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THE SPECIAL FEATURES OF CHILD-PARENT RELATIONSHIPS OF ADOLESCENTS WITH SELF-MUTILATING BEHAVIOR

Abstract. Summary. The article is devoted to the study of the special features of child-parent relationships of adolescents with self-mutilating behavior. It shows that highly intensive emotional reactions of self-mutilating character are consolidated involuntarily in family atmosphere. The self-harm act, on the one hand, lowers the intensity of painful emotions, and on the other hand, negatively consolidates self-harm which is seen as an effective means of avoiding emotional pain.

Keywords: self-mutilating behavior, adolescents, child-parent relationships.

Problem statement. The problem of self-mutilating behavior among adolescents has been faced in the psychologists' practical activities quite often recently [1; 2; 3; 4]. For a long time self-mutilating behavior was narrowed down to suicide attempts, it was considered to be the symptom of borderline personality disorder, was misinterpreted in mass media and misapprehended in society. This led to the appearance of a great number of myths, misinterpretations, and, as the result, ineffective forms of treatment when faced with such behavior.

To adequately determine the work targets the specialists need to understand the mechanisms of appearance and course of this or that behavior form. Self-mutilating behavior can be determined as a wide range of actions, connected with intentional physical harm of one's own body. Such actions can appear in the result of both pathological and non-pathological mechanisms. They can be a symptom or a consequence, a part of cultural or social ceremonies. Such actions can also take part in identification processes, connected to age, gender, social or cultural environment [2; 5; 6].

Today there are different kinds and forms of behavior aimed at body harm. To these refer the following: eating behavior disorders (anorexia and bulimia), tattooing, piercing, performing obtrusive actions: onychotillomania (destruction of nails and periungual skin), onychophagy (biting nails and periungual skin), onychocheilophagia (biting nails, periungual skin and lips), autoepilation – trichotillomania (pulling out hair) with possible further trichophagy (eating hair) and dermatotillomania (skin pinching), cutting oneself with sharp objects, scratching the skin and wounds, ulcers, stitches and nevi. Obtrusive actions also include the following: body parts perforation with inserting foreign objects in the holes; banging fists and head against objects and self-hitting; pricking (with pins, nails, wires, stylus, etc.); self-burning, partial self-suffocation (without a wish to intensify sexual arousal or to reach sexual satisfaction); finger joints displacement, biting hands and other body parts; alcohol, drug and medication abuse (with intoxication and overdose without suicidal intentions); swallowing corrosion chemicals, batteries, pins [4; 5].

The most wide-spread type of self-mutilation spread around the world is superficial/ moderate self-mutilations. They usually appear in adolescent age and include such actions as pulling hair, scratching skin and biting nails, which refer to compulsive subtype, as well as cutting skin, excision, searing, sticking the needles in, breaking bones and preventing wound healing, which refer to the episodic and repetitive subtype. Skin cutting and searing which appear periodically are the most widespread types of self-mutilating behavior. They can be symptoms or epiphenomena of a range of mental disorders such as borderline, histrionic and antisocial personality disorders, posttraumatic syndrome, dissociative disorder and eating behavior disorders [1; 4; 6; 9].

So, to answer the question "Why do patients intentionally harm themselves?" Armando Favazza writes: "Because it brings temporary relief to a great deal of symptoms such as, for instance, anxiety, depersonalization and despair…Those who cut themselves perform in essence a certain kind of primitive surgery on themselves which ends in material proof of healing" [9]. A. Favazza sees self-mutilating behavior as "morbid forms of self-help, which give quick but temporary relief to states causing sufferings such as growing anxiety, depersonalization, obsessive thoughts and strong but unstable emotions".

When it is impossible to get distracted from these episodic behavior models and they repeat again and again, they acquire their own life and begin to constitute what is called a syndrome of repetitive self-mutilation. Those, who do repetitive self-mutilations do not want to die, but they can develop a depression and be on the verge of suicide due to inability to control their self-mutilating behavior. They feel that nobody really understands what they are going through [8]. Thus, self-mutilating behavior as a rule is not connected to suicide attempts, although among suicidents there are often people with preceding self-mutilation.

The most common forms of self-mutilating behavior among adolescents are self-cutting, scratching and doubling fists to bleeding, scratching skin to bleeding, picking off the sores, self-hitting against hard surfaces, intoxication, skin searing (more common among boys).

The aims and motives of self-mutilating behavior can be different. Among them are the following:

– getting rid of the sense of inner emptiness, depression, the sense of unrealism of the events;

– stress removal;

– desire to ease emotional pain;

– a way to relieve aggression, anger, annoyance;

– a need to feel the reality of events (a struggle against the sense of depersonalization, multiple personality and dissociation);

– a need to feel euphoria;

– an effort to avoid suicide attempt;

– a way to express pain, strong emotions which are impossible to cope with;

– a way to influence other people's behavior;

– a way to demonstrate to others what is going on inside the personality and how hard it is;

– a request/ cry for help;

– expression or suppression of sexuality;

– a way to express or struggle with the sense of alienation, detachment and loneliness;

– to confirm the reality of pain (wounds, cuts are seen as proof that emotions are real);

– biochemical stress relief

– an attempt to distract oneself from something that is too painful (thoughts, memories, emotions);

– a way to influence the control of one's own body;

– a prevention of something worse.

Research methods and sampling. The work uses projective drawing method which allows to evaluate inner family relationships, emotional climate and position of adolescent in the family. In the course of study we have analyzed the following: the drawing structure, the special features of family members graphic representation, the drawing process, the adolescents' answers during post-drawing conversation.

The conversation and questioning allowed to ascertain the presence of repetitive self-mutilating behavior acts.

The research involved two groups of people under study. Group 1 (experimental group, hereinafter referred to as Gr. 1) consisted of 34 adolescents aged 13–15, who showed repetitive cases of self-mutilating behavior. Group 2 (control group) included 40 adolescents aged 13–15, where the acts of self-mutilating behavior were absent.

Adolescents from both groups were brought up in two-parent families with average level of income. Adolescents from both groups did not have mental and significant somatic diseases.

Adolescents from group 1 in 15% of cases practiced self-cutting, 20% scratched skin, 20% scratched skin to bleeding, 10% picked off the sores, 10% practiced self-hitting against hard surfaces, 10% seared skin, 10% pulled hair and 20% of them showed combined forms of self-mutilating behavior.

The research results. The adolescents in group 1 drew incomplete families (82%, $\varphi = 4.78$, $p \leq 0.000$) (The text in parentheses shows reliable differences between experimental and control groups), which indicates dissatisfaction with family situation. Adolescents under study omitted those family members who were less emotionally appealing or those relationships with whom were tense. In 47% ($\varphi = 1.99$, $p \leq 0.005$) of cases the drawings lacked the authors themselves, which indicates self-expression difficulties during communication with relatives, absence of community sense with the family: "nobody notices me", "it is hard for me to find my place". Post-drawing survey allowed to determine that in 35% ($\varphi = 2.04$, $p \leq 0.005$) of cases the author could have omitted himself in protest thinking that he'd been forgotten: "everything has already been distributed in this structure, I have nothing to do with that, there is no place for me" or "I am not striving to find a place or way of self-expression here".

In 10% of cases ($\varphi = 2.53$, $p \leq 0.005$) on request to draw their family adolescents drew only themselves. The only figure of the author in the picture was shown to be small, negatively colored in the dark background. In this way the authors emphasized their being outcast and abandoned.

In 32% ($\varphi = 2.08$, $p \leq 0.005$) of cases the author's figure was drawn to be smaller than the others', which did not correspond to reality. This indicates that adolescents suffer from being insignificant for their parents. Also in 24% ($\varphi = 2.40$, $p \leq 0.001$) of cases adolescents showed themselves small next to the well-portrayed sibling's figure, which may indicate the privileged position of the latter in comparison to the author's.

The presence of conflicts is seen in the pictures with scattered spaces and broken integrity in family members' portrayal (41%, $\varphi = 4.04$, $p \leq 0.000$): parents' figures are divided with big gaps or with one more figure. Due to disconnection of family members in space they are less focused on common actions. Besides, family members' figures, including the child, are static and tense.

In the course of conversation we have established that in the families of adolescents who practice self-mutilating behavior acts parents do not let a child experience feelings, especially negative ones – fear, confusion, anger. Besides, it has been established that the parents of adolescents practice such upbringing measures as: punishment, shaming, imputing to the child the feelings which he does not experience.

Conclusions. We have established that adolescents with self-mutilating behavior have emotional dysregulation, inability to endure negative emotions which is the result of upbringing in a specific environment, which depreciates the child's emotional reactions: ignoring, humiliating, shaming and punishment for demonstration of negative emotions, ignoring or disapproval of child's interests, imputing the feelings which the child does not experience. Such a family atmosphere consolidates involuntarily highly intensive emotional reactions of self-mutilating character as the only way for emotional release. The self-mutilating act leads, on the one hand, to reduced intensity of painful emotions, and on the other, to negatively consolidated self-mutilation which is seen as an effective means to avoid emotional pain.

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THE USE OF MUSIC THERAPY IN DRUG ADDICTS' REHABILITATION

Abstract. The article presents the results of research of music therapy use and proves its effectiveness in drug addicts rehabilitation.

Keywords: drug addicts, music therapy, rehabilitation.

Problem statement. A significant task in modern scientifically-grounded medical and psychological rehabilitation of drug addicts is not only the cessation of psychoactive substances use, but also the achievement of changes in all the significant life spheres: reformation of motivational sphere, correction of dysfunctional relationships, solution of interpersonal and intrapersonal conflicts, personality integration, change of self-concept, formation of strategies of self-regulation and control of difficult life circumstances. Nowadays various means of psychological programs and methods of work with drug addicted people largely turn out to have little effect. Thus there is a need for new developments in this area with the purpose of determining the most efficient methods which can help to return drug addicted people into society as its full-fledged members. The considered subject matter can be applied to such kind of treatment practices as music therapy. According to classification, proposed by the National Center of Complementary and Alternative Medicine of the US National Institute of Health, music therapy equally relates to the group of bodily-mental impacts and energy medicine (sound therapy) [1], which emphasizes the integrity of the stated method. In ancient China music was considered to be good remedy, which advances medicine. According to the ancient Chinese, the essence of music therapy lies in integration of a person's mind, body and spirit by the Universe. Apparently, it is not a coincidence that hieroglyph denoting the word "medicine" derives from the hieroglyph denoting the word "music" by adding a particle which means "grass", i.e. "heavenly music and earthly grass" – the source of a person's health. The creative component enables us to exceed the limits of the ordinary, overcome and get rid of diseases, refuse from non-adaptive ways of thinking and restore the ability to act et. al. [2; 3].

The aim of the article is to empirically study the music therapy effect on the contingent of drug addicted people.

The research methods. To solve the rehabilitation problem we have used the following kinds of work: 1) motional relaxation; 2) music and sports games and exercises; 3) psycho-emotional and somatic relaxation; 4) playing musical instruments; 5) music receptive perception (sensual); 6) music imaging; 7) motional dramatization to music; 8) breathing exercises to music. The music selection was carried out in these areas: 1) relaxation; 2) positive mood stimulation; 3) stimulation of emotional sphere; 4) stimulation of emotionally figurative representations; 5) creative abilities activation; 6) intellectual sphere stimulation; 7) increment in activity; 8) verbal activity stimulation; 9) foundation of national consciousness; 10) personality's adaptive abilities stimulation.

While studying therapeutic and rehabilitation impact of music therapy used in work with drug addicted people, there has been formed an experimental group including 140 people, 90 males and 50 females aged 22–35 (the average age is 28 years) who are undergoing a course of inpatient rehabilitation based in specialized rehabilitation centers (centers in Xinyang Citi, Xinxiang Citi, Zhengzhou Citi, Henan Province).

The length of the drug use among the participants varied from 5 to 12 years. The vast majority of drug addicted people had polydrug abuse (86%). The control group consisted of 150 drug addicted people, 100 of whom are men and 50 are women. They were undergoing the course of inpatient rehabilitation based in specialized rehabilitation centers (centers in Xinyang Citi, Xinxiang Citi, Zhengzhou Citi, Henan Province), but were not subjected to music therapy. The age of people in control group ranged from 24 to 34 (the average age was 27). The length of drug abuse in control group varied from 5 to 12 years. Most of them had polydrug addiction (89%).

The study of experimental and control group participants was conducted three times: the first time at the initial stage of music-therapeutic work in the rehabilitation center; the second time when the music-therapeutic treatment was completed, and the third time – in a year after rehabilitation. The participants of experimental and control groups underwent group therapy, received family and individual consultation.

The following methods were used: 1) expert evaluation method; 2) psycho-diagnostic method; 3) method of subjective scaling of social status (work, family relationships, participation in social life, etc.) and of psychological state (the indices of well-being and emotional background, evaluation of personality characteristics and creative keenness). They psycho-diagnostic method included the following techniques: projective drawing technique "The drawing of a Person", thematic apperception test; Simptom Check List – 90 – Revised – SCL –R. To compare the indices in experimental and control groups in dynamics we have used in all cases as a static procedure G-criterion of signs.

The research results. The expert evaluation (the experts were represented by the rehabilitation center staff, 7 people) showed that the participants of the experimental group after undergoing music therapy changed in these parameters: communicativeness ($G = 54$, $p \leq 0.001$), emotional stability ($G = 55$, $p \leq 0.001$), orientation to positive course of events ($G = 57$, $p \leq 0.005$), responsibility ($G = 58$, $p \leq 0.005$), creative activity ($G = 58$, $p \leq 0.005$). The results of expert evaluation in control group record the changes of participants in parameters: communicativeness ($G = =59$, $p \leq 0.005$), emotional stability ($G = 9$, $p \leq 0.005$).

The comparison of the obtained results of experimental research of primary and secondary evaluation by "The drawing of a Person" technique enables us to state that in the result of undergoing music therapy the experimental group participants have shown increased level of ability to face problems, which was indicated by the appearance of complete person's figure signs in the experimental group participants' drawings ($G = 58$, $p \leq 0.005$). The level of stress in interpersonal contacts has also been reduced which was shown in the person's figure drawings, which the participants of the experimental group started to draw from the head ($G = 56$, $p \leq 0.001$). The level of desire for social contacts has also grown, which was indicated in participants' drawings of the head full face ($G = 57$, $p \leq 0.005$). The levels of caution, withdrawn behavior, depersonalization and detachment have been reduced, which was seen in significantly lowered number of drawings with faces similar to masks ($G = 55$, $p \leq 0.001$). There has also been a decreased level of social role conflict, which could be seen in the reduced number of drawings of the figure of a person with missing hands ($G = 59$, $p \leq 0.005$). The tendency to uncontrolled actions and deeds has also fallen which was indicated by the lowered number of drawings of a person's figure with arms stretched to the sides ($G = 59$, $p \leq 0.005$). The ability to control situations, have them in hand, control them has grown, which was shown in the reduced number of drawings of a person's figure with badly drawn details of palms ($G = 58$, $p \leq 0.005$) and increased number of drawings with thoroughly drawn details of palms ($G = 55$, $p \leq 0.001$). The ability to accept criticism has increased which was indicated by the lowered number of drawings of a person's figure with missing ears ($G = 58$, $p \leq 0.005$). The level of impulse to verbal aggression has decreased which was indicated by the reduced number of drawings with abnormally big portrayal of mouth ($G = 55$, $p \leq 0.001$). The level of experiencing fear and anxiety has been lowered, which was shown in the reduced number of drawings with blackened eyes and other ways to close eyes (bands and sunglasses) ($G = 58$, $p \leq 0.005$). The sense of having little value, insignificance, despondency, desperation, guilt has been reduced which was indicated by the decreased number of drawings with small sloping shoulders ($G = 57$, $p \leq 0.005$). The sense of reliability has grown, which was shown in the increased number of drawings with indicated bearing area of a person's figure's feet ($G = 59$, $p \leq 0.005$). The ignoring specific adaptive behavior stereotypes has decreased, which was indicated by significantly reduced number of drawings of a person without clothes ($G = 55$, $p \leq 0.001$).

The comparison of experimental and control group based on the "Drawing of a person" technique has shown that the experimental group demonstrates the following changes in comparison to the control group: caution, withdrawn behavior, depersonalization and detachment have decreased ($G = 55$, $p \leq 0.001$); the tendency to uncontrolled actions and deeds has fallen ($G = 58$, $p \leq 0.005$), the ignoring of certain adaptive behavior stereotypes has been reduced ($G = 59$, $p \leq 0.005$).

