
1. Produk Senjata Weapon Product	363,77	359,20	303,52	83,44%	84,50%
2. Produk Munisi Munition Product	1.235,55	858,55	768,53	62,20%	89,51%
3. Produk Kendaraan Khusus Special Vehicle Product	1.289,19	698,83	1.068,87	82,91%	152,95%
4. Produk Alat Berat Heavy Equipment Product	749,97	295,94	291,90	38,92%	98,63%
5. Produk Handakkom Commercial Explosives Product	510,28	466,61	478,51	93,77%	102,55%
6. Produk Tempa, Cor & Alat Perkeretaapian Forging, Casting, and Railway Equipment	395,79	216,78	192,08	48,53%	88,61%
<b>Total Induk Perusahaan Total Parent Company</b>	<b>4.544,55</b>	<b>2.895,91</b>	<b>3.103,41</b>	<b>68,29%</b>	<b>107,17%</b>
<b>B. Entitas Anak Subsidiaries</b>					
	634,68	304,99	295,36	46,54%	96,84%
<b>Jumlah Konsolidasi Total Consolidated</b>	<b>5.179,23</b>	<b>3.200,90</b>	<b>3.398,77</b>	<b>65,62%</b>	<b>106,18%</b>

**Source:** Secondary Data from the Financial Statements of PT Pindad

Realized consolidated sales or operating revenues for 2019 were recorded at IDR 3,398.78 billion or 66% of the 2019 RKAP target, but this success has increased by IDR 197.89 billion or an increase of 6% compared to the realization of consolidated sales in 2018. This increase was driven by operating revenues from Special Vehicle products and Commercial Explosives products which exceeded the 2018 performance.

## V. CONCLUSIONS

In 2019, Pindad's performance was considered quite stable with the achievement of satisfactory operational results. The level of sales and net profit in 2019 was successfully increased. Likewise, the overall performance of Pindad has improved. Global economic conditions are still characterized by uncertainty both in terms of geopolitical and economic aspects, due to the full-scale trade war between the United States and China. The effect on Indonesia itself is a negative effect on foreign currency liquidity in the domestic financial market and risks increasing pressure on the Rupiah exchange rate, especially against the United States Dollar.

The challenges are quite severe in terms of international trade related to the trade war, as well as the dynamics of domestic politics, the national economic growth in 2019 has proven to be sustainable and tends to be stable. Through several appropriate strategies, Pindad has managed to get through the dynamic economic situation by showing the achievement of quite good performance. The strategies undertaken by PT Pindad include: Optimizing the use of fixed assets and increasing sales; Efforts to increase profitability; and Efforts to increase working capital (working capital).

## VI. RECOMMENDATION

In terms of Transfer of Technology, Researchers expect PT. Pindad to continue to maintain the technology that has been obtained through collaboration with FNSS Defense Systems. However, it would be even better if we were able to develop the technology so that it could become a technology work of its own for PT. Pindad.

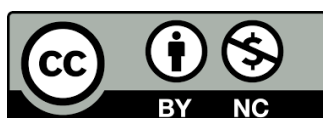
For the Indonesian Armed Forces, researchers hope that the Indonesian Army will rely more on the domestic defense industry in ordering or purchasing defense equipment, so that the domestic defense industry will be more motivated to produce defense equipment in accordance with the TNI's request for MEF (Minimum Essential Force).

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## E-Commerce Transactions Regulation In Indonesia



Hisyam Afif Al Fawwaz<sup>1</sup>, Pujiyono<sup>2</sup>

<sup>1,2</sup>Master of Law, Faculty of Law, Universitas Diponegoro

**ABSTRACT:** Electronic commerce is a transaction model with different characteristics from conventional transaction models, especially with a reach that is not only local but also global in character. This new method can create a business directly or often online. Through this trade transaction, the existing trading concept can be changed to a telemarketing concept, namely remote trading using the internet. Electronic Transaction activities that are attempted through the internet media can penetrate the jurisdictional limits of a certain country. The parties need to agree on the applicable laws in Electronic Contracts made in International Electronic Transactions. Since it was approved in 2008, Law Number 11 of 2008 concerning Information and Electronic Transactions (UU ITE) has at least regulated two important things, namely the recognition of electronic transactions and electronic documents in the law of engagement and the law of evidence, as well as clarity on the classification of prohibited legal acts. related to the misuse of IT (Information Technology) and its criminal sanctions

**KEYWORDS:** Electronic Commerce; Electronic Contracts; Law Number 11 of 2008;

### I. INTRODUCTION

The growth in the use of electronic media does not only have a positive effect in the form of convenience for users to conduct various activities, but also has a negative impact, for example the widespread problem of obscene images that are captured by using cellphones. The growth in the use of electronic media has also brought about a very striking attitude transformation, for example the habit of people to convey the words "Happy Eid Al-Fitr" if in the past they used Lebaran Cards with various beautiful patterns, especially distinguished by photos to be sent to people who are older than those who are older. sent to peers, but at this time, they can send "SMS" via mobile phone.

Law No. 11 of 2008 concerning Information and Electronic Transactions has been promulgated since it coincided on April 21, 2008. The existence of this Law is highly expected by certain groups, among others, to provide a legal basis for electronic transactions so that in this case there is a need for proof of transactions made has been tried, information in electronic media and the printouts can be used as legal evidence. The requirements for electronic transactions in the ITE Law and PP PSTE are still partial because they have not yet reached the main cases in electronic transaction activities, among others, are conditions for overriding the legal provisions of state boundaries (jurisdiction) and harmonization of the legal system for parties carrying out International Electronic Transactions. (Margaretha and Budi 2018)

Thus, the types of factual instruments that have been regulated in Law No. 8 of 1981 concerning the Criminal Procedure Code have experienced an accumulation and expansion of interpretation, this is due to advances in the fields of science and technology. (Hariningsih 2018) Various life zones already use data systems, such as the field of business commerce (e-commerce), the field of learning (electronic education), health (telemedicine), transportation, industry, tourism and the field of government (e-government). The scope and system of data technology, including collection, storage, production process and delivery to and from industry and society is fast and efficient.

The agreement of sale and purchase using the internet network is called Electronic Transaction. (Arsenius 2009) Electronic Transaction is a modern business model that is non-faced (does not introduce business actors physically) and non-sign (does not wear original signatures). (Abdul H. 2007) In the field of trade, technology can also be utilized as the main medium for business activities because of its contribution to efficiency. Trading activities through internet media are known as electronic commerce (e-commerce) or also known as electronic transactions. (Wibowo)

Electronic commerce is a transaction model with different characteristics from conventional transaction models, especially with a reach that is not only local but also global in character. This new method can create a business directly or often online.

Through this trade transaction, the existing trading concept can be changed to a telemarketing concept, namely remote trading using the internet. Electronic Transaction activities that are attempted through the internet media can penetrate the jurisdictional limits of a certain country. The parties need to agree on the applicable laws in Electronic Contracts made in

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International Electronic Transactions. (Anthonius and Dicky 2019) Enni Soerjati Priowirjanto argues that Electronic Transactions are actions of the parties, which are attempted with the aim of giving rise to rights and obligations that must be fulfilled, as a legal consequence of conventions between consumers and business actors that are attempted through electronic media. (Enny 2014)

Data technology crimes are no longer tried individually, but it is in an organized group of people with a wide network and both at the national and international levels. In order to avoid and eradicate the misuse of data technology, which is tried individually or in groups that extend beyond national boundaries, law enforcement efforts are needed through increased cooperation between countries, whether bilateral, regional, or international.

The rapid growth of data and communication technology has given rise to various opportunities and challenges. Advances in science and technology in telecommunications and information technology have contributed to the expansion of the space for transactions for goods or services to cross regional boundaries of a country. (Hendy 2015) One area that is affected by the growth of data technology is the formation of active interactions (relationships) between people or individuals. Data has introduced a new ethic if every party who has data has an instinct that continues to disseminate it to other parties. Likewise, the opposite is the willingness not to expand the data to other parties, it is thought that it does not come from the data community. (Shinta 2009) Nowadays, data exchange has become global, data communities from various parts of the world, talk intensively with each other. Bonds between communities are tried through virtual or cyber data technology (virtual world).

Regarding the issue of dispute resolution in electronic transactions, there is a tendency to choose arbitration forums. It is aimed to protect the reputation of the disputing parties because the arbitration forum's verdict is final and binding and is considered in accordance with the motto of electronic transactions, namely cheap, effective and instant as asserted by Ester Dwi Maghfirah in her article entitled Consumer Protection in Electronic Transactions. (Ester 2007)

## **II. RESEARCH METHOD**

The Normative Method, with a statutory approach, was used to write this article, which shows that a problem will be seen and investigated through a study of the literature and applicable laws and regulations.

## **III. RESULT AND DISCUSSION**

### **1. The Position of E-Commerce in the Perspective of Law Number 19 of 2016 concerning Information and Electronic Transactions**

#### **a. Comparison of E-Commerce**

Comparison of e-commerce in the ITE Law of 2008 with the 2016 ITE Law, where the description of Article 5 paragraph (1) and paragraph (2) of the 2008 ITE Law only says "quite clear" and is not described in more detail. On the other hand, the 2016 ITE Law provides a description of the article, namely, paragraph (1) if the existence of Electronic Data or Electronic Documents is binding and recognized as legal evidence to provide legal certainty for the Implementation of Electronic Systems and Electronic Transactions, especially in evidence and related matters. relating to legal actions attempted through the Electronic System. (Dita and Hendro and Herni 2019)

Verse (2) Exclusive for Electronic Data or Electronic Documents in the form of interception or wiretapping results or recordings that describe part of the wiretapping must be tried in the context of law enforcement at the request of the police, prosecutors, or other institutions whose authority is authorized by law. In Article 45 of the 2008 ITE Law, it is regulated regarding the amount of fines from sanctions contained in Articles 27, 28 and 29. Where Article 28 paragraph (1) relates to consumer losses. In contrast, in the 2016 ITE Law, Article 45 was replaced and 2 articles were inserted, namely Article 45A and Article 45B, where Article 45A deals with consumer losses, namely Paragraph (1) Any person who deliberately and without rights spreads false and misleading news that causes consumer losses in Electronic Transactions as defined in Article 28 paragraph (1) shall be punished with a maximum imprisonment of 6 (6) years and or a maximum fine of Rp. 000. 000. 000, 00 (one billion rupiah). Since it was ratified in 2008, Law No. 11 of 2008 concerning Electronic Data and Transactions (UU ITE) has controlled at least 2 important things, namely the recognition of electronic transactions and electronic documents in the law of engagement and the law of evidence, and clarity of classification of legal acts involved. prohibited related to the misuse of IT (Data Technology) and its criminal sanctions.

With the recognition of electronic transactions and electronic documents in the ITE Law, e-commerce has guaranteed legal certainty. On the other hand, the regulation of legal actions that are prohibited in the use of IT has provided signs to avoid crime in the digital world. After undergoing changes by the Government and DPR RI in October and enacted in November 2016, there have been several significant changes in the new ITE Law (UU Number 19 of 2016). However, the change in the law is considered insignificant for the business world, especially e-commerce. There is only an accumulation of descriptions that confirm Article 5 paragraph (1) of the ITE Law that electronic data, electronic documents, and their printed results are legal facts. (Abdul and Teguh 2006)

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### **b. The Power of Evidence on Electronic Information, Electronic Documentation And Digital Signatures**

Evidence is defined as the process of proving a case accompanied by facts that can be analyzed from a legal point of view to give the judge confidence in making a decision. According to article 1 number 1 of the ITE Law of 2008, Electronic Information is one or a set of electronic data, including, but not limited to writing, sound, pictures, maps, designs, photographs, electronic data interchange (EDJ), electronic mail (electronic mail), telegram, telex, telecopy or the like, letters, signs, numbers, Access Codes, symbols, or processed perforations that have meaning or it can be understood by people who are able to understand it.

Meanwhile, the definition of Electronic Document is contained in Article 1 point 4, namely any Electronic Information that is created, forwarded, sent, received, or stored in analog, digital, electromagnetic, optical, or similar forms, which can be seen, displayed, or heard through a computer or Electronic systems include but are not limited to writing, sounds, images, designs, photos or the like, letters, signs, numbers, access codes, symbols or perforations that have meaning or meaning or can be understood by people who are able to understand them. Electronic information or documents can be used as evidence. Electronic information or documents have the same legal force value as an authentic deed. (Margaretha and Budi 2018)

In Electronic Transactions, the parties can carry out activities without the need to meet each other and be hindered by the boundaries of space, time and geographical area, including in carrying out trading activities or business transactions without having to know each other and without direct meetings between the parties. sellers, buyers and products being traded. The society has a wider range of motion in choosing products in the form of desired goods and services with various qualities and in the desired quantity. (Arsyad 2010)

The Electronic Transaction Agreement undertaken by the parties is not like an agreement in general, but the agreement can be made even without a direct meeting between the two parties, but the agreement between the parties is carried out electronically. (Santhonius 2016)

## **2. How is e-commerce regulated according to Indonesian law?**

### **a. Definition and Legal Basis of Electronic Transactions in Indonesia**

The growth of international trade cannot be separated from the growth of this technology. Therefore, in the efforts of nations to achieve prosperity, technology cannot be separated from these efforts. In Indonesia, this e-commerce phenomenon has been known since 1996 with the emergence of the web <http://www.sanur.com/> as the first online novel store in Indonesia.

Although it is not very well known, in 1996 various websites began to appear that carried out e-commerce. During 1997-1998 the existence of e-commerce in Indonesia was slightly neglected due to the economic crisis, but in 1999 until now it has become a phenomenon that has attracted attention, although it has always been limited to a minority of Indonesians who understand technology.

The legal basis for electronic transactions has been confirmed based on Law No. 11 of 2008 concerning Electronic Data and Transactions (ITE) in April 2008 and it has been responded to the need for legal certainty in the field of electronic transactions. The government stipulates Government Regulation No. 82 of 2012 concerning the Implementation of Electronic Systems and Electronic Transactions (PP PSTE).

PP PSTE is a mandate from the ITE Law which delegates some conditions to be regulated in Government Regulations. Enactment of the regulation of Law No. 11 of 2008 concerning Electronic Data and Transactions and Government Regulation No. 82 of 2012 concerning the Implementation of Electronic Systems and Electronic Transactions so that management, use, and utilization can be carried out comfortably to avoid misuse by observing religious values, social, and cultural aspects of Indonesian citizens, and to protect, maintain and strengthen national unity and integrity based on laws and regulations for the national interest.

### **b. E-commerce Transactions in National Law in Indonesia**

#### **1. Validity of Transaction**

The validity of Electronic Transactions when it is viewed from business law and it is returned to the validity of a contract (agreement) for the Civil Code (KUHPerdata), especially Chapter III concerning engagement. In relation to message information (electronic information), which is the basis for the creation of a contract. Discussing the validity of a transaction, people always want to base it on the requirements in Article 1320 of the Civil Code. In Article 47 paragraph (2) point b of PP No 82 of 2012 it is also stated that an electronic contract is deemed legal if it is attempted by a legal subject who is capable or authorized to represent in accordance with the requirements of the applicable legislation.

#### **2. Binding Power of Electronic Data**

Regarding the agreement in e-commerce that has binding power or not, it is also contained in Article 18 Paragraph 1 of Law No. 11 of 2008 concerning Electronic Data and Transactions, Based on Article 46 paragraph (1) of PP Number. 82 of 2012 concerning the Implementation of Electronic Systems and Transactions, Article 46 paragraph (1) "Electronic Transactions that are attempted by the parties to share legal consequences to the parties".

#### **3. The Use of Electronic Signatures**

Various technological advances are anticipated with the issuance of Law No. II of 2008 concerning Electronic Data and Transactions (ITE). Regulation of Data, Documents, and Electronic Hand Characteristics, is set forth in Article 5 to Article 12 of the ITE Law.

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### **4. Rights and Obligations of the Parties**

The seller or merchant has the right in a transaction. Article 6 of Law No. 8 of 1999 explains the rights of business implementers. Consumers or card holders have the obligations of Article 5 of Law No. 8 of 1999.

### **5. Protection on Consumer**

Nationally, the institution for distributing protection to consumers is Law No. 8 of 1999 concerning Consumer Protection. Indonesia already has laws that provide protection for intellectual property rights such as Copyrights, Patents and Marks, including enacting the Law on Consumer Protection. (Esthalia 2017)

### **3. What are the problems faced in E-Commerce in Indonesia**

Furthermore, the internet does not only have the ability to function and has the ability to solve problems that can be difficult to solve given the complexity of the case as a result of the characteristics of the internet that do not understand national borders (borderless world) and computer technology itself which is very fast changing.

#### **1. Cybertax**

The United States does not control internet trade taxes with an alibi to increase business (Chou, 1999; Erickson, 1999). However, some OECD countries are planning to regulate taxes on the internet. They commented that it is unfair if all people, both capable and incapable of carrying out physical transactions (conventional) are taxed, while people who have access to the internet who have an average income of middle to high income are not taxed. Due to the nature of the internet, which does not understand state boundaries and cannot be controlled, the cases that arise regarding the imposition of taxes on e-commerce are quite complicated, including: who has the right to collect taxes? If there is a cross-border transaction of goods or services, it becomes unclear who is entitled to collect taxes.

In the case of software, the seller in one country can sell and ship the software over the internet to consumers in another country. Buyers can pay using a credit card that is valid worldwide or using cyberscash. So if you use the basis of the seller's country, then the sellers want to move their physical position or it could be their home page domain to a tax haven country. If the tax collector is a consumer country, how will that country know if there is a sale and purchase transaction because what is tucked is a monthly credit card bill to the cardholder. As another reflection, readers of certain magazines or newspapers from outside the country can get it online by subscribing, it is often enough to say the type and credit card number we have been able to enjoy. Meanwhile, if we physically buy the magazine or newspaper, it may be taxable.

#### **2. Audit Trail**

Due to the nature of the internet cannot be controlled and it also enables the anonymity, it can be very difficult to keep track of the transactions that take place. Not only because the transaction process itself can be protected in such a way electronically either with encryption or a password so that not everyone can open it.

Even if there are parties who want to know about it, such as the government as a tax collector, there is another problem behind it, namely the absence of facts on physical transactions as inspection facts. This is possible because both ordering and payment are all done electronically. Even if printed, there is no guarantee that printed information is valid due to the nature of digital documents that can be replaced, duplicated, or even deleted without a trace (Ratnasingham, 1998).

#### **3. Security or secrecy of e-commerce**

Security is often interpreted as secrecy and vice versa. Meanwhile, security is not just a secret but has a broader meaning than the matter. Wilson (1997) argues that e-commerce security includes 4 things, namely: authentication, integrity, non-repudiation and confidentiality.

#### **4. There is no global law that regulates the internet**

The internet that describes global data facilities does not have regulatory features that are accepted by all users. This is due to differences in laws with a local character. For example, in Canada there are already laws that control the privacy issues of consumer information, so there is strict legal action against violators. The same thing is not certain to be found in other countries such as in countries in Asia. On the other hand, there are things that are free in one country but may be prohibited or tightly controlled in another. For example: some countries that carry out strict control over internet usage such as China, violations against it can be subject to punishment and even subversive charges for endangering national security. So the law in one country is not necessarily the same as in another country. Even if there are similarities, there are many gaps to avoid them.

