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AND ACTION TOWARD REGIONAL PROSPERITY"



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Compiler :

Prof. Adi Fahrudin, Ph.D
Prof. Dr. H. Suhendar Sulaeman, MS
Dr. Evi Satispi, M.Si
Dr. Fal. Harmonis, M.Si

Editor : Prof. Adi Fahrudin Ph.D
Cover Design : Rio Hendrawan
Setting & Layout : Iwan Soemantri

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PREFACE

This publication document the refereed, review and edited paper presented at the International Multidisciplinary Conference (IMC) with main theme “*Asean Economic Community: Transformation, Policy, Partnership and Action toward Regional Prosperity*” held at School of Postgraduate Studies, University of Muhammadiyah Jakarta, Jakarta, Indonesia, 12-13 November 2014.

The conference had highlighted, discussed and analyzed wide range of issues pertaining to transformation, policy, partnership, and action toward regional prosperity among regional ASEAN, neighbour, and implication to worldwide. The Proceeding and paper of the conference had have been grouped under eight theme and twenty six sub theme the following headings;

1. Politic, Policy, Law and Governance
2. Economic, Finance and Management
3. Science, Environment and Technology
4. Language, Madeia and Communication
5. Psychology, Education and Development
6. Health, Nursing and Social Work
7. Religion, Art, Culture and Tourism
8. Children, Women, and Family

All theme and sub theme having crucial topics that represent an important region, this International Multidisciplinary Conference is expected to contribute the regional development of new strategies from multidisciplinary perspective beyond the ASEAN Economic Community. The Proceeding include a number of good ideas, arguments, and opinions, which have implication for transoformation, policy, practice and research. Important for academic, this publication may be used as source of reference material for citations and references.

On behalf of the Steering Committee, I congratulate to all the keynote speakers and paper presenter, also active participants. The thoughts of all the speakers have been highly regarded and have significantly added value of the conference. I trust that International Multidisciplinary Conference 2014 will be a memorable one and I hope that an international multidisciplin network will be retained. Again, I wish to thanks each and every delegate for the support given to make this conference possible.

May we all be in continued spirit to achieve an inclusive and equitable ASEAN community and human prosperity.

PROFESSOR ADI FAHRUDIN, Ph.D
Chair
International Multidisciplinary Conference &
Editor

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THE DEVELOPMENT OF STORY TELLING MODEL AT KINDERGARTEN (RESEARCH DESIGN)

Riwayati Zein

Education Science, Doctoral Program, Post Graduate Program, Pacific State University – Indonesia

email: riwayati.zein@yahoo.com
phone: 081371822011

Abstract

This research aims are Analyzing and identifying the problems in applying story telling for kindergarten children of 5-6 years old recently. Education is very urgent for the 5-6 years Kindergarten students in order to develop multiple Intelligences, gifted potencies. Based on neurological study, according to Berk (2006:182), infant brain develops very rapidly at the early years of his/her birth, which produces trillions of inter-neuron bonds exceeding his/her needs. The bonds are reinforced by many psychological stimuli and the unreinforced ones will get atrophy, which in die (disfunction). The function of education for the golden age kindergarten students are not only to provide learning experiences but also to function to optimize the development of his or her capabilities of intelligent. Related to it, some efforts to stimulate his or her brain development is needed one of which is that to develop his or her language development based on his or her characteristics through the use of story-telling technique. The research design applies the steps suggested by Borg & Gall (1983:775):1. Research and information collecting, 2. Planning, 3. Develop Preliminary Form of Product, 4. Field Testing and product revision, 5. Final Product Revision, 6. Dissemination and Implementation

Keywords: Kindergarten, language development, story telling

INTRODUCTION

Education is very urgent for the 5-6 years Kindergarten students in order to develop multiple Intelligences, gifted potencies. Based on neurological study, according to Berk (2006:182), infant brain develops very rapidly at the early years of his/her birth, which produces trillions of inter-neuron bonds exceeding his/her needs. The bonds are reinforced by many psychological stimuli and the unreinforced ones will get atrophy, which in die (disfunction). The function of education for the golden age kindergarten students are not only to provide learning experiences but also to function to optimize the development of his or her capabilities of intelligent. Related to it, some efforts to stimulate his or her brain development is needed one of which is that to develop his or her language development based on his or her characteristics through the use of story-telling technique.