The results of comparison of initial and secondary (straight after music therapy was completed) testing data in the experimental group based on Simptom Check List – 90 – Revised – SCL –R have shown the following: if the initial testing determined high level of sense of personal inadequacy and inferiority, especially when a person compared himself to the others, self-condemnation, the sense of anxiety and evident discomfort in the process of interpersonal interaction, the data of secondary testing showed significantly reduced indices ($G = 55$, $p \leq 0.001$). Moreover, the initial testing established symptoms of dysphoria, the signs of lack of interest to life, lack of motivation and life energy deficit. After music therapy the above mentioned symptoms, typical for depression, have fallen greatly ($G = 56$, $p \leq 0.001$). In pre-therapeutic period the experimental group participants have shown indications of agitation as well as somatic anxiety equivalents. After undergoing music therapy the above mentioned symptoms and indications have significantly leveled ($G = 55$, $p \leq 0.001$). Besides, the participants of the experimental group have shown paranoiac symptoms, i.e. characteristics of projective thoughts, hostility, suspiciousness, fear of independence loss, which have become less apparent after undergoing music therapy ($G=55$, $p \leq 0{,}001$).

The comparison of experimental group data with the results of control group testing has shown that the experimental group participants have reliably more favourable indications on all scales.

The comparison of initial and secondary study of experimental group participants by TAT technique has shown that after undergoing music therapy the stories of participants have become more emotionally saturated ($G = 60$, $p \leq 0.005$). Emotions, experiences and thoughts have become more differentiated ($G = 58$, $p \leq 0.005$). The stories characters have been endowed with aspirations, desires and feelings ($G = 59$, $p \leq 0.005$). The themes of the stories represent the tendency to decreasing conflicts between the needs of the character and social pressure ($G = 59$, $p \leq 0.005$), and achievement of success by the character ($G = 58$, $p \leq 0.005$). The comparison of initial and secondary study of control group by TAT technique has shown that the themes of the stories after secondary testing represent the tendency to decreased conflict between the needs of the character and social pressure ($G = 64$, $p \le 0.005$). At the same time in all the other stories scheme components the participants of the control group have shown the same results as at the initial testing.

Thus, the experimental group participants in the result of undergoing music therapy demonstrate more favourable changes, which are: the level of emotional experience differentiation increased; there appeared verbalized aspirations, desires and feelings; the perception of surrounding reality as "pressing" and insuperable is weakened, which indicates the growth of internality and personal responsibility. There also appears internal pivot which can be relied on. The optimistic mood also increases.

The results of the method of subjective scaling of social status (work, family relationships, social life participation, etc.) and of psychological state (the indices of well-being and emotional background, evaluation of personality characteristics and creative keenness), obtained after undergoing music therapy, indicated the improvement of indices of social life participation ($G = 66$, $p \le 0.005$), well-being ($G = 67$, $p \le 0.005$), emotional background ($G = 68$, $p \le 0.005$) and personality characteristics ($G = 66$, $p \le 0.005$).

The results of comparison of data obtained after undergoing music therapy and in a year after rehabilitation in the experimental group indicated stable therapeutic effect. In addition to that, the results of the method of subjective scaling of social status (work, family relationships, social life participation, etc.) and of psychological state (the indices of well-being and emotional background, evaluation of personality characteristics and creative keenness) showed improvements in all indices. The results of comparison of secondary and tertiary research in the control group indicated the stability of some changes obtained while being in the rehabilitation center, however, some indices tended to lower acquired changes. The obtained results can indicate that thanks to participation in the rehabilitation process and receiving psychological help the control group participants managed to reach certain emotional and personality stabilization. However, its level is lower in comparison to the experimental group. Apart from lower level of stabilization and personality adaptation the matter is in qualitatively different personality change.

Conclusion. The results of the experimental research give us ground to state that participation in music-therapeutic classes is accompanied by achievement of not only symptomatic improvement comparable with control, but also more noticeable positive changes in the range of personality characteristics and creativity keenness in comparison with control group. The latter is seen to be especially important as creative approach makes it easier to overcome different unstable situations. This enables us to leave the limits of routine, overcome and get rid of a disease, refuse from non-adaptive ways of thinking and regain the ability to act according to our true desires and preferences. Moreover, it is also determinacy in professional activity, desire to constantly develop and mostly importantly – ability to live in the society. Thus, music therapy is an effective method which appeals to a person's own inner powers and opens an infinite world of opportunities for him, where there is no place for drugs.

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Section 2. Intercultural aspects of Education

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THE RELATIONSHIP BETWEEN THE CONCEPTS OF SOCIAL, CULTURAL AND CROSS-CULTURAL POTENTIALS OF THE SUBJECT

Abstract. The article examines the problem of the relationship between the concepts of social, cultural and cross-cultural potentials of the subject, analyzes the content of the cross-cultural potential of the cultural subject.

Keywords: culture, cross-cultural potential, cultural potential, social potential, understanding.

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СООТНОШЕНИЕ СОЦИАЛЬНОГО, КУЛЬТУРНОГО И КРОСС-КУЛЬТУРНОГО ПОТЕНЦИАЛОВ СУБЪЕКТА

Аннотация: В статье исследуется проблема соотношения понятий социального, культурного и кросс-культурного потенциалов субъекта, анализируется содержание кросс-культурного потенциала субъекта культуры.

Ключевые слова: культура, кросс-культурный потенциал, культурный потенциал, социальный потенциал, понимание.

Современные тенденции развития общества, характеризующиеся, в том числе, процессами глобализации, информатизации жизни человека, предполагают соответствующие изменения и в его «картине мира», отношении к себе и другим. Сегодня восприятие мира невозможно без понимания представителей иных культур, их взглядов и обычаев. Часто этому препятствуют предрассудки, характерные для представителей той или иной нации. Но лишь преодоление их является условием достижения поистине глобального мира. Жизненно необходимым становится признание существования социальных систем, основанных на иных ценностях, важно прийти к пониманию психологии носителей других культур, а не оценивать их поведение в рамках собственной социальной системы. Поэтому все настойчивее проявляется потребность в ориентации системы образования на формирование кросс-культурного потенциала субъекта, который связан со способностью человека понимать свою и иную культуру и на основе этого понимания быть субъектом культурной деятельности, субъектом культуры. Развитие кросс-культурного потенциала становится необходимым условием для выживания и развития субъекта культуры в глобальном мире.

Понятие «потенциал» (от латинского potentia – сила) заимствован гуманитарными науками из физики, где он понимается как действие, которое еще не сделано, но может быть сделано, и используется в переносном значении как совокупность всех имеющихся возможностей и средств в какой-то области или сфере, которые могут быть использованы для решения какой-либо задачи, достижения определенной цели [8]. Понятия социального, культурного и кросс-культурного потенциала стали использоваться в научных исследованиях сравнительно недавно. Поэтому в современной научной литературе данные понятия остаются до сих пор дискуссионными.

Социальный потенциал в самом общем определении – это совокупность материальных и духовных ценностей общества, которые определяют потенциальную возможность развития или дезинтеграции социума. С этой точки зрения социальный потенциал представляет собой характеристику наличных способностей, не реализованных в деятельности [5, 167]. Социальный потенциал формируется и воспроизводится в результате социокультурных и социоэкономических действий, взаимодействий, отношений и деятельности, которые осуществляются во взаимодействующих полях социального пространства; ядром социального потенциала является человеческий потенциал. Основными компонентами социального потенциала как системного понятия выделяются: человеческий потенциал, включающий трудовой потенциал, и совокупность взаимодействующих динамических полей (культуры, религии, права, экономики, науки, информации и др.), формирующих социальное пространство [2, 181–182].

Из приведенных определений видно, что пространство культуры, совокупность материальных и духовных ценностей общества являются неотъемлемой частью социального потенциала. Не случайно в научной литературе культурный потенциал часто рассматривают как один из элементов социального потенциала [8].

Следует отметить, что в основе человеческого потенциала, культурного потенциала лежит опыт, накопление которого происходит в процессе осуществления всех видов деятельности. Социальный опыт, как и культурный потенциал, являются основой и результатом деятельности, но существует важное отличие между ними. Культурный потенциал является достоянием субъекта культуры, а социальный опыт – достояние всей культуры, хотя и осуществляется в результате деятельности ее субъекта. Накопление и усвоение социального опыта происходит благодаря наличию культурного потенциала. В свою очередь, полученный опыт, в результате реализации культурного потенциала, определяет перспективы его развития [3, 117].

Таким образом, категория «культурный потенциал» тесно связана с категориями «социальный потенциал», «деятельность», «опыт», «ценность». Ведь культурный потенциал является основой и результатом культурной деятельности, формирующимся под влиянием опыта, пережитого, осмысленного субъектом культуры. Накопление и освоение опыта, в свою очередь, происходит благодаря наличию культурного потенциала. При этом важно помнить, что человеческая деятельность может быть не только созидательной, но и разрушительной. Поэтому необходимой частью культурного потенциала субъекта выступают его ценностная ориентация, мотивация, определяющие направленность деятельности. Культурный потенциал является внутренним ресурсом субъекта культуры, необходимым ему для осуществления культурной деятельности, с одной стороны, в социальной действительности, с другой стороны, в плане самоактуализации личности.

Понятие кросс-культурного потенциала, как и культурного потенциала, на наш взгляд, связано, прежде всего, с категорией культуры. Опираясь на системный и деятельностный подходы к рассмотрению культуры, последнюю можно представить как систему принципов, способов, механизмов смыслообразования и смыслополагания, а также результатов этого смыслополагания, накопленного опыта, закрепленного в знаковых системах и артефактах. Подтверждение сказанному мы находим, во-первых, у А. А. Пелипенко, отмечающего, что смысл и смыслогенез – первичное, основополагающее условие возникновения и существования культуры [6, 241], человек живёт в пространстве смыслов, имеет дело не с единичными объектами, а, прежде всего, с репрезентирующими их смыслами, приобретая опыт отношений с миром, то есть смысловой опыт [7; 8]; во-вторых, у С. С. Гусева и Г. Л. Тульчинского, определяющих смысл как элементарную единицу культурного пространства, выступающую в качестве способа обнаружения субъектом значения объекта для своего субъективного бытия [1, 57–60].

Исходя из такого понимания культуры, а также рассмотренного выше понятия культурного потенциала, кросс-культурный потенциал может быть представлен как опыт кросс-культурной деятельности, кросс-культурного взаимодействия, т.е. культурной деятельности, обеспечивающий взаимопонимание, взаимодействие культур (субъектов различных единичных культур), их развитие через освоение различных вариантов, способов смыслообразования и смыслополагания, построения смысловых связей и конфигураций. Именно реализация кросс-культурного потенциала способствует развитию культуры.

При этом кросс-культурный потенциал является важной частью культурного потенциала субъекта, включающего в себя закрепленный в определенной знаковой системе опыт культурной деятельности, совокупность позитивных (ценности) результатов культурной деятельности, которые выступают условием дальнейшего воспроизводства и развития культуры. Именно этот опыт должен быть освоен субъектом культуры в ходе его развития. Освоение опыта культурной деятельности предполагает освоение определенных принципов, способов, механизмов культурной деятельности, направленных как на воспроизводство, так и на расширение культурного пространства (поля смыслополагания), в том числе через творчество субъекта культуры.

Вместе с тем, следует согласиться с Н. В. Игнатьевой, что в основе любой социокультурной деятельности лежит комплекс врожденных и приобретенных психических и социальных свойств личности [4, 14]. Отсюда к элементам, составляющим кросс-культурный потенциал, можно отнести также способности субъекта культуры. Кросс-культурный потенциал связан, прежде всего, со способностью человека понимать свою и иную культуру и на основе этого понимания быть субъектом культурной деятельности. Развитие способности к пониманию через смыслополагание как основную характеристику культуры, в свою очередь, непосредственным образом связана с развитием кросс-культурного потенциала субъекта. Смысл и смыслогенез – важнейшее условие возникновения и существования культуры, поэтому способы построения смысловых конструкций, характер смысловых связей и конфигурации смысловых структур являются основой культурного многообразия, системных межкультурных различий [6, 241]. Все это делает духовные способности, прежде всего понимание основополагающей, интегративной характеристикой кросс-культурного потенциала субъекта, ресурсом, позволяющим ему осуществлять культурную деятельность в социальной действительности.

Итак, субъект культуры неотделим от смыслового потенциала культуры, в которую он погружен, его деятельность, поведение зависят от приобретенного опыта отношений с миром, то есть смыслового опыта, позволяющего ему существовать в мире. Именно культурный и кросс-культурный потенциалы обеспечивают развертывание смысла, смыслополагание. Уровень их развития определяет и уровень понимания субъектом происходящего, его отношение к себе, другим, окружающему миру. Кросс-культурный потенциал не остается неизменным на протяжении жизни человека, а меняется под влиянием приобретенных знаний, опыта кросс-культурной деятельности. Он, несомненно, включает в себя и ценностно-ориентационный компонент, определяющий направленность кросс-культурной деятельности субъекта культуры, в то же время являясь продуктом этой деятельности, социокультурного опыта субъекта. Культурный потенциал, как и его часть – кросс-культурный потенциал, является, прежде всего, достоянием субъекта культуры, а социальный потенциал – совокупностью возможностей общества в целом, которые в то же время формируются в результате деятельности субъектов, их взаимодействий и отношений, то есть развитие социального потенциала происходит в том числе и во многом благодаря наличию и реализации культурного и кросс-культурного потенциалов субъекта.

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Section 3. Lifelong Learning

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TEACHING THE ENGLISH LANGUAGE TO OLDER STUDENTS

Abstract. Knowledge of the English language has become a compulsory skill, not an advantage, for many working people. As a result, a lot of middle-aged and older people have to take language courses because of this external requirement. With the increased demand for language courses for older people, teachers need to analyse existing coursebooks, methodologies and approaches in terms of the peculiarities of older learners. In order to develop various syllabuses to satisfy the needs of this group of learners such questions as who we teach, how they learn and how to teach them should be answered.

Keywords: older adult education, senior students, teaching English, learning English, lifelong learning, elderly learning.

Problem statement

When do people become too old to learn foreign languages? Nowadays more and more adults are facing the situation when they have to return to a classroom to learn a foreign language. It stems from the number of reasons. First of all, the increase in life expectancy, economic and demographic situations contribute to the raise of the retirement age. As a result, people have to acquire new skills to compete with younger specialists on the labour market. For example, in Lithuania the majority of job descriptions involve the knowledge of the English language. So, for a lot of job seeking older adults it is a serious issue. Secondly, rapid technology development requires the knowledge of the English language to keep up with the latest programs, applications, platforms, etc. Furthermore, the idea of lifelong learning is actively promoted and people understand the value of learning throughout life not only for their professional life, but to develop and retain social connections. What is more, recent publications suggest that being multilingual in combination with other lifestyle factors helps delay dementia [1]. Finally, the improved quality of life allows people to pursue new knowledge to make their life more active, interesting and enjoyable. For these reasons older people want to enhance their knowledge and skills. At the same time, it might be a real challenge as people may feel they are too old to study, very often they are afraid of being in a group with younger people who are quick learners, and all too often a high position they occupy adds to their fear, uncertainty and doubt.

Teaching the English language to middle-aged and older students is not the same as teaching young people. Teachers often make the mistake of using techniques and approaches they use with younger people while working with older adults. Younger adults learn faster and able to process big chunks of information in a shorter period of time, they are comfortable and confident about using technology, they easily switch to different activities [2; 3]. Younger people tend to be competitive and dominate, whereas senior students find it more comfortable to cooperate and collaborate, usually they need more time and support to master a language, however, they can stay concentrated on one thing for a longer period. Owing to life experience and knowledge base, very often it is easier for older people to apply analytical and critical thinking skills [4; 5]. Unfortunately, more often than not, the methodology of teaching senior learners is not studied at universities and colleges, and educators underestimate the differences which can lead to disappointment and frustration both for learners and educators. Even if teachers invest a lot of time and efforts in creating engaging and thought out activities, they could not work well, older students might be reluctant to do activities and give little response. Teaching older adults one should take into consideration such factors as students' social and cultural background, preferred learning styles, whether they have intrinsic or extrinsic motivation, whether they have a distaste for individualism and a preference for collectivism, if they see a teacher as a figure of authority or a facilitator, etc. Most of the difficulties can be overcome if teachers are willing to observe their students, ready to adjust teaching approaches and change their teaching style. Those who have sufficient experience of teaching older adult learners admit that senior learners create a classroom atmosphere where respect to the teacher and group mates, politeness, consideration and high motivation prevail.

The aim of this article is to give a brief overview of issues teachers need to address while teaching the English language to older adults.

Health barriers

A little change makes a big difference. The room where the classes are conducted should have enough space between rows and a desk for every student. Usually adults prefer traditional desks where they can put their books, notebooks to take notes, and other learning materials. The room should be well-ventilated and lit, window blinds should reduce the sun's glare. Sometimes older students feel embarrassed to say that they have hearing or vision problem. It is a teacher's concern to speak clearly and loud enough, to support their speech with visuals, to design worksheets so that it is convenient to use them, e.g. the layout, font, pictures, colours, etc.