#### **5. Cartel or monopoly**

The manufacturing industry can create a network between suppliers (EDI / intranet) by setting a standard or a certain application to carry out online transactions with it. By joining a system supplied by a particular industry, these suppliers are directly or indirectly "dependent" with the system owner's industry.

This dependence may lead to problems because the owner of the system (manufacturing industry) has the expertise to identify the ins and outs of the suppliers, moreover it could be down to the payment structure of the production. This data would be risky if used to squeeze or even monopolize product sales from suppliers. If we are not careful, this collaboration could turn into a kind of cartel that could limit the supplier from selling their products to other manufacturing industries.



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### 6. Privacy

Whose consumer information? Can it be traded? Oz (1998) thought of this as a gray zone. Canada and Europe have implemented Privacy Laws to protect consumer information, so no party can obtain someone's individual information without their knowledge and permission. Besides, those who have or put consumer information, they cannot disseminate it without the permission of the consumer (Hamblen, 1999).

We can observe this situation intertwined near us. For example, a prospective student who does not succeed in penetrating PTN immediately finds an "invitation" to register or even be accepted at a certain PTS. Where did the PTS know about the individual information of the prospective student? What if the information is misused? So far, this matter is considered normal because there are no regulations or laws that control the use of personal information. (Achjari 2000)

## IV. CONCLUSIONS

It is necessary to carry out law enforcement efforts through increasing cooperation between countries, both bilaterally, regionally, and internationally because it is aimed to prevent and eradicate the misuse of information technology that is carried out individually or in groups that transcend national borders. The rapid development of information and communication technology has created various opportunities and challenges. One area that is influenced by the development of information technology, is the occurrence of active interactions (relationships) between individuals or individuals. Information has introduced a new ethic that every party who has information has an instinct that always spreads it to others. Likewise, the desire not to disseminate information to other parties is considered not to come from the information community. Today's information exchange is worldwide, information communities from various parts of the world communicate with each other intensively. Relations between communities are carried out through cyber information technology or cyber (virtual world).

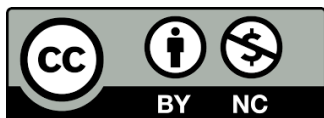
Since it was approved in 2008, Law Number 11 of 2008 concerning Electronic Information and Transactions (UU ITE) has at least regulated two important things, namely the recognition of electronic transactions and electronic documents in the law of engagement and the law of proof, and also clarity on the classification of prohibited legal actions related to misuse of IT (Information Technology) and criminal sanctions.

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## **Humanistic Buddhism and Asian Entrepreneurship**

**Lung-Tan Lu**

Fo Guang University



**ABSTRACT:** This study proposes Buddhism researcher may apply case study method in combing business management and fundamental Buddhist concepts, such as: five precepts and ten virtues, three good four giving, dependent origin, middle way, twelve karma, three seals, four noble truths, six degrees Four photographs, to enlarge the scope of Buddhism research. It is our aspiration to utilize case studies and literature research to establish the "Manual for Entrepreneurs of Human Buddhism" in order to give entrepreneurs Dharma guidance. We also propose a fourth type entrepreneur in the future: Entrepreneurs of Humanistic Buddhism. Their core value is social responsibility and The Three Good: (1) doing good deeds in the body, (2) speaking good words, and (3) having good thoughts in the heart.

**KEYWORDS:** Humanistic Buddhism, Dharma, Entrepreneurship, Etic, Emic

### **INTRODUCTION**

Venerable Master Hsing Yun said: "We also hope to make a "Life Book" for human Buddhism, from birth, school, adulthood, to marriage, entrepreneurship, and even Old age, sickness, and death can all be guided by the Dharma, and can successfully complete one's life in the Dharma. " in the article of Human Buddhism Returns to the Buddha's Embrace. (Hsing Yun, 2016). I have been teaching entrepreneurial management in a Buddhist university for a decade. It is my anticipation to compile a guidebook for humanistic Buddhist entrepreneurs, who can complete their entrepreneurial journey in supporting humanistic Buddhism.

### **THEORY AND CONCEPT**

Lu (2012) once put forward the cross-cultural measurement point of view of etic or emic in the study of international enterprises. The previous literature of cross-cultural research can be divided into two categories when we apply the perspective. The first one is to adopt the etic perspective, which mainly follows the Western entrepreneurial theory to prove Eastern entrepreneurs also have the similar characteristics. Chen and Wu (2007) found that four conceptual dimensions of entrepreneurial psychological and behavioral traits: (1) autonomy and self-discipline, (2) social networking, (3) innovation, and (4) leadership and communication after adopting the etic perspective. They also use the biographies of junior entrepreneurs to do content analysis, and the self-developed Chinese entrepreneurial suitability scale as a research tool for Chinese entrepreneurs' psychological and behavioral characteristics. It is found that five most important characteristics of junior entrepreneurial role models are: (1) Corporate Ethics and Social Responsibility, (2) Achievement Motivation, (3) Perseverance, (4) Social Network Relationships and (5) Leadership Communication Skills. The results are approximately similar to that found in Western studies. However, one exception is rarely mentioned in western research: Taiwan entrepreneurs generally have highly social responsibility and moral requirements. In cross-cultural research, the etic perspective tends to search for common ground in dissimilarity, and the conclusions often show that Taiwan's research results are consistent with Western theories, and sometimes there are a few differences. However, using etic perspective can not give explanation properly why eastern samples utilizing the western theory has exception (Lu, 2012).

Second stream of the cross-cultural scholars adopts the emic perspective, trying to explain Confucian culture as the root of the characteristics of Chinese entrepreneurs. (Chien, Chou, and Cheng, 2015) It is found that three stages in this process: (1) personal identity, (2) entrepreneur role identity, and (3) collective social identity which share the similar core values with different forms of appearance due to diverse ecological factors. It is found that the formation and transformation of entrepreneurial connotation can be traced back to the traditional value of Chinese self-cultivation and the same core value. This study moderately explains the differences in entrepreneurial research that adopts the emic perspective described above: from cultural differences. Therefore, they proposed a model of missionary identity with entrepreneur development by using emic perspective.

When Western scholars explain the cultural implication of entrepreneurship, their groundwork mainly comes from Weber's (1958) "The Protestant ethic and the spirit of capitalism". In this book, the rise of the West is attributed to the "Protestant Ethics" after the Reformation. Nearly thirty years later, Yu (1987) published "The Religious Ethic and Mercantile Spirit in Early Modern China" to discuss the spirit of Chinese merchants and explore the relationship between merchants and Neo-Confucianism with the

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rise of the merchant class in the Ming and Qing Dynasties. The characteristics of Chinese entrepreneurs often contain social responsibility and the Confucian cultural concept of honoring their ancestors (Song, 1993, Hsieh, 1994). However, after the Sinicization of Buddhism, the concepts of Buddhism, Taoism and Confucianism have long been mixed and profoundly rooted in Chinese people's hearts, and it is not easy to launch a clear causal relationship with quantitative evidences. Moreover, religious research has always been based on case studies and conceptual establishment (Eisenhardt, 1989).

Hu (2013) discussed the entrepreneurial story of Wu Xiuqi, the founder of Tainan Textile and the leader of Tainan Gang Enterprise Group by using case study method. In the case study, he expounded the relationship between Mr. Wu Xiuqi, the first generation of Taiwanese entrepreneur from the province after the war, of religion, morality and business philosophy. It is found: (1) The case presents the religious belief of both Confucianism and Buddhism, and the moral values of accumulating virtue, repaying kindness, and keeping promises; (2) practicing Buddhism through the Pure Land method, and the purpose of practice is to make vows in the world, put people first, and symbolize Buddhism and employ Confucianism; (3) The success or failure of an enterprise depends on people. In fact, doing business is also about being a gentleman. Those who want to become Buddhists must become adults initially. Therefore, this study proposes to utilize some basic Buddhist concepts proposed by Master Hsing Yun in the article "Humanistic Buddhism: Holding True to the Original Intents of Buddha Foreword", such as: Five Precepts and Ten Kindnesses, Three Goods and Four Giving, Dependent Origination, Middle Way, Twelve Causes and Conditions, Three Dharma Seals, Four Noble Truths, Six degrees and four shots, and so on. Further research can employ case studies and interviews to construct a "Human Buddhist Entrepreneur's Handbook" in order to provide Dharma guidance for entrepreneurs.

It is our purpose to accomplish what Venerable Master Hsing Yun said: "Inherit the future generations with the endless lamp, realize the nature of the mind with the self-nature Buddha, seal the Buddha's Dharma with the three methods, control the faith with the Four Noble Truths, penetrate the dharma realm with the five methods, enter the Buddha land with the six degrees gate, and enter the Buddha country with the seven The enlightenment factor develops wisdom and is fully realized with the Noble Eightfold Path" (Hsing Yun, 2016). These basic Buddhist concepts are introduced as follows: Firstly, "Five Precepts" include (1) the freedom not to infringe upon the lives of others and respect their right to exist (not to kill); (2) the freedom to not infringe upon the wealth of others but to respect their freedom to possess wealth (not to (3) Do not infringe on the body and reputation of others and give freedom to dignity (not commit adultery); (4) Do not infringe on the reputation of others, do not self-promotion to gain the beliefs of others, do not belittle others, do not spread rumors Respect the freedom of others' credit (not lying); (5) Do not take narcotics, drugs, food that is harmful to the mind, or food that allows humans to harm each other, this is the freedom to respect one's own health (no alcohol, no drugs) . (Hsing Yun, 2016)

Secondly, "Ten Goodness" refers to the absence of "killing, theft, sexual misconduct", etc., including (1) the absence of "false speech, flattery, double tongue, and evil words" in the mouth; (2) the absence of "greed, hatred, and ignorance in the heart" "Wait the three poisons. Thirdly, "Three Good" includes (1) doing good deeds in the body (that is, goodness), (2) speaking good words (that is truth), and (3) having good thoughts in the heart (that is, beauty). Fourthly "Four Giving" refers to the four immeasurable hearts of compassion, joy and equanimity, including (1) giving people confidence, (2) giving people joy, (3) giving people hope, and (4) giving people convenience.

Fifthly "Four Great Vows" includes (1) boundless vows to save sentient beings: when a Zen practitioner begins to practice, he must make a vow to save all sentient beings in order to let go of his ego, that is, his selfish ego and arrogant self. It is for the sake of saving sentient beings, and also vows that all sentient beings can save the suffering of life and death through the Dharma, stay away from upside-down dreams, and finally Nirvana; (2) Endless afflictions and vows to cut off: To save sentient beings, one must first remove afflictions from oneself and then help others to get rid of afflictions. In the path of suffering and silence of the Four Noble Truths, the suffering of life and death is caused by afflictions. The afflictions of life come from the individual's physical, psychological and social relations and external environment, among which the afflictions are fundamentally derived from psychological afflictions. One of the best ways to get rid of afflictions is to the willingness to make a vow to end troubles; (3) Infinite vows to learn the method: As a method of personal practice, one should choose a method to practice deeply, but there must be countless methods in the practice of any method. To save oneself and save others, Zen practitioners must learn innumerable methods; (4) The supreme vow of the Buddhist path is fulfilled: Zen practitioners use countless methods to make a vow to cut off afflictions. Yes, the ultimate goal is to vow to become a Buddha.

The sixth "six degrees and four steps", of which "six degrees" are the six cultivation methods practiced by bodhisattvas in Mahayana Buddhism who want to become Buddhas: generosity, precepts, patience, diligence, meditation, and wisdom. The "Four Captures" method is a convenient method to save people with skill and wisdom. Because the foundations and needs of sentient beings are different, they can be divided into: (1) Giving and taking, which is convenient for giving, and using no-giving. The heart comes to impart truth (dharma giving) and charity (wealth giving) (Hsing Yun, 2016).

There are three types of almsgiving: (a) Wealth giving: Giving money to help the poor; (b) Dharma giving: Showing people the truth with the law; (c) Fearless giving: Relieving misfortunes and freeing us from fear. (2) Love language photography, according to the nature of all living beings, good words and comforts, so that a dear heart is attached to the Bodhisattva to receive the Tao. There are three kinds of love language: (a) consolation language: to those who are sick or suffering disaster or terror, use gentle

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and loving language to comfort and encourage him, so that he can be comforted spiritually; (b) happy language: Give praise and affirmation to a person's strengths or good deeds, make him more confident, and inspire him to develop in a good place; (c) Victory language: a language that can increase victory and gain. (3) Benevolent action refers to benefiting sentient beings with good deeds of body, speech and mind, so that sentient beings have a loving heart and accept the teachings. There are three types of benefits: (a) Benefiting in the present world: persuading sentient beings to practice the Dharma, they will obtain great wealth in this world, and even all benefits and pleasures in the world; (b) Beneficial actions in the future: all beings gain great benefits and pleasures in this world, and persuade them to give up great wealth, to spread the great renunciation, and even become a monk, so as to benefit the future generations; (c). (4) Colleagues take photos, colleagues are convenient to follow, convenient to turn, convenient to follow, common interest, peers, equal interest, equal and equal. We need to be able to stand in the position of all beings, sharing suffering and happiness with all beings, and being able to observe all beings with the eyes of wisdom, to give them the most suitable teaching, and to easily guide them into the Buddha Way. (Hsing Yun, 2001, 2016)

Additionally, Venerable Master Hsing Yun also pointed out that "such as Dependent Origination, the Middle Way, the Twelve Causes and Conditions, the Three Dharma Seals, the Four Noble Truths, and even the Cause and Effect, Karmic Retribution, Five Precepts, Ten Kindnesses, Six Degrees, and Four Precepts, etc., all can truly stabilize people's body and mind, and then solve the problem and the supreme truth of life, life, death, and life" (Hsing Yun, 2016). If further researchers can assemble a simple and easy-to-understand manual for humanistic Buddhist entrepreneurs, they can "pass down the generations with the endless lamp, realize the nature of the mind with the self-nature Buddha, confirm the Buddha dharma with the three methods, control the confidence with the Four Noble Truths, and penetrate the five methods. In the Dharma Realm, enter the Buddha land through the door of six degrees, develop wisdom through the seven enlightenment factors, and complete the realization through the Noble Eightfold Path". It should be along the lines of the "Four Camera" method and employ the convenient method to save sentient beings. Venerable Master Hsing Yun also said: "In the conduct of Buddhism, don't care too much. In terms of righteousness, it is like the Three Dharma Seals, the Four Noble Truths, the Six Degrees, the Eightfold Path, the Twelve Causes and Conditions, and Karma. By simplifying Buddhism, maybe in the future, Buddhism will become more common development." It can be seen that the construction of the Humanistic Buddhism Entrepreneur's Manual is in line with the future expansion direction of Humanistic Buddhism (Hsing Yun, 2016).

Schumpeter (1934) proposed that "entrepreneurs are innovators" because they create appropriate responses to various changes in the economic environment, which drive economic development. Entrepreneurial spirit lies in their ability to organization founders who incorporate resources, create unprecedented business models or opportunities, and truly engage in the innovation process meet the entrepreneurial spirit defined by Schumpeter, also known as entrepreneurs. However, since the concept of "entrepreneur" was put forward, organizational behavior scholars have explained their entrepreneurial behavior from the personality and behavioral characteristics of entrepreneurs.

Looking back at the literature of entrepreneurs, it is found that researchers have gradually changed their focus from specific external factors of the early "who are entrepreneurs", to "what entrepreneurs do", and then to abstract internal factors of the recent "why entrepreneurs show these behaviors" (Chien, Chou, and Cheng, 2015). In addition, it is summarized that scholars' definition of an entrepreneur includes the following five main elements: (1) innovation, reform and creation; (2) taking risks and responsibilities with high uncertainty; (3) planning and managing new organizational capabilities; (4) resource integration capability; (5) take the lead over competitors. (Chien, Chou, and Cheng, 2015).

The dimensions of entrepreneurial psychology and behavioral traits can be divided into: (1) autonomy and self-discipline: attach importance to self-management, self-discipline and self-affirmation; (2) social network: participate in various social group activities in formal and informal ways to expand interpersonal relationships; (3) Innovation breakthrough: have ambition and be able to propose innovative and unique concepts or products; (4) Leadership communication: can take the initiative to communicate well with others, coordinate and cooperate and lead others. (Chen and Wu, 2007)

Fauchart and Gruber (2011) analyzed entrepreneurs to understand the relationship between their organizational characteristics in the early stage of entrepreneurship and the self-identification of entrepreneurs. It is found that entrepreneurs can be divided into Three types: (1) Darwinism, (2) Community type, (3) Mission type, they found that these three types have significant differences in three aspects: entrepreneurial motivation, self-evaluation method and focus. Firstly, the basic entrepreneurial motivation of Darwinist entrepreneurs is to improve the financial status of individuals or organizations. They value the professional ability of themselves and members of the organization, and believe that only goods or services that have a competitive advantage over their competitors are profit guarantees. The core value of Darwinist entrepreneur's organization lays in leading industry competitors. Secondly, community-based entrepreneurs, they attach importance to the use of innovative products and services to drive social progress and profit from this virtuous circle, and the core value of the organization is to endorse the progress and growth of the industry. Thirdly, mission-oriented entrepreneurs, their main motivation for starting a business is to implement their personal values and ideas in society. They hope to realize their personal ideals and visions through the establishment of organizations or enterprises. They pay attention to the ideas and spirit behind the organization's goods and services. They improve society through the organization's operations and achieve their personal vision and mission (Chen and Wu, 2007).

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### CONCLUSIONS

Venerable Master Hsing Yun also pointed out that "such as Dependent Origination, the Middle Way, the Twelve Causes and Conditions, the Three Dharma Seals, the Four Noble Truths, and even the Cause and Effect, Karmic Retribution, Five Precepts, Ten Kindnesses, Six Degrees, and Four Precepts, etc., all can truly stabilize people's body and mind, and then solve the problem and the supreme truth of life, life, death, and life" (Hsing Yun, 2016). How to guide and stimulate these entrepreneurial characteristics under the basic concepts of Humanistic Buddhism will be the future research directions. We propose a fourth type entrepreneur in the future: Entrepreneurs of Humanistic Buddhism. Their core value is social responsibility and The Three Good: (1) doing good deeds in the body, (2) speaking good words, and (3) having good thoughts in the heart.

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## **Writing News Texts Ability through Approach Audiovisual Media**



**Surastina<sup>1</sup>, Effrina Yuricki<sup>2</sup>**

<sup>1</sup>STKIP PGRI Bandar Lampung

<sup>2</sup>Universitas Indraprasta PGRI

**ABSTRACT:** This research aims to improve the ability to write news texts through a process approach with audiovisual media students of class VIII D MTs Negeri 1 Lampung Timur. This research method is a Class Action Research method (CAR). Data collection techniques in observational research, documentation, and tests. Observation data analysis techniques and news text writing tests. Based on the analysis of observational data there is the ability to write news text through a process approach with student audiovisual media in cycle I which is 69.72 with a classic success indicator average score of 56.25%. In cycle II it is 71.87% with an average value of classical success indicators of 87.5%. Cycle III is increased by 80.62% with an average value of classical success indicators of 87.5%. Based on the results of the study concluded that there is an increase in the ability to write news texts through a process approach with audiovisual media students of class VIII D MTs Negeri 1 Lampung Timur.

**KEYWORDS:** Writing Ability, News Texts, Process Approach, Audiovisual

### **INTRODUCTION**

Writing is one of the last language skills and skills mastered by language learning after listening, reading, and speaking. Writing is a communication activity in the form of sending messages (information) in writing to other parties by using writing as a tool or medium. Writing is the activity of conveying a message (idea, feeling, or information) in writing to another party. In writing, language activities involve four elements, namely the author as a messenger, or the content of the writing, the medium of writing, and the reader as the recipient of the message.

