



Literature as Media Education Nation Character Values



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Abstract

This study aimed to describe literature as an educational medium value/character of the nation in literary appreciation learning. To achieve these goals, use descriptive qualitative research design. This research was conducted at the junior high school students through learning Widya Way Denpasar appreciation of literature. The method used to collect data is the method of recording documents, observation, and interviews. Record-keeping methods used to collect data on the material of literature is taught in literary appreciation learning. Observation methods used to collect data about the learning process that takes place in SMP Widya Sakti Denpasar. Meanwhile, the interview method is used to supplement the data obtained from the observation. Data were analyzed with descriptive qualitative. The results showed that (1) the learning material appreciation of literature in general already contains educational value/character of the nation, (2) The literary appreciation learning has led to the planting of educational value/character of the nation. Based on these results, it can be concluded that the material used in the literary appreciation learning literature already contains educational value/character of the nation. Starting from this conclusion, it can be suggested to the teachers of Indonesian language and literature so that learning always instill educational values/characters for the sake of the nation strengthens kinship, and in a broader scope to reinforce the Unitary Republic of Indonesia.

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1. Introduction

Globalization era gave birth to the attitudes and actions of the higher competitive and we should have. However, often done with the principle of survival of the fittest, the strong who he wins, all kind of ways, marginalized the properties of humanistic, ethical and aesthetic. Patterns of thought and behavior can thus weaken the social values of culture, such as mutual assistance, solidarity, brotherhood, tolerance, and others, which is the glue of society community and the Indonesian nation is multicultural in the frame of the Republic of Indonesia (NKRI), wick Bhinneka Tunggal Ika, based on Pancasila, and the 1945 Constitution. Additionally, understanding, awareness, and commitment to the practice of Pancasila as the basic philosophy of life and the state look increasingly weakened.

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If all of the symptoms mentioned above allowed to continue, it is not impossible will lead to a faltering integrity of the Republic and the destruction of the nation. Therefore, it is necessary to find a solution that serious and sustained. Indonesian society, especially the younger generation need to strengthen their identity so it is not affected by the various cultures that are not in accordance with the national identity. Herein lies the strategic role of education in solving social conflicts, both hidden and real place in society.

Through education, the civilization of a society can be formed, even touted as an agent of change (Rohinah, 2011). Educational institutions, is expected to be formed humans are soulless noble, humane, not depriving anyone else, honest, and independent. In short, educational institutions are expected to be able to nurture the souls of goodness in every human being.

In Indonesia contemporary educational reality, the impact of globalization builds ambivalent role of the authentic nature of education. The function of national education to develop skills and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible as contained in article 3 of Law the National Education System (almost) just be a slogan when the social culture of the community were considered not quite conducive to the creation of the educational atmosphere that is comfortable and enlightening. Educational orientation airport disrupted by global competition priority than maintaining local harmony.

Facing competitive globalization era paced and highly competitive, educational institutions are expected to actually be able to optimize its function as an educational center value is not only based on the cognitive-psychomotor but also the affective-oriented formation of character and personality of students. Thus, the output of education not only smart intellectually, but also emotionally intelligent, spiritual, and social, so that one day be able to compete in the midst of global flows in a wise, mature, and mature.

Globalization era instead to be avoided, we are actually charged and challenged to dare/greet him without losing their identity. Science and technology should be dominated and subdued, so we still have the integrity that comes from the roots of the nation's culture. The national identity like this must be nurtured from an early age and continue throughout life through a process of national education, whether formal, non-formal, or informal, oriented on the dynamics of science and technology that is integrated into the local culture/culture of the relevant nation. This is in accordance with the Law No.20 / 2003 on Article 3 states that "the National Education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, aims to develop students' potentials to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible ". Heed to what is mandated by Law No. 20 In 2003, it was clear this suggest that education in our country not only produces intelligent member of this nation with science and technology capabilities and creativity; but also of faith, morality is based on noble values of cultural and national identity, which is reflected in everyday life, which comes from the noble values of local wisdom and local genius of the nation.