Memory

It has been proved that the ability to remember things worsens when people become older [6]. The recent studies [7, p. 93] show that if we want to use a word or apply a rule on our own, we need over 50 repetitions and about 100 repetitions to use it confidently. Older adults may learn the words and rules by heart at home but it is more productive if the teacher creates multiple opportunities to see the words or rules, to read, to write and use them in speech. Regular vocabulary and grammar games can boost knowledge consolidation and keep memory strong. Spaced rehearsals help not only remember things, but also stimulate active use of learnt material. Pace of activities in class should be appropriate for middle-aged and older students. If students cannot keep pace with the teacher, it creates unnecessary tension and stress. Senior students need more time to digest material. Additionally, the teacher may ask students about the ways they learn new words and rules. Combining efforts, the group will come up with different strategies which can transform rote learning, which is the most common strategy among older adults, to reverting activities. The teacher should also give a few examples to show the variety of available strategies and help older learners to find out what works for them. Putting students regularly into a situation when they need to apply learnt rules and words will definitely increase information retention.

Technology

How can a Digital Native teach a Digital Immigrant? For many it is a daunting task to teach a group of digital immigrants. There is a prejudice among digital native teachers that older people are technophobes, consequently, they tend to limit the use of technology with audio and video supplementing the coursebook. A better option could be to understand that some people need more time to adjust to technology in language learning. There is a lot a teacher can do – to introduce a tool and show its potential for language learning, to demonstrate how it works and use it in class several times before introducing a new one. A good idea is to start with such credible resources as BBC and CNN news, TED talks. The next step might be to create simple online interactive exercises, games, etc. and teach senior students to use them. There are plenty of digital platforms [8; 9; 10; 11; 12; 13; 14] which provide learners and teachers with meaningful and easy to use tools to get the most of language games and interactive exercises. These tools are becoming smarter and more powerful, requiring less training for the users.

A lot of adult students find it difficult to learn a language because they have to juggle family, work and lessons. Frequently they cannot stay focused, become unmotivated and miss lessons. Incorporating technology into the teaching-learning process will help maintain high concentration throughout the lesson and keep motivation high. Online exercises and games are a good way to practice grammar rules, revise vocabulary, encourage active speaking and whole group participation. What is more, using technology in class brings variety and makes switch from routine exercises to more engaging activities. While younger learners favour the use of technology, older students should see its tangible benefits over traditional paper-based activities. Technology serves the purpose only when it stimulates and encourages learning. At first older learners may have serious reservations, but once they are comfortable with Web 2.0 tools, students will appreciate their potential for a foreign language learning. But if after a while students are still resistant to new technologies and feel confused, there is no need to insist on using them. Carla Meskill and Natasha Anthony state "The critical player in the language learning alchemy remains talented educators; educators who plan orchestrate and guide language learning through productive instructional conversations. Regardless of the medium, the tools and the algorithms, language development depends on humanware; that is, you, the teacher" [15, p. 189].

Choosing a coursebook

Choosing the right coursebook is of vital importance. Nowadays there is ample choice of coursebooks to cater for different groups of learners. However, when it comes to middle-aged and older learners, the choice is rather scarce. It is especially difficult to find a coursebook for A1-A2 levels. Even if they are aimed at adults, the content might be juvenile and trite. It is clear that at these levels such topics as "Family and Other People", "Living Conditions", "Educational Background", "Jobs", "Shopping" are covered [16, p. 24, 26], but the texts and activities are also bland and boring, more suitable to young learners. One solution may be to teach without a coursebook, but we do not recommend it because older learners like structure and organisation. If they do not have a book to be guided, they are lost and cannot learn successfully. The alternative is to carry out a needs analyses and find out what the students' learning goals are, and then to choose a book which will meet the requirements to the greatest possible extent. Adult learners attend the English language lessons to satisfy their needs – to be able to discuss particular topics in English, to communicate on the phone, to write emails, to participate in business meeting, to read professional literature, etc. Working with the coursebook, they neither want to feel they are treated like school children or students, nor they are ready to learn a language for the sake of it, they want to work with the book which suits their needs. In our practice of teaching middle-aged and older learners we rely on "Keynote" series [17], which is integrated skills syllabus developed to satisfy the needs of working adults and combines different approaches with an emphasis on reading. Each unit contains a TED talk [18] that inspires, motivates and provides basis for learning authentic and up-to-date English. What we especially like is that the authentic listening or reading materials are not graded and students deal with "real" English, but the tasks are adapted to the level. Thus, older learners feel they can master the language and make progress. The coursebook also develops presentation skills, which most older learners consider challenging, but important for career development. Since in real life situations people communicate in English with people from different countries, students are exposed to different accents and variants of the language. To assist older learners to acquire language skills, teaching materials must be relevant to their diverse life experiences and knowledge, otherwise, they will feel inadequate.

Conclusion

According to the Department of Economic and Social Affairs of the United Nations Secretariat "The global population aged 60 years or over numbered 962 million in 2017, more than twice as large as in 1980 when there were 382 million older persons worldwide. The number of older persons is expected to double again by 2050, when it is projected to reach nearly 2.1 billion" [19, p. 4; 20]. Thus, older people education will be actively promoted and foreign language teachers will face the necessity to adapt the approaches and cater for the needs of this group of learners. Willingness to acquire the appropriate knowledge in older adult education and awareness of the older people's learning peculiarities will help to make the teaching process highly rewarding and improve the effectiveness of learning.

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Section 4. Language and Literacy Learning

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CURRENT SITUATION OF DEVELOPING COMMUNICATION SKILLS FOR STUDENTS OF TAY AND NUNG ETHICS VIA EXPERIENCE ACTIVITIES AT THE SECONDARY SCHOOLS IN THE NORTHERN MOUNTAINOUS AREA OF VIET NAM

Abstract. The paper focuses on analyzing the situation of developing communication skills for secondary school students of Tay and Nung in the northern mountainous provinces of Vietnam through The development of communication skills through participation in experience activities at the school; the experience content is organized to develop communication skills; Student's assessment of the current status of the developing form of communication skills through experiential activities; the teacher's assessment of the frequency of organizing activities to develop communication skills for students.

Keywords: Communication; Situation; Communication skills; Student; Tay and Nung; Secondary school; Experience activities.

1. Evaluation of teachers and students about the development of communication skills through participation in experience activities

We use the Likert scale 3 levels to select in the survey to confer the change of students' communication skills in the survey area. Level 4 is the convention for the unchanging communication skills. The change of the 15 communication skills listed in the survey shows that teachers' assessments differ in the level of each skill. Specific results:

Table 1. – Evaluation of teachers and students about the development of communication skills through participation in experience activities
(Convention: 1: Change a lot; 2: Relatively change; 3: Very little change; 4: No change)

No	Skills	Influence level	Teachers		Students	
			Numbers of opinions	Rate %	Numbers of opinions	Rate %
1	*2*	*3*	*4*	*5*	*6*	*7*
1.	Greeting skills	1	37	24.8%	149	51.2%
		2	104	69.8%	130	44.7%
		3	8	5.4%	6	2.1%
		4	0	0.0%	6	2.1%

1	2	3	4	5	6	7
2.	Emotional and behavioral self-control skills	1	15	10.0%	59	20.3%
		2	96	64.0%	186	63.9%
		3	39	26.0%	40	13.7%
		4	0	0.0%	6	2.1%
3.	Skills to approach communication objects	1	21	14.0%	70	24.1%
		2	84	56.0%	117	40.2%
		3	44	29.3%	95	32.6%
		4	1	0.7%	9	3.1%
4.	Skills to say the request	1	24	16.0%	96	33.0%
		2	86	57.3%	125	43.0%
		3	40	26.7%	55	18.9%
		4	0	0.0%	15	5.2%
5.	Skills to reject others' requests and suggestions	1	18	12.0%	66	22.7%
		2	90	60.0%	164	56.4%
		3	38	25.3%	47	16.2%
		4	4	2.7%	14	4.8%
6.	Feedback skills	1	32	21.3%	100	34.4%
		2	86	57.3%	116	39.9%
		3	32	21.3%	63	21.6%
		4	0	0.0%	12	4.1%
7.	Sharing skills	1	27	18.0%	97	33.3%
		2	91	60.7%	116	39.9%
		3	30	20.0%	63	21.6%
		4	2	1.3%	15	5.2%
8.	Skill to solve the problem	1	16	10.7%	82	28.2%
		2	101	67.3%	133	45.7%
		3	31	20.7%	62	21.3%
		4	2	1.3%	14	4.8%
9.	Presentation skills to the public	1	15	10.0%	65	22.3%
		2	104	69.3%	125	43.0%
		3	30	20.0%	80	27.5%
		4	1	0.7%	21	7.2%
10.	Teamwork skills	1	27	18.0%	109	37.6%
		2	108	72.0%	125	43.1%
		3	15	10.0%	43	14.8%
		4	0	0.0%	13	4.5%
11.	Convincing skills	1	9	6.0%	73	25.1%
		2	115	76.7%	143	49.1%
		3	24	16.0%	58	19.9%
		4	2	1.3%	17	5.8%
12.	Listening skills	1	21	14.0%	107	36.8%
		2	102	68.0%	122	41.9%
12.	Listening skills	3	27	18.0%	48	16.5%
		4	0	0.0%	14	4.8%

1	2	3	4	5	6	7
13.	Expressive skills	1	16	10.7%	83	28.5%
		2	92	61.3%	125	43.0%
		3	42	28.0%	61	21.0%
		4	0	0.0%	22	7.6%
14.	Negotiation skills	1	10	6.7%	76	26.1%
		2	93	62.0%	134	46.0%
		3	47	31.3%	61	21.0%
		4	0	0.0%	20	6.9%
15.	Skills to communicate through eyes and gestures	1	13	8.7%	84	28.9%
		2	101	67.3%	127	43.6%
		3	36	24.0%	70	24.1%
		4	0	0.0%	10	3.4%

Comments:

+ Greeting skills: 51.2% of students said that there was a lot of change, but the teacher's opinion (69%) said that it was relatively changing in students, survey results on teachers and students in this skill have heterogeneity in the degree of influence and rate of evaluation.

+ Emotional and behavioral self-control skills: Both teachers and students have an equal assessment of 64% at a relatively variable level. Thus, the evaluation of teachers and students in this skill content is equal.

+ Skills to approach communication subjects: the opinions of both teachers and students spread at the levels; there are 14.0% of opinions that are changed much; 56.0% of respondents that are relatively changed and 29.3% said that this skill is little changed. The difference in the students' assessment is that 40.2% of the students think that it is relatively changed; more than 30% of the students think that it is little changed; especially 9 of the students think that this skill does not change through participating in experiential activities in the school. Thus, the opinions are biased when considering how much skill is changed after participating in the experience activity.

+ Skills to say the request: According to the assessment of both teachers and students focus on level 2, which is relatively changed. Teachers have a positive assessment when there is no opinion that this skill has not changed. However, there are 15/300 opinions (accounting for 5.2%) of students as a skill to say the request, which does not change when participating in experiential activities.

+ Skills to reject others' requests and suggestions: The highest rate of opinions of both teachers and students is still relatively changed but in this skill, there are 4 opinions of teachers that supposed no change, 14 students have the same idea with teachers. Thus, skills have different assessments about change in students if they participate in experiential activities. This is the basis for the research team to propose activities focusing on a limited number of skills from the perspective of teachers and students.

+ Feedback skills: According to the evaluation of students, there is little difference in the two levels between change very much and relatively changes. There are 12 opinions of students that this skill has not changed. Teachers' assessment mainly has a high rate of relatively changes; no teacher thinks that the feedback skills of students have no change if participating in experiential activities.

+ Sharing skills: This is a skill that students can practice many times when participating in experiential activities. According to teachers and students' assessment, the highest level of assessment is still relatively changed. However, the rate of teachers 'evaluation has a difference while the students' assessment at 2 levels changes a lot and relatively changes only 33% and 39%. There are 2 opinions of teachers that this skill does not change, 15 opinions of students are the same as teachers' opinion.

+ Skills to solve problems: The rate of teachers and students' assessment has uniformity, mainly at relatively changing levels, teachers assess at this level have a higher rate, there is a difference with other levels. Students have the same viewpoints with teachers, but the difference is less.

+ Presentation skills to the public: Up to 21 comments accounted for more than 7% of the surveyed students said that this skill did not change after experience activities. This is a remarkable practical issue. Experience activities in schools can be quite rich in form, including many activities that require students to demonstrate the ability to exchange, negotiate, present, negotiate and persuade them. Students value this skill unchanged higher than previous skills.

+ Teamwork skills: The evaluation of teachers and students for group working skills is very different. More than 72% of teachers think that this skill is relatively changed while only 43% of students think that it is relatively changed. According to 37.6% of students, this skill changes a lot of students participate in experiential activities.

+ Convincing skills: only 6% of teachers think that change is very much; there are up to 76.7% of teachers think that it is relatively changed. Student's assessment of this skill is different from teachers' assessment, 25% of students think that this skill is changed a lot, 49% of the opinions are relatively changed, there are 17 opinions of students 5.8% said there was no change.

+ Listening skills: 68% of teachers' opinions evaluate the relative change, making up the highest proportion. However, evaluation of students is staging at both levels 41% and 36% for relative changes and changes a lot. No teacher said that this skill did not change, but 4.8% of the students' opinions still recorded at this level.

+ Expressive skills: The rate of comments still focused mainly at level 2 is relatively changed with 61% of teachers 'opinions and 43% of students' opinions. More than 28% of students said that this skill changed a lot, but still had 7.6% of opinions that it was not changed. Teachers all positively evaluated this skill without any idea that this skill did not change after the students participated in the experience activity.

+ Negotiating skills: The rate of comments is similar to expressive skills. This shows that teachers and students have the recognition and expression about a relatively clear view on the system of communication skills of secondary school students of Tay and Nung who are developed through experience activities.

+ Communication skills through eyes and gestures: While only 8% of teachers think that the skills of communication through eyes and gestures change a lot after experience activities, there are over 28% of students' comments at this level. A high percentage of opinions is still determined at relative changes with more than 67% of teachers and 43% of students' opinions.

Conclusion: This current situation due to many reasons such as Organizational capacity of teacher experience activities is limited; lack of reference materials, detailed instructions for teachers in the design and development of experience activity programs to develop communication skills for students. Teachers are also somewhat limited in communication skills; not really understand the communication skills to develop in students. The level of awareness and excitement of students, the activeness of students is not high. The interest of students' families is not much, not close to their children's educational activities. Therefore, the organization of activities lacks creativity while students are shy and timid lack of confidence in communication. There is no mechanism to coordinate education forces to effectively organize these activities and not be organized and systematically organized and organized. The existence of the situation may be due to the circumstances, the environment, and the students themselves in communication relationships. In order to overcome these shortcomings, education workers need to have appropriate measures, especially need to formulate the organizational and experience capacity of teachers to help them design, effectively organize these activities, attract students to participate in activities, thereby creating the initiative and increasing confidence in communication for students.

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Section 5. Pedagogical psychology

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INTERPERSONAL COMMUNICATION TO SMALL PUPILS BENCHMARKING

Abstract. In contemporary society, communication is a subject of certain topicality and of particular importance in the process of development and formation of every human being. Communication helps young pupils to engage in dialogue, ask questions and receive responses, communicate assertively with adults, communicate positively with peers, accept the opinions of peers and adults, identify the right time to initiate a dialogue with adults or peers, to conclude a dialogue in a fair and polite manner. In the present study we have to analyze the ability of young school pupils to communicate effectively after a training with a set of following activities in order to make interpersonal communication more efficient.

Keywords: building a dialogue, communication with adults, peers' communication, school age, young pupils.

Introduction. When we intend to define the concept of communication we observe that scientific studies provide us a multitude of possibilities to define the notion of communication from the perspective of different fields: psychology, pedagogy, sociology, physics, mathematics. The simplicity of defining the concept of communication is only apparent, the same as possibility to include communication and its components into a generally valid definition.

Conceptualizing the scientific approach. The Larousse Psychology Dictionary defines communication as follows: *Communication*, relationship between individuals. Communication is primarily a perception. It involves the deliberate or undeliberate transmission of information intended to clarify or influence an individual or a group of receptors. But it does not reduce itself to this, at the same time as information is transmitted, there is an action on the receiver subject and a retro-active effect (feedback) on the emitting person who, in turn, is influenced [1, p. 73].