Linguistic intelligence is a thinking potency to use words as smallest units of language to express one's ideas, feelings, thoughts to others either orally or in written. Linguistic intelligence involves four skills: listening, speaking, reading, and writing. For kindergarten students, listening and speaking activities are more dominantly used since at this age they cannot read and write yet. Pre-school children more dominantly speak and use speaking to explore the worlds. These are in line

with their egocentric characters. They are fond of speaking to tell their experiences and of asking questions about things. For them, speaking ability is their strength and gradually they will develop their understanding about themselves and others. Therefore, their egocentrism will disappear. This stage is called critical period i.e. a time when their growth will be influenced by their environment. Thus, they will learn a language more easily because their brain develops optimally.

Related to the above characters of pre-school children, efforts to stimulate their brains are needed. One of them is by stimulating their brain development through story-telling since they cannot read and write yet. An education expert points out that 80% of learning processes are conducted through story-telling. The success of using story-telling techniques for 5-6 year-old children at kinder gartens cannot be separated from educators' competencies in transmitting cultural messages and moral values of life through the children's understanding the meaning and intention of a story. This indicates that when a story-telling process happens, they do a series of cognitive and affective activities, starting from comprehension, interpretation up to inference toward the moral values of the story.

The implementation of story telling activities recently has not appropriate with the characteristics of language development of children age 5-6 years old as stated by Ministry of National Education (2010:11). However if those components are implemented through telling a story in kindergarten it is assumed that children's language development will improve, they will be able to communicate fluently in spoken language, their vocabulary will increase, and they will know the symbol of sound and alphabet which give contribution to pre reading and pre writing stages. Moreover, some language components as suggested by Berk (2006:354) such as phonology, structure, vocabulary, semantic and pragmatic are still neglected so the story telling activities in kindergarten is not interesting and not really fun for the children.

In fact, it was identified that the application of story-telling technique for the 5-6 years-old kindergarten children: 1. is not yet in line with their language development characteristics, 2. the teachers are not competent enough to develop the students' language, 3. in applying the technique there is no manual yet.

The purposes of this research are: 1. Analyzing and identifying the problems in applying story telling for kindergarten children of 5-6 years old recently. 2. Designing development model 3. Testing the effectiveness of applying development a model design. 4. Evaluating the result of trying out the implementation of development model. 5. Making a guidance book of development model.

Review of Related Literatur

The principles of language teaching to childrens of Gestwicki (2007: 323) are: 1. language teachers gives respond to children communication, 2. language teachers models the speech, 3. language teachers simplify utterances, 4. language teachers expand children's effort, 5. language teachers link words with actions, 6. language teachers correct indirectly, 7. language teachers encourage speech, 8. language teachers sing, recite, play games, 9. language teachers read books, lots of books.

The characteristics of children language at 5-6 from the social aspect is proposed by Bronson (1995: 86) that 1. Children are in social playing means that they are interested in playing the role in group. 2. They are interested in book and enthusiastic in listening to the story telling. 3. From the sentence structure; the pronunciation and

vocabulary at this age is developing because they have known the basic rules of communication and used various abstract words. 4. Children can produce correct sentence and have \pm 2.500 vocabulary. 5. Children can adjust to conversation. 6. Children can communicate and solve the conflict in their social life.

According to Ministry of National Education (2010:7), the characteristic of children language development at 5-6 are 1. They can speak using simple sentence consist of 4-5 words. 2. They can do three oral command in sequent and correctly. 3. They are happy to listen and retell the simple story in sequent and easy to be understood. 4. Mentioning the name, gender, age, other people's call name (friend, older sister and brother, little sister and brother or other relatives). 5. They understand the types of questions using *what, why, and how*. 6. They can give questions using *what, who, and why*. 7. They can use the preposition such as *outside, inside, above, under, and beside*. 8. They can repeat children songs and sing a simple song. 9. They can answer the telephone and deliver the simple message. 10. They can play the role and do not dominate in conversation.