As one aspect of language skills, writing or composing is a complex activity. The complexity of writing lies in the demand for the ability to organize ideas, thoughts, knowledge, and experiences in a logical and also logical manner. It presents in a variety of written languages and other writing rules. However, behind its complexity, writing promises enormous benefits in helping to develop the power of initiative and creativity, confidence and courage, and habits and abilities in finding, collecting, processing, and organizing information.

Various forms of writing have been studied in school but in reality not a few students have difficulty in writing learning. The cause of students not liking to write is because they feel talentless and do not know how and what to write for. This reason is inseparable from the learning experience experienced by students in school. The learning experience experienced by students in school can not be separated from the teacher factor. Generally, teachers are not prepared to be skilled at teaching it. Writing learning should receive special attention from language teachers.

The author made observations on MTs Negeri 1 Lampung Timur directly. Based on these observations, the author saw that the learning of writing given only his theories. Teachers only use conventional learning (teaching techniques commonly used in the learning process) or one-way learning such as lecturer methods, Question and Answer method, and practice. This results in students experiencing saturation of the material provided by the teacher and also because the teacher does not use the learning media. Therefore, the role of teachers as facilitators is very important in choosing approaches and learning media that are very suitable for learning the ability to write news texts.

Based on the documentation of learning outcomes, English lessons on the basic competence of writing student news texts are still less than optimal. They are less able to develop themes and do not conform to the systematic writing of news texts. To achieve successful learning, the use of approaches and media in learning is essential. The learning approach is the path that will be taken by teachers and students in achieving instructional goals for a particular instructional unit. The learning approach is carried out by the teacher to explain the subject matter from one part to the other-oriented to the experiences that students have to learn new concepts, principles, or theories about a field of science.

## **Writing News Texts Ability through Approach Audiovisual Media**

Learning media can be understood as everything that can convey and channel messages from sources in a planned manner to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively. Audiovisual media is a medium that involves the senses of hearing and vision at once in a process. Audiovisual media is equipped with voice and image equipment functions, such as motion movies sound, television, and video. The implementation of learning to write news text in this study uses the process approach and audiovisual media that is video. In learning to write news, students are directed to watch actual news videos that occur in Indonesia. Students observe record real events that occur, and report those real events into writing based on the process approach. In optimizing the learning outcomes of writing news texts, an approach with learning media is needed that emphasizes the activities and creativity of the students. Efforts to increase the activity and creativity of such students by using a process approach with audiovisual media because the process approach focuses on active and creative student engagement in the learning process.

### **FRAME OF THEORY**

#### **Learning Approach**

The approach is a process, a creation, or a way of approaching. It is also said that an attitude or view about something is usually an assumption or a set of assumptions that are interrelated while the method is a procedure to achieve a predetermined goal. In language teaching, methods are used to state a thorough framework of the learning process. (Iskandarwassid and Sunendar, 2013:40) According to Wiranataputra in Iskandarwarssid and Sunendar (2013: 6), learning strategy is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve certain learning goals and serves as a guideline for teaching planning and teachers in planning and carrying out learning activities.

The approach can be interpreted as our starting point or point of view towards the learning process. The term approach refers to the view of the occurrence of a process whose nature is still very common. As stated by Roy Killen in Sanjaya's writings (2006: 127), noting there are two approaches in learning, namely: (1) teacher-centered approach and (2) student-centered approach.

The learning approach can mean learning that seeks to improve students' cognitive, affective and psychomotor abilities in message processing so that learning goals are achieved. In learning about such learning approaches, one can see student organizing, teacher-student positions in message processing, and the acquisition of abilities in learning. The approach of learning with student organizing can be done with individual learning, group learning, and classical learning (Dimiyati & Mudjiono, 2002: 17).

The above opinion continued by Dimiyati & Mudjiono (2002: 17), states that the learning approach can mean learning that seeks to improve students' cognitive, affective, and psychomotor abilities in message processing to achieve learning goals. In learning about such learning approaches, one can see student organizing, teacher-student positions in message processing, and the acquisition of abilities in learning. Learning approaches with student organizing can be done with individual learning, group learning, and classical learning.

#### **Process Approach**

In his writings, Sagala (2013: 76) states that a process approach is a teaching approach that allows students to participate in living the process of discovery or drafting a concept as a process skill. This approach is motivated by the concepts of learning according to the theory of Naturalism-Romantic (pressing to student activity) and cognitive gestalt theory, emphasizing complete understanding and unity.

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The process approach emphasizes the process aspect as a writer goes through for real. As a process, writing is not merely pouring ideas on paper. The author of course went through certain steps to create writing (Zemach and Rumisek in Zainurrahman, 2013: 8). In other words, this approach emphasizes the aspect of the process by which an author creates his writing in which the processes are not linear but recursive.

Mukmin (2010:364) suggests that the process approach is management that focuses on active and creative student engagement in the learning process. In learning Indonesian this approach is very suitable to be used. In learning that is done and also directed how to obtain learning outcomes or how the process of achieving learning goals that are expected to be fulfilled. According to Tompkins quoted by Mukmin (2010: 362), formulating five steps of writing activities using a process approach, namely: prewriting, drafting, revising, editing, and Publishing.

#### **Learning Media**

In Arabic, the media is the intermediary or delivery of a message from the sender to the recipient (Arsyad, 2013: 3). According to Criticos quoted Daryanto (2010: 4), media is one component of communication, namely as a messenger from communicator to the



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communicant. According to Daryanto (2010: 4), learning media is an intermediary means in the learning process. Supported by Munadi (2013: 7) stated also that the medium of learning can be understood as everything that can convey and channel messages, help, reinforce teaching materials, to stimulate students' thoughts, feelings, attention, and interest in the learning process. One of the many learning media is audiovisuals.

According to Djamarah (2010: 124), audiovisual media is a media that has sound elements and image elements, this type of media has better capabilities because it includes both types of media, namely auditive and visual media. While according to Munadi (2013: 8) audiovisual media is a medium that involves the senses of hearing and vision at once in a process.

### **Functions and Benefits of Learning Media**

In the learning process, media has a function as a carrier of information from the source (teacher) to the recipient (student). According to Sudjana and Rivai (2013: 2), the benefits of teaching media in the student learning process include:

- a. Teaching will attract more students so that it can foster learning motivation.
- b. The teaching material will be clearer in meaning so that it can be better understood by the students and allow students to master the purpose of teaching better.
- c. Teaching methods will be more varied, not solely verbal communication through the speech of words by the teacher so that students do not get bored and teachers do not run out of energy, especially if the teacher teaches for every hour of lessons.
- d. Students do more learning activities, because not only listen to the teacher's description, but also other activities such as observing, doing, maneuvering, and others.

### **Writing News Text**

Tarigan (2008:4) reveals that writing is a productive and expressive activity. Authors should be skilled at utilizing graphology, language structure, and vocabulary. Writing is a communication activity in the form of sending messages (information) in writing to others using written language as a tool or medium (Dalman, 2014: 3). Supported by Suparno and Jonah (2012: 25) revealed that writing can be defined as a message delivery activity (communication) by using written language as a tool or medium. Based on some of the opinions of the experts above it can be concluded that writing is pouring one's thoughts, ideas, and feelings to produce writing in the form of a message that wants to be conveyed to others in the form of writing or text.

Text is a set of language units, both oral and written, of a certain size, a specific meaning, and a specific purpose. The text is systematic and has an orderly structure, with elements which if there is a change in one of the elements it will have a systemic impact (Zainurrahman, 2013: 128). Text as an expression of language that according to content, syntax, pragmatics is a unity. A good text should express the ideas or images that exist in life.

According to Romli (2003:35) news is the fastest report of an event or event that is factual, important, and interesting to most readers and concerns the interests of those who are viewed by the media as subject to be newsworthy. Supported by Mondry (2008: 133), states that news is information or reports that attract the attention of the consumer community, based on facts, events, and or ideas (opinions), arranged in such a way and disseminated by the mass media promptly.

Based on some of the expert opinions above, it can be concluded that the news text is a set of language units, both oral and written, with a certain size, certain meaning, and a specific purpose based on facts that present information clearly and concisely obtained from the activity of reporting something.

## **METHODOLOGY**

The procedure in this research is based on the concept of Class Action Research (CAR). According to Sanjaya (2009: 26), CAR can be interpreted as the process of assessing learning problems in the classroom through self-reflection to solve the problem by performing various planned actions in real situations and analyzing every influence of the treatment. Classroom action research is how a group of teachers can organize the conditions of their learning practice, and learn from their own experiences (Wiriaatmadja, 2005:66). According to Kunandar (2011:70-76) research involves four aspects, namely the preparation of plans, actions, observations, and reflections.

Furthermore, Kunandar (2011: 70) said that the four aspects of the activity are called one cycle of problem-solving activities. If the first cycle has not shown signs of change in the direction of improvement of quality improvement. In this study, the data collection techniques used were observation, documentation, and tests.

## **RESEARCH INSTRUMENTS**

### **Conceptual Definition**

The conceptual definition refers to the tendency to respond consistently to either liking or dislike of an object. Attitude instruments aim to know the attitude of learners towards an object.

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### Operational Definition

The operational definition of a variable is a clue to how to measure a variable. The definition of a variable operational is "A definition based on the properties of things that can be observed or observed and can be measured (Edi Kusnadi, 2008: 60). While according to other sources "The definition of Operational variable is everything in the form of anything set by the researcher to be studied so that information about it is obtained, then concluded". (Sugiyono, 2008:60) Based on the above definition, it can be concluded that variables are the object of research that we will examine, and in this study, there are three variables, such as free variable, bound variable, and instrument validation.

### Free Variable

An operational definition is a definition based on the properties of observable things. While a variable is something that can have various values or something that varies. (Sugiono, 2008:39). Free variables are variables that affect or are the cause of their change or the onset of bound variables. (Nurgiyantoro, 2010:305-306)

The final grades obtained by students are processed using the following formulas:

$$Final\ Score = \frac{Score\ Obtained}{Maximum\ Score} \times 100$$

While the percentage of learning success of writing news text is calculated with the following formula:

$$PS = \frac{Total\ of\ students\ get\ \geq\ 75}{Total\ of\ students} \times 100$$

Description:

PS: Percentage of Success

Based on the minimum criteria of mastery learning (*KKM*) of English at VIII D MTs Negeri 1 Lampung Timur, the students were said to pass the learning of English if the score was more than or equal to 75.

### Bound Variable

An operational definition is a definition based on the properties of observable things. While bound variables are variables that are affected or that are a result because of the existence of free variables. (Sugiyono., Ibid, h. 39)

### Instrument Validation

Triangulation involves two teachers. Test writing news text using audiovisual media. Complete problem package with Student Worksheet. Observations were made during the study, which was assisted by two teachers.

### Data Analysis Techniques

The technique used in this study uses a written test technique, which is to obtain data from the test results each cycle. This written technique is used to find out the ability of learners in writing news texts. All collected data is processed through stages: data reduction, data tabulation, and data collection. Djwandono (2008:73) states that in general writing tests can be held on a limited and free basis. The test is said to be limited if the writing of the test taker is limited to certain restrictions. The limitations are in the form of themes, problems, and titles that have been set. Furthermore, on the free writing test, participants can determine for themselves what they want to write, and how to arrange their writing with signs that have been set to a minimum. Therefore, the writing test used in this study is a writing test through process approaches and audiovisual media. The goal is that students can write news text easily, because of the help of words and images that exist in audiovisual media. Student competency results are assessed and results of writing student news texts. To analyze observation data, the reviewer prepared an observation format to find out the ability of students to write news texts.

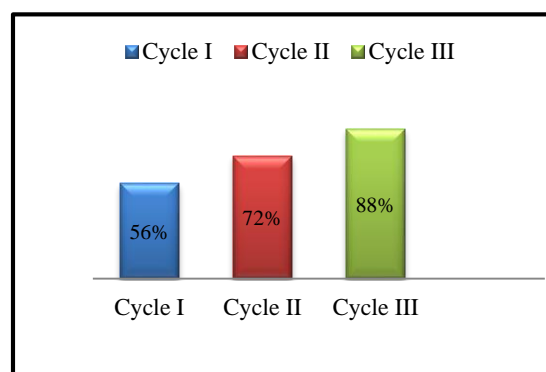
## RESULT

Based on the results of research conducted by the author, the process approach with audiovisual media can improve students' ability to write news texts. Based on the results of recapitulation of improved news text writing skills through a process approach with the audiovisual media of students of class VIII D MTs Negeri 1 Lampung Timur and each action in cycle I, cycle II, and cycle III, obtained results in cycle I of 2231 with an average of 69.72, from 32 students who obtained grades  $\geq 75$  only 18 students with classical completion of 56.25% or 56%. In cycle II the ability to write news text through a process approach with student audiovisual media there was an increase in grades of 2357 with an average score of 73.65 or from 32 who obtained a grade of  $\geq 75$ , namely 23 students with a classical completion of 71.87% or 72%. In cycle III the ability to write news text through a process approach with student audiovisual media there was an increase in grades of 2580 with an average score of 80.62 or from 32 who obtained a grade of  $\geq 75$ , namely 28 students with classical completion of 87.5% or 88%.

## Writing News Texts Ability through Approach Audiovisual Media

**Table 1. Results of Writing News Text Ability through Approach with Audio-Visual Media in Cycle I, Cycle II, and Cycle III**

No	Students	Cycle I	Cycle II	Cycle III
1	AKA	75	77	79
2	AY	63,5	53,5	79,5
3	AKG	77,5	80	66
4	ANA	76,5	76,5	82
5	AKJ	53	55,5	78,5
6	AH	75	77	78
7	ASP	79	78	84
8	AAS	80	79	85,5
9	DFAK	57,5	55	76
10	ER	75,5	81,5	83,5
11	FAS	77,5	83	85
12	FD	60	62,5	65
13	FBN	75	80	90
14	FET	76,5	81	79
15	GFF	60	75,5	88
16	IMP	77,5	76,5	82
17	KAA	76,5	80	82,5
18	KS	62,5	60	90
19	MAZ	80	77	80
20	MABW	75	80	85,5
21	MHM	67,5	79	76
22	NDM	53	55,5	86
23	RAD	66,5	76	80
24	RA	55,5	78	85
25	RHA	81,5	58,5	69
26	SNA	76	74	80
27	SEM	75	83	84
28	SC	61,5	61,5	90
29	WRA	65	80	66,5
30	WAR	54	86,5	75
31	YAS	67,5	77,5	88
32	ZF	75	79	81,5
Total		2231	2357	2580
Average		69,72	73,65	80,62
Students get $\geq 75$		18	23	28
Average Percentage of Classic Completions		56,25%	71,87%	87,5%



Improvement of Learning Results of News Text Writing Ability in Cycle I, Cycle II, and Cycle III

## Writing News Texts Ability through Approach Audiovisual Media

### DISCUSSION

Based on the graph data above, it can be seen that from 32 students only 18 students achieved the maximum completion criteria or obtained a grade of  $\geq 75$  with an average score of the percentage of student completion in cycle I of 56.25% or 56%. In cycle II the ability to write news texts through a process approach with audiovisual media students Of Class VIII D MTs Negeri 1 Lampung Timur there was an increase that is from 32 students increased to 23 students who achieved the maximum completion criteria with the average score percentage of student completion in cycle II increased by 71.87% or 72%. In cycle III the ability to write news texts through a process approach with audiovisual media students of Class VIII D MTs Negeri 1 Lampung Timur can increase from 32 students increased to 28 students who achieved maximum completion criteria with the average grade percentage of student completion in cycle II increased by 87.5% or 88%.

It can be concluded that there is an increase in the ability to write news texts through the process approach with audiovisual media students of Class VIII DMTs Negeri 1 Lampung Timur. Therefore, researchers assume that in cycle III, namely Class Action Research (CAR) about the ability to write news texts through a process approach by posting audiovisual media students of class VIII D MTs Negeri 1 Lampung Timur has been successful and no longer needs to be held the next cycle.

The cycle I process is focused on learning to write news texts based on the steps of writing news text that is through a process approach. In cycle I of 32 students there were 18 students whose grades met the criteria of mastery learning (*KKM*) and 14 students whose grades had not reached the specified criteria. In cycle II of 32 students, there are 23 students whose grades meet the criteria of mastery learning (*KKM*) and 9 students the grade has not reached the specified criteria, because students who have not reached the *KKM* have not been able to pour their ideas into good sentences because of the lack of vocabulary, the organization of writing is not systematic, the use of language and spelling is not yet appropriate. In cycle III the researcher explains in-depth the steps of writing a news text, the researcher provides examples of news through audiovisual media with different themes to interest students, while explaining some important things in the news that must be recorded by students. Then the researchers also reviewed the steps of writing news texts.

### CONCLUSION

From the observation results, there are advances in the learning process through the process approach with audiovisual media, students look more concentrated, ask questions, are active, and are enthusiastic during the learning process. Improvement in student learning outcomes occurs after several actions, ranging from the preparation stage of writing news texts, news text writing activities, revising writing, editing writing, and publishing the results of writing. The results of the analysis of data on the news text capabilities of students of class VIII D MTs Negeri 1 Lampung Timur through a process approach with audiovisual media there is a significant increase in the action in each given cycle.

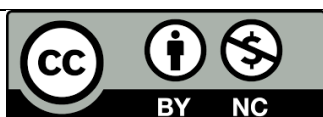
The process approach collaborated with audiovisual media should be applied in learning to write news texts, because it can help students in exploring ideas in news texts by following the steps in the process approach. For teachers, the results of this study can be used as an alternative to learning to write news texts through a process approach with audio-visual media.

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## **The Government's Role in Dealing with West Kalimantan Forest Fires**



**Rasidar<sup>1</sup>, Indah Sulisdiani<sup>2</sup>, Elyta<sup>3</sup>, Chainar<sup>4</sup>, Akhmad Rifky Setya Anugrah<sup>5</sup>**

<sup>1,2,3,4,5</sup> Faculty of Social and Political Sciences, Universitas Tanjungpura

**ABSTRACT:** Cases of forest and land fires have become a regular every year during the hot season. West Kalimantan is one of the places prone to forest fires. Geographically, West Kalimantan is largely covered with peat soil, which creates a significant risk of forest fires each year. Using a regional community model, local actors can have a rapid influence on policymaking. Forest fires in West Kalimantan are not a simple problem to solve. Special handlers, it is intended, would collaborate with many stakeholders, most notably the community. The method used in this study is a qualitative method with a literature study design and phenomenology. In qualitative research, the researcher should not influence the situation and social interaction between the researcher and the subject/informant being studied, even between the subjects being studied. The interactions between the individuals under study must occur in the context, not the technical researcher. The government strategies are already in place to address West Kalimantan's development challenges. West Kalimantan's development concerns have harmed the physical environment, notably decreased air quality caused by smoke density, which reduces vision. It obstructs transportation by altering the physicochemical and biological qualities of soil, altering the microclimate owing to plant loss, and even contributing to the greenhouse effect on a global scale. Several of the recommended actions for dealing with land fires and the impact of smoke for the prevention and control of land fires may be accomplished by revitalizing the KPA, including boosting community awareness, skills, and competence in fire prevention initiatives.