No less important, the need for visionary breakthroughs that could encourage and internalize the values of education in accordance with the demands and dynamics of psycho-social development of learners. Literary works seem to be a strategic medium to achieve that lofty goal. Through literature, children from an early age can make sense though, if the inner, and if the mind is so intense that they indirectly have a positive behavior and habits through the process of appreciation and creativity through literature.

In such a context, both as a medium and as teaching materials, literature has an important contribution to the effort to the next generation of intelligent and moral as expected. This means that like it or not, educational institutions must position itself as a "fortress" major appreciation of literature through teaching that is managed properly, serious, and optimal.

B.P. Situmorang (in Sarjono, 2001), said that literature should be taught to the students to enable them to enjoy, appreciate, understand, and utilize the literary works to develop a personality, expanding horizons of life, and to improve the knowledge and language skill. That matter can nurture the soul aesthetic, the beauty of the soul, the soul that contains elements of moral (ethics), to divert juvenile delinquency and channel it into a more positive direction through the appreciation of literature.

It noted above turned out to be very relevant to the learning objectives Indonesian contained in the content standards (the Ministerial Regulation No. 22/2006) numbers five and six as follows: (5) enjoy and utilize literature to broaden, refine manners, as well as improving knowledge and language skills, (6) appreciate and be proud of Indonesian literature as a cultural treasure and human intellectual Indonesia.

In keeping track of their teens, need to realize that the age of middle school students (SMP) that ranged from 11 to 16 years are difficult times for those in control of his emotions. As Piaget (dalam Winarto, 2011), the time period such as a period of transition, which change a person of the age of the children into adulthood. As the students were still in a transition period, junior high school students need to be nourished "vitamin" for the growth of his soul. One teaching can be inserted vitamin that is the teaching of literature.

To filter out the negative impact of global forces that have penetrated the lifestyle of Indonesian society, including junior high school students, who are in transition, Unit Level Curriculum suggests that learning is associated with the social and cultural environment around the learner. In this phase, it is strategic to enculturation and learning based on local wisdom literature in junior high school students has done focus and intensive. Through this technique can directly instill the values of local wisdom as a nurturant effect. The integration of local culture and the potential it necessitates a strategic function for the formation of character and identity. The main problem studied in this paper is: "How can literature be used as educational medium value character of the nation?" So that literature can be used as an educational medium value character, then literature can not be separated from the learning aspect. Therefore, the fundamental problems above can be broken down into subproblems the following: (1) How is the learning plan appreciation of literature as a medium of education values characters in SMP Widya Sakti Denpasar? (2) How is the implementation of literary appreciation learning as educational medium value character in SMP Widya Sakti Denpasar? and (3) How does the evaluation of literary appreciation learning as educational medium value character in SMP Widya Sakti Denpasar?

2. Research Methods

This research was conducted using qualitative descriptive design. The design is descriptive-qualitative intends to describe things as they are using words. In this case described is "how the planning, implementation, and evaluation of literary appreciation learning as an educational medium value character in SMP Widya Sakti Denpasar".

Subjects in this study are the Indonesian teacher at SMP Widya Sakti Denpasar totaling 3, respectively VII grade one teacher, one teacher in class VIII, and IX of the class teachers. They chose this subject because the teacher which have a role in the majority of learning activities, both in planning, implementing, and evaluating learning outcomes. The object of research, in general, is a literary appreciation learning as educational media value/character in SMP Widya Sakti Denpasar.

The data collected in this study is data about lesson planning, instructional implementation, and evaluation of literary appreciation learning as educational media value character in SMP Widya Sakti Denpasar. Each data collected by (1) the method of documentation, (2) observation, and (3) the method of interview. The collected data were analyzed with descriptive qualitative analysis.