Rita and Francis (2007:58) state that the classroom activities for preschool to language development are; 1. Clay play, 2. Feel and texture, 3. Thumb and finger printing, 4. Tearing and sticking, 5. Paper crumpling and twisting, 6. Origami, 7. Object talk, 8. Picture talk, 9. Fieldtrips, 10. Cooking experience, 11. Rich teacher talk, 12. Composing prayer, 13. Telling a story, 14. Preparing and telling a story, 15. Using books, 16. Poetry, 17. Sharing time and group discussion, 18. What do you see, 19. Asking and explorer, 20. Dramatization, 21. Environmental print activities, 22. Environmental print show and tell, 23. Nursery rhymes, jingles, and foreplay, 24. Phonological awareness activities, 25. Alphabet activities, 26. Read aloud, 27. Literacy centre, 28. Activities centre, 29. Using newspapers in classroom, 30. Promoting literacy by designing early childhood environment.

Classroom activities to development of children's speaking based on Jalongo (2007:119) are consisted of: 1. Dictated story, 2. Group discussion, 3. Interviews, 4. Co-playing, 5. Creative dramatic, 6. Reenactment of imaginary scenes and everyday events, 7. Role playing solutions, 8. Presenting a puppet show, 9. Dramatizing a portion of story, 10. Narrated theater, 11. Scripted drama, 12. Sound amplification, 13. Say something about.

Activities to teach traditional story elements according to Jalongo (2007:141) are consisted of : Setting: Where does the story happen? Activities; make a mural of setting or scenery/backdrop, create shoebox diagrams of the settings, change the setting of the story, such as an urban version of a farm story, image what would happen if the environment changed, Characters : Who is the story? Activities; do a character contrast the compares good/bad characters, transform a character, create colorful mask for each character. Plot: What happens in the story? What evens occur? Activities; make a story map of character's travel, change the story sequence by writing a prequel or sequel, make a diagram of the character's actions. Theme: How is the story written? How does the author use language? Activities; change the moral of the story in a folktale or fable, try to represent the theme through music or art, make a "tall tale" into a "small tale" that tells about ordinary deeds. Style: Why was this story written? How does the author use language? Activities; try to follow the author's lead and imitate the author's style, list key words that contributed to the author's style, find another author with a similar style.

The characteristics of children's story according to Cullinan (1989) consist of 1. Setting, place, and the condition that support the process of telling the story, 2. Point of

view is the center of telling the story of the author, 3. The actor in the story is a personality or character which is illustrated in the process of storytelling, 4. Plot is the flow of children's story is very simple; forward plot, 5. Theme is the core of story such as honesty, love, faith, love to parents, and social care, 6. Trusteeship is the moral message in the story, 7. Language in the children's' story uses short and simple sentence.

How the brain processes stories? is proposed by Jalongo (2007:135) are: Getting the gist; 1.Experienced storytellers distill all the events into the essence of experience. What is considered important in the story may change as our lives change, often in unanticipated ways. Stories are told and retold.2.Novice storytellers can easily miss the meaning and become so caught up in relating event after event that it is difficult for the listeners to see the point of the story. Sequencing the activities; 1.Experienced storytellers realize that it is important to arrange story events in ways that make sense. The most common ways of organizing material are chronologically, in order of important (from first to last in priority) or procedural (step-by-step).Each even triggers the memory of what happens next. 2. Novice storytellers have difficult adapting information to the need of the listener. Inexperienced storytellers are less aware of their listeners' needs for background information. Filling the story; 1. Experienced storytellers use particular items as "books" for material so that can remember the various parts of the story. When retelling the story of: "The Three Bears" for instance, a visual image of three books, chairs, and beds might serve as the trigger for remembering the entire story. 2. Novice storytellers are less adept at selecting ways to remember the story. They may lose their way while attempting to tell the story, drift from the story into their own experience, or simply give up on completing the story. Telling the story; 1. Experienced storytellers have access to a variety of storytelling practice that the mood and draw listeners in, such as varying their voice, using gestures effectively, using familiar story language and building suspense or surprise. They also have sufficient confidence to improve the parts of the story that they have not memorized.2. Novice storytellers have less experience with the strategies of storytelling and may find their listeners growing impatient. Amplifying the story: 1. Experienced storytellers interject their own style into a story. They choose credible details add bits of dialogue, and continue to refine their story during subsequent telling. 2. Novice storytellers may rely on repetitive phrases to fill in while they are trying to remember their story. Their storytelling is less fluent and may be directly copied from someone else, rather than expressing their own style.