The social aspect of communication and interpersonal communication, according to A. Neculau, ensures a vital connection with other people, so "communication plays a fundamental role in the exchanges and interactions that are conducive to the training of a consensual universe" [2, p. 97]. *Rules* governing communication (human) set behavioral patterns to which members of a community have to comply and have three remarkable properties: (a) they can be followed, (b) are prescriptive, and (c) they have a contextual validity [3, p. 12].

Researchers M. Bocos, R. Gavra, S. D. Marcu describe *the functions of communication:* 1. The first function refers to understanding and knowledge. Thus, communication supports both a better oneself knowledge and the knowledge of others. 2. A second function of communication is to develop consistent relationships with others. 3. The third function concerns the dimension of influence and persuasion of communication. In the communication, we can influence the pro and contra arguments of the interlocutor, but also we can influence his/ her behavior to achieve certain goals [4, p. 44].

The principles of communication are a landmark tool. They complete the communication functions. Here are the principles of communication: 1. The first principle specifies that we can't communicate. 2. Communication is a process. Nothing in the communication stays static, the components are interrelated, each of them being in relation to the others. 3. Communication is a circular, continuous process; no start points and no stop points can be identified in communication. 4. Communication involves a dimension of content and a dimension of relationships. 5. Communication is symmetrical and complementary. According to this principle, symmetry develops when two individuals resemble, act the same, their behavior is reflected in a mirror [5, P. 41–42]. Complementarity is the escalation of symmetry in the sense of competitiveness between the two.

Analysis and data processing. We continue to present the results obtained in the second test following the application of *the Ability to build a dialogue developed by A.M Schetinina* to measure and evaluate the level of verbal communication. The teacher appreciates the manifestation particularities at the children, of these indicators of verbal communication in school (learning) and extra-curricular activities [6].

Next we present (the indices) the statistical differences obtained when comparing test results 1 with test results 2. We compared the results of the students in the experimental group (in the text we use the expression-work group) with the results of the students in the control group. Below we describe the results obtained using the Ability to Build a Scale Dialog.

Further we will present (statistical differences) the most significant results.

Class I. Scale of Ability to listen. The training activities on communication through their diversity and interesting subjects have trained the young schoolchildren to listen. The young learners became more alert, more curious, more enthusiastic. They listened with interest to the trainer's explanations, asked questions about how to carry out the activities, were anxious to give personal answers to be appreciated each other. Due to the fact that they were placed in situations of communication and exercising the ability to listen to the trainer, to listen to colleagues to work with them in carrying out the activities, a higher score was obtained in the 2nd test, corresponding to the Medium level. The observed differences are also found in the obtained statistical indices: *Scale Ability to listen* ($t = 2.954$; $p \leq 0.00$).

The Scale of Ability to work together. The ability to work with the young pupils in the working group increased during the training, when they were doing their activities together with their colleagues, they were more attentive to the requirements of their activities, they shared patience with their peers, they helped each other at the trainer's request, they enjoyed of the result of their activities. They were very skeptical and clever. Verbal appraisals, applause, encouragement stimulated their interest and desire for future activities. These differences are also found in the statistical indices obtained: *Scale Ability to work together* ($t = 2{,}954$; $p \leq 0.00$).

The Scale of Keeping fluent speech in establishing contact. Fluent speech is evident to students in the working group more evident at the beginning of the sessions when the pupils are resting, have a general well-being and good mood. When young lerners perform their activities, they ask questions because they want to do it successfully, they are anxious because they want to provide the right answers that they formulate with difficulty. If the activity is a higher degree of difficulty students unconsciously changing the subject, an activity carried out slower, they identify words and emotions suited to the topic of discussion with difficulty and for this reason young pupils are embarrassed. If learners get appreciation and encouragement to express their thoughts, ideas, emotions about that activity, they become more active and lively. The positive outcomes of the pupils' participation at the training were reflected in the 2nd test. The obtained differences are also found in the obtained statistical indices: *The fluency holding scale in establishing the contact ($t = 2.108$; $p \leq 0.05$).*

Competence Scale to answer questions. Young learners in the working group answer to the questions using the start formulations and politeness formulas to answer the questions. Usually young pupils need detailed explanations in order to do a certain activity or the trainer's help with the simple questions to guide them to the right answer. When young pupils performing group activities, they respond more easily to the questions or to the required exercises, because they have, besides the trainer's help also the examples of colleagues. Shy pupils need to be encouraged and asked by the trainer to answer the questions. The positive influences of the training are found in the statistical indices obtained: *The scale of the competence of answer to the questions ($t = 1.772$; $p \leq 0.04$).*

Ability Scale to enter into dialogue at the right time. Young pupils from the workgroup during their activities have been put in communication situations to be mindful of the verbal and non-verbal messages displayed by their, to show patience to listen the colleagues' responses, to respect the time allocated to their activities, not to interrupt colleagues when they present the answers, wait for the trainer to finish what he has to say and then to ask questions, answer questions or express personal opinions. The positive results are found in the statistical indices calculated for this scale: *Ability Scale to enter dialogue in the appropriate time ($t = 1.987$; $p \leq 0.03$).*

Ability Scale to complete the conversation. The results obtained in the 2nd test demonstrate the positive influences of the training. Young learners in the working group have mastered and practiced situations in which they use polite formulas to express themselves and speak nicely in various communication situations. They practiced expressions of respect and consideration for adults and peers when young pupils finalizing the dialogues or discussed topics. They developed the skill to complete the conversation with adults and peers in the right social contexts with courtesy. The positive influences of the training are also found in the statistical indices obtained: *The ability scale to complete the conversation ($t = 2.108$; $p \leq 0.02$).*

Overall, the level of verbal communication of young scholars in Ist grade has increased after performing the training program. The positive effects are found in the statistical differences obtained: *The verbal communication level of the class and young learners ($t = 2.108$; $p \leq 0.02$).*

Class IV. Scale of Ability to listen. Fourth grade scholars in the experimental group have a lower listening ability than control group learners because voluntary attention, long-term memory, logical thinking, the desire to deepen the contents of the trainer or colleagues. When they are appreciated and encouraged for their efforts and answers, they are interested and motivated to carry out the activities to the end. These students become more independent in their activities. They are thankful and happy when they successfully carry out their activities with their more capable colleagues. The positive influences of the training can be seen in the results of the second test and in the statistical indices of this scale. *Ability Scale to listen ($t = 2.837$; $p \leq 0.00$).*

Scale of Holding fluent speech in establishing contact. As a result of the training activities, it is observed that the young learners in the working group have improved their fluent speech due to the activities they need to perform verbally in collaboration with their colleagues, due to the verbal expression of their opinions, following discussions based on their own activities and the experiences. Pupils have come to functional behavioral variants. Due to the group presentation of the results of the activities, of the collaborative situations, of the mutual appreciation, the pupils have developed their level of verbal communication. The positive effects of the training are found in the calculated statistical indices. *Scale of Fluent speech ($t = 2.76$; $p \leq 0.00$).*

Scale of Contact facility for adults. Within the training activities, pupils have practiced ways and means of communicating certain subjects to adults. The pupils in the working group had the opportunity to practice various forms of greeting, addressing, positive and assertive behaviors to parents, grandparents, teachers, librarian, technical staff, nurse etc. Young scholars in Type-of-Communication training have identified appropriate, positive and original responses to establish a relationship of trust with mature and peer-to-peer, to maintain and to keep meaningful relationships with mature people from their lives. Regarding the relationships between the trainer and the students in the working group, we can say that they are based on trust, honesty and confidentiality. The positive effects of the training are found in the calculated statistical indices: *Scale Contact Facility with Mature ($t = 3.006$; $p \leq 0.00$).*

Scale of Contact facility with colleagues. Young learners in the working group had the opportunity to practice effective communication in training activities to apply polite formulas, to appreciate all colleagues in communication situations. Being placed in communication situations, young pupils have learned to set up a work plan, identify operations or steps to achieve activities. Also in the activities of learners in a favorable climate of communication, they learned how to establish positive relationships with the people around them, how to communicate in an assertive way, how to solve conflict situations assertively and efficiently. The positive influences of the training are found in the obtained statistical indices: Scale of Contact *Facility with colleagues ($t = 1.718$; $p \leq 0.05$).*

Scale of Competence to ask the questions. Young pupils in the working group specifically ask questions when they initiate a discussion, when they have a dialogue, ask for information about the training activities. Asks questions such as: How do I start my activity? Is it good as I do? Do you think it will be good if I say so? How do I submit this information? Asks the trainer's opinion to create dialogues, how to behave positively. Asks questions when they want to clarify what they do not understand: Can you repeat the condition, please? When they receive appreciation and the positive feedback asks: Do you like my work? When they are satisfied and interested in future activities, they ask: Will we do more of this kind of activity? Tomorrow are you coming to do similar activities? The positive influences of the training are found in the statistical indices calculated for this scale: *Competence to ask the questions ($t = 2.621$; $p \leq 0.01$).*

Scale of Ability to enter into dialogue at the right time. During the training, the young pupils in the working group manifested this skill seldom because it is a skill that requires the young scholar to use voluntary attention. It helps the pupil to fit the social context with the question about a situation. Pupils were stimulated by verbal appraisals to show courage to give questions and opinions, to expose information on a discussed topic, to show interest and initiative to intervene with their own opinions, conclusions and observations when they do an activity on a specific theme. The positive effects of the training are found in the statistic indices calculated for this scale: *Scale of Ability to enter into dialogue at the right time ($t = 2.842$; $p \leq 0.00$).*

Scale of Ability to complete the conversation. Young lerners in the working group draw conclusions about a subject in a longer time frame. They identifies key aspects of the dialogue with colleagues or guided by the trainer. When the pupils discuss with classmates, they formulate ideas more slowly and express their emotions harder, more difficult to identify the appropriate solutions and behaviors. In communication situations it is necessary for the trainer to intervene and guide the dialogue between the scholars. In the context of the training activities, young lerners are able to self-analyze, to draw conclusions based on the discussed topics, to learn how to reach a common denominator (with a deal) with the conversing colleague and to accept a compromise if it is necessary. The positive influences of the training are found in the statistic indices calculated for this scale: *The ability to complete the conversation* ($t = 4.779$; $p \leq 0.00$).

Overall, the level of verbal communication of young pupils in the fourth grade following the training program has increased. The positive effects are found in the obtained statistical differences: *The verbal communication level of the class and scholars* ($t = 3.873$; $p \leq 0.00$).

Conclusions. Analyzing the literature, the results of the training activities and the results of the 1st testing and the 2nd testing, we came to the conclusion that the phenomenon of communication is found in all social domains. And in dialogue situations each of us are every day either in the family, in the school, in the professional or in the social environment. The general purpose of the training presented in this report and applied on Class I and Class IV is to make communication more effective, improve self-assessment, interpersonal relationships and interpersonal communication at the young lerner through communication methods. As a result of the training, we intend to analyze the quantitative results and the influence of the program (this influence is the result of the statistical indicators) on the young pupils. The results, observations, findings and conclusions regarding the topic discussed have been set out in this analysis.

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Section 6. Educational syst

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IMPLEMENTATION OF HABITUATION AND ACTUALIZATION OF ACCOUNTABILITY ON BASIC EDUCATION AND TRAINING PROGRAM (DIKLATSAR) OF CIVIL SERVANT (PNS) A CASE STUDY IN BPSDMD CENTRAL JAVA PROVINCE

Abstract. This study examines the learning implementation of accountability using habituation method. Research starts from ineffectively phenomenon of habituation method application because there is incongruence between method and concept with the characteristic or behavior that will formed. The problem statement was formulated in two question are as the following: (1) Why does the habituation of basic value accountability could not be run effectively? (2) What were the obstacles faced on the implementation of habituation and actualization of basic value accountability? This study is an empirical research with sequential mixed method approach (quantitative and qualitative). The result of quantitative data analysis used as the basis of qualitative data analysis. This study was using primary data from the questionnaires and interview result, and secondary data from library research, documents, notes, et cetera. The research result shows that: (1) The ineffectively of habitation of the basic value accountability was caused by inaccuracy of paradigm, theory, concept and method; (2) There are 10 obstacles found that hold up the implementation of habituation of basic value accountability. Based on those conclusion it could recommended some advices as the following as follows. (1) For the State Administration Institution of Indonesian Republic (LAN RI): Replace the method of learning with Theory of Planned Behavior (TPB) method; (2) For the Instructor (*Widyaiswara*): Exploring the validity and reliability of habituation method in order to found the problematic and its solution for improving the learning practice.

Keywords: Implementation, Habituation, Actualization, Accountability.

1. Introduction

A. Response to the law and government regulations concerning state apparatus Management

In January 2017, the State administration of Indonesia Republic (hereinafter-abbreviated as LAN RI) issue the Basic education and training program *(Diklatsar)* uses a new approach to "Habituation and Actualizing". This new approach has applied to the learning of the basic values of accountability, nationalism, Public Ethics, commitment to quality and Anti-corruption (abbreviated as *ANEKA*) and *Whole of Government* (WoG) at Diklatsar.

The policy of State administration of Indonesia Republic abbreviated as LAN RI to apply Habituation and actualization of this approach can be meant as a response to the ACT create a generation of efforts in the form of new civil servant in the future through the cultivation of a *ANEKA* of basic values and Wo G. Why the internalization of basic values of Aneka and WoG approaches considered so important it so that it made a new Basic education and training program of Civil Servant material? This is not apart from the mandate contained in the ACT that the new generation of Civil Servants in future must be different from the generation of Civil Servants that exists today. The difference lies in the elements are rated by LAN RI highly degenerate so that should be remedied through the internalization of basic values, while learning ANEKA of WoG intended to give supply to the Civil Servants about how to resolve weak coordination and integration at various levels of Government.

The ACT of Civil Servant creates and enforced to address governance) of public sector, bureaucracy in Indonesia was bad. It reflected on some of the performance reports of Government *Global Competitiveness Report* 2014–2015 (*World Economic Forum*, 2014 in LAN RI, 2016) include as follows:

Table 1.– The illustration of bureaucracy government performance on a public sector in Indonesia

No.	Govern-ment Per-formances	Illustrations
1.	Government performance	Ranked 37 out of 140 countries
2.	Government Effectiveness	Very low values of the index – 0.01
3.	Corruption Perception Index	Low-value index = 34, compared to clean corruption index value = 100. In 2014, Indonesia was ranked 107 out of 175 countries

Source: Management Module of ASN, LAN of Indonesia Republic 2016

The lack performance and the Government effectiveness is an overview of governance and accountability. Public accountability is one of the core elements to create *governance*. The relationship between *governance*, public accountability and the performance of the construction could describe as follows:

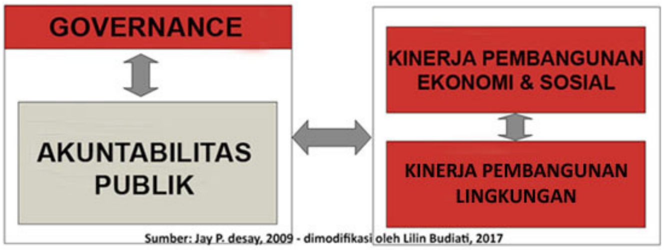


Figure 1. The relationship between public accountability, *governance* and development performance

B. Based on the basic education and training (*Diklatsar*) for prospective Civil Servants with the method of Habituation and Actualizing

Its implementation and actualization of the habituation of accountability include as follows:

First, the values of *ANEKA* are still abstract, complex, and yet clearly concept so hard is transformed into the habit through the learning process of habituation and actualizing.

Second, Module of LAN RI about accountability are less able to explain conception of accountability which includes: definitions, substance, dimension, and type, subject and object, accountability mechanisms and consequences.

Third, cognitive schema for abstract values that is much more complicated than mechanical cognitive scheme. In it contained the concept of belief (*belief*), ego, self-esteem and honor, morals, ethics, norms and others, so there might be educated and trained in methods of learning, habituation. There are options for better learning methods to achieve results as referred to in the ACT of Civil Servant, for example using the theory of planned Behavior (*Theory of Perceived/ Planned Behavior/TPB*) or Pierre Bourdieu's theory of Structuration.