3. Results and Analysis

3.1 Appreciation Lesson Planning Literature as Media Education Values Character

The results showed that the Indonesian teacher at SMP Widya Sakti Denpasar already preparing lesson plan (RPP) in a complete and systematic. RPP is structured with the aim of learning can take place in an interactive, inspiring, fun, challenging, motivating the students to participate actively. In addition, the RPP provide enough space for innovation, creativity, and independence in accordance with their talents, interests, and per-physical and psychological development of learners. This is in accordance with Regulation No. 19/2005 and reinforced with Regulation Minister of National Education (Permendiknas) No. 41/2007 about Standard Process, which among other things regulates the planning of the learning process that requires the educator in the educational unit to develop a lesson plan (RPP). RPP designed literary appreciation Indonesian teachers have been adapted to the education unit level curriculum, in particular, syllabus be the main reference in the preparation of lesson plan. The preparation of lesson plans also does not rule out the condition of the school, the environment, the needs and characteristics of learners. RPP is derived from the syllabus for direct learning activities of students in an effort to achieve basic competency.

RPP compiled identity includes teacher lesson plans, standards of competence, basic competence, indicators, allocation of time, learning objectives, materials, methods, learning activities, resources and media learning, and assessment. RPP compiled for each Basic Competencies (BC) which can be implemented in one or two meetings. It is a road with the opinion of Isdisusilo (2012) states that measures a minimum of preparation of the RPP starts from including the identity RPP, objectives stab-learning, learning materials, methods, measures of learning activities, learning resources, and assessment. Each component has a direction of development of each, but all is

one unit. In addition, it is also in tune with Permendiknas 41/2007 which states that the RPP is derived from the syllabus for directing the activities of learners in attaining basic competency. RPP compiled identity includes teacher lesson plans, *kom-ompe-* standard, basic competence, indicators, allocation of time, learning objectives, materials, methods, learning activities, resources and media learning, and assessment. RPP compiled for each BC which can be implemented within one or two times each meeting.

Related to the integration of the values of local wisdom (especially literature as an educational medium value character) in teaching literature appreciation, some components of RPP in class VII and VIII did not show any such thing. The component in question is the formulation of standards of competence, basic competence, indicators, learning objectives, learning steps which include the preliminary stage and cover, as well as in the evaluation. No integration to the values of local wisdom into the formulation of standards of competence, basic competence, indicators, and the learning objectives for the formulation directly quoted from the syllabus subjects. Meanwhile, the learning steps which include the preliminary stage and the cover, and on the evaluation of the integration of local moral values is not done by the teacher. Supposedly, RPP is designed to charge and all stages of literary appreciation learning activities to facilitate the integration of the values of local wisdom. This is in accordance with the opinion of [Ahmadi \(2012\)](#) which states that the process of integration of the values of local wisdom into learning course, teachers must adapt to the environment, the level of child development, material/subjects are delivered, and learning methods used. Furthermore, he also said that the RPP should be designed so that learners know and accept the values of local wisdom as their own and are responsible for the decisions taken through the stages of familiar options, assessing options, determine the establishment, and thus introduces a value corresponding to the confidence. With this opinion could be interpreted that from the prepared lesson plan teachers can create learning appreciation that provides opportunities for students to learn through the process of thinking, being, and doing.

Related to the integration of the values of local wisdom (especially literature as a medium of education value of the character) into the learning plan is also conveyed by [Isdisusilo \(2012\)](#) that: at the planning stage, syllabus and lesson plans designed to load and facilitate learning activities to integrate the values of local wisdom. You do this by adapting existing syllabus by adding one column in the syllabus to accommodate the values of wisdom that will be integrated. Meanwhile, how to prepare a lesson plan that is integrated with the values of wisdom is to adapt the lesson plan that already exists by adding the values of wisdom in materials, develop learning steps that enable learners to have the opportunity to integrate values and show it in behavior, or by develop through the assessment.