**KEYWORD:** Government, Forest Fires, West Kalimantan

### **I. INTRODUCTION**

Cases of forest and land fires have become a regular every year during the hot season. Fires that burn forests and land are caused by two factors, namely purely natural causes and human actions. The fire spread to the surrounding area, devouring forest wood and plants in the forest. Fire is a form of a nation's dilemma that requires serious attention. This fire event brought adverse consequences to various aspects, such as politics, natural beauty, economy, ecology. In addition, the impact of the forest and land fires is an excessive cost for state and regional revenue expenditure budget. Moreover, it also caused health threats due to air pollution.

Forest fires wreak havoc on public education by restricting students and teachers from participating in normal school activities due to health concerns, particularly those associated with upper respiratory infections [1]. Forest fires are one type of disturbance that is becoming more prevalent. The impacts of forest fires are numerous, including the destruction of forest ecosystems, specifically flora and fauna, disruption of soil fertility, disruption of public health in areas affected by forest fires, and disruption of the land, sea, and air transportation due to air pollution, most frequently caused by fire smoke. The forest fires created a smoky cloud that spread across country borders, including those of Malaysia and Singapore.

West Kalimantan is one of the places prone to forest fires. Geographically, West Kalimantan is largely covered with peat soil, which creates a significant risk of forest fires each year. According to the BNPB, 140 forest fires occurred in West Kalimantan in 2016, with the majority occurring in ten city districts, including Kota Pontianak, Mempawah, Landak, Bengkayang, Sanggau, Sekadau, Sintang, Melawi, Kapuas Hulu, and North Kayong Regencies [2]. Around 600 hectares of peatland were burned in West Kalimantan this year, with Kota Pontianak and Ketapang districts accounting for the majority of fires [3].

The fires of 2015 were started by people and worsened by El Nio's dry climate conditions [4]. Land burning is also used to clear agricultural land (for example, to plant oil palm) due to its low cost and simplicity [5]. Until 2017, 150 hotspots were spotted on the Terra, Aqua, and SNNP observation satellites [6], with the number of hotspots continuing to grow in West Kalimantan — held by private plantations, local communities, and national parks. Because peatlands are flammable and grow rapidly, they pose a hazard to the settlements of populations located near hotspots [7]. Despite these measures, forest fires continued to burn in West Kalimantan until 2018. The forest fires were particularly intense, with 887 hotspots in West Kalimantan, resulting in major smoke and material losses [8]. This can be aggravated further by the Covid-19 epidemic, which has the potential to deteriorate the

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community's predicament if forest fires continue to burn [9].

Each level of the hierarchy has a role according to its function in the elaboration of policies that will be carried out and facilitates the implementation of a policy at each agency, bureaucratic level starting from the department level (central government), to the executive level in the field [10]. The role of the West Kalimantan government in tackling forest fires already exists. This can be seen from several agencies that help in controlling forest fires.

Several obstacles hinder the West Kalimantan provincial government in resolving land fires, such as the division of tasks between the local and district governments is still unsettled, inadequate facilities in dealing with land fires, the level of people's awareness of forest fires are still shortcoming, the rules are not sufficient to solve forest fires, while the number of hotspots in West Kalimantan is increasing and expanding.

Using a regional community model, local actors can have a rapid influence on policymaking [11], [12]. Forest fires in West Kalimantan are not a simple problem to solve. Special handlers, it is intended, would collaborate with many stakeholders, most notably the community. The government has taken several measures to combat fires, including the implementation of several policies. It is simply that these approaches have not been effective in resolving the problem of forest fires in West Kalimantan. As a result, the government and neighboring communities must optimize measures to ensure that forest fires do not recur.

## II. RESEARCH METHOD

The method used in this study is a qualitative method with a literature study design and phenomenology. In qualitative research, the researcher should not influence the situation and social interaction between the researcher and the subject/informant being studied, even between the subjects being studied. The interactions between the individuals under study must occur in the context, not the technical researcher.

The qualitative research method is a research method that focuses on a more in-depth introduction to a problem in general. This research method prefers to use in-depth analysis techniques, namely examining problems on a case-by-case basis, because qualitative methodologies believe that the nature of one problem will be different from the nature of other problems. This study uses a qualitative descriptive method. The theory used is the theory of top-down implementation and is suitable to be applied to a structured bureaucracy level in a government agency.

## III. RESULT AND DISCUSSION

### III.1 Forest fires

According to the Minister of Forestry's Certificate No. 195/Kpts-II/1996, Forest Fires are defined as the occurrence of forest fires that resulted in the destruction of wood, trees, and other forest products, resulting in losses to numerous sectors such as the economy and the environment. Forest fires are a contributing factor to the growing number of natural resource destruction incidents. Forest and land fires create environmental harm by contaminating natural resources, namely water, and air, and then causing havoc on the forest's flora and fauna as ecosystems.

Government strategies are already in place to address West Kalimantan's development challenges [13]. West Kalimantan's development concerns have harmed the physical environment, notably decreased air quality caused by smoke density, which reduces vision. It obstructs transportation by altering the physicochemical and biological qualities of soil, altering the microclimate owing to plant loss, and even contributing to the greenhouse effect on a global scale. The physical environment's effects include a decline in biodiversity, disturbance of natural life, disruption of organic matter production, and disruption of decomposition processes. Additionally, the pollutants and pollution produced by forest and land fires intensify the flames' consequences on neighboring nations like Malaysia and Singapore, which share a border with Indonesia. Humans cannot control the spread of this smog because the pollution spreads following the blowing wind. The effects of this include:

#### Health and Environment

Additionally, dense fog is produced by forest fires that have spread to neighboring Southeast Asian nations, and the carbon emissions connected with these fires contribute to climate change [14]. The effects of forest and land fires on human health and the environment are numerous. Forests and burnt areas will become barren and damaged, resulting in the loss of habitat for the forest ecosystem's flora and wildlife. Along with the smoke produced, it creates a slew of concerns for human health and the environment. According to the Environmental Protection Agency in the United States of America, the air is dangerous due to fog problems if the smog exceeds the limit of 80 parts per billion (ppb) or 0.5 parts per million (ppm) ozone (the primary component of pollution), or if it exceeds 53 parts per billion (ppb) nitrogen dioxide or 80 parts per billion particulate matters. Smog pollution is harmful to humans and can even induce respiratory diseases such as emphysema, bronchitis, and asthma [15].

#### Economy and transportation sector

Meanwhile, the consequences are no less severe than those associated with the economic sector. Along with the substantial financial investment required to resolve these issues, the size of the impact on the community's social and economic situations is also rather considerable. Forest and land fires, on a theoretical level, are a negative external form of burning and land. Indirectly, the detrimental impact of these fires lowers the cost of extinguishing operations. Adverse external influences will have an indirect effect on people's

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economic actions.

The community, particularly the borderland areas, must be prepared to deal with this [16]. Providers of these services will require more funding to maintain transportation operations [17]. Due to the smoke and haze, the land, sea, and air transportation sectors have been significantly impacted. Because the primary transportation disruption is caused by a loss of visibility, it has an effect on travel safety. The primary use of visibility data is for aircraft landings and takeoffs. Thus, if forest and land fires contribute to increased fog, which impairs vision, aircraft will be delayed or perhaps canceled.

### **Transboundary Pollution**

The practically annual land and forest fires in Indonesia, as well as the haze that engulfs Malaysia and other Southeast Asian countries, have resulted in an escalating political constellation. In Malaysia, the Democratic Action Party, the country's main opposition, staged a protest outside the Indonesian embassy in Kuala Lumpur. According to the party, the haze is endangering the economy and health of millions of Malaysians. They urged ASEAN to act [18]. This also poses a threat to people, particularly to the health and economic well-being of small groups along borders and in villages [19].

### **Policy Strategy**

Lots of studies on the political economics of natural resource management in Indonesia emphasize the critical role of good forest and land governance in enhancing forest sustainability and strengthening community welfare [20]. Smog, which wreaks havoc on Indonesia and neighboring nations, is caused by forest fires. To resolve this, the root cause of the problem must be addressed first. As a result, methods and regulations for forest fire management in Indonesia must be prioritized and given specific attention in order to mitigate the deleterious impacts of smoke and haze. All relevant parties must implement a strategy and policies involving technological initiatives, which must be backed up by proper policies. Existing policies must be permanent and capable of being applied effectively. In an era of globalization, sophisticated technology can aid in the suppression of current forest and land fires, as well as the government's proactive response to these disasters.

## **III.2 Efforts That Have Been Done in Handling Forest Fires**

Cooperation to deal with forest fire cases has been carried out by the Provincial Government of West Kalimantan. Researchers conducted observations using the theory designed by Moekijat about the steps in working together.

### **Coordinate between related parties**

Coordination between related parties, for example, by conducting a meeting between the Environment Agency of West Kalimantan Province as the secretariat with the Central Forest and Land Fire Control of West Kalimantan Province. The conference aims to develop a strategic plan for handling forest and land fires in a forest and land fire control system.

### **Carry out official meetings between related parties**

Coordination meetings at the provincial level were held in detail and continually, with representatives from the Indonesian Army National Army, the Indonesian Air Force National Army, the Ministry of Forestry, the Regional Police, and the Health Service in attendance. Each agency is assigned tasks depending on their functions in responding to forest and land fires. Meanwhile, the Provincial Government of West Kalimantan and the City's Regency Government have not maximized the effectiveness of their meetings. This may be seen in the slow response to land fire situations as a result of a collaboration that has not demonstrated maximal response.

### **Make notification letters to related parties**

Make a notice letter on the Forestry Service's handling of forest and land fires to many agencies and institutions involved in the prevention and management of forest and land fires, particularly in the Regency and City areas. Additionally, notice letters are sent to firms that are associated with the forestry sector. The purpose is to inform the public of forest and land fires. Additionally, the Government of West Kalimantan and the Forestry Service sent different ads to the public, including booklets, slogans, and banners.

### **Communication through intermediaries**

The Provincial Government of West Kalimantan and the City Regency Government facilitate communication through a variety of means, including the internet, smartphones, and telephones. This was reflected in broadcast announcements issued by the central Bareskrim (Indonesian National Police-Criminal Investigation Agency) prohibiting forest and land burning. The Bareskrim Sentra socializes through posted messages and the production of jargon, adverts, and websites that include information about the prevention and management of land and forest fires, as well as photographic evidence. Additionally, the Explanation Task Force is responsible for monitoring rumor in both electronic and print media.

## **III.3 Causes of Weak Coordination between West Kalimantan Provincial Government and Regency/City Government**

### **Supervision is not optimal**

Supervision is a critical management function that plays a critical role in ensuring that work is completed in accordance with the required standards. However, maintenance has not been carried out properly because coordination between related parties is not optimal in dealing with forest and land fires, resulting in a weak government supervision system in dealing with the increase in hotspots in the Regency, if the level of supervision carried out by the Regency/City Government is taken into account. Because with oversight, the government would be aware of irregularities, fraud, waste, mismanagement, leakage, and other issues relating to the



## **The Government's Role in Dealing with West Kalimantan Forest Fires**

forest and land fire challenge.

### **Less intensive communication**

Coordination involves effective communication as well since well-established contact has a favorable effect on the implementation of operations. Nonetheless, communication between West Kalimantan's administration and district governments in coordinating the management of forest and land fires has not been optimized. This occurs as a result of a lack of instructions from the provincial government to the regional administration regarding their responsibilities for forest and land fire management. This problem contributes to the district authority's lack of connection with the West Kalimantan province government. Governments need to communicate effectively. This can also be enhanced by the use of more advanced communication technologies [21].

### **Lack of awareness level coordination**

Forest and land fire management continues to be coordinated by the Regency and City governments, as well as the West Kalimantan government. Coordination provides a place for both sides to exchange information or innovations in order to resolve the conflict at hand. However, due to a lack of cooperation between the Regency Government of the City and the Provincial Government of Kalimantan, this coordination has had little effect in overcoming forest and land fires.

### **The level of participation is not up to standard**

Participation entails taking an active position in the organization, accepting responsibility, and working toward common goals. The participant's involvement must be based on the notion of accountability and active participation in the group. The City Regency's Regency Government creates a group or institution by enabling locals to prevent forest and land fires through the formation of fire fighting groups. These institutions are concerned about flames and other hazards. Due to a lack of training, facilities, and infrastructure, as well as insufficient financial arrangements, this group has been unable to organize, resulting in the group underperforming during forest and land fires.

### **Inadequate rules, facilities, and infrastructure**

The difficulties with processes for forecasting and responding to the forest and land fires are a result of a lack of budgetary resources available to Regencies and Municipalities to address land and forest fire situations. The Environmental Impact Management Agency, as one of the authorities tasked with preventing forest and land fires in the Regency, acknowledges that funding requests to the Regional Government are always denied. Whereas the money is utilized to replace outdated firefighting equipment with more modern equipment. This has complicated field implementation since the sensors utilized lack advanced technology and have inhibited collaboration between the West Kalimantan Provincial and City Regency governments.

### **Inconsistent political policy**

The political will of the Regency and City Governments is evaluated inconsistently in handling forest and land fires and handling haze disasters that occur in Regency. This happens because the resources, facilities, and infrastructure to support forest and land fire management are very limited, causing a mismatch of political commitments in the Regency and City Governments.

### **Another problem factor that becomes an obstacle**

The Kalimantan fires are largely a consequence of the government's disorganized reaction to land use concerns [22]. Another source of contention is the provincial government of West Kalimantan's inability to coordinate with the Regency City government. Coordination is also somewhat impeded. Nonetheless, the provincial government of West Kalimantan should commit to coordinating forest and land fire protection. The article is not a significant impediment to coordinating the response to forest and land fires because the government should be required to prioritize raising and prospering citizens, which were established as the primary goals of the state in the body of the 1945 Constitution in response to the forest and land fires. There is a serious problem in the district, city district, and West Kalimantan province that must be rectified soon. Each dry season, the air quality in certain regions of West Kalimantan deteriorates more. There is constantly haze in West Kalimantan as a result of forest or field fires. This drop spread to the national and ASEAN levels as well.

This extremely concerning situation necessitates the participation of the public in order to prevent forest and land fires from reoccurring, in addition to the government's efforts, such as the zero-burning policy, so that the rules that have been established and are already effective can reduce existing deviations, making it easier to control in a patterned manner and to punish those who breach them. The fire care group is one of several grassroots initiatives backed by the government aimed at preventing forest and land fires in nine sub-districts surrounding the Pontianak airport, the incident's regional epicenter.

## **IV. CONCLUSION AND RECOMMENDATIONS**

The frequent land fires in Rasau Jaya Subdistrict are caused by locals who continue to burn their land to clear it for agricultural purposes. Unfortunately, intentionally burning on abandoned or undeveloped property is not a priority for the community, resulting in big fires. The community is expected to work together and independently on prevention and control measures, with the backing of community groups and the government. And for the purpose of forming the Fire Care Group (KPA), which is still being carried out by the community, KPA is only a formality that serves simply to carry out orders. Thus, it is believed that KPA will be able to carry out its primary responsibilities and activities related to the prevention and management of land fires in the future. Some burnt regions have economic possibilities, while others are unproductive and abandoned. At the moment, people are focused exclusively

## The Government's Role in Dealing with West Kalimantan Forest Fires

on battling flames on property with economic potential, ignoring the prevention and management of fires on unoccupied land. This undoubtedly requires special attention in order to raise the consciousness of all stakeholders, particularly the community. The assumption that unoccupied land is not vital for fire prevention is incorrect. The belief that unoccupied property has no economic worth, the low popularity of land ownership, and psychological ties that vacant land does not need to be conserved are all obstacles that must be addressed together.

Several of the recommended actions for dealing with land fires and the impact of smoke for the prevention and control of land fires may be accomplished by revitalizing the KPA, including boosting community awareness, skills, and competence in fire prevention initiatives. Preventing land fires and smoke through education and socialization, improving facilities and infrastructure for fighting land fires for residents, increasing residents' ability to manage land devoted to agriculture without burning (0 burning agriculture) through direct field practice in field schools, developing primary merchandise (commodity) agriculture that is suitable for and meets the requirements of peatlands, and establishing coordination between the government and the private sector.

Increasing the community's and community's role in preventing and overcoming land fires requires the government's commitment and strong coordination, particularly in the implementation of events and activities that contribute to the achievement of the required final objective, notably reduction and even extinction of this land fire event. Therefore, resolving this conflict must begin with the fight that started it, which includes increasing community awareness and education about the impact of land fires, increasing residents' ability to manage land properly, increasing residents' skills in overcoming land fires, and improving facilities and infrastructure for overcoming land fires. Additionally, the creation of agricultural goods appropriate for peatlands. Agriculture is tried on this peatland with the use of a zoning scheme. It is the conversion of peatland to productive agricultural land that is managed in accordance with the land's categorization. Its application to residential areas and agricultural activities involving seasonal food crops should be evaluated. Because peatlands are technically more beneficial as protected places, it is vital to focus agriculture toward species with high protection values, such as community rubber plantations. Finally, we need to promote and prepare together for the planning process, software development, and activity assessment, as well as the synergy of government policies that use the inherent potential of people. As a consequence, it is possible to determine what will occur that is relevant to the community's ambitions and conditions, optimizes programs, and minimizes the chance of failure while attempting to apply the severe zoning system. is the conversion of peatland to productive agricultural land that is managed in accordance with the land's categorization. Its application to residential areas and agricultural activities involving seasonal food crops should be evaluated.

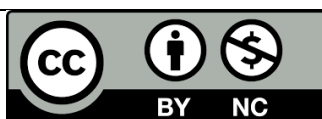
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## The Murders in the Rue Morgue by Edgar Allan–Poe: A Content Analysis in the Context of Archetypal Approach



May R. Estrera, MAT<sup>1</sup>, Gilda E. Deguma, Ed.D.<sup>2</sup>, Aurelia R. Estrera, MA<sup>3</sup>

<sup>1</sup>Teacher III, Estancia National High School, Estancia 5017, Iloilo

<sup>2</sup>Associate Professor V, Northern Iloilo Polytechnic State College, Estancia 5017, Iloilo

<sup>3</sup>Associate Professor I, Northern Iloilo Polytechnic State College, Estancia 5017, Iloilo

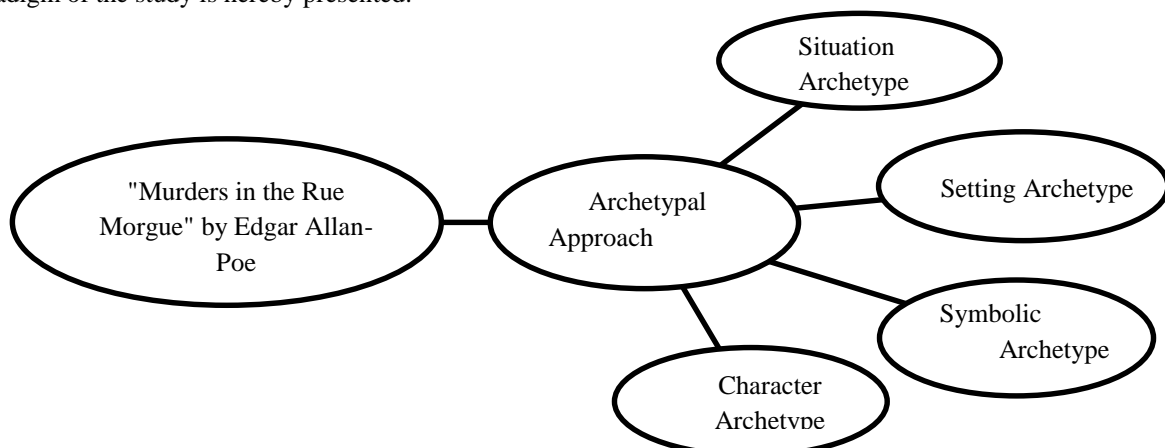
**ABSTRACT:** This qualitative descriptive research aims to analyse the story *The Murders in the Rue Morgue* by Edgar Allan Poe using the Archetypal Theory in terms of Situation Archetype, Setting Archetype, Symbolic, and Character Archetypes. A researchers made questionnaire validated by three jurors was used to analyse the story. Under the Situation Archetype, it was revealed that each character in the story has passed different passages that made their roles in the story. With this, the story was able to become more interesting and appealing to the readers. Setting archetype presented the adventures and risks in the lives of the characters as they search for truth behind the mystery murder. It revealed the significance of each setting in the wholeness of the story and unveiled the fact that the story is about alliance and adventure. The Symbolic Archetype presented the substance of the story when given deeper understanding. The symbols present in the story contain meanings that answer why and how things were given important functions. Lastly, the Character Archetype presented the real identity of the characters especially when put under situations they cannot control. It projected composure, violence, and fear. It presented the ways of men when they have the world with them and when everything is against them.