Fourth, the implementation of *Diklatsar* for prospective of Civil Servants about four (4) items:

basic value of ANEKA, Civil Servant management, WoG approach and the public service with a method of "Habituation and Actualizing", raises some phenomenon or a symptom of, among others:

Table 2. – The phenomenon of Diklatsar of prospective civil servant

No.	Phenomenons	Illustrations
1.	Ineffectiveness	Close to the learning outcome is low i.e. only 12.48% of the participants able to understand and master the conception of public accountability
2.	Purpose Substitution	Substitution *Diklatsar* aim to form a particular behaviors and habits with activity paper making draft activity report of habituation and actualizing
3.	Unclearness concept of learning, practice, monitoring, assessment and evaluation	There is no definition of the concepts and operational definitions are clear about how to implement the learning and practice of habituation and actualizing during in campus and off campus, how to do the monitoring, assessment and evaluation, how coordinate and integrate the functions of organizing, learning-coaching, monitoring, assessment and evaluation

The constraints encountered when implementing *Diklatsar* candidate for Civil Servants on five forces during the month of February – June 2017. It has encouraged the author researching on what phenomena and problems that are associated with habituation and actualization of 4 items *Diklatsar*, especially the value of public accountability basis due to strong correlation with the *governance* and performance of the sustainable development. This research intended to explore the implied about the meaning of phenomena and factors what are the underlying. The purpose of this research is to find solutions to problems encountered. In order to provide contributions to thought about a more appropriate method for Diklatsar of the ANEKA basic values, Civil Servants Management, WoG Approach and public services in the future in order to create a new generation of Civil Servants in the future as referred to in the ACT of Civil Servant.

C. Research Problems

The problem in this research formulated as follows:

1. Why do habituation and actualization of basic values of public accountability cannot implement effectively?

2. What are the obstacles faced in the implementation of habituation and actualization of basic values of public accountability?

II. Methodology

This study is exploratory research with quantitative and qualitative approaches in a sequence/sequential *(Sequential Mixed Type Research)* (John. D. Craswell, 2010). The research carried out by using the strategies of case studies for reasons: unique/specific; flexible, in the sense of traffic approach and paradigm. The data used include primary and secondary data. Primary data in the form of the results of the questionnaire and interviews, while secondary data obtained from the results of a study of the literature, which includes research results, documents, sheets of State regulations and others.

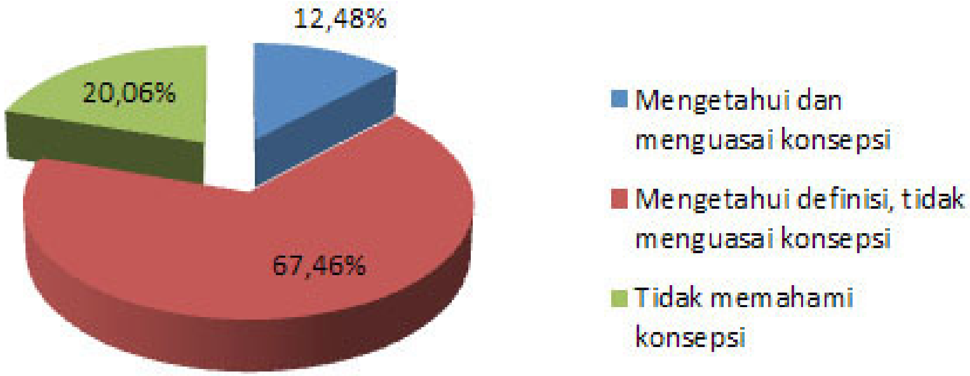
III. Result and discussion

1. The Ineffectiveness of Habituation and Actualizing Methods in education and training the basic value of public accountability On the prospective Civil Servants in human resource development Agency (BPSDMD) of Central Java

The process of habituation and actualization of basic values of public accountability implemented through five phases, namely. (i) Learning about the conception of public accountability is using modules from the LAN RI and other reference sources. (ii) The simulation in the classroom using the engineering the situation that resembles the real conditions at the place of duty; (iii) draft habituation and actualizing; (iv) carry out the design in the workplace *(off* *campus)*; and (v) to create and present the reports and the actualization of habituation. The results of the learning process able assessed and measured directly in a short time was the result of a cognitive form of level of knowledge, understanding and mastery of the conception of accountability. While the results of a form of affective attitudes and psychomotor outcomes in the form of habits and behavior or cannot be measured directly at the time of *DIKLATSAR*, because it takes a long time.

a. Effectiveness of Public Accountability Value *DIKLATSAR* with the Method of Habituation and Actualizing

The proportion of participants *DIKLATSAR* based on the level of understanding and mastery of the conception of public accountability is as follows:



Data primer diolah, Lilin Budiati (2017)

Figure 2. The proportion of Participants DIKLATSAR based on the level of understanding and Control over the conception of public accountability

The results of the study participants on five forces are entirely *DIKLATSAR* as many as 200 people are as presented on a (figure 3). Indicating that the learning process public accountability which was carried out with methods of habituation and actualizing is not effective, because only a 12.48% who have a level of understanding and mastery of the material properly and fairly. Amount 67.46% only knowing the definition or understanding but have not mastered the concept, while 20.06% did not understand the conception. Close to the learning outcome target, material public accountability should be 100%, which means that any Civil Servants should not have to understand and master its concept as well as applied in an organization task daily. Incomprehension of Civil Servants against the value of public accountability will create condition of violations, abuse of authority, fraud and corruption. Basic values as important as public accountability cannot be formed with methods of habituation and actualizing, which in addition not clear from theoretical base and not right, it is difficult to be implemented, measured and tagged.

Refer to the theory of planned Behavior (*Theory of Planned Behavior – henceforth TPB*) by Ajzen (1991), then it should be *DIKLATSAR* prospective Civil Servants about the basic values of the ANEKA, Civil Servant management, WoG and public services using learning methods the theory-based behavioristic. In the context of public accountability, accountable behavior which will be formed on civil servants, should be based on the intention is realized and the intrinsic motivation of Civil Servants concerned to realize the planned behavior will be executed. Efforts to form particular behaviors should consider three factors determinant that controls the formation of "intention to behave (behavioral indentation). In the absence of intention, then the behavior that planned it will not materialize by itself becomes a habit.

Accountable behavior realized not because of intrinsic motivation or intention, but because of overbearing elements, namely Regulation and administrative procedures that forced Civil Servants obey. Elements of extrinsic motivation it becomes overbearing to meet security requirements to avoid problems when behaving unaccountable. Behavior-based extrinsic motivation accountable has weaknesses, namely risk violated when there are opportunities or opportunities get around as well as change the rules. In contrast to the behavior of accountable based on intrinsic motivation/desire (from within). It will remain consistent with the actual behavior of the already decided upon and would not conduct violations although there are opportunities.

Actual behavior relating to the basic values of ANEKA, including the value of accountability is the behavior with the scheme or the concept of cognitive and affective are complex and complicated, requiring the function of left-brain and right brain to understand it. The process of its formation most or almost entirely concerned with mental activities that affected the three determinants of behavior mentioned above. The lesson that process could not be reduced or simplified with more precise methods of habituation is used to train the mechanical skills such as driving a car, weld and others, because the form of disembodied cognitive scheme arrangement simple, mechanical and requires no stretch of the imagination.

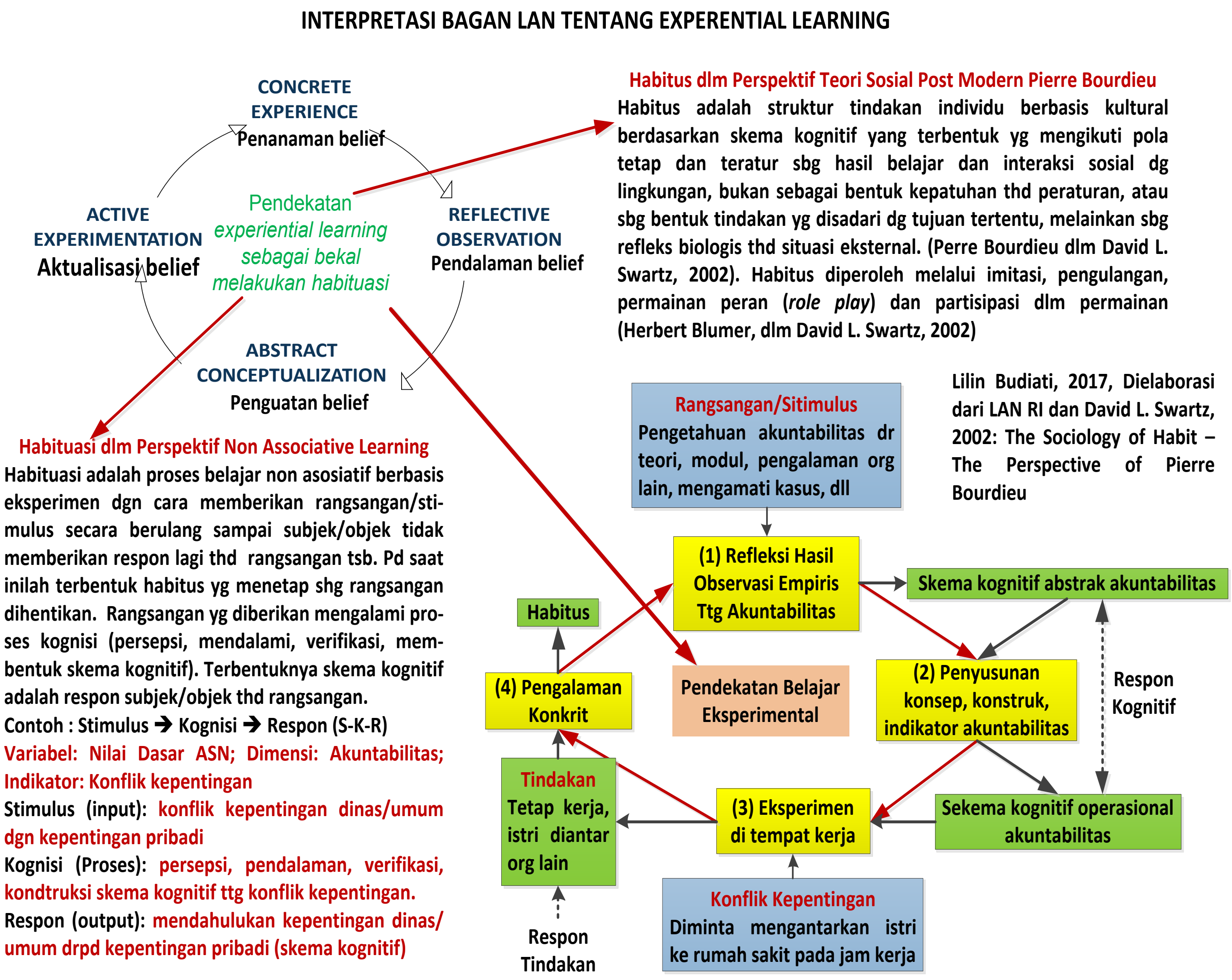


Figure 3. Thematic interpretation about experiential learning conception according to LAN RI

Based on the explanation theory of this TPB, the actual behavior of individuals/ Civil Servants in the context of public accountability, defined by 4 variables, namely: (i) attitude toward behavior; (ii) subjective norms; (iii) the perceived behavioral control; and (iv) the intention to behave. Measurement and assessment of the results of education and training to form the actual conduct planned by using the concept of TPB, should be based on context indicators and involving of all the variables are related. This will make *DIKLATSAR* to be more effective because the reasons as follows. (i) theory, methods and definition of concept that meets this aspect of validity and reliability; (ii) the operational definition can be formulated clearly so that it meets the criteria indicators: sensitive (*sensitive*); can be measured (*measurable*); can be reached (*attainable*); reliable (*reliable*); and the associated time (*time-related*) which are abbreviated as SMART.

Theoretically there are there is a fundamental error regarding the terminology used LAN RI, where habituation method is referred to as the learning process based on experience or the *"experiential learning"*. In the classification of theoretic, experiential learning categorized as a method of constructive approach to learning by the learner results in which the participants retrieved from the experience of carrying out certain activities. Cognitive scheme, the attitude and behavior that formed determined entirely by individual interpretation/participants over a situation that is experienced. On the other hand, habituation in the terminology called as a method of learning a non-associative *(non-associative learning)*. Method study of non-associative learning methods together with conditionals *(conditionals learning)* being in the one clump behavioristic paradigm and theory of behavior. This terminology mistake led to an error concept that implies learning ineffectiveness.

Thematic analysis and content over the conception of habituation LAN RI observed from the following (figure 3).

According to the figure above, it looks that there are inconsistencies in the paradigmatic concept of habituation. Review of methodological, classification then habituation is included in the clump theory on behavior *(behavior theory)* with the learning paradigm behavioristic and its base is an experiment, and not experience individual. Experience-based learning *(experiential learning)* belongs to the clump theory *Advance-learning theory* with the paradigm of constructive; meaning that individuals obtain the results of their learning in the form of the knowledge constructed by way of the experience took over its interpretation. The situation and the same experience can have different meanings on different individuals, because each individual has its own interpretation over the situation that had befallen him. This should not happen at all in learning the basic value of ANEKA, including accountability, where each person/employee must have the same conception of perception, and suitable. It cannot imagine if each employee had a different interpretation of accountability. Corruption will certainly better the quantity, quality or intensity.

Based on that explanation, then the terminology or methods of learning *experiential learning*, is inappropriately applied to learning accountability, which aims at forming habits or behaviors accountable.

a. Comparison methods of habituation with the method of TPB

According to the comparison between the method of habituation and methods the table 3 on TPB, it becomes clear that the use of methods of habituation to shape the behavior of Civil Servants based value of ANEKA is not right. This explains why method is habituation ineffective applied to shape the behavior of accountable (the planned behavior, even to shape the understanding and mastery of the material only, not effectual method of habituation, where only 12.48% participants who is able to understand and master the conception of public accountability.

Summary of the results of the interview with 12.48% who succeed understand and master the material stated that their capabilities are not retrieved from the learning modules, but obtained from the self-learning of other reference sources, including from *widyaiswara*/ coach or mentor.

In their opinion, the method of the demands of exercise habituation in the concrete conditions of the situation and the actual, hard applied to form a value-based behavior entirely based on the cognitive and affective schema abstraction.

Table 3. Comparison methods of habituation with the method of TPB

Substances	Habituation methods	Tpb methods
Stimulation	Intangibles/concrete – biological fission	Intangible/abstract-psychological
Cognitive Scheme	Simple –easy. There is no need of imagination	Complex– difficult, need imagination
Determinat Factors	The conscious and unconscious pre-industrial reflex	Knowledge, attitudes, norms and motivation
The results of the study	Mechanical/technical skills	Competence + actual planned behavior, character, personality and integrity
The base theory, concept and invalid constructs	It is not clear, it is difficult to be measured, assessed and evaluated	Clear, easily measured, assessed and evaluated
Implementation	Difficult, involving many Parties (*widyaiswara*, mentor, supervisor, supervisors, etc.)	Easier, less involved, quite *widyaiswara* and participants

b. Obstacles Faced In The Implementation Of Habituation And Actualization Of Public Accountability

The implementation of the basic values of accountability with learning methods of habituation faced a number of constraints or difficult factors that cause the occurrence of close results *(outcomes)* that are not effective or farther than it should, i.e. only registration 12.48% compared with a target of close to 100% is that it should. Findings the results of the research on difficult factors or constraints are on habituation and actualizing values of public accountability is as follows:

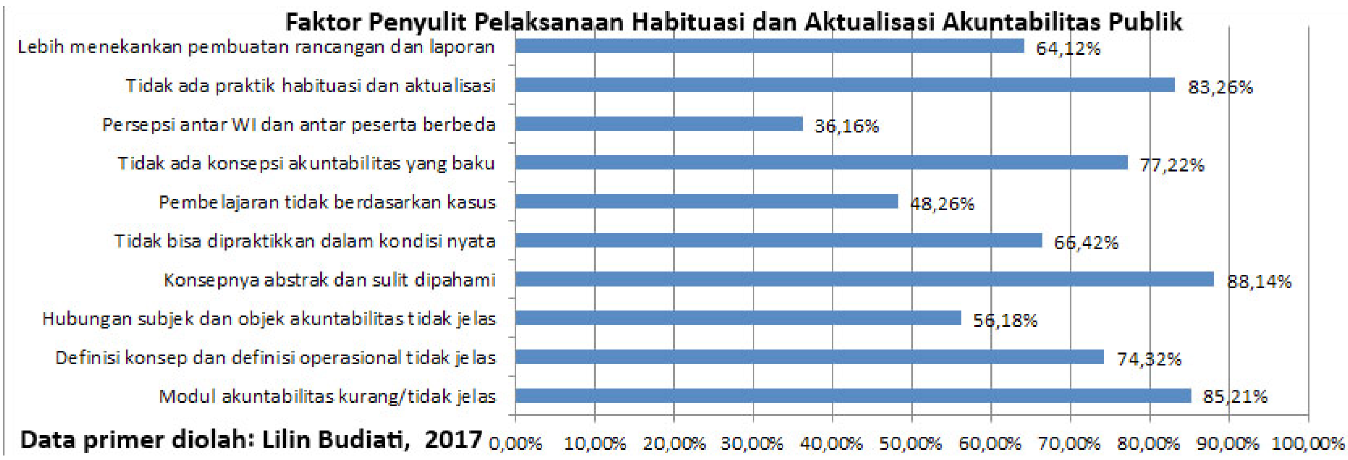


Figure 4. Difficult/ constraint factors of habituation and actualizing value of accountability

The results in Figure 4 indicates that there are 10 constraints that lead to habituation and actualizing values public accountability becomes ineffective. Six of them are major obstacles, which include as follows. (i) The concept is abstract and difficult to understand, (88.14% participants). (ii) Module clearly not less/accountability (85.21% participants); (iii) there is no practice of habituation and actualizing; (iv) there is no concept of accountability that basis; (v) the operational definition of the concept and Definition is not clear; (vi) cannot be practiced in real conditions; and (vii) a greater emphasis on making design and actualization of the report.