Integrating the values of local wisdom (especially literature as a medium of education value of the character) in the class IX RPP appear on the formulation of basic competence, learning indicators, objectives, materials, core activities, media selection, and assessment of learning outcomes. Operationally on the learning material already mentioned the values of local wisdom that is meant as moral or religious values, human values or social, ethical or moral value, aesthetic value or beauty. This integration is done in accordance with the opinion of [Ahmadi \(2012\)](#) states that the process of integration of the values of local wisdom into learning course, teachers must adapt to the environment, the level of child development, material/subjects are delivered, and learning methods used. The above opinion was reaffirmed by [B.P. Situmorang \(in Sarjono, 2001\)](#), which says that the teaching of literature should be taught to the students to enable them to enjoy, appreciate, understand, and utilize the literary works to develop personality, expanding horizons of life, as well as increase their knowledge and proficiency. It can nurture the soul aesthetic, the beauty of the soul, the soul that contains elements of moral wisdom (ethics), to divert juvenile delinquency and channel it into a more positive direction through the appreciation of literature.

3.2 Learning Implementation Appreciation of Literature as Media Education Character Values

Integrating the values of local wisdom (especially literature as a medium of education value of the character) was applied at all stages of learning, not only through the subject matter, but the coloring is almost all activities and school life in junior Widya Sakti Denpasar. It is already apparent from the beginning teacher entered the classroom, learning early stage to the final stage of learning. The value of wisdom is not taught specifically but integrated or developed through the learning material appreciation of literature. The values of local wisdom are completely dug out of the context of student learning based on real experience. This is very important because the material is worth wisdom to correlate with real life, for students the material that will be functionally significant. Wisdom values (especially literature as a medium of education value of the character) that will be tightly embedded in the memory of the student so that it becomes a character-forming. All of it is in line with the

opinion of [Isdisusilo \(2012\)](#) states that the development process in values is a long and ongoing process starts from the beginning of learners entered until completion of an educational unit. Material about values is not the usual teaching materials. Its meaning, the values are not made subject being put forward as when teaching a concept, theory, procedure, or any facts in religious subjects, Indonesian, civics, science, social studies, and so on. Thus, the values of local wisdom are integrated into each subject. Integration into the can through the learning materials, methods, and assessment. In the implementation of learning in the classroom, the teacher does not need to change the existing subject but using that subject matter to develop the values of wisdom. Similarly, the teacher does not have to develop specialized learning process to develop value.

Wisdom values (especially literature as a medium of education value of the character) that look to be integrated into the overall process of literary appreciation learning more social value. The social values that the students widened guided the wise and prudent man. For example, the value of harmony on the basis of moral ethics, discipline, manners, caring, spiritual, religious, Tri Hita Karana (as the concept of harmonious relationship amongst students, students with the Lord, and students in the environment), tat twamasi containing the principle of solidarity and equality, unselfish, compliance, catur purusa arta, karmapala, subha-asubha karma, ruabhineda, and mutual cooperation, trikaya parisudha, respect for parents, not obey anger, truth, loyalty, leadership, asuri sampad, paras-paros, consecrated in catur guru, mulat sarira, decency and tolerance, beside developed cultural values and education.

The value of local knowledge (especially literature as a medium of education value of the character) was developed, explicit, is associated with the context of everyday life through the study of literary appreciation. Thus, the integration of the values of local wisdom not only on the cognitive level but touched on the internalization and real experience in the lives of young people every day in the community. Proven that by integrating the values of local wisdom (especially literature as a medium of education value of the character) makes learning more interesting and functionally meaningful for students. Through the testimony of teachers also obtained information that the integration of the values of local wisdom into learning is proven to increase arousal students to think and live the messages or values for their wisdom delivered directly involved, both physically and psychologically. Student experience becomes more concrete, the message can actually achieve the goals and objectives to be achieved.