**KEYWORDS:** *The Murders in the Rue Morgue*, Edgar Allan Poe, content analysis, archetypes,

### I. INTRODUCTION

Literature in its simplest term deals with the ideas, thoughts of man's aspirations, dreams, loves, grief, and experiences written in imaginative and beautiful language (Abing, 2007). It means not only what is written but what is voiced, what is expressed, in whatever form – in which comic strips, speeches, photographs, movies, and music all huddle beneath the literary umbrella (Krystal, 2014). The researchers chose to conduct this study because understanding this literary piece by Edgar Allan Poe would provide more knowledge about the genre and the approach used in the story. Content analysis also uses critical thinking skills.

*The Murders in the Rue Morgue* by Edgar Allan Poe, known as the first detective short story, was found by the researchers interesting and worthy to be studied and is hoped to boost the interest of the readers to analyze a story, as well as stir the aesthetic appreciation on literature. The deeper a person tries to understand what he or she reads, the more values and realizations he or she gets. This study aimed to analyse the story *The Murders in the Rue Morgue* by Edgar Allan-Poe using the four branches of Archetypal Theory such as: A. Situation Archetype, B. Setting Archetype, C. Symbolic Archetype, and D. Characters Archetype. The paradigm of the study is hereby presented:



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## II. METHODOLOGY

### Participants

The participants in the study were the researchers, and the three corroborators who were Master's Degree holders and experts in the field of literature. These three corroborators substantiated and confirmed the claims of the researchers, being the first to analyse the literary piece.

### Research Design

This study is a descriptive-qualitative research, specifically content analysis on the following: Character, Setting, Situation and Symbolic Archetypes. Descriptive research is one in which information is collected without changing the environment. It is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation (Posinasetti, 2014). Content analysis is a research method for studying communication artifacts.

### Materials and Instrumentation

A researchers-made questionnaire was used as a guide in the analysis of the story.

### Data Analysis Procedure

The researchers focused on the analysis of a pioneer detective fiction story. The data were submitted to the three corroborators upon the recommendation of the research panel to verify and substantiate their claims for the analysis.

## III. RESULTS

Edgar Allan Poe's *The Murders in the Rue Morgue* contains archetypes that travelled into the unconscious minds of the readers. Aside from the fact that it is one of the pioneer detective stories, it depicts different personalities of characters when faced into uncontrolled situations. The analysis of the story in the context of the Archetypal Approach is hereby presented.

### A. SITUATION ARCHETYPE

**The Quest.** One of the most often traced archetypal patterns is that of the quest (or search) by the protagonist (or hero), who must leave her/his home, travel into unfamiliar territory, meet a guide, endure dangerous situations and adventures, reach the object of her/his quest, gain important new knowledge, and return home with that knowledge to share with others. The pursuit of solving the mystery crime that happened in the Rue Morgue caught the interest of Dupin and his friend, the narrator.

Since Dupin was known to be a private person, his primary goal upon hearing the crime was to test his ability. So he left his ignorant self and went out with his friend to try to solve the crime. At first, they went to the crime scene, a building that was rumoured to have women with serious illness. It was their first time to do an investigation in a crime scene. As the story progresses, Dupin and his friend became more curious about who or what had caused the death of the women. Later on, he was able to solve the bizarre crime.

**The Fall.** The Fall was ultimately labelled on the diminution of the Chief of Police's self-confidence. As a member of a formerly very popular family, Dupin was able to get acquainted with the rich, famous, and well known people even though he does not really like it that much. The Chief of the police was recognized as one of the best in their field. He had solved a lot of crimes and gained the respect of the people within their area. He had much pride in himself until Dupin solved the mystery of the murders in the Rue Morgue.

### B. SETTING ARCHETYPE

#### Summer

*Summer symbolizes adventure and alliance.*

The story was introduced to have happened on a summer night in Paris, France. It represents the adventures of Dupin and his friend towards the unravelling of the mystery on the murders in Rue Morgue. Also, it symbolizes friendship, when, during summer, the narrator met August Dupin in a bookstore and was fond of him. He knew that Dupin is an intelligent man and eager to be his friend.

*Summer represents youth.*

The murder story represents youthfulness or the childhood of its genre. As the pioneer mystery story, and the first murder story of Edgar Allan-Poe, it brought out a new taste of reality fiction in literature. The short story started quite unpredictable since mystery was its genre.

#### Night

*Night represents darkness, death and mystery.* It was a night that the lives of Mrs. L'Esplanaye and her daughter ended. It was the moment the orang-utan entered their room. It was dark and cold and the animal has nowhere to hide. As a result, it climbed

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up the pole and entered the room where the women were at since the room during that time was the one emitting light and attracted the attention of the animal. Due to the fright brought by the ugly face of the animal, the women shouted in terror. The animal panicked and made his last resort and killed the women.

### **Streets**

*Streets on cities are often seen as rivers, flowing with the current of life which refers to the people who are walking or strolling along the streets or through vehicles.*

In a particular part of the story, as Dupin and his friend were walking in the streets of Paris, his friend was able to realize how brilliant Dupin was. While they were down the dirty and long street, a fruit-seller bumped into Dupin's friend which was a proof that streets are usually busy and full of diverse people. Some try to make a living while some just walk around observing things.

## **C. SYMBOLIC ARCHETYPE**

### **Window**

*Windows represent gateway and an opportunity.* In the story, one of the windows in the room of the victims became the entryway of the murderer, the orang-utan. The beast went inside by the window when it saw the light coming from the room.

### **Books**

*Books mean man's intelligence and ability to communicate.* Dupin was introduced as a guarded and private person who was fond of reading rare books. Looking back into the first part of the story, when the narrator starts introducing the main character, it was mentioned that Dupin likes books. They met in a bookstore while they were looking for a particular book, a book that was rarely read, a book of value that only intelligent and patient minds would give time to read. As a member of a well-known family, Dupin had more time spending with reading books than socialize with people around him. He reads and thinks a lot, that even his friend was amazed of how extensively he had read and asked Dupin to live with him for he is sure that Dupin would greatly love his fine books.

Although they had lived together, they do not talk too much. They think about the things they have read and sometimes, share perceptions. Dupin is a person honed by books, for his love for books sharpened his mind.

### **Four**

*Four as an archetype means woman, mankind (four limbs), and square (material stability).*

Four, plays a significant symbol in the story, where two women were found dead on the fourth floor of an apartment (building). The figure became vital since it is in the crime scene. Four clearly signifies women who were the focus and victims of the crime. The setting of the murders is connected with the gender of the individuals residing in the room. The apartment building, symbolizing the material of stability, became the sanctuary of the women as they tried to live and survive. They have been living in the apartment for years and did not socialize with people.

### **Hands**

*Hands represent ones absolute manipulation of the world around them.*

The absolute manipulation in the story is the strength of the orang-utan. With his hands, he strangled, grappled, threw and killed two fragile women. With his hands, he maneuvered a severe crime, which is the focus of the story.

## **D. CHARACTER ARCHETYPE**

### **Dupin as the Hero**

*The hero is one of the main story characters. He is the mana personality and the defeater of evil dragons. Basically, he represents the ego and is often engaged in fighting the shadow, in the form of dragons and other monsters. The hero is, however, often dumb as a post. He is, after all, ignorant of the ways of the collective unconscious.*

The story is about the bizarre murders that happened in Paris. And in Paris, Dupin and his friend lived. August Dupin was rated as the hero of the story for he possesses the mana personality. Not precisely that he had fought with the dragons, but he was able to pin point what was behind the mysterious killings that had helped the police solve the crime even though he was the type of person who does not like to blend with people that much. Dupin was a very private person. He preferred to be alone, with books to feed his mind and soul. Also, he did not like mingling with people. He was selective when it comes to friends and was just very observant. But when the day the crime broke out, Dupin and his friend, whose main agenda was only to try solve the crime and measure their intelligence unintentionally, have given a lot of help to the police.

### **Orang-Utan as the Beast**

*Orang-utan symbolizes the beast which represents the wild human trope.*

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The orang-utan in the story portrayed the archetype of the beast or the wild human trope. Its appearance is somewhat human, yet brutish in nature and more frightening than that of an ordinary human.

While the orang-utan was straying at the streets of Paris, all it wanted is a place to stay and probably play. Given that the animal is from the wild, it is eager to go back to where it came from. But then when a light from a room struck his attention, the animal decided to go up the pole and enter the room and ended up killing the women.

### IV. DISCUSSION

The Archetypal Approach evaluated the hidden symbols and collective consciousness present in the story *The Murders in the Rue Morgue* and associated it to reality. The researchers compared and synthesized the analyses of the corroborators if there were similarities in their interpretations with that of the researchers. The following were the findings of the study:

#### A. Situation Archetype

**The Quest** is the pursuit of solving the murders of Mrs. L'Esperance and her daughter.

**The Fall** was represented by the ridicule the Chief of the Police had after his disappointment to the fact that none in their league was able to crack the mystery of the gruesome murder.

#### B. Setting Archetype

**Summer** is the symbolism of adventure, youth, and vigour. It represented the enthusiasm of the main character and his friend on the mystery crime.

**Night** symbolized darkness, death, and mystery. It was in a hot summer night when the murder happened along with the mystery of who or what was the murderer.

**Streets** were the symbolism of path, fertility, and crowd.

The place where Dupin and his friend lived was near the streets.

Also, the mystery murders happened in the apartment located at Rue Morgue which is one of the famous streets in Paris. It can be considered fertile for it consists of diverse people sharing thoughts, mingling with each other, and earning for a living.

#### C. Symbolic Archetype

**Window** represented gateway and opportunity. It was the symbol that is connected to the entrance of the orang-utan to the room of the victims. Also, it gave an opportunity to the investigators to successfully solve the heinous crime.

**Books** symbolized the ability of Dupin to read minds by carefully analyzing facial expressions and gestures. His intelligence and knowledge was very broad like how extensively he has read.

**Four** had the representations of women, mankind (four limbs), and square (stability). Square signified stability that represents the apartment where the victims live. In addition, the apartment corresponded to the financial stability of the persons residing in that place.

**Women** who carried the symbol four were the individuals killed by the animal. During the murder, individuals, specifically policemen and neighbors came rushing at the apartment to give help, as what mankind or rational beings should tend to.

#### D. Character Archetype

The **orang-utan** symbolized the wild human trope. It may look similar to a human but is untamed, undomesticated, and irrational. Its massive size, big long arms, brutish nature, and frightening appearance caused fear to the victims. It embodied the wild and uncontrollable side of men.

**Dupin** portrayed the hero, being able to solve the mysterious murder in the Rue Morgue.

### CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, it can be concluded that Edgar Allan Poe used different archetypes in his short story *The Murders in the Rue Morgue*. Furthermore, the archetypes in the story revealed were interpreted using the four Branches of Archetypes such as Situation, Setting, Symbolic, and Character Archetypes. The story has many archetypes that gave a deeper meaning in the story and which depicted realities of life. Also, with these archetypes, important parts of the story were given emphasis and appreciation. The story itself is thrilling but with archetypes, it became way more interesting.

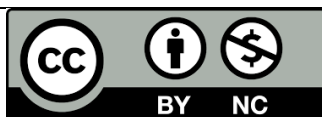
It is therefore recommended that this story will be used as a literary sample in the teaching of literature subjects. Literature teachers could use this analysis as a reference material in their class and that research studies of this kind may be done by future researchers.

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## **The Impact of Marketing Knowledge on Corporate Brand Image with Mediating Role of Service Marketing Innovation: Evidence from Alexandria Water Co.**



**Islam Ali Ibrahim Mohamed Abode<sup>1</sup>, Prof. Dr. Alaa El-Gharbawy<sup>2</sup>, Dr. Shaymaa Farid Fawzy<sup>3</sup>, Dr. Mohamed Abdelkader AbdelHamid<sup>4</sup>**

<sup>1,3,4</sup>The Arab Academy for Science and Technology & Maritime Transport, Alexandria, Egypt

<sup>2</sup>Alexandria University

**ABSTRACT:** The purpose of this research is to empirically investigate the relationship between Marketing knowledge and corporate brand image with mediating Role of Service marketing innovation in Alexandria Water Co. The objectives of This research are to investigate how Marketing knowledge affect corporate brand image, to examine how Marketing knowledge affect Service marketing innovation, to identify how Service marketing innovation affects corporate brand image, to investigate the mediation role of Service marketing innovation between Marketing knowledge and corporate brand image and to develop a framework for the relationship between Marketing knowledge and corporate brand image in Alexandria Water Co. using structural equation modelling. The methodology will be based on quantitative analysis by using a questionnaire tool to gather required data and structural equation model analyses (SEM) using AMOS software version 25. The main conclusions drawn from this study are the direct effect between marketing knowledge and corporate brand image is statistically significant, the direct effect between marketing knowledge and service marketing innovation is statistically significant, the direct effect between service marketing innovation and corporate brand image is statistically significant. Finally, the study found that the service marketing innovation mediates the relationship between marketing knowledge and marketing knowledge.

**KEY WORDS:** Marketing knowledge, corporate brand image, Service marketing innovation.

### **INTRODUCTION**

It is undeniable that there is significant knowledge revolution in the field of information specifically through the last few decades which has raised the question of ". Who has the knowledge, owns the creative strength and competitiveness? In addition, modern organizations look at knowledge as the solid base for the concept of innovation, creativity and development. In addition to that, they always seek achieve effectiveness, efficiency and outstanding performance. due to that factor, it is seen that the organizations continuously develop its objectives and products that satisfy the needs and desires of consumers in the target markets based on that, it is necessary for organizations to gain the renewable knowledge and compose an intellectual capital of high value which gives organizations a great competitive and effective advantage in light of knowledge economy and the feedback of the market status. (Abu Fara, 2004)

The phrase, "We live in a service economy," has become ubiquitous. Everywhere in the world, the service sector is growing, such that it accounts for 70 percent or more of the gross domestic product (GDP) in countries such as the USA, UK, France, and Germany, even as the manufacturing sector steadily declines (IMD World Competitiveness Yearbook, 2012).

After decades of development, services have not only dominated our daily lives but also become the most effective driving engine of the world economy, as evidenced by its 53.2% share of Egypt's gross domestic product (GDP), (World Bank, 2021). The decrease of manufacturing's share of GDP largely reflects lowering prices of goods relative to services (The Economist, 2005).

In a growing pace, many countries started fostering not only innovation in general (Carvalho, et al., 2018), but especially service innovation as a way to face new societal and business challenges (Gallouj, et al., 2015), while companies pursue different innovation strategies to become more competitive in the market (Li, et al., 2018).

Economically, services have been linked to longer-term and more stable sources of revenue, which may protect firms during economic downturns or periods of commoditization (Cusumano, et. al., 2006). Furthermore, service-dominant orientation was found

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to affect positively firms' marketing and technological capabilities which, in turn, affect not only customers' satisfaction but also firms' performance (Ta & Yang, 2018). The study was guided by the following objectives:

- 1- To investigate how Marketing knowledge affect corporate brand image
- 2- To examine how Marketing knowledge affect Service marketing innovation
- 3- To identify how Service marketing innovation affects corporate brand image
- 4- To investigate the mediation role of Service marketing innovation between Marketing knowledge and corporate brand image
- 5- To develop a framework for the relationship between Marketing knowledge and corporate brand image in Alexandria Water Co. using structural equation modelling.

## 2. LITERATURE REVIEW

Marketing knowledge is considered as the independent variable, Service marketing innovation is considered as the mediator variable and corporate brand image is considered as the dependent variable.

### 2.1 Marketing Knowledge

Marketing knowledge has been conceptualized as "market information" which needs to be processed through knowledge acquisition, information distribution, information interpretation and organizational memory (Hanvanich, et al., 2003).

Rossiter (2001) defined marketing knowledge as what marketing academics and consultants teach and marketing managers use in formulating marketing plans, and it must exist independently of practitioners' ability to use it, so that marketing knowledge can be documented and shared between individuals.

Marketing knowledge describes organized and structured information regarding markets, customers, competitors and trends. The term marketing knowledge management involves the generation, dissemination and storage of marketing knowledge. The process perspective of knowledge management holds that knowledge generation is the process by which knowledge is acquired. Meantime, knowledge dissemination describes the process by which knowledge from different sources is shared and creates new knowledge or understanding, and knowledge storage is the means by which knowledge is stored for future use (Tsai & Shih, 2004).

According to Gold, et al, (2001) knowledge management grouped into four processes:

1. Knowledge acquisition which defined as the process by which knowledge is obtained. This process has many terms: generate, seek, and create. The creation of organizational knowledge requires the sharing and dissemination of personal experiences and it is partly based on an organization's absorptive capacity which is the ability to use prior knowledge to recognize the value of new information, and apply it to create a new knowledge and capabilities.
2. Knowledge conversion: is developing a framework for organizing and structuring the obtained knowledge from different sources to make the existing knowledge useful. This process promotes consistent representation, reduces redundancy, improves efficiency, and helps organization to replace knowledge that has become unusual.
3. Knowledge application: is the actual use of the knowledge including effective knowledge storage and knowledge sharing.
4. Knowledge protection: is the process by which knowledge is protected within an organization from illegal or inappropriate use or theft. Protecting knowledge from illegal and inappropriate use is essential for a firm to earn and maintain a competitive advantage

### 2.2 Service marketing innovation

According with Organization for Economic Co-operation and Development OECD & Eurostat (2005) there exist four types of innovation:

- (1) product innovations, referring to significant change in the characteristics of goods and services, meaning new products and improved existing products;
- (2) process innovations, referring to significant changes in the methods of product and distribution;
- (3) organizational innovations, referring to the implementation of new methods of organizations; and
- (4) marketing innovations, referring to all practices of developing new marketing processes, marketing, and selling products or services. Marketing innovation is "the implementation of a new marketing method involving significant changes in product design or packaging, product placement, product promotion or pricing. Marketing innovations are aimed at better addressing customer needs, opening up new markets, or newly positioning a firm's product on the market, with the objective of increasing the firm's sales"

Marketing innovation must be part of a marketing concept and strategy that is significantly different from the original marketing methods. Marketing innovation is based on the understanding that adhering to existing marketing rules alone is not enough to ensure success and competitiveness in crowded markets. (Kotler, 2016)

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Service marketing innovation is a broad concept where it means innovation in all aspects of marketing activity, and therefore it is not limited to a specific field in marketing, such as innovation in the field of service or in the field of advertising only, but includes all other marketing fields, as service marketing innovation affects all activities related to directing the service from the manufacturer to the end user. With the aim of marketing innovation to satisfy consumers better than competitors through ingenuity in identifying and meeting their needs and desires in an accurate manner, and matching them with the capabilities and capabilities of the institution Based on the foregoing, marketing innovation can be defined as “a system that can be learned and practiced, as it does not stop at generating or creating a new idea, but rather than putting this idea into practice, and innovative marketing must successfully operate new ideas in order to be beneficial to the organization”. (Lambain, 2008)

This definition includes that innovation in the field of services is also considered a change in procedural processes and commercial transactions, and according to adrian palmer, (2013) innovation in the service relates to the existence of innovation in any activity or scientific related to the service, whether in terms of preparing and delivering the services provided or in terms of developing operations and activities in which services are performed, including services provided with tangible, tangible goods. Here we point out that the new service is defined as: “An additional service provided by the institution, ranging from offering a completely new service that is different from anything else available in the market and simple modifications that are made to an existing service”, In terms of marketing, it is preferable to adopt the new concept from the market point of view for the first time, it is new.