There are several things to consider when sharing stories is proposed by Jalongo (2007:144): Appropriateness, match the story with the conceptual level of audience. Quality, a story should be worth the time that you will have to invest to learn it. It should have a compact, action-filled plot with a clear sequence of events. Presentation, plan to capture the children's interest immediately. Figure out the story to be adapted, changing the tempo, the tone and pitch voice, use facial expressions and hands gesture for dramatic effect. Participation, consider where the children might chime in or where you might ask a question. Practice, know the story and story and practice telling it until there is no change of your forgetting it.

Jalongo (2007: 148) state Story reenactment guidelines consist of : Choose a story that you and the children already know star with a very simple story. Ask the children to generate a list of characters in the drama, and make a chart of all the name of the children who want to play a particular role. Do not limit children's imagination by

type casting. If there is a role that no child selects, play it yourself and put your name on the chart. Instruct the children who are not dramatizing that they are the audience, make it clear that their role is to be attentive listeners. Use minimal props and costumes. Take the role of narrator yourself, and model for the children how the narrator keeps the story. When the story is finished, lead the audience in applauding the efforts of all the characters. Perform the drama again, as long as children's interest is maintained.

According to Ministry of National Education (2010:13) the manual of learning for children's language development in kindergarten is conducted through story telling activity. Story telling, in the context of early childhood learning activity, is aimed to develop children's language competence by listening and retelling the story in order to train their skill. The activity of telling the story is conducted through story telling activity. As stated by Bachri (2005:10) that story telling is a method to give an experience to children which is given in spoken by telling the story to them.

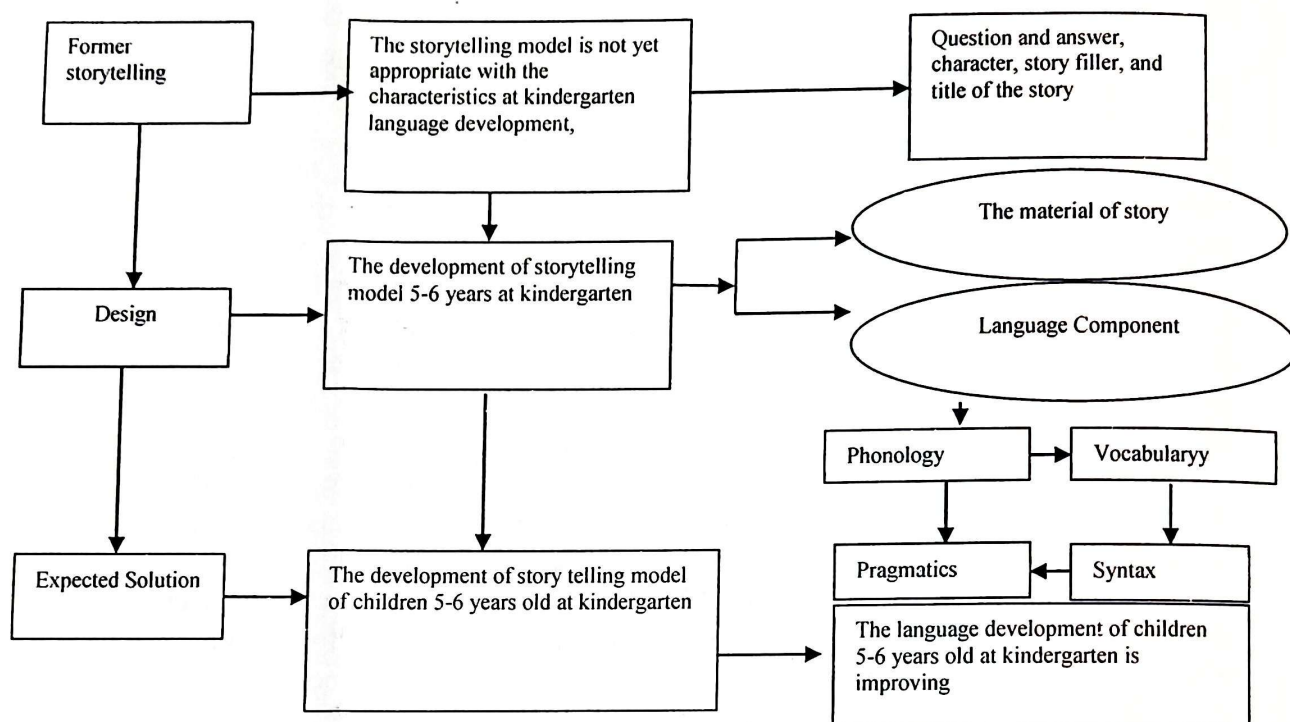
Moreover, Bachri (2005:10) states that story telling activity is aimed to improve children's language domain by developing the skill and competence in; 1) listening. 2) reading. 3) Association. 4) Expressive. 5) Imaginative. 6) logical thinking. It is related with constructivist that children develop their knowledge in engaging with the environment. Therefore, they should have language competence which is stimulated through story telling activity. Besides nonfiction story, fiction also tells about actual condition or evidence wherever it is happened as a reflection of life.