Development of wisdom values requires the efforts of conditioning so that students have the opportunity to bring out behaviors that demonstrate these values. These efforts can be seen from one of the teachers use learning methods, the method of playing a role. Through this method, the teacher can bring students to the actual conditions. Indirectly play a role (drama performance) simultaneously also be used as a media teacher. Form groups of students in the class through role play can produce uniformity observation, can instill basic concepts true, real, and right can provide a comprehensive experience of things that are concrete to the abstract.

Teacher's ability to manage to learn by using a variety of methods such as lectures, question and answer, discussion, inquiry, role playing, assignments, and performance looked well done and appropriate to empower the potential of learners. Active learning methods seemed to be used by teachers in integrating the values of local wisdom on literary appreciation learning. The learning process is done with an emphasis on student-centered learning in the frame of the model and active learning strategies, supported by the teacher's role as a facilitator of learning. Learners do not just focus on the seat, can move to establish a working group and within a short time to make them think about the subject matter. This is in line with the opinion of [Isdisusilo \(2012\)](#) states that the use of active learning and fun are used in the process of values education. This is because in principle the process of values education learner, not the teacher. The learning process is done in a learning atmosphere that causes a sense of fun.

In general, teachers have done a whole series of learning activities in accordance with the provisions of Ministerial Regulation No. 41, 2007 on the Standard Process for Primary and Secondary Education unit which includes the introduction, the core, and the cover. Preliminary activities carried out by implementing a perception teachers, by linking the subject matter that has been owned by the students with the material to be studied and did not rule out students' motivation. This led to the delivery of learning objectives. Core activities performed interactively learning, inspiring, fun, motivating students to participate actively in the overall learning process. This activity is carried out systematically and systemically through the process of exploration, elaboration, and confirmation. When viewed from the activities of teachers and students for teaching and learning literature appreciation, then the overall activity of teachers and students showed learning-oriented approach setting process skills in cooperative learning student-centered. Students learn together in small groups, so as to train them to be able to internalize the values of local wisdom, such as: accept dissent, respect the opinions of others, and to work

with friends of diverse backgrounds. The activities cover teachers do with students to summarize the learning, the teacher gives the student evaluations, together with reflection, teachers follow up in the form of group work, and delivery of learning plans at the next meeting.

3.3 Learning Evaluation Appreciation of Literature as Media Pendidikan Character Values

Prior to this evaluation, teacher evaluation prior planning. This is intended to evaluate accuracy and precision to measure learning outcomes. It involves the selection or determination techniques that will be used in the evaluation. Each assessment technique instrument of assessment made in-adjusted indicators of achievement used competence. Teacher technique evaluation is a written test, practice test/performance, the assignment of all groups and observation. Evaluation instrument in the form of test items and observation guidelines. This is in accordance with the opinion of [Sudijono \(2011\)](#) states that, before the evaluation is carried out, first the teacher must prepare well planning and overcooked. Planning this evaluation include the following activities: 1) formulate evaluation objectives, 2) define the aspects to be evaluated, 3) selecting and determining the techniques to be used in the evaluation, 4) develop gauges to be used in the measurement and assessment of learning outcomes students, and 5) establishing benchmarks, norms or criteria that will be used as a handle or a benchmark in providing interpretation of evaluation data.

The Ministerial Regulation No.22 of 2006 states that the Content Standards (CS) for units of Elementary and Secondary Education includes a minimum of material scope and level of minimal competence to achieve minimal competence of graduates on the level and type of education. In the Content Standards (CS) explained that the learning activities in the curriculum include face to face, the assignment of structured and unstructured activities independently. Face to face is a formal meeting between educators and learners in the classroom. Assignment of structured and unstructured independent activity is the deepening of the learning activities in the form of learning materials by learners are designed by educators to achieve the standard of competence. Time structured settlement assignment is determined by the educator, while the settling time independent unstructured activities regulated solely by learners. In line with these provisions, evaluation of learning literature appreciation in junior high school teacher has been designed Widya Sakti Denpasar to measure and provide information about the achievement of competence of learners obtained through face to face activities, assignment of structured and unstructured activities independently.