According to the above, innovation in services refers to the access to completely new services for the market in which the institution operates, or to modify and improve the existing services in order to reach a distinguished position in the market by responding quickly to the changing needs and desires of customers compared to competitors. In this regard, we mention, for example, that one of the Canadian banks announced the expected time to wait on an illuminated electronic board, so that when the customer enters there is a waiting queue and the board announces to him the expected time to wait in line until he receives the required service, which allowed the bank to satisfy its customers and distinguish this feature from the rest of the competitors. (adrian palmer, 2013)

### **2.3 Corporate brand image**

Corporate image denotes a state of mind about an organization that stakeholders hold. Bouchet, (2014) posit that corporate image is what the stakeholders have as a picture in their minds in relation to the way they perceive the organization implying therefore that image is never constant. It keeps on changing depending on the organization activities as well as its performance. This calls for organizations to conduct continuous research on corporate image in order to obtain regular and reliable feedback about their performance. Such feedback would enable organizations to know areas for improvement as well as how to successfully differentiate their positioning in the market. Brand performance relates to how successful a brand is in the market. It provides an evaluation of its strategic success. Literature acknowledges that brand performance acts as a powerful tool for attracting investors, employees as well customers (Coleman, 2004).

Corporate image therefore never remains constant. It keeps on changing depending on an organization’s activities, its performance and stakeholders’ interpretation. Corporate image can also be defined as the overall impression or the picture that the customers’ hold in their minds as a result of the feelings, ideas, attitudes and experiences they have acquired over time through interacting with the organization.

The feelings are stored in the customers memory in terms of either positive or negative meaning and recalled upon when an organization is mentioned. Corporate image also refers to the reception and interpretation of an organization in its surroundings, regarding its identity claims credibility. University image is also defined as all the beliefs individuals might have towards the university (Alves & Raposo 2010).

Kandampully & Hu (2007) stated that corporate image consisted of two main components; the first is functional such as the tangible characteristics that can be measured and evaluated easily. The second is emotional such as feelings, attitudes and beliefs the one has towards the organization. These emotional components are consequences from accumulative experiences the customer have with the passage of time with the organization.

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## 3. CONCEPTUAL FRAMEWORK

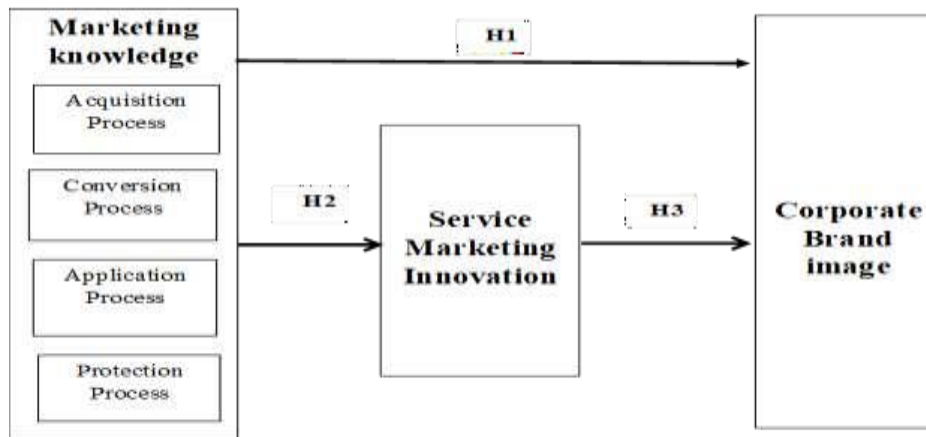


Figure 1-Conceptual Framework

## 4. RESEARCH HYPOTHESES

Based on the conceptual framework, the hypothesized model and reviewing of the related studies and theories, the study hypotheses were formulated as below:

**H1:** Marketing knowledge has a positive effect on corporate brand image

**H2:** Marketing knowledge has a positive effect on Service marketing innovation

**H3:** Service marketing innovation has a positive effect on corporate brand image

**H4:** Service marketing innovation mediates the relationship between Marketing knowledge and corporate brand image

**Research questions could be stated as follows:**

- 1- What is the impact of Marketing knowledge on the corporate brand image ?
- 2- What is the impact of marketing knowledge on Service marketing innovation?
- 3- What is the impact of Service marketing innovation on the corporate brand image?
- 4- What is the impact of marketing knowledge on corporate brand image with Service marketing innovation as a mediating variable ?

## 5. RESEARCH METHODOLOGY

For the purpose of this research, the research population refers to Alexandria Water Co. employees. The research questionnaire was administered to eight hundred (800) respondents, 508 questionnaires representing 63.5% were returned, and 32 questionnaires representing 4% were incomplete or ineligible or refusals and 292 (36.5%) were not reached. There were 476 acceptable responses, a response rate 59.5%, which is highly adequate for the nature of this study. In this Research Paper, the Amos 25.0 software package was used to perform the structural equation modelling (SEM) to investigate the inter-relationships between the constructs of the hypothesized model. Hypotheses Testing Following a confirmatory factor analysis, the valuation of the structural model through testing of the hypotheses underlying the research model is conducted.

## 6. RESULTS AND FINDINGS

Composite reliability (CR) is used to measure the reliability of a construct in the measurement model. CR is a more presenting way of overall reliability and it determines the consistency of the construct itself (Hair et al., 2019). CR of Acquisition Process = 0.855, Conversion Process = 0.874, Application Process = 0.847, Protection Process = 0.869, Service marketing innovation = 0.887 and corporate brand image = 0.901). So, it clearly identified that in measurement model all construct have good reliability.

The average variances extracted (AVE) should always above 0.50 (Hair et al., 2019). The results shows that average variances extracted (AVE) of the particular constructs (Acquisition Process = 0.542, Conversion Process = 0.581, Application Process = 0.581, Protection Process = 0.625, Service marketing innovation = 0.610 and corporate brand image = 0.604) are more than 0.500. Overall, these measurement results are satisfactory and suggest that it is appropriate to proceed with the evaluation of the structural model.

**Measurement model result:** The 6 factor was subjected to CFA using the AMOS software. DF was 362 (it should be more than 0),  $\chi^2/DF$  has a value of 2.734, that is less than 3.0 (it should be less than or equal 3.0). The RMSEA was .060 (it should be less than 0.08). The TLI index was .925 which is very close to 1.0 (a value of 1.0 indicates perfect fit). The CFI was .933. All indices

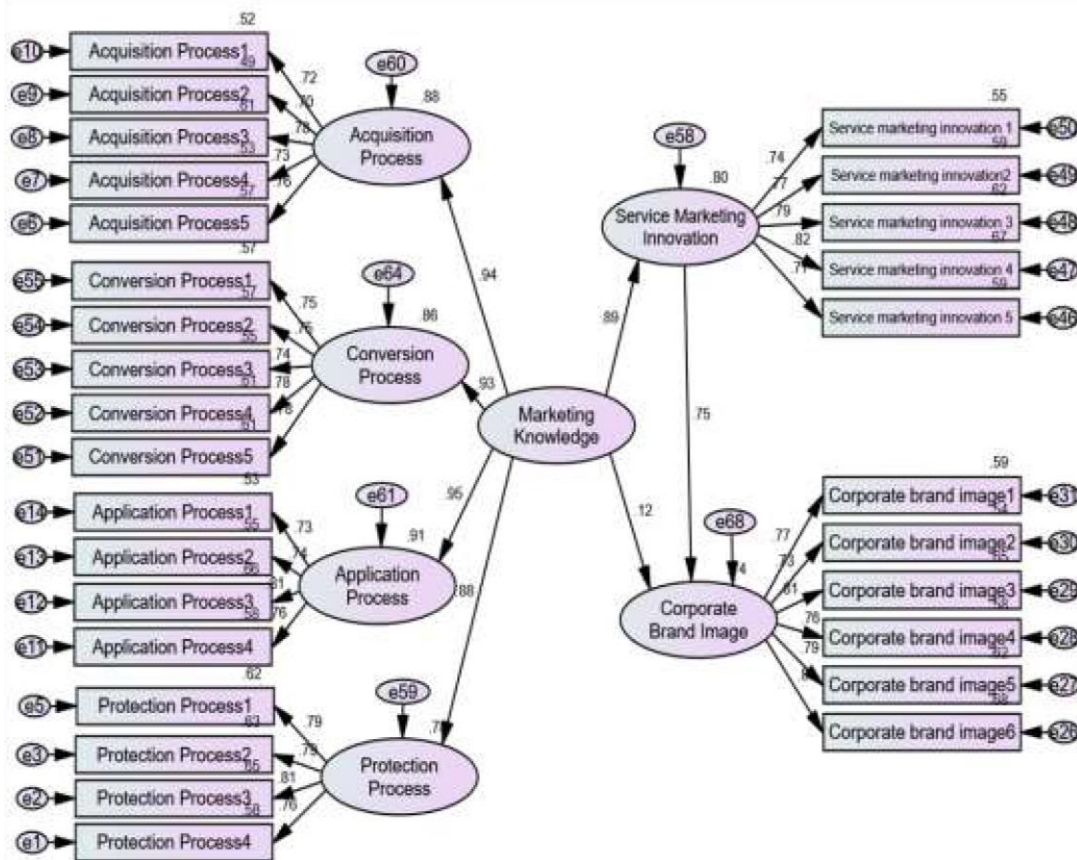
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are close to a value of 1.0 in CFA, indicating that the measurement models provide good support for the factor structure determined through the CFA

**Table 1: Measurement model result**

Goodness of Fit Measures	Name of index	Model Result	Remark
Chi-Square	$\chi^2$	1762.222	accepted
Degrees of Freedom	DF	804	accepted
Chi-Square/ Degrees of Freedom	$\chi^2/DF$	2.192	accepted
Comparative Fit' Index	CFI	.911	accepted
Tucker Lewis Index	TLI	.901	accepted
Root Mean' Square Error of Approximation	RMSEA	.054	accepted

## Structural model



**Figure 2. Structural Model (Final Result)**

## The structural model validity - final Result:

Table (2) provides a structural model (final Result)

**Table 2: Structural model - final Result**

Goodness of Fit Measures	Name of index	Model Result	Remark
Chi-Square	$\chi^2$	989.778	accepted
Degrees of Freedom	DF	362	accepted
Chi-Square/ Degrees of Freedom	$\chi^2/DF$	2.734	accepted
Comparative Fit' Index	CFI	.933	accepted
Tucker Lewis Index	TLI	.925	accepted
Root Mean' Square Error of Approximation	RMSEA	.060	accepted

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**Structural model summary:** The results of structural ' model using the AMOS software, shows that DF was 372 (it should be more than 0),  $\chi^2/DF$  has a value of 2.732, that is less than 2.0 (it should be less than or equal 2.0). The RMSEA was .060 (it should be less than 0.08). The TLI index was .925 which is very close to 1.0 (a value of 1.0 indicates perfect fit). The CFI was .931. All indices are close to a value of 1.0 in CFA, indicating that the measurement models provide good support for the factor structure determined through the structural model

### 7. FINDING DISCUSSIONS

The results and hypothesis testing showed that the independent'' variable (Marketing knowledge) had a significant positive effect on corporate brand image (dependent'' variable corporate brand image) on image in Alexandria Water Co. , Marketing knowledge has a positive effect on corporate brand image in Alexandria Water Co., Marketing knowledge has a positive effect on Service marketing innovation in Alexandria Water Co. , Service marketing innovation has a positive effect on corporate brand image in Alexandria Water Co. , Finally, Service marketing innovation mediates the relationship between Marketing knowledge and corporate brand image in Alexandria Water Co. , in details as the follows:

1- **First objective**, to investigate how Marketing knowledge affect corporate brand image in Alexandria Water Co. and **H1:** Marketing knowledge has a positive effect on corporate brand image in Alexandria Water Co.

The results indicate that Marketing knowledge has a significant direct relationship with corporate brand image in Alexandria Water Co., Table (5.1). Previous studies by Mamdouh Ziyadat, (2017); Alrubaiee, et. al., (2013); Al-Zayyat and Al-Azzawi) (2008); Al-Bakri (2006); Jawad (2003) and Lee, et al, (2001) who stated that Marketing knowledge has a significant corporate brand image.

2- **Second objective**, to examine how Marketing knowledge affect Service marketing innovation in Alexandria Water Co. and **H2:** Marketing knowledge has a positive effect on Service marketing innovation in Alexandria Water Co.

The results indicate that Marketing knowledge positively influences Service marketing innovation in Alexandria Water Co. this finding was supported by previous literature (Jean, et. al., (2014); Mohaimani and Salehi, (2014); Alrubaiee, et. al., (2013); Veismoradi, et. al., (2013); Genc, et. al., (2013); Yusr, et. al., (2012); Zhou and Bingxin, (2012); Moreira, et. al., (2012); Potocan, (2011); Lin, et. al., (2010); Stone, et. al., (2008); Lee and Sukoco, (2007); Sulaimani (2007); Karmali (2005); Ottesen and Gronhaug, (2004); Tsai and Shih, (2004); Hanvanich, et. al., (2003); Cillo, (2002); Daft (2001); Hanger & Wheelen (2000); Elsie (1999); Meyer, & Wit (1998) and Allee (1997)), who stated that Marketing knowledge has a significant effect on Service marketing innovation.

3- **Third objective**, to identify how Service marketing innovation affects corporate brand image in Alexandria Water Co. and **H3:** Service marketing innovation has a positive effect on corporate brand image in Alexandria Water Co.

The results indicate that Service marketing innovation has a significant direct relationship with corporate brand image in Alexandria Water Co., That result is consistent with Bin Aly (2017); Suraksha (2016); Tariq Kunduz, (2015); Frank et al. (2015); Lee et al., (2015); Akroush and Akroush, (2004); Alsamydai, et. al., (2010); Han & Back, (2008); Barnett et al., (2006); Homburg & Giering, (2001); Hillery et al., (2001); Stern et al., (2001); Hillery et al., (2001) and Agarwal and Prasad, (1999) who stated that Service marketing innovation has a significant effect on corporate brand image.

4- **Fourth objective**, to investigate the mediation role of Service marketing innovation between Marketing knowledge and corporate brand image in Alexandria Water Co. and **H4:** Service marketing innovation mediates the relationship between Marketing knowledge and corporate brand image in Alexandria Water Co.

5- **Fifth objective**, to develop a framework for the relationship between Marketing knowledge and corporate brand image in Alexandria Water Co. using structural equation modelling.

Based on the outcome of the measurement model analysis and the structural model analysis, the research model was re-arranged to conform to the outcome of the two analyses, the final model of research has sought to examine and understand the effects of Marketing knowledge on corporate brand image with mediation role of service marketing innovation in the Egyptian setting in Alexandria Water Co., in particular.

The results indicate that Service marketing innovation mediates the relationship between Marketing knowledge and corporate brand image in Alexandria Water Co.,

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## 8. RESEARCH CONCLUSION

The purpose of this research is to empirically investigate the relationship between Marketing knowledge and corporate brand image with mediating Role of Service marketing innovation in Alexandria Water Co. The study was based on a quantitative correlational design where primary sample data were collected from 476 Alexandria Water Co. employees. The results of the regression analysis show that:

- 1- The direct effect between Marketing knowledge and corporate brand image is statistically significant.
- 2- The direct effect between Marketing knowledge and Service marketing innovation is statistically significant.
- 3- The direct effect between Service marketing innovation and corporate brand image is statistically significant.
- 4- The indirect effect Marketing Knowledge and Corporate brand image through Services Marketing Innovation,

All are indicated significant at 5% significance level. According to the analysis, the estimated structural model corroborated the four hypotheses, as Marketing Knowledge construct explained 79.9 % of Service marketing innovation variance ( $R^2 = 0.799$ ), Besides, Marketing Knowledge through Service marketing innovation explained 73.8 % of corporate brand image variance ( $R^2 = 0.738$ ).

## 9. RESEARCH LIMITATIONS

External validity can be defined as referring to the degree to which the results can be generalized to the wider population, cases or situations. (Saunders et al.,2019). Therefore, the researcher cannot assume that research findings generalize to other settings, so the research does not consider:

**First**, the sample in this study is restricted to one country (Egypt) and only services companies; consequently, the findings need to be interpreted with caution. Although the research context is quite specific, it is believed that the findings are of relevance to other sectors and other countries.

**Second**, this research was used cross-sectional data to test the association of marketing knowledge and corporate brand image with mediating Role of Service marketing innovation in Alexandria Water Co... Therefor the study provides only a snapshot picture at a single point in time, which means that the research is valid only if external environment variables such as government regulations, economic cycle, competitive environment, etc., are unaffected.

According to O'Neill (2003), there is a need for longitudinal measures for the relationship between Marketing knowledge and corporate brand image, since existing measures for the relationship between Marketing knowledge and corporate brand image with this research is flawed because they do not consider the effects of time on perceptions of stakeholders.

**Third**, limitation resulted from the collection of data from respondents over a specified time frame using a convenience sampling strategy. The limited time frame for data collection placed a constraint on the variety of respondents who would participate. The use of a convenience sampling approach to gather responses also contributed to possible limits in the variety of respondents who would participate, since responses are gathered by virtue of accessibility of respondents and may not provide a representative sample (Sumaedi et al.,2012).

## 10. SUGGESTIONS FOR FUTURE RESEARCH

Based on the findings from this study, the recommended areas for further research include the following:

**First**, a study should be conducted using qualitative approach or the mixed approach involving both qualitative and quantitative approaches so as to be able to capture perceptions and expectations of marketing knowledge on corporate brand image.

**Second**, a longitudinal study should be conducted in order to take care of long-term relationship between Marketing knowledge and corporate brand image with mediating role of service marketing innovation in Alexandria Water Co.

**Third**, since the sample was limited to only services companies, in future a sample drawn from services and production companies would improve generalizability of the conclusions. This would also help compare relationship between Marketing knowledge and corporate brand image with mediating Role of Service marketing innovation between services and production companies.