The biggest obstacle in understanding accountability is because the concept is abstract and difficult to understand. If the participant is not able to understand the concept, then it is also automatically invalid constructs or operational definition. Participants do not have a picture or a measure on how accountability practices it in real conditions. The question of accountability often appears in conflict situations of authority/power, political and/or interests. In conflict situations, understanding and mastery of the conception of accountability, as well as behavioral accountability thus needed to prevent violation or cheating. The employee does not understand about the accountability value and operational in practice. Then the violation or cheating occurred. Abstract concepts, coupled with no apparent learning modules, as well as the confusion of learning methods, will lead the effort to form behavior accountable will experience failure. How participants can form the habits and behavior of accountable, if the concept and construct just do not understand.

Amount 83.26% of participants stated that there was no practice of habituation and actualizing well on campus (*in campus*) or off campus (*off campus*). This statement is associated with other statements, that 64.12% of the participants stated that the activities of habituation and actualizing turned out to be more emphasis on design and manufacturing activity report, while the activities themselves are not habitution implemented.

If fact confirmed with the learning agenda according to LAN RI, then seen the presence of some of the problems as follows:

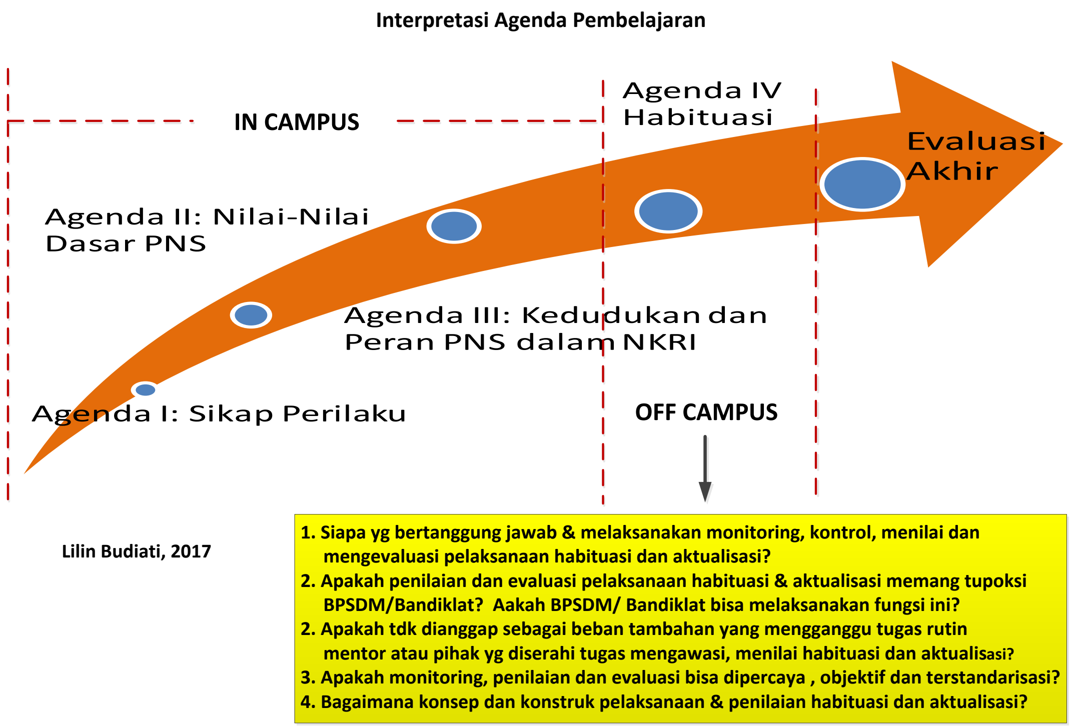


Figure 5. The learning agenda according to LAN RI

On the chart above, it appears a number of issues about who is doing the monitoring, assessment and evaluation of the implementation of the habituation. (See the yellow box). If there are delegated the responsibility of supervision, for example/leader or other mentor, then in fact it is considered extra workload tends not implemented. In the absence of oversight, then the practice of habituation, tend not carried out by the participants. According to the concept of habituation, LAN RI is the concrete activities practiced by the participants in the workplace. The fact shows that the practice of habituation are difficult to implement because of two reasons: (1) there are no concepts and operational definition of invalid constructs/clear so that it cannot be measured, assessed and evaluated; (2) there is no supervision. The condition that ultimately led to the "purpose of substitution (substitution goal)", i.e. learning through methods of habituation and actualizing that originally aimed to form habits or behaviors, replaced by generating output (output) in the form of design and manufacturing activity report. The process of learning by habituation and actualizing methods measured and judged, not by the behavior indicators will be established, but with good indicators or whether draft reports and activities made by the participants.

IV. Conclusion and suggestion

a. The reasons why learning accountability is using the method of habituation and actualization cannot run effectively. It is because the method is not appropriate so paradigmatic and theoretical inconsistency. This implicates the confusion raises a number of constraints, which complicate implementation of the basic values of ANEKA learning, management of Civil Servants, the approach of WoG and public services.

b. There are 10 constraints or factors the learning impact on difficult method of habituation and actualizing it is difficult to implement. 10 difficult factors or constraints are as follows:

a) Abstract and difficult concepts

b) Module clearly not learning

c) There is no practice of habituation and actualizing

d) There is no conception of accountability that raw

e) Operational definitions of concepts and Definitions are unclear

f) More emphasis on design and manufacturing activity report

g) Cannot be practiced in real conditions

h) The relationship between subject and object is not clear accountability

i) Not based on case Study

j) Between *widyaiswara* and Perception between different participants

– **Suggestion**

a. For Lan Ri

Change the paradigm and the basic values of a ANEKA of learning methods, ASN management, WoG Approach with the behavioristic paradigm and method of the theory of planned behavior (TPB)

b. For Widyaiswara

Explore the validity and reliability of learning methods in practice habituation to form behavior-based abstract values such as ANEKA, find problems and then find a solution.

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SETTING STANDARDS OF THE DEANS OF EDUCATIONAL FACULTIES OR INSTITUTIONS

Abstract. The paper focuses on the necessity of setting standards and suggest a standard system for the Deans of education institutions or faculties according to competence-based approach to respond to the current education reform.

Keywords: education, the Deans of Faculties, reform, management.

1. Roles of the Deans of Faculties or Institutions of Education

The renovation, industrialization and modernization of the country has set a very glorious mission along with the challenges for the education and training, in which the first tasks should be undertaken by educational administrators at all levels. Education management is considered to be a profession in in the special, delicate and difficult areas of the education sector. Those working in educational management might act as leaders who manage human resources in the Education and training system, which has a direct impact on position and destiny of the nation in both immediate and long term.

The Deans of Faculties or Institutions of Education are key figures in the faculties holding leadership roles in professional knowledge, academic programs, scientific research, technology transfer and other activities of the colleges/universities. The Deans are responsible to the Principals for comprehensive management of the faculty according to the educational institutions' decentralization regulations. College deans are in charge of some key duties as follows: administering the ideological, political and moral education to faculty members; Building and developing curriculum, course contents, goals of the undergraduate and postgraduate programs of faculties, Implementating and managing training programs; Taking charge of the quality of training majors in the faculty; Organizing scientific and technological activities; Actively join in international projects and cooperating with scientific and technological organizations, manufacturers and businesses to associate training with scientific research, production, business and social life, etc. In order to do so, the Dean must build a comprehensive personality model including the roles of a teacher, a researcher, a manager, a social activist and a service provider together.

The Deans of Faculties or Institutions of Education play the role of educators. Before becoming the heads of faculties, most of them were highly qualified lecturers with a high level of professional competence and a life-long experience. During their working period, thanks to the prestige confirmed, they have been assigned by their colleagues and the Board of Management. Most of the deans still undertake the tasks of managing, teaching specialized subjects to students and participating in training graduate students and doctoral students. Besides, the management of the training department is mainly managing professional activities. Therefore, the role of a dean must always be associated with the role of a teacher. As a teacher, the Dean must master the expertise in his field and have a general knowledge of the specialties in the faculty. In other words, to be good deans, they must be qualified and prestigious pedagogical teachers in teaching activities.

Professional activities of faculties at the College of Education are not only teaching but also scientific research ones. Therefore, the Dean must also have the role of a scientific researcher who not only has the ability to study independently but also promote the research activities of lecturers and students in the department. Moreover, they must be the first to apply scientific and technological achievements to teaching and research.

The Dean must also be an educational manager. In the past, the management was carried out according to a centralized and bureaucratic mechanism, i.e, the Dean was charged with responsibilities by the College Board of Directors and the staff in the faculty received tasks from the Dean. However, from the new viewpoint, educational management is carried out according to the law, hierarchy, autonomy and accountability mechanism with interactive methods in which the training department is considered as a center. Therefore, the dean must have extensive knowledge of management such as grasping the laws, regulations on education - training, policies and guidelines on educational development of the Party, the State and the Ministry of Education and Training; in-depth knowledge of designing and building curriculum; abilities to synthesize, evaluate and advise the organization and administration of education and training; the skills of analyzing guidelines and policies on education and training development to determine the goals, visions, long-term development orientation of the faculty; abilities of influencing, attracting and gathering and motivating people to achieve the goals of the faculty; abilities of timely decision-making skills in organizing and managing educational, scientific research activities; skills to use the right people and the right jobs; communication and working skills to coordinate lecturers, students and other faculties.

In the context of current education innovation, the role of the dean must also be a pioneer daring to make innovative decisions which are adaptable to modern education trends. In the workshop *Developing the capacity of Vietnamese educational managers in the context of industrial revolution 4.0* on November 15, 2017 in Hanoi, more than 200 delegates, who were prestigious educators and managers of educational institutions and who were experienced in the development of digital education, science and technology in the world, discussed many issues of capacity development of Vietnamese educational managers in the context of technology 4.0, among of which are the influence of the 4.0 industrial revolution on education and education managers, competency groups of education managers trained to meet the new connectivity requirements on the foundation of knowledge and technology in the knowledge economy and the digital technology era. For the head of the Faculty of Education, they must play a pioneering role in the process of innovation and adaptation to education 4.0. Facing the current requirements of education reform, the most common and necessary capacity of educational managers in pedagogical colleges is shown in the ability to master scientific knowledge of educational management and in commanding thinking, scientific management and a pioneering spirit of innovation in the field of education and training.

From these tasks, it can be seen that the head position of a faculty is a very specific one unlike any management positions in the University. They play the roles of a professional manager, an administrative manager and an educator. The innovative-higher-education-trends today have made teachers and education managers face with heavy tasks because the innovation has occurred not only in programs but also in management, etc. Thus, the Dean is likened to a captain controlling a ship headed out to the open sea. In other words, the dean is an important factor leading the teaching and learning activities to improve the quality of education in each university.

Therefore, it can be seen that the Dean of the Faculty /College of Education plays a very important role in all activities of the Faculty. In order to carry out such duties, the Deans are required to have a lot of qualities and core competencies, especially when pedagogical training is facing with many difficulties and limitations making their duties more difficult.

The deans must continually improve themselves to be able to fulfill all the assigned roles and tasks.

2. The necessity of setting standards for the faculty leaders of the Faculties / Universities of Education according to the competency approach

According to statistics of the Ministry of Education and Training, by the end of the school year 2016 - 2017, the whole country has 58 universities, 57 colleges, 40 Vocational school, among of which are 14 Universities of Education, 33 Colleges of Education and 2 Teacher Training schools [6]. The reality shows the intense competition between higher education institutions to survive and develop. The fact that the enrollment is currently falling and that some majors at higher education institutions have been wiped out is becoming a major challenge for educational institutions, including those having organized pedagogical courses for many years. Their enrollment quota has fallen sharply. For example, the enrollment quota of Hue College of Education has decreased by 37.5%; Thai Nguyen University of Education, 31.4%; Hanoi National University of Education, 21%; Pham Van Dong University, 73%; Can Tho University, 46.3%; Ha Giang Teacher Training College, 73%; Bac Ninh Teacher Training College, 66%, etc. [11] In addition to the external support policies, the factors of lecturers, training programs and management of faculties or universities of Education must change to overcome these difficulties. In particular, the direct management role belongs to the Dean of the faculty. If the management is still based solely on emotion, experience or professional activities, it will not be possible for the faculty to get out of the difficulties. Therefore, in the new context, the deans must equip themselves with new and comprehensive qualities.

The Fourth Industrial Revolution has spread worldwide which is due to unprecedented effects caused by the pace of development and impact of technological breakthroughs. Technology as a tool to address challenges in education management and improve the abilities to connect people and knowledge towards the environment 4.0, which will affect the value chain in the capacity model of Vietnamese education administrators. In the context of the Fourth Industrial Revolution, the working environment in education and training institutions as well as the whole society towards technology and digitalization with artificial intelligence has led to a change in social human resources and the division of professional structure. Hence, the management mode in educational institutions needs to be changed.

The Deans of Faculties of Education should adopt the competence-based approach to administration of teaching instead of content-based approach. They also need to improve programs, content, teaching and learning methodology, and to carry out authentic assessment of teaching activities in the faculty. The educational context has changed, so the education managers are required to meet new standards in which competency factor is always prerequisite. In order to develop a comprehensive team of faculty heads by approaching competence, it is vital to carry out a unified process in which competency standards need setting.

In the renovation of higher education, the training program of education is changing from content-based approach to competence-based approach. The higher education is on the threshold of integration with a lot of difficulties and challenges when the requirements set out to train teachers are getting more and more rigorous than ever. Modern education management has added new content, requiring the use of many modern management methods and means. In other words, education management science in previous years has become obsolete and hindered the development. If the faculty leader still maintains the same management habits, it will inevitably lead to a significant lag of the training department. Consequently, it is necessary to quickly improve the quality of education management staff in the University, including the heads of the faculties of Education, which is in parallel with the renovation of the training program, improvement of teaching methods, improvement of facilities, equipment, capacity building of teachers. Only then will Vietnamese education catch up with the modern education trend of the world.

As for the educational institutions, following the current trends in educational renovation, the Ministry of Education and Training has submitted to the Prime Minister a project to improve the capacity of lecturers and managers of higher education institutions to meet the requirements of basic and comprehensive innovation of education and training in the period of 2018 – 2030. Besides, the Ministry has issued documents regulating professional standards of teachers and principals in the direction of updating, meeting the requirements of education and training in the new period; built the capacity framework for secondary teachers in specific subjects; set standards and procedures for selecting key teachers, and senior high school administrators. However, the new standards are only applied to the position of principals, teachers at all levels but there is no standard for the position of deans of Faculties of Education.

Setting standards for the heads of Faculties of Education is the first step of human resource management based on competency - based approach reflecting the response to changes in efficiency and organizational culture that are taking place in many developed and developing countries. The competency - based human resource management system focuses on identifying the necessary competencies to achieve effective performance and developing those capabilities in the workforce. Competency -based human resource management not only concentrates on KSA model capacity (Knowledge, Skill, Attitudes) but also develops thinking ability (IQ), emotional capacity (EQ), Cultural capacity (CQ) to promote the overall capacity of each person in the sustainable organization. To identify key competencies, administrators use the competency framework, which defines the requirements of knowledge, skills, attitudes, behaviors and personal characteristics to take charge of tasks in a certain position or profession. The competence framework can be considered a combination that describing competency standards that determine the ability to fulfill the requirements of a position or a title. It is used to compare the actual competence level of the person in charge of the tasks. The framework reflects the full competence that an individual is required at different levels to perform a job or task well. Developing human resources based on competency has become a common trend of organizations and units today. It is the basis for making plans to develop the team of deans, ensuring the science and feasibility, suitable for the conditions of each institution. This orientation can address most of the current limitations of the heads of Faculties of Education.