Results related to the literary appreciation learning students understanding of the values of local wisdom known by measuring indirectly. Indirect measurement is done through indicators or symptoms that indicate that learners reveal behavior that reflects the achievement of learning competencies literary appreciation in accordance with the purpose of evaluation, as was able to demonstrate the relevance of the values of wisdom contained in literature with the values of life students significantly. The evaluation of the competence of literary appreciation consists of evaluation processes, attitudes, and outcomes. In any evaluation activities, both the evaluation process and learning outcomes, cognitive, affective, and psychomotor always been a target.

The evaluation of the development of the values of local wisdom in teaching literature appreciation, take place in line with the learning process by initiating observations on the attitude and response or the response of students. The evaluation is done by creating conditions and an atmosphere of learning that form of creativity that show the behavior of learners are able to positively appreciate the wisdom values through literary works can be observed. For example, by asking the students to determine the theme of short stories or specify characterizations of short stories. Through the depiction of these characters can be explored a lot of wisdom values related to how to behave or act in life. It can also be observed when students were asked shortly tell her life experience to become a basic idea of writing a play, to provide feedback on the values of wisdom contained in the text of the drama entitled "Jayaprana and Layonsari". All this is an attempt teacher to create learning conditions that allow students' understanding of the values of local wisdom can be observed. Evaluation results are intended to at getting information about students' abilities to understand and appreciate some product literature values wisdom. Evaluation of the results of this learning is done by assigning students to groups to report in writing what is charged in sheet instruments derived from indicators of achievement of competencies. Evaluate the attitude associated with a student's response to learning. This evaluation aims to determine students' attitudes toward learning, covering the aspects of participation, motivation, teamwork, and initiative. Evaluation is done by the attitude of teachers to observe students' attitudes during the learning process takes place, then write down observations on observation guidelines that had been prepared previously.

4. Conclusion

Based on the results of research and discussion can be concluded as follows.

- a) Planning literary appreciation learning as educational media character values in SMP Widya Sakti Denpasar generally been integrated into several components RPP. In RPP class VII and VIII integration appear on the material, core steps, and learning media. In the ninth grade lesson plan integrating the values of local wisdom (especially literature as a medium of education grades characters) appear on the formulation of basic competence, learning indicators, objectives, materials, core activities, media selection, and assessment of learning outcomes.
- b) Implementation of literary appreciation learning based on local wisdom (especially literature as a medium of education value of the character) in SMP Widya Sakti Denpasar has been integrated into all stages of learning, both at the preliminary stage, the core, and the cover.
- c) Evaluation of learning based on local wisdom literature appreciation (especially literature as a medium of education value of the character) in SMP Widya Sakti Denpasar take place in line with the learning process through the observation of attitudes and responses of students. The evaluation is done by creating conditions and an atmosphere of learning that form of creativity that show the behavior of learners are able to positively appreciate the wisdom values through literary works can be observed.

Suggestion

Based on the conclusions outlined above, can put forward some suggestions as follows. (1) In the preparation of the learning plan (RPP) appreciation of literature, both in class VII, VIII, and IX, teachers should take advantage of literature as a medium of education the character values that are integrated in all components of the lesson plan, (2) In the implementation of learning literature appreciation based on local wisdom (especially literature as an educational medium value / character), teachers should integrate it into all stages of learning, both at the preliminary stage, the core, and the cover. (3) Evaluation of learning based on local wisdom literature appreciation (especially literature as a medium of education value of the character) should be performed on the results and the process. On the results accomplished by providing task of analyzing a literary work that it contains character values education, while the process is done through the observation of attitudes and responses of students in appreciating works of literature as a medium.

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