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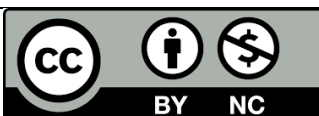


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## **The Impact of Learner Agency and Self-Regulated Learning in Efl Classes**



**Mahbuba Rasulova<sup>1</sup>, Kevin Ottoson<sup>2</sup>**

<sup>1</sup>Tashkent State University of Law

<sup>2</sup>Nagoya Women's University

**ABSTRACT:** Learners have a sense of “agency” when they feel they can influence the events and feel in control of different things occurring around them. This is an important sense for learners, making them more active participants in their learning. Every decision a learner makes, and action she or he takes, will impact the thinking, behavior or decisions of others. When learners can control their own learning, they exercise self-regulated learning (SRL), which is crucial in becoming a lifelong learner. McInerney (2008) described SRL as “self-generated thoughts, feelings, and actions in order to attain educational goals” (p. 374). This study focuses on case studies of three English language learners at a language school in Tashkent, Uzbekistan. Case study data were generated through a series of six in-depth, informal interviews conducted in English over four months. Triangulated data revealed a bond between learner agency and self-regulated learning as more agentic learners tend to use different kinds of self-regulated strategies. In contrast, less agentic ones appear more passive when it comes to employing self-regulating strategies in their learning process. Finally, suggestions to facilitate learner agency and self-regulated learning in the language-learning classroom are provided.

**KEY WORDS:** Agency Self-regulation Motivation Self-discipline

### **INTRODUCTION**

Successful language learning is crucially intertwined with the activity and initiative of the learner (Van Lier 2008). However, learners should hold a sense of agency – a belief that their behavior can make a difference to their learning in a particular setting, before engaging their agentic resources and choosing how to exercise their agency in that setting (Mercer, 2012). Mercer (2011a) stated that lies in the latent potential to engage in self-directed behavior. However, how and when that potential is used depends on a learner's sense of agency involving their belief systems and the control parameters of motivation, affect, and self-regulatory skills. A learner's ability to effectively self-regulate can greatly impact one's performance (Zimmerman, 2008).

Self-regulated learning (SRL) is defined as “self-generated thoughts, feelings, and actions in order to attain educational goals that include such processes as planning and managing time; attending to and concentrating on instruction; organizing, rehearsing, and coding information; establishing a productive work environment; and using social resources effectively” (McInerney, 2012, p. 374). Self-regulated learners are cognizant of their strengths and weaknesses to easily adapt to learning situations by using conducive learning strategies. In contrast, less self-regulated learners tend to lack of those abilities and have more limited repertoire of strategies which could lead to academic failure (Hartley & Bendixen, 2001).

In this study, the focus is on case studies of three participants, two females and one male, learning English at one of the language schools in Uzbekistan. Case study data were generated through a series of six in-depth, informal interviews conducted in English over four months. A case study enables the researcher to collect data from the person-in-context. This detailed data can provide a researcher the chance to gain holistic understanding of an individual. Thus, the researcher can provide a detailed exploration of a bounded system (Creswell, 2013). This study aimed to provide insights into complex aspects of a learner's experience and psychology. Regarding the definitions of learner agency and self-regulated learning, a case study would be conducive to generating data to provide rich insights to understand how agency and self-regulated learning impact learners. The data were analyzed based on the grounded theory approach to answer the following research questions:

1. What self-regulation strategies do learners use in EFL classes?
2. How does learner agency impact learner performance in EFL classes?

### **LITERATURE REVIEW**

Agency is often stated as the most ubiquitous construction in the educational field, although it is not exactly defined. Agency is mostly considered as a result of the educational process, yet it is rarely investigated systematically in educational research (Rainio,

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2008; Barton & Tan, 2010). Learner agency lies in the feeling of ownership and the sense of control that students have in their learning process. In a sense, the more agency is given to students in the classroom, the more responsible and confident they become, leading them to make a difference in their learning. Most scholars might confuse learner agency because of its relation to concepts of learner autonomy, self-directed learning, self-learning, and self-regulated learning (Gao, 2021).

In her empirical study, Larsen-Freeman (2019) revealed the interdependence between structure and agency using Complex Dynamic Systems Theory. Agency is characterized as relational, emergent, spatially and temporally, achievable, changeable, and multidimensional. These characteristics of agency will be described in more detail.

### **Agency is relational**

Agency cannot be inherited in a person. Instead, it is “interpellated from the self-organizing dynamic interaction of factors internal and external to the system, persisting only through their constant interaction with each other” (Larsen-Freeman, 2019, p. 65). Therefore, a sense of agency is relational. Ellis (2019) also suggested that agency is always related to affordances, which are the opportunities for action or interaction offered to learners in the context; it cannot be separated from them.

### **Agency is emergent**

Agency appears when spontaneous activity is joined to the world, creating a coordinative structure, which is “embodiments of the principle of functional equivalence” (Kelso, 2016, pp. 491-492). Similarly, Miller (2014) posited that learners’ agentic capacity could be clearly understood in developing relationships with others and the world.

### **Agency is spatially and temporally situated**

Emirbayer and Mische (1998) proposed agency appears influenced by the past, engagement with the present, and oriented to the future. As Mercer (2012) suggested, agency includes people’s ongoing life, as well as their past and future.

### **Agency can be achieved**

Agency is not a power that individuals have; rather, it is something they can achieve by utilizing the environment, not simply in an environment (Biesta & Tedder, 2007, Miller, 2016). Thus, reciprocal relationships of individual efforts, available resources, and contextual and structural factors lead to agency achievement. (Biesta & Tedder, 2007).

### **Agency changes through iteration and co-adaptation**

Larsen-Freeman (2019, p. 67) suggested that “the starting point is initial condition is always different, and the consequences are the system’s mutability”. Repeating something in a different way, not the same as the original, creates space to use one’s language resources, make different meanings, position oneself as desired, and express identity the way they wanted (Deleuze, 2004).

### **Agency is multidimensional**

Agency is not only about behavior (Larsen-Freeman, 2019); rather, it means having the ability to designate relevance and significance related to things and events (Lantolf & Thorne, 2006). In Mercer’s work (2012), the multidimensional nature of agency is seen to be intertwined with participants’ emotions, self-beliefs, beliefs about language learning, and motivation, which are intrapersonal factors.

Drawing on the diverse nature of agency, Larsen-Freeman (2019, p. 73) defined agency as “not something possessed, but achieved by an individual, orienting to different affordances of the social and the material worlds. Agency changes through iteration and adaptation. It is multidimensional and heterarchical”. Much in the same vein, Mercer (2012) stated that learner agency is composed of two main dimensions which “cannot meaningfully be separated” (p. 42). Firstly, individuals hold a sense of agency, that is, how agentic they are in general and in particular contexts. Secondly, individuals are involved in their agentic behavior in which they have an option to choose the way of exercising their agency through participation and action, or through “deliberate non-participation” and “non-action” (Mercer, 2012, 42). Therefore, agency is not always observable; rather, it can include non-visible behaviors, beliefs, thoughts, and feelings that can be fully understood in different contexts and affordances. The findings of Mercer’s work (2011a) revealed that agency cannot be conceived of as a single monolithic variable; rather it is probably best understood as a complex, dynamic system including various interrelated components. She suggested that “[l]earner agency exists as latent potential to engage in self-directed behavior but how and when it is used depends on a learner’s sense of agency involving their belief systems, and the control parameters of motivation, affect, metacognitive/self-regulatory skills, as well as actual abilities and affordances, actual and perceived, in specific setting” (Mercer, 2011a, p. 435).

In another paper, Mercer (2012) argued that agency is conceived of as being situated, “beyond contextual situation” and manifests itself in one “salient” dimension, belief systems, of people’s agentic system. She claimed that agency is *contextually*, *interpersonally*, *temporally*, and *intrapersonally* situated. Situations and sociocultural or educational contexts should be examined more deeply beyond “superficial monolithic conceptualizations” (p.57). The findings showed that agency is also conceived as contextually situated in an “interpersonal sense in relation to other individuals, not only as interactional partners but also in respect to co-evolving and collective notions of agency” (Mercer, 2012, p. 55). If agency is viewed holistically, it is considered as temporally situated and linked to the changing nature of one’s developing life history (Mercer, 2012). This includes their experiences in the past and present, and their prospective goals and expectations. In terms of belief systems, learner beliefs are likely to play a major role in their agentic system. It is shown that learners’ beliefs, self, and mindset, are tightly intertwined with each other.

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Gao (2021) assumed that learner agency could be a new way to put all established ideas into one and claimed that those concepts are interrelated. However, the learner agency can be regarded as the root of them all. “Agency is a much more holistic concept than autonomy, as agents are seen as embodied, thinking, feeling, social beings with unique histories and identities who pursue interests and goals at particular times and places.”

The notion of self-regulation is interrelated with the assumption that learners exercise their agency by consciously controlling and regulating themselves in the learning process. Regarding the boundaries of their capabilities, along with constraints and affordances in their environment, learners can exercise agency by setting goals and making choices to reach their goals, deciding how intense effort they need to put into engaging in a task, and choosing how long they can persist if they fail in completing the task (Winne & Hadwin, 2008). Or more succinctly, “what people think, believe, and feel affects how they behave” (Bandura, 1986, p. 25). Thus, it is important to have a better understanding about what learners believe about themselves their abilities as they can inform us about their agency. This study aims to better understand what learners believe about themselves and how they behave in regard to regulating their own learning.

### METHODOLOGY

Through the case studies of three participants, two females and one male, learning English at a language school in Uzbekistan, the researcher aimed to gain a holistic understanding of the learners’ use of agency and self-regulation. Although the analysis concentrates on their agency and self-regulated learning behaviors, it should be borne in mind that as a holistic being, their agency and self-regulated learning behaviors is interrelated to the other aspects of their life.

Case study data were generated through six in-depth, informal interviews conducted in English over four months. The data were analyzed based on the grounded theory approach, which preserves the holistic and situated nature of the data (Charmaz, 2006). Specifically, this study sought to answer the following research questions:

1. What self-regulation strategies do learners use in EFL classes?
2. How does learner agency impact learner performance in EFL classes?

This study was conducted at one of the many language schools in Tashkent, Uzbekistan. Most of the language schools in the area have experienced teachers who can conduct the classes in an interesting way, but there are some schools in which the quality of the lessons are not very good. This study used a random sampling as due to the convenient location of the language school. The school was in a location that allowed easier contact with the research participants.

The research participants are Dilfuza, Lola and Otabek. Dilfuza and Lola both are in the intermediate level group, and Otabek is in the IELTS group. Upon receiving their consent form, data was collected from the participants’ journal entries, the researcher observations, and interviews with the participants to provide a triangulated analysis of the data. The interviews were held in person and all of them were digitally recorded so that they could be transcribed verbatim later. Pseudonyms were assigned to all the names in the transcriptions to protect their identities. See Table 1 for the background of the participants.

**Table 1: Background of participants**

#	Name	Gender	Age	Class
1	Dilfuza	Female	16	Intermediate
2	Lola	Female	15	Intermediate
3	Otabek	Male	17	IELTS

### FINDINGS

From the observations, Dilfuza appeared to be a punctual, consistent, organized, and conscientious student. She was always ready for the classes, did all homework given by her teacher and participated in the classes very actively. Her performance was consistent throughout the course. Dilfuza’s answers to the questions related to self-regulated learning strategies in the interviews confirmed the assumptions about her.

“I think I am self-regulated learner, because I always try to learn English well, do my homework on time. Also, I try to speak English in classes because I know if I am shy speaking...to speak in front of my friends (...) my classmates, I can’t learn English. When we finish our classes, I with my friends do different tasks together. I think it is good chance for me and for them, too. Because we can share our ideas with each other (...) I always make plans what to do, I can say they are my short -term plans and I always tick them when I have done them.”

Her agency is interrelated with the affordances and constraints emerged during the classes. Dilfuza strongly believes the importance of speaking and the need to have contact with other students whose language levels are higher than her are very important. It thus becomes apparent how agentic she can be in those situations.

“There are some students in our group and other students in other groups whose English is better than me. They speak so well (...) so fluently. I always try to get together with them to have a conversation or sometimes we do debate on one topic. I know I might not have enough vocabulary to express my ideas during the debates, but I never give up in those situations. I try to connect my speech, anyway. I know if I stop, I might lose my motivation to learn. I know I am very motivated!”

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Another participant, Lola, seemed to be a struggling learner from the beginning. She frequently missed the classes and assignments. In group discussions, she rarely spoke although she had a chance to speak. Moreover, she seemed to be shy to speak in front of others. That might be the big hindrance for her to show full capacity. During the interview she said:

“I am interested in English...so I came here to learn English. I always [regulate myself while learning English. I always make rigid plans. However, sometimes I do not follow them]. I know this is not good. I should do all my plans. (Moreover), I am a bit shy (to speak in front of my classmates] because they know English better than me. I am afraid to make mistakes.

As for Lola’s agency, it is temporally situated as it emerges only in affordances; she was able to show her agency only when she had a suitable moment. She could not overcome constraints that cropped up in the lesson flow. She also connected her agency to her self-beliefs:

“My English is not very good. I can’t speak well (although] I practice speaking a lot at home... I practice speaking alone, because I am afraid making mistakes. I always have problem to understand some grammar topics like conditional clauses...my teacher explained it five times...I didn’t understand well.”

Another participant, Otabek, is different from the other two participants. He seemed to be a diligent, consistent, motivated, and hard-working learner as he showed that he has a self-regulation over his behavior. He said:

“I always strive to achieve my goals which are not only related to language learning, but also the ones related to other aspects of my life. In pursuit my goals, I control...regulate myself to get every single thing done on time. Well, I always plan what I need to, and then set appropriate goals after which I lay out some strategies. Then I check my performance, like how I am using my knowledge, how I can be active in the classes, what are my weak points and how I can handle these issues, such kind of stuff. To be honest, these strategies [being self-regulated over one’s behavior] help me a lot”.

In terms of agency, Otabek is a very agentic learner while learning any foreign language. His agency is contextually, interpersonally and intrapersonally situated as his agency varies in different contexts, when he communicates with different people. Also, he is confident in his physical and cognitive capacity to act, and he is highly motivated:

“Undoubtedly, I consider myself very motivated person that I can do everything if I put all my efforts in it. Here, at school, I love communicating with students, of course, in English. We often have debates and discussions in our classes and I think this is very good opportunity for me to practice English, to use new words and collocations I have learnt, and to show my ability (laughs)”.

In sum, all participants described their agentic behavior and self-regulation strategies. The participants demonstrated agency and self-regulation to varying extents. Thus, self-regulated strategies, such as setting goals, utilizing some strategies, active performance, and agency, have a considerable impact on language performance. The interview data highlights the importance of overcoming constraints which negatively affect negatively one’s ability to become a self-regulated and highly agentic learner.

## DISCUSSION

Triangulated data revealed a bond between learner agency and self-regulated learning as more agentic learners tend to use different kinds of self-regulated strategies. Meanwhile, the less agentic one seemed a bit passive to employ those strategies in their learning process. According to Zhang (2010), those who have a strong motivation to learn and good self-regulatory skills tend to benefit from self-regulation strategies in or out of the classroom. Those who are less motivated and have difficulties with self-regulation are more likely to be shy or frustrated.

Dilfuza and Otabek have intrinsic motivation that enables them to take some actions to self-improvement or make a difference in their learning. All of their actions proved to be meaningful and integrative steps towards their goals of becoming good users of the target language. Their active engagement in classes and activities resulted from thoughtful planning, good organization skills, and self-discipline, which supported successful learning outcomes.

In contrast, Lola had some difficulties in understanding some points during the classes. Therefore, she seemed to have a barrier in getting engaged in tasks and activities. Moreover, her uncertainties towards her language learning goals and her emotional situation, being shy, inhibited her from showing her agency and her performance.

Having investigated the data, the following suggestions could help alleviate student anxiety and optimize learning conditions:

- To maximize student-student interaction, students should be placed in classes according to their language proficiency levels so that all students feel secure while speaking English, and also this might help to overcome a fear of making mistakes. Having students slightly higher than one’s ability can be quite motivating as is evident from Dilfuza’s experience.
- Instructors should aim to create learning environments where learners are not overly concerned with making mistakes. Learners who have less fear of failure are more capable of self-regulating their own learning (Shirkhani & Ghaemi, 2011).
- To improve student-instructor interaction, instructors should provide a timely, clear, and structured assessment of student performance.
- Students should be involved in their assessment. Part of this assessment process should allow for students to set goals for their own learning, decided how to achieve it, monitor their progress, assess their progress, and continue to set new goals (Schunk, 2001).

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- If needed, instructors should encourage or offer extra tutoring so that struggling students could receive both mental and practical help, which might increase their motivation, agency and self-discipline. This practical help can include strategies to develop more self-regulated learning.

### CONCLUSION

By conducting a case study of three students enrolled in in-person General English and Academic IELTS courses at a language school, this study investigated what self-regulated strategies learners use to make a difference in their learning and how their agency impact their performance. Both learners who were more agentic in nature employed more self-regulated learning strategies. While the less agentic learner took a more passive approach and struggled to carry out self-regulated learning strategies.

It should be noted that this study is fairly limited in scope, this study has only three participants and due to a rather small group and the case study methodologies it employs, the findings may not be generalized to all contexts. The short duration of the research and limited contact with focal students, many variables were not investigated that might contribute to the clearer results. Further research should aim to include a larger group of participants, different age groups and personalities, cultural backgrounds, and educational histories. Much of what we know about self-regulation is informed from theorizing and research in Western contexts (McInerney, 2012). The same can be argued about agency. Thus, future investigations can provide better understanding of our diverse learners and effective ways to foster agency and self-regulated learning.

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## **Dialogic Interaction in Foreign Language Instruction and Acquisition: Implementation Stages of Poly- / Multicultural Education**



**Oksana Chaika (Čajka)<sup>1</sup>, Liudmyla Zakrenytska<sup>2</sup>**

<sup>1</sup>National University of Life and Environmental Sciences of Ukraine, 15, Heroyiv Oborony St., Kyiv 03041, Ukraine

<sup>2</sup>Khmelnytsky Humanitarian Pedagogical Academy, 139, Proskurivskoho Pidpillia St., Khmelnytsky 29013, Ukraine

**ABSTRACT:** The article looks at the world as a constantly changing organism, in which global mobility has become the new “normal” for international education, science, and work. The personality of the future teacher of foreign languages appears to start assuming new roles and responsibilities in higher education, and these roles need to meet the society demand in the globalizing world. In this regard, the personality of the of foreign language teacher is the bearer and leader of poly- and / or multiculturalism of the globalized society, which means that without proper training such foreign language teacher will not be able to carry out pedagogical activities effectively in today’s complex socio-cultural conditions. Therefore, one of the important tasks of higher education institutions in Ukraine and outside the country is to expand the poly- and / or multicultural components in the content of higher education, make the requirements much tougher for future professionals in communication, as well as teaching foreign languages, in order to enhance quality in the educational and job markets. It is emphasized that the study of poly- and multiculturalism is of good challenge in the post-Sovietic academic geographies. To this point, in the domestic science many scholars and researchers confuse the terms ‘polycultural education’ and ‘multicultural education’; other scholars do not confuse, however, nor stipulate the differences between the poly- and multicultural education; and there are scholars, which use these terms interchangeably, etc., as opposed to foreign researches in the similar domain. With the latter, it is clearly distinguished for what poly- and multicultural education models stand. The research findings identify and group the stages of implementing poly- and multicultural education in universities, which expressly relate to the technology of dialogic interaction by future foreign language teachers and instructors in a linguistically and ethnically diversified class. Polycultural education stresses out the heterogeneity of class, tolerance and respect in communication with one another, cultures and languages; multicultural education specifies the need in differentiation between the own and foreign cultures, ethnic and other specifics by representatives in group / class communication. The technology of dialogic interaction in higher education includes the following implementation stages to educate a poly- / multicultural personality of the future foreign language teacher: (a) motivational and preparatory (at the same time), (b) information-based and organizational, (c) communication-based for in /out-of-class activities, (d) diagnostic and reflexive, and (e) analytical and corrective, where applicable. In conclusion, the implementation of the described stages in the technology of dialogic interaction proves that the designed approach, or model, provides a combination of purposeful, linguistic and cultural practice with cognitive, research-informational, value-oriented, socio-cultural, cultural and artistic-aesthetic activities for heterogeneous and / or ethnically diversified class.