Meanwhile, because there has not been a suitable standard system for the position of the dean yet, in the past few years, the appointment of the deans at the institutions or faculties of Education has still many shortcomings as follows: the deans of faculties have been appointed mainly according to age, qualifications, majors. In other words, they have been named as the deans because of the factor of seniority rather than competences. The leaders plan to train and foster staff in their faculties but they themselves are hardly allowed to participate in any training courses to develop their competences, both in terms of qualifications and management. The Deans are managing faculties mainly based on experience gained whilst both working and they have not been properly trained in management. Another situation is that the Deans are usually selected according to qualification criteria. This has resulted in the fact that people with professional qualifications may not have management competences and vice versa, leading to limitations and weaknesses in performing tasks. In an environment where the necessary factors for competency development are needed, it seems that the faculty leader has not been focused on developing the competence system to correspond to the tasks. Moreover, universities also do not have specific criteria to assess the performance of the faculty leaders but mainly follow the sentimental votes at meetings. This shows the necessity to have a development strategy for the faculty leaders based on actual competence standards.

Because of these reasons, it is vital to set the standards of the Deans of the Faculties or Institutions of Education, contributing to standardizing the staff and improving the quality of managing human resources training in the new context.

3. Developing criteria of leaders at the Faculties or Institutions of Education according to competence-based approach.

Currently, competence-based approach is a common trend of human resource management activities in units and organizations, including educational institutions. In order to access competences, competency standards of job positions must be defined.

Charles Kivunja (2008) and other educationists such as John R.Hoyle, Fenwick W.English, Betty E.Steffy (1998) suggested the standards of educational administrators in the 21st century as follows:

– In terms of knowledge:

+ Understanding learners: basic principles of student development and the latest learning doctrines, diverse needs of learners

+ Understand the law

+ Understand the role of the educational institutions in the development of the community

+ Educational leadership doctrines

+ Methods of educational management research

+ Information technology in teaching and education management

– *In terms of Skills:*

+ Leadership skills

+ vision-building skills

+ Policy- making and management skills

+ Communication and public relations skills

+ Organizational skills

+ Program planning and development skills

+ Teaching-activity management skills

+ Team assessment and human resource management skills

+ Team building skills

+ Scientific educational research skills.

According to D. T Phuong in the article *Eight requirements of an education manager at the time of 4.0*, to meet the requirements of the new situation, education administrators need to have modern qualities and competences such as cooperative skills, critical thinking skills, problem-solving and motivational skills. They are also required to know how to analyze and compare Vietnamese education with other education in the world. Leadership and management competences of education administrators will help improve the leadership effectiveness of the education system in general and educational institutions in particular, thereby helping the education achieve its goals and missions

Currently, *Standards of the Principals in Vietnam* that are going to be issued by the National Academy of Education Management may fulfil most of the requirements of professional knowledge and skills of educational administrators. These standards are divided into 5 groups: Political qualities and professional ethics; professional competences and pedagogical skills; School leadership competences; School management competences and Competences of building and developing relationships between schools, families and society.

Therefore, standards of the Deans of faculties and institutions of Education must focus on skills and competencies required to perform well the basic roles and responsibilities, including the roles of teachers, scientists as well as administrators. Specifically, the authors suggest a standard system of 4 main groups: Political qualities and professional ethics; Professional competences and educational skills; Competences of scientific research and technology transfer; Competences of education institution or faculty management. Here are the groups of standards.

Group 1: Political qualities and professional ethics, including 4 standards as follows: Political qualities: Having a strong political spirit to help the education institutions well implement political and ideological tasks; Never diverging from Marxist-Leninist principles and Ho Chi Minh's thoughts; Taking exemplary model in following the Party's guidelines; Understanding and obeying the laws, policies and regulations of the State; Actively participating in political and social activities;

– Professional ethics: Maintaining the qualities, honor and prestige of teachers; Being Honest, dedicated to career and responsible in intitution or faculty management; Preventing and resolutely fighting against negative manifestations;

– Lifestyle: Having a healthy lifestyle that is consistent with the cultural identity in the trend of integration;

– Working style: having scientific and pedagogical working style.

3.2. Group 2: professional competences and pedagogical skills, including five standards:

– Understanding the Teacher Education Curriculum;

– Qualification: Obtaining the standard qualifications of trained teachers according to the Education Law; Mastering specialized subjects that they are currently teaching; Have knowledge about other specialties to meet management requirements;

– Professional skills: having abilities to organize and effectively applying active teaching and education methods;

– Self-study and creativity: having consciousness, self-study spirit and building the faculty into a learning and creative organization;

– Foreign language competence and information technology competency: Proficiently using a foreign language and information technology.

3.3. Group 3: Competences of scientific research and technology transfer includes 3 standards

– Identifying and selecting research issues: skills of detection, identification and research skills; skills of transfering research issues into scientific topics;

– Research organization: Skills of arranging resources, personnel, finance for research; Skills of using scientific research methods; skills of effectively exploiting and using material facilities and equipment for scientific research and technology transfer activities;

Developing scientific activities of education institutions or faculties: making plans of scientific activities of education institutions or faculties; collaborating, helping colleagues and students to research and build scientific research groups; Promoting and encouraging staff and lecturers to conduct scientific research and inventions; Training lecturers to improve scientific research competences and skills to participate in bidding for scientific projects.

3.4. Group 4: Education institution or faculty management copetences include 11 standards:

– Analysing and forecasting: Understanding the political, economic and social situations of the country and localities; Timely grasping the guidelines, policies and regulations of the education sector; Analyzing the situations and forecasting the development trends of education institution or faculty;

– Strategic vision: Building the visions, missions, values towards the comprehensive development of each student and improving the qualities and effectiveness of education institutions or faculties; Propagating and promoting values institutions or faculties of Education; Publicizing educational goals, curriculum, results of education quality assessment, diplomas and certificates to create consensus and support to develop institutions or faculties;

– Designing and implementating: Identifying priority objectives; Designing and implementing action programs and strategic development plans; Aiming at all activities of the institutions or faculties to improve the quality of students' learning and training, the effectiveness of teaching; Encouraging all members of the institutions or faculties to actively participate in emulation movements and social activities;

– Assertive and innovative nature: Making right decisions timely and having responsibilities for the decisions to ensure learning opportunities for all students, and to improve quality and efficiency of the education institution or faculty.

Planning activities: Making strategic plans that are appropriate to the university's and faculty's action plans;

Organizing the apparatus and developing the staff: Planning, recruiting, using and obeying the regulations and policies for lecturers and staff; Planning to train and develop their competency to meet the requirements of standardization and ensure the long-term development of the university or faculty; Taking care of their spiritual and material life.

Managing teaching activities: Implementing the curriculum of subjects towards promoting students' self-awareness, positive and creativity in order to achieve high academic results on the basis of ensuring knowledge standards and skills according to current regulations; Organizing teaching activities of lecturers in accordance with the requirements of innovation, democracy promotion to encourage the creativity of each lecturer and staff.

Financial and property management of the university or faculty: Effectively and transparently mobilizing and using financial resources for educational activities; Publicizing financial statements of the faculty in accordance with regulations; Effectively managing and using the university's and faculty's equipment for eduaction and training.

Administrative management: Building and improving the operational processes, administrative procedures of the university or faculty; Implementing records management according to regulations;

Building information system: Building information system to effectively serve educational activities; Applying information technology in management and teaching; Receiving and processing feedback to improve the education quality of the faculty; Collaborating and sharing information about leadership, management skills with other educational institutions, individuals and organizations to support and develop the faculties; Giving information and reporting on activities of the faculty or university completely, accurately and timely.

Checking and evaluating: objectively and fairly assessing students' lerning, work results and training of teachers, staff, and faculty leaders; self-assessing the faculty and complying with the regulations of Education Accreditation.

In order for these standards to be realized, it is necessary to synchronously implement those standards with the following solutions: Raising the awareness of the faculty leaders on developing the staff; Planning to develop, appoint, dismiss and use the Deans of Faculties according to standards; Training to improve the qualifications, skills, adaptive skills for educational innovation, etc. for the faculty leaders; Checking and evaluating according to standards; Strengthening policies to create motivation and build a favorable working environment for them.

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COMMUNICATION AND CHILDREN

Abstract. Children base their views of themselves and the world on their daily experiences. One of the most important experiences adults can provide for children is to talk with and listen to them. Through these daily interactions, children and adults can develop relationships that help children to learn about themselves and the world. Adults who care for children have a responsibility to create and maintain positive and healthy relationships with them. One of the most practical and mutually rewarding ways to achieve this goal is through positive communication.

Research suggests that the best parent-child relationships are characterized by lots of positive communication and interaction. Content parents and children communicate on a regular basis about many different things. They don't communicate only when there is a conflict. The researchers believe that when adults stay in touch with children through attention and conversation, children may be less likely to act out or behave in ways that create conflict or require discipline.

Effective communication with children requires communication styles and behavior appropriate to the age of the child. Understanding how children of different ages communicate and what they like to talk about is crucial for rewarding interaction with them. Adults must communicate in a way that relates to the age and interests of the child.

Keywords: relationships, parents, child, expressions, communication.

The importance of communication with children

Children base their views about life and the world, based on experiences that they confront every day. Childhood is a period in which the child's character is formed so we say that the relationship he builds with his parent and how the parent communicates with him plays an important role in shaping the character of this child.

One of the most important things parents can do is talk and listen to their children. In this context, the role and importance of effective communication is very large.

Through the relationships they build every day and the way they communicate, children and adults develop a relationship that helps children learn more about themselves and the world. Adults who care and pay attention to communication with the children to help in creating and maintaining a positive relationship healthy for them. One of the most practical and useful ways to achieve this goal is positive communication.

In this important context, parents are to communicate on various topics and try to enter as much as possible into the child's world. Most parents choose to communicate only when there is a problem or conflict to resolve. This is a fatal mistake which blocks communication and makes it very difficult to establish a healthy relationship between them. Communication researchers are of the opinion that when adults stay in constant contact with the child and attach importance to their feelings, children are less likely to behave aggressively or violently. Achieving effective communication requires parental recognition of communicative styles and appropriate behavior for the age of the child. Understanding how children of different ages communicate and what they like to talk about is a very important step, which helps greatly in achieving effective communication between the two sides. What needs to be considered is that different children of different age groups should communicate and implement different communication rules. Communication is a process that begins with your baby's arrival, and even various studies have shown that talking with a baby still in the womb helps and plays a very important role in your baby's later life. Regarding these facts, the following article gives a description of how your baby is communicating and how it affects the child's later life.

Communicating with infants from birth to 12 months

Babies communicate with their coats, facial expressions, cheers, body movements, or even eye movements, which follow your actions. For the newborn, the only way to communicate is to cry. It is important that you respond as early as possible to understand that you are there for him. Somewhere around 7–8 weeks they begin to uncover their voice and begin to coax and produce sound with vowels.

At this stage of development it is very important that you respond quickly and visibly to the actions or gestures of your child so that he understands the support and feels confident with you. Often, singing a song or speaking in a quiet and sweet way is a very effective way to calm your baby. Pay attention to the emotions, gestures, or even the voice of your child. If you are attentive, you will understand that everything speaks. The ways they choose to communicate are endless, just enough to cost you little time and attention [1, 78–92].

Although they cannot speak and articulate words, naturally such a thing makes you think they do not know your voice, you have to talk about it and its reactions, where you will understand that your voice is too much known for them. Baby knows that this is voice mother or father, and that he enjoys. Communicating with the baby is informal stimulation, which makes the baby more lucid than any other obligation. Talking to the baby is not just biased communication. It will soon begin to react to your voice, to recognize it, to smile you, and later to talk to you [2,134–136].

No matter what you are talking about, it is important to hear your voice and see your face and mimicry as you speak. When you get used to talking to your baby will begin to react verbally, which helps greatly in finding a common language. What you should not forget is that you should always talk to your baby. When you change diapers, when you wash, when you are walking, when you feed. No toy world could not be more interesting than when you start your story or poem. About the baby, there is a new world and without a name and you are the one who will come to discover and name it. Tell them happen, people and describe the different things you see. You do not need to explain it, just name the different items your child is seeing, such as: "look at the cat" or "look dear, that's the cat".

Try to increase the tone of voice when talking to the baby and see the reaction. Babies love high tones. The nature for this, perhaps, has given women a "higher" voice than men. When people addressed babies spontaneously increase the tone of any octave higher. Test your baby and see what tune he likes. The baby's main requirement is for security, reliability and protection. This is a requirement that derives from the self-evident need that exists in every person. In the mother's hands the baby feels secure and safe. They are powerless to speak or express their feelings, so they should not be blamed for weeping or quarreling, nor should they be distracted. Such behavior is detrimental to the child's development. The first month of life develops emotional communication. This is through a trusted and familiar person with whom the child has established trust. Normally such a person can be a mother, father, or grandparents. These people with very sensitive child understand the signals and try to come to him for help.

Despite the fact that you cannot speak, your baby understands your "language" and your behavior, which plays a very important role in shaping his personality [3, 1–12].

Babies love watching the face of the trusted person, imitating his mimicry, and listening to the voice. When actions are associated with the relevant words in the mother tongue, the child looks and feels a connection between the action and the word and thus creates another basis for the development of the language. The child through the mimicry and the parent's way of speaking receives signals of his behavior. When the child begins to point finger, the person next to him should name them and talk to the child about these objects.

If the baby names things with his words, then I believe the person uses it and shows the language of the mother or father relevant words. In this way, the child learns the language naturally. Face eye child eye means that the adult takes it seriously and put a personal touch [4,174–175].

According to Vicker, researcher and father of a three year old girl key features of behavior passed from parent to temper one child through genes but not necessarily through parental behavior and way of caring for a child. Children model balances the humor of their parents. Even babies mimic the conditions of humor to their parents. In other words, when you laugh, your child will laugh and his brain becomes vulnerable to laughter. If you turn small things into a source of pleasure and say that you are grateful for them, you will be a positive model for your child [5, 23].

Empathy Communication Development Factors

The first empathetic level is to capture the child's attention and stimulate his desire to stay with us. The child begins to use body language: to laugh, to produce cute and unusual things, to open his arms, to slam his hands, and so on. You are the one who needs to react and show interest in your baby's actions. All of these are actions that want to send you a message; the hard task of decoding you only you.

- **Leave the child's field free**

Adulthood affects the way the child interacts. We need to have a receiving behavior, leaving the child the space and time to interact actively without knocking him out with multiple questions.

- **Behave naturally**

The child will not understand if you speak "half" or as the little one speaks. He will think this way of speaking is right and will try to imitate you. Be natural when you talk to your toddler. You do not need to speak with your two-year-old baby as being a baby. If you exaggerate your gestures and change sonic height, your child will certainly imitate you and think that this type of speech is normal.

- **Let us know how to stay silent**

It is difficult to stay in a state of silence, a situation we often encounter with children with language problems. The natural tendency is to fill empty spaces with words, without considering that we are talking instead of the child. Such behavior blocks your child's communication and increases his insecurity to the surrounding environment.

- **Creating a "safe base"**

Whoever enters into a relationship with the child can create a "base" to help him explore the surrounding environment. As Corsello explains, in his approach to mother-child relationship, even in this case, there can be no valid exploration if the child does not feel safe with the man he supports [6, 87].

- **Support the child's initiative**

Let's give the child the initiative by simplifying the meeting between his activity and the purpose of the adults. In this way the possibility of a good alliance with the child increases. If we will be the one who will take the initiative we will have a greater chance of achieving positive results because we will be interested to stay with us. When we respond to his business, we will help him develop a sense of security.

- **Let go of the egocentric tendency**

The child he teaches with us is a unique being at a crucial moment in his cognitive, linguistic and affective development. Its momentum of development is different from that of adults and a need for adaptation is needed on both sides to have effective communication. An adult must break away from his adult-centric vision and deport to the child's world. To do this, we can help the child and what we know about him.

- **Treat your child as being equal to you**

During conversation with your child you should be the one who adjusts and falls to his level. The toddlers find it difficult to adapt to adults and their world, so they often feel the discomfort. Kneel down or sit next to him to look in the eye as you speak. In this way, let him know that you are interested in what he has to say. [7].

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DETECTING NEED FOR SPECIAL EDUCATION: DEVELOPMENT AND VALIDATION OF A PREDICTIVE MODEL

Abstract. Special education is a way of educating students while addressing their individual needs. Circumstances qualified for special education include both physical disabilities and mental illnesses that would impair their learning abilities. Special education makes learning more accessible for students with disabilities. In this report, 18,054 observations from the dataset of 2017 National Health Interview Survey were analyzed. Factors such as gender, race, age, and parents' education levels were examined to develop and validate a model for predicting the probability of a student's need for special education. The predictive model was further validated through the ROC curves. The model demonstrated diagnostic ability through the curves and was created in hopes of detecting need for early intervention services for students so that they can get the proper help they require promptly.

Keywords: special education, predictive model, ROC curves, logistic regression, sort students.