It is supported by Musfiroh (2005:52) that story telling has several benefits for children's early learning: 1) story telling is a learning model for character building which can be absorb easily. 2) Story telling is integrated with other aspect of language skill such as; listening, speaking, reading, and writing. 3) story telling gives children a freedom to develop their emphatic and sympathetic feeling to surroundings and build their social emphatic. 4) Story telling gives an example of problem solving. 5) Story telling can be applied in real life situation. 6) Story telling gives positive effect to children's psychology in understanding others and in building a relationship to teacher as parents at school. 7) Story telling arises children's eagerness and knowledge to be more creative and imaginative children.

The Evaluation of teaching learning at kindergarten as stated in Ministry of National Education (2010: 8) is applying based on children's growth and development and guidance book of children's work using various assessment technique which is integrated with teaching learning activities. It is also strengthen by Children Resource International (CRI, 1997: 99) that the form of assessing children's learning activities is conducted through: 1. Observation, 2. Performance assessment, 3. Portfolios. In relation to the statement above, the assessment of developmental model of story telling in this research used observation, performance assessment and portfolios. Meanwhile, the criteria of telling the story to children used Bromley (1992: 314) concept about fluency, clarity, and intonation.

A Conceptual Framework

The Development of Story Telling Model to the Children at Kindergarten



METHODS

This research belongs to a research and development (R&D) because it will yield a product. The research design applies the steps suggested by Borg & Gall (1983:775) those are: 1. Research and information collecting, 2. Planning, 3. Develop preliminary form of product, 4. Field Testing and Product revision, 5. Final product revision, 6. Dissemination and implementation.

The population of the research is the teachers and the students of 5-6 years at kindergarten in Padang. The sample was taken by applying purposive sampling technique (Richey, 2007:88). To decide the number of the sample, the technique as proposed by Solvin was used (Siregar, 2010:149).

Instrument in collecting the data taken from children's assessment and recording the data systematically as stated by Gestwicki (2007: 389) 1. teachers observes children's direct and natural observation without intervening and activity in real learning times, 2. Performance assessment, assessing the children in doing the activity that can be observed, 3. Portfolios, Portfolios may contain a collection of representative work of children that give an illustration of their progress and achievement or other developmental aspect.

The data of this research is consisted of process and product. The data process are taken from the observation and interview which is analyzed using statistical analysis

with tabulating technique by calculating the total score, average score, ideal score, and respondent percentage by using Arikunto (2002) formula; level of achievement =

$$\frac{\text{Average Score}}{\text{ideal score}} \times 100\% \text{ with category of } 90\%-100\% \text{ (very good), } 80\%-89\% \text{ (good), } 65\%-79\% \text{ (low), } \leq 54\% \text{ (very low).}$$

The data from effectiveness product testing is the score of trying out the preliminary product and final product by using statistical descriptive; homogeneity and normality test. Homogeneity is used to find out whether the variant of data S_1^2 is homogeneity Chi quadrant X^2 formula (Sujana, 2005:62). Normality test is used to analyzed whether the data is normally distributed by using Kolmogorof-Smirnov of SPSS 12.0 and t_{test} . Both formula are used to find out the effectiveness of using Telling a Story Model toward children's language development at the age of 5-6 year old at kindergarten school. To find out the final data the researcher compared the preliminary data, try out, and final data.

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