**KEYWORDS:** Multiculturalism, Polyculturalism, Dialogic Interaction, Foreign Language Instruction, Foreign Language Acquisition.

### **INTRODUCTION**

The world is constantly changing; global mobility has become the new “normal” for international education, science and work. The personality of the future teacher of foreign languages appears to start assuming new roles and responsibilities to meet the society demand in the globalizing world. Then, the personality of the future teacher of foreign languages is the bearer and leader of poly- and / or multiculturalism, who without proper training will not be able to carry out pedagogical activities effectively in today’s complex socio-cultural conditions [25; 32]. In this regard, one of the important tasks of higher education institutions in Ukraine and outside the country is to expand the poly- and / or multicultural components in the content of higher education, make the requirements much tougher for future professionals in communication, as well as teaching foreign languages, in order to enhance quality in the educational and job markets. Besides, the other tasks focus on getting acquainted with the other cultures across the world and mastering the world cultural heritage while training in foreign languages [1; 4].

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Knowledge of a foreign language provides direct access to the culture and social experience of other peoples, as well as provides for the implementation in the process of learning the dialogue of cultures, opens up significant opportunities for intercultural interaction [6; 21; 14]. Therefore, it is necessary to find solutions that can be feasible and operational for the educational settings. The technology of dialogic interaction may deserve attention. Moreover, the technology of dialogic interaction to develop poly- / multicultural personality of future foreign language teachers in the course of teaching and (self-) learning foreign languages at university implements the laws and principles of the developed scientific concept, ensuring completion of the following tasks:

- (i) Students' awareness of themselves and the environment around, deeper knowledge and understanding of their capabilities, expanding outlook for opportunities and global trends, altogether leading to awareness of their personal and professional life preferences;
- (ii) Fostering and educating empathy and kindness to all people and peoples, regardless of race, nationality, religion, gender, and social status;
- (iii) Understanding the value of human life, kindness, and mercy;
- (iv) Expansion of cognitive interests and the desire for self-education; and
- (v) Awareness of the communication value, formation of readiness to play an engaging and respectful subject's role in dialogue of cultures.

Since the education of poly- and multiculturalism of students, who train to become future teachers of foreign languages, takes place within the use of a set of techniques, forms and tools, united by common didactic features, it is found appropriate to develop a certain algorithm. Such algorithm will allow designing dialogic technology to develop poly- and multicultural personality of future foreign language teachers through the information technologies and digital tools of interaction and exercise [22; 20]. Moreover, such technology structures and unites relevant components into a single whole. Next, this technology will aim to specify not only the goal achieving means in the pedagogical environment, but also implementation stages for technology of dialogic interaction in foreign language instruction and acquisition, especially in a polycultural and multicultural classrooms, teaching languages for specific purposes, i.e. including any in respective business environment [5; 6].

The described expressly links to the aim of the research and its objectives. In addition, it is crucial to note that the two terms of 'polyculturalism' and 'multiculturalism' in no way should be confused or used interchangeably. Similarly, it reflects terms 'polycultural' and 'multicultural' in the study of domestic and global trends in education and communication, in general.

For clarity of definitions and methodology further, it is meant that in a polycultural classroom the educational process and enjoyment of right to education is not limited or restricted to anyone for their nationality, gender, race, religion, and other beliefs. It is stated that education and communication take place in a heterogeneous environment, with respect of and to everyone. At the same time, in a multicultural classroom, the education is also based on respect and tolerance to each other; however, the emphasis is laid on differences between languages and cultures, the alienation of the individual culture comes to the forefront as opposed to those others [10; 27]. Here it is discussed how people of minority and different racial and ethnic groups can collaborate and learn together.

Therefore, the focus of the paper is with the mechanism and implementation stages in poly- / multicultural education of future foreign language teachers and benefits such education can bring to communities and society globally.

### METHODOLOGY

To align the research methodology with the study of poly- and/or multicultural education through adopting the technology of dialogic interaction to teach and learn foreign languages in a poly- / multinational classroom at university, the methods of the theoretical and empirical sets were used.

The theoretical set of methodological toolkit included generalization, which helped monitor and understand the scientific approaches in modern pedagogy for poly- and multicultural education in high school and at university. Based on that, it was possible to clarify the key points of the theoretical concepts in the research, as well as identify the main trends in contemporary pedagogical and linguistic sciences. At the same time, it was relevant to observe what poly- and/or multicultural education means in foreign language instruction and acquisition.

Of special value are analysis and synthesis of the researched literature. In particular, the analyses such as structural, terminological, comparative, and pedagogical, are distinguished for the methodology applied.

For the empirical set, the key method was observation of colleagues' performance in class at the National University of Life and Environmental Sciences of Ukraine along with the progress of their students in the light of following each stage of implementation of the poly- and/or multicultural education. The other is conversation, which allowed studying teaching and learning experiences, noting certain facts and insights as after-speech of reflections by foreign language teachers and their classes on their achievements and challenges in the course of technology implementation.

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## LITERATURE REVIEW

The literature studies for the research may refer to some standalone sections such as ideas of polyculturalism and multiculturalism as global trends these days and ideas incorporated in university curricula, modern approaches to foreign language instruction and acquisition, and the technology of dialogic interaction, in particular.

To start with, it is critical to note that in the domestic science many scholars and researchers confuse the terms ‘polycultural education’ and ‘multicultural education’ [17, p. 134-139; 18]; other scholars do not confuse, nor stipulate the differences between the poly- and multicultural education [2, p. 448-451; 3, p. 16-19; 9, p. 16-21]; and there are scholars that use these terms interchangeably [11, p. 46-50; 12, p. 99-106], etc. With foreign research in the similar domain, it is clearly distinguished for what poly- and multicultural education models stand [31; 24; 10]. Still it should be noted that there are academics in the domestic science, who underline the importance and accuracy in term usage, for instance, the Ukrainian researcher Shkarlet specifies the differences not only between the poly- and multicultural education, but also ‘cross-cultural communication’, ‘intercultural communication’, ‘internation communication’ [34, p. 168-175], etc.

As specified above, it is a pain-staking challenge for the Ukrainian and other post-Sovietic schools in pedagogy, culture studies, methodology of teaching languages, and linguistics in general [13], associated with the uniform terminology in the Slavonic, Western and overseas paradigms for poly- and multiculturalism.

Next, in relation to implementation of poly / multicultural education in schools and universities, Davidman and Davidman (1994) in their practical guide discuss teaching with a multicultural perspective, however, focus on elementary and middle school [8]. The authors present a practical model of multicultural education, which includes an elaborated set of key multicultural planning questions, on top to which curriculum case studies help illustrate the teaching ways of contribution to processes of multiculturalization according to the designed lesson plans and blocks of units. It is followed that similarly to primary and middle school, the like instruments and techniques can apply to high school and university poly- and/or multicultural education of students, to train to become future foreign language teachers. These techniques and instruments may help put both poly- and multicultural education in practice.

Many scholar expressly connect polycultural education to teaching and learning foreign languages [19; 23; 29], its close links with intercultural communication [14; 23; 24; 35], IT education and big data [22], general, comparative, contrastive and historical linguistics, as well as discourse studies [28; 15], dialogic interaction in cross-cultural and intercultural communication [37; 36], etc.

Different models are discussed for poly- and multicultural education:

- (i) The model of the four-component educational and methodological vector: 1) the classroom demographic profile; 2) the typology of multicultural teaching; 3) the specially designed academic instruction in English observation form; and 4) the ethnic and cultural self-disclosure inventory [8];
- (ii) Developing reading competencies for polycultural and intercultural communication [26; 30];
- (iii) The model based on the four psychological types of individual response to inter- / cross-cultural interaction: 1) “transfer”, under which an individual rejects own culture by absorbing and assimilating into the new one, especially when the latter is of higher status; 2) “shovinism”, under which the culture other than the native is ignored in an exaggerating way, sometimes arriving at the form of hostile nationalism; 3) “marginal syndrome”, under which an individual finds it hard to choose which culture is better, and with any there is no feeling “at home”; and 4) “intermediary”, under which an individual feels comfortable in any culture by synthesizing various cultural identities that are successful indifferent cultural systems [2, p. 450];
- (iv) Model of pedagogical system, which includes: 1) objectives of education, 2) subject of pedagogical activity, 3) object of pedagogical activity, 4) subject matter of their mutual interaction, and 5) means of pedagogic communication [16], etc.

Whatever model may be chosen for poly- and multicultural education, it is crucial to start with introduction and methodology description. In this case, in order to meet the objectives either for polyculturalism or multiculturalism in a relevant classroom, teachers may adopt the entire model and verify it for efficiency in different territories. Besides, it is possible to make use of some part and components and adjust the elements in the pedagogical framework for local needs and variability in classes and students’ backgrounds. For teacher educators, an introduction is necessary to present the various conceptions of poly- and multicultural education; such contain field-tested discussion questions and experiential activities.

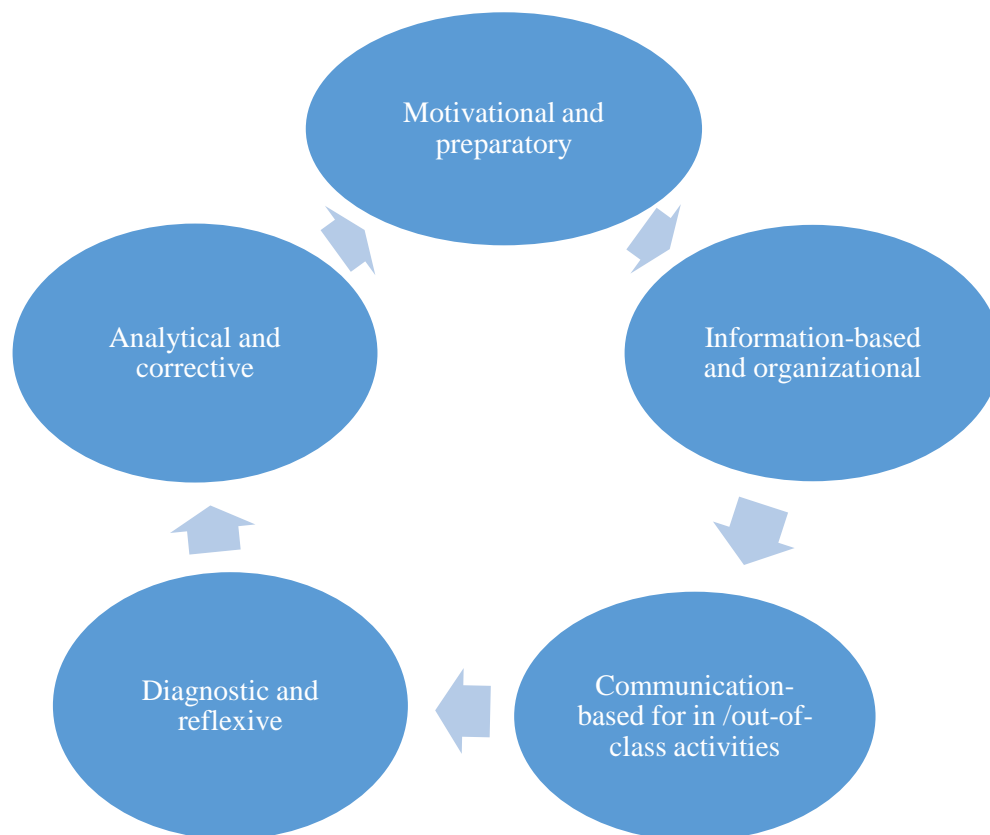
## RESULTS AND DISCUSSION

The designed technology of dialogic interaction to develop poly- and/or multicultural personality of future teachers of foreign languages is a holistic set. On the other hand, it embodies the functioning order of personal, instrumental and methodological means, all aimed at guaranteed achievement of goals set in the concept of building organizational and methodological system for educating a graduate philology student in the competence paradigm of foreign language mastery and communication in higher education. As

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researched, however, it is believed that the system can be adopted to educate students of other specialities as well, given the fact the world is growing more and more intensely and the question of brain and work mobility sharpens the current demand in job markets locally and globally.

The research findings lead to identify and group the implementation stages, which expressly relate to poly- and/or multicultural education of future foreign language teachers and instructors. Therefore, below is an overview of such stages, followed by their description and analysis, as well as impact on the graduate student in the course of study and the educational system per se.



**Fig. 1. Stages for implementation of dialogic interaction technology to educate poly- / multicultural foreign language teachers**

The technology of dialogic interaction in higher education closely links to the field of culture, especially when it comes to the study of foreign languages [7; 33]. It is found that the main implementation stages to educate a poly- / multicultural personality of the future foreign language teacher are the following:

- (a) Motivational and preparatory (at the same time),
- (b) Information-based and organizational,
- (c) Communication-based for in /out-of-class activities,
- (d) Diagnostic and reflexive, and
- (e) Analytical and corrective, where applicable.

*Motivational and preparatory stage in technology of dialogic interaction.* The substantive essence of the motivational and preparatory stage in the technology of dialogic interaction is sociocultural and socio-pedagogical content analysis of authentic journalistic and artistic foreign language texts, audio and visual materials to determine interdisciplinary and thematic links, information and thematic fields of communication, valuable communication ties, identifying the socialized potential of educational materials [23; 26; 22].

Methodological and technological content of the teacher's activity at this stage is manifested in the construction of thematic information maps on interdisciplinary, socio-cultural issues of foreign language communication, determining the basic elements of its content. At the motivational and preparatory stage, students are involved in cultural, interdisciplinary issues, stimulating interest through the activation of existing knowledge on the topic, the formation of new knowledge, joint formulation of the problem.

*Information-based and organizational stage in technology of dialogic interaction.* At the informational and organizational stage in the technology of dialogic interaction for poly- and/or multicultural education of future foreign language teachers, with special emphasis on the field of culture, it is a selection of techniques, which aim at forming a poly- / multicultural personality of students, based on content analysis of educational materials and diagnostic data of students.

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The purpose of this stage is to structure and manage the process of poly- and multicultural education for graduate students in accordance with the given socio-cultural parameters inherent of the dialogic interaction technology, when curriculum anticipates teaching and learning several foreign languages [1; 6]. For example, at the National University of Life and Environmental Sciences of Ukraine (Kyiv, Ukraine) these are English and German as second foreign languages, English and Spanish or English and Polish, respectively. Thus, in the course of study, the teacher predicts ways to integrate socio-humanitarian, socio-cultural, and linguistic knowledge, keeps dialogue in class as to value-oriented educational communication, designs ways to integrate communicative, information-cognitive, and reflective skills in linguo-cultural, social and developmental activities of graduate students.

At large, for students, the information-based and organizational stage in the dialogic interaction technology involves several steps in the individual or group / team performance:

- (i) Removal of factual information from the text,
- (ii) Evaluation of the information removed, by the criteria of reliability / adequacy, identification of particularly important facts, ideas, deeds, and values (both judgeable and approvable),
- (iii) Planning, and
- (iv) Choice of implementation means for subject matter and practical activities by students, presented and carried out in various forms and communication scenarios; each time formulated accounting for relevant values and moral assessments.

*Communication-based for in /out-of-class activities in technology of dialogic interaction.* The communication-based and activity engaging implementation stage of dialogic interaction technology for education in field of culture future teachers of foreign languages involves preparing and adopting a long series of techniques in the context of the chosen communication themes. The themes are directed at modeling value-developing context of students' foreign language educational and cognitive activities. The teacher once again works on thematically interconnected communicative, value-oriented tasks based on selected techniques.

The communication-based and activity engaging stage provides active assimilation of sociocultural experience and its reproduction, expression of personal evaluations, discussion of value-oriented scenes and events in the context of the studied culture, awareness of similar or different values as identified, ways of their reflection in language behavior and actions, appeal to universal values.

*Diagnostic and reflexive stage in technology of dialogic interaction.* Diagnostic and reflexive stage in implementation of dialogic interaction for education technology, specific in the field of culture and aiming to develop poly- and /or multicultural communication of future foreign language teachers is prognostic testing designed to identify and measure the level of formed skills and competencies in the field of culture by future teachers of foreign languages.

The purpose of the diagnostic and reflexive stage is the reflection of one's own activity. It includes students' reflection on formed knowledge, skills and personal qualities, first; second, language behavior; and thirdly, gnostic testing of the development level associated with poly- / multicultural education components in dynamics. The teacher's activity is aimed at the development of test measuring materials. Students, performing tests, reveal their level of skills development in the area of the above knowledge, define personal and professional qualities in use, competencies acquired and polished, and get an objective idea of the effectiveness as key performance indicators for their activities.

*Analytical and corrective stage in technology of dialogic interaction.* At the analytical and corrective stage in the implementation of dialogic interaction technology for poly- and/or multicultural education of future teachers of foreign languages is the analysis of diagnostic results, reflective assessment and corrections, where applicable, of the teacher's work.

Pedagogical reflection implies critical assessment, development of corrective linguodidactic, culturological materials and tasks. The reflective position of students actualizes self-esteem and provides appropriate corrective activities aimed at improving the acquisition of socio-humanitarian knowledge, development of communicative and socio-cultural skills, as well as personal qualities of the future teacher in higher education.

The peculiarity of dialogic interaction technology for poly- and/or multicultural personality development of future foreign language teachers is in the design of sociocultural, linguo-didactic, socially integrative context in the process of mastering several foreign languages. That altogether provides active mastery of social relations, universal values based on the comparison of the studied cultures. In addition, well-organized process and implemented technology at this stage allows determining the cognitive, communicative and artistic development of graduate students, their positive socialization in a constantly changing poly- and / or multicultural world.

## CONCLUSION

The presented technology of dialogic interaction for poly- and/or multicultural education of a personality and a future foreign language teacher implements methodological provisions, patterns and principles. In addition, the technology of dialogic interaction adopted to develop students' poly- and/or multicultural skills in cross-cultural communication reflects the essential characteristics of organizational and methodological system of poly- and/or multicultural education in the competence paradigm of foreign language education.

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The main implementation stages to educate a poly- / multicultural personality of the future foreign language teacher include the motivational and preparatory stage, information-based and organizational, communication-based for in /out-of-class activities, diagnostic and reflexive stages, and lastly, the analytical and corrective stage, where applicable.

The implementation of the above-described stages in the technology of dialogic interaction to educate poly- and / or multiculturally skilled students who train to become foreign language teachers proves that the designed approach, or model, provides a combination of purposeful, linguistic and cultural practice with cognitive, research-informational, value-oriented, socio-cultural, cultural and artistic-aesthetic activities for heterogeneous and / or ethnically diversified class. In the course of study, graduate students form and polish their humanistic value orientations, expanding their social experience, developing communicative qualities and spiritual and moral qualities.

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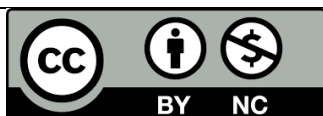
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