1. Introduction

On February 14, 2018, 17 students and faculty members in Stoneman Douglas High School, Florida died from a massive shooting [6]. 17 others were injured. This deadliest high school shooting in America was committed by 19-year-old Nikolas Cruz, a previous student of the school who had suffered from mental health issues. Despite his mental illness, he attended a regular public school throughout his teenage years, causing many troubles with his peers at school, eventually leading up to the violent shooting. This situation may have turned out differently if Cruz had received special education.

Special education is a way of educating students while addressing their individual needs. Circumstances qualified for special education include both physical disabilities and mental illnesses that would impair their learning abilities [1]. There are many institutions in the United States that provide special education for those in need, and they help students in ways that acknowledge their disabilities. According to a study, there is a rising trend of students receiving special ed, with approximately 13 percent of all students getting such instructions [5].

The hypothesis of this study is that "the likelihood that a person receives special education is related to one or more factors such as his or her race, gender, age, parents' education levels etc." The objective of this study is to develop a predictive model to detect the relationship between special education and other factors. With this model, schools will be able to collect survey data and approximate the students' likelihood of needing special education.

2. Method

2.1 Data

The dataset of 2017 National Health Interview Survey (herein after referred to as NHIS dataset) was used to identify how different factors have resulted in the need for special education. 18,054 observations were used in this study. Observations with missing data points were excluded from the analysis.

The National Health Interview Survey is a survey done every year since 1957 through personal household interviews by the U. S. Census Bureau [3]. It is one of the major data collection programs of the National Center for Health Statistics (NCHS), which is a part of the Centers for Disease Control and Prevention (CDC). The results help track national health status. The questions in the survey include investigation of the surveyees' basic background information and health status, such as number of people in the family, occupation of parents, ethnicity, physical disabilities, mental health issues etc.

The NHIS dataset was divided into two datasets: the training dataset (50%) for developing the model and the test dataset (50%) for validating the model.

2.2 Statistical Analysis

The statistical analysis included three stages. In the first stage, the variables that were relevant to the hypothesis were selected from the dataset. In the second stage, a logistic regression model and a neural network model were constructed to analyze the relevance of the factors to each other. This process was conducted through R. In the third stage, corresponding ROC curves were constructed for validation of the predictive model.

2.2.1 Variables:

The outcome variable is whether the person is receiving special education or early intervention services (PSPEDEIS: Does – receive Special Education or EIS?)

Table 1.– Variables used in the study

1	2
SEX	1: male 2: female
RACRECI3	1: White 2: Black 3: Asian 4: All other race groups*
AGE_P	Age 00: Under 1 year 01–84: 1–84 years 85: 85+ years
ORIGIN_I	Hispanic Ethnicity: 1: Yes 2: No
MOM_ED	01 Less than/equal to 8th grade 02 9–12th grade, no school diploma 03 School graduate/GED recipient 04 Some college, no degree 05 AA degree, technical or vocational 06 AA degree, academic program 07 Bachelor's degree 08 Master's, professional, or doctoral degree
DAD_ED	01 Less than/equal to 8th grade 02 9–12th grade, no school diploma 03 School graduate/GED recipient 04 Some college, no degree 05 AA degree, technical or vocational 06 AA degree, academic program 07 Bachelor's degree 08 Master's, professional, or doctoral degree

2.2.2 Logistic Regression in R:

Logistic regression models were used in this study to calculate the predicted possibility. Logistic regression is a part of a category of statistical models called generalized linear models. It allows one to predict a discrete outcome from a set of variables that may be continuous, discrete, dichotomous, or a combination of these. Typically, the dependent variable is dichotomous and the independent variables are either categorical or continuous. In this study, the dependent variable is special education; the independent variables are the person's gender, race, age, and parents' education.

The logistic regression model can be expressed with the formula:

$$\ln(P/P-1) = \beta_0 + \beta_1 \times X_1 + \beta_2 \times X_2 + \dots \dots + \beta_n \times X_n$$

where P is the probability of needing special education, β_0 is a constant, β_1 through β_n are the regression coefficients and X_1 through X_n are the independent variables, such as age, sex, race, parents' education etc. For simplicity, the left-hand side of the equation is often referred to as "the logit." The interpretation of the coefficients describes the independent variable's effect on the natural logarithm of the odds, rather than directly on the probability P. To facilitate interpretation, $e\beta_n$, a transformation of the original regression coefficient β_n can be derived, which can be interpreted as follows:

If $e\beta_n > 1$, P/(1–P) increases.

If $e\beta_n < 1$, P/(1–P) decreases.

If $e\beta_n = 1$, P/(1–P) stays unaffected.

In this study, the cutoff value of P was 0.01. Independent factors with P values lower than 0.01 were considered related to the dependent variable; factors with P value higher than 0.01 were considered not quite related to the dependent variable.

2.2.3 Neural Network in R:

Artificial neural network is made up of information units that are related to each other [2]. It imitates the human nervous system. Different from logistic regressions, neural networks are non-linear statistical data modeling tools. They create different layers to analyze the complex relationship between the input and output variables. Packages called "neuralnet" in R were used to conduct neural network analysis. The package "neuralnet" focuses on multi-layer perceptrons, which are well applicable when modeling functional relationships.

2.2.4 Validation of the Model

After the construction of the models, ROC curves were created to determine the accuracy of the model. Receiver Operating Characteristic curves exhibit the diagnostic ability of a binary classifier system through their area under curve (AUC). The numbers exhibit the percentage of the data that follows the model, ranging from 0.5 to 1,1 being the score of a perfect predictor and 0.5 being the score of a predictor that makes random guesses. To draw a ROC curve, the true positive rate (TPR) and false positive rate (FPR) are needed (as functions of some classifier parameter). The TPR defines how many correct positive results occur among all positive samples available during the test. FPR, on the other hand, defines how many incorrect positive results occur among all negative samples available during the test.

3. Results

3.1 Model Development

3.1.1 Logistic Regression of the Training Dataset

The significance level of the analysis was 0.01. The dependent variable of the model was measured by the question in NHIS survey "Does – receive Special Education or EIS?", coded as 1 = yes, 0 = no. The factors constructing age, sex (coded as 1 = female, 0 = male), whether the student was Hispanic (coded as 1 = Hispanic, 0 = no), race (coded as 1 = =white, 2 = black, 3 = Asian, 4 = other race groups), mother's education (coded as 1 = less than/equal to 8^{th} grade, 2 = 9–12^{th} grade, no school diploma, 3 = =school graduate/GED recipient, 4 = some college, no degree, 5 = AA degree, technical or vocational, 6 = AA degree, academic program, 7 = bachelor's degree, 8 = master's, professional, or doctoral degree), father's education (same coding system as mother's education) were used as predictors in the logistic regression model. There were 78.132 observations in the original dataset. However, 60.078 observations with missing values were excluded, leaving 18.054 observations in the resulting analysis dataset. The analysis dataset was then split into two datasets in the ratio of 50:50. 50% of the data was used for model development (9.027 observations), and 50% of the data was used for model validation (9.027 observations). The results of the logistic regression analysis of people who receive early intervention services of the training dataset are listed in (Table 2).

Table 2. – Logistic regression for having special education or early intervention services

	Estimate	Std. Error	z value	Pr(>|z|)	
1	2	3	4	5	6
(Intercept)	–2.338	0.223	–10.467	0.000	***

1	*2*	*3*	*4*	*5*	*6*
SEX	–0.678	0.056	–12.056	0.000	***
ORIGIN_I	0.307	0.068	4.491	0.000	***
AGE_P	0.048	0.005	9.076	0.000	***
MOM_college	–0.248	0.068	–3.636	0.000	***
DAD_college	–0.182	0.074	–2.466	0.014	*
White	0.119	0.172	0.688	0.492	
Black	0.083	0.182	0.454	0.650	
Asian	–0.787	0.230	–3.417	0.001	***

About 8.6% of 18.054 school students had special education or early intervention services. Because the cutoff value for P is 0.01, any factors with P value lower than 0.01 were considered relevant. It can be inferred from the logistic regression table that a person's need for special education is related to the person's gender, Hispanic ethnicity, age, parents' educational status, and race.

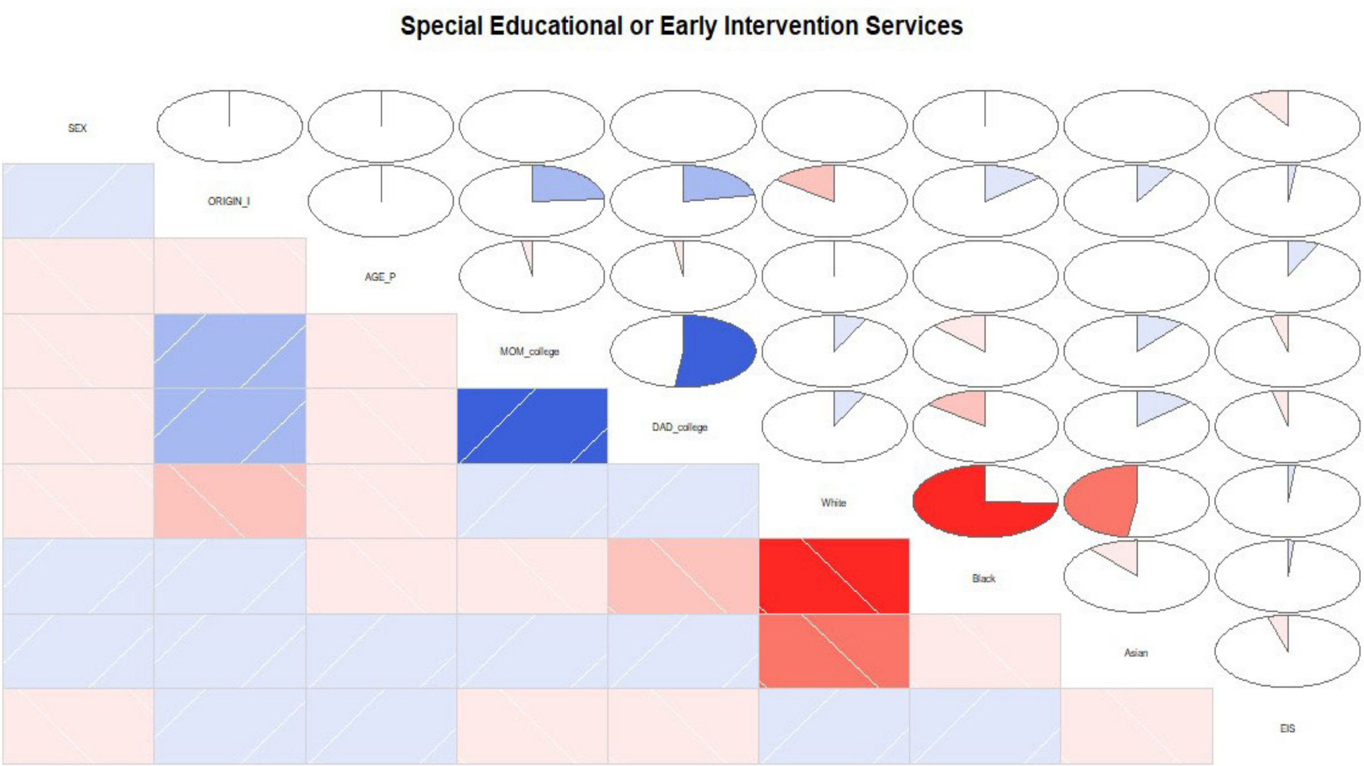

Figure 1. Matrix of correlations between variables

Basically, a corrgram is a graphical representation of the cells of a matrix of correlations. The idea is to display the pattern of correlations in terms of their signs and magnitudes using visual thinning and correlation-based variable ordering. Moreover, the cells of the matrix can be shaded or colored to show the correlation value. The positive correlations are shown in blue, while the negative correlations are shown in red; the darker the hue, the greater the magnitude of the correlation.

According to the corrgram, females were less likely to have special education or early intervention services than males were. Non-Hispanic children were more likely to have special education or early intervention services than Hispanic children were. Older children were more likely too than the younger children were. Asian children and children with more educated parents were less likely to have special education or early interventions services.

3.1.2 Neural Network of the Training Dataset

In (Figure 3), line thickness represents weight magnitude and line color represents weight sign (black = positive, grey = negative). The net is essentially a black box so it is insufficient to indicate fitting, the weights, and the model. However, it can be inferred that the training algorithm has converged, and therefore the model is ready to be used.

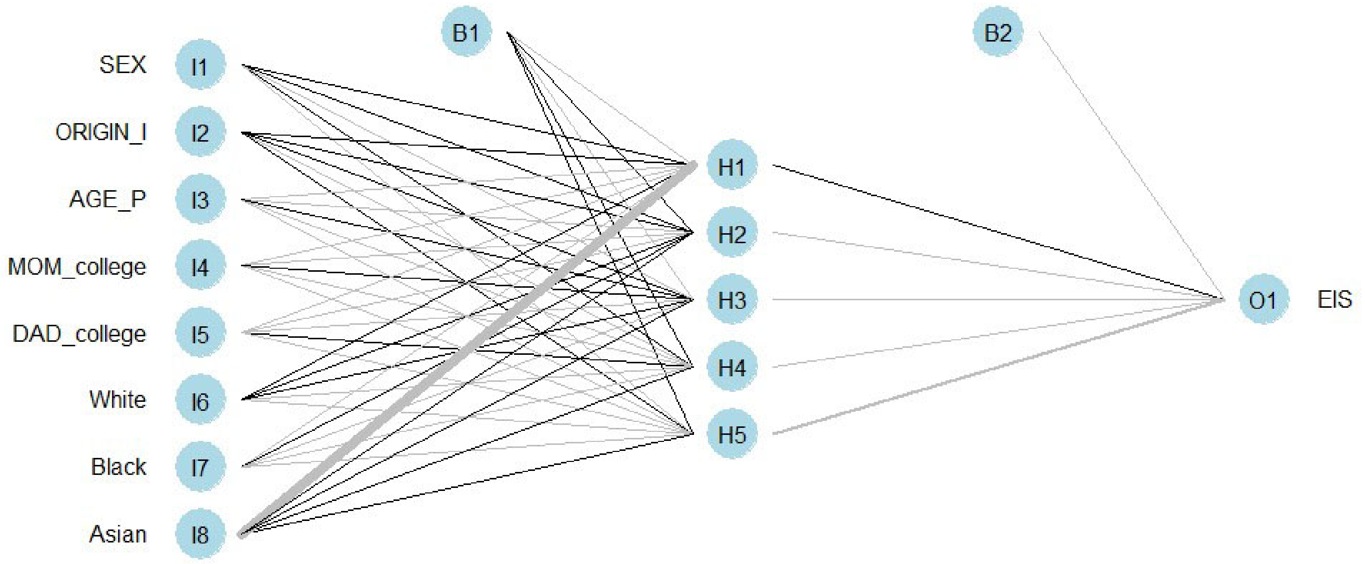

Figure 2. Artificial neural network in training sample

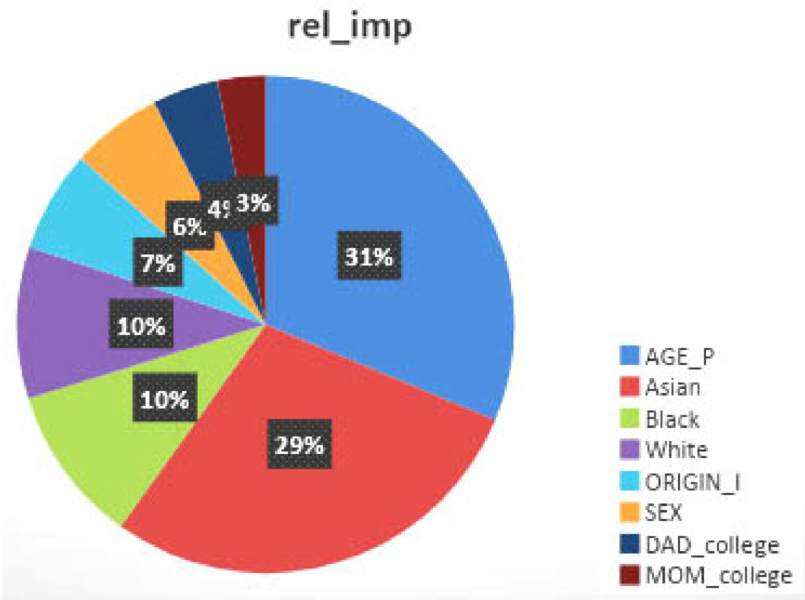

Figure 3. Variable importance in artificial neural network

according to this neural network, the most important predictors were age, followed by Asian, Black, White, and Hispanic origin, sex, and parent's education levels.

3.2 Model Validation – the ROC Curves

According to Figure 4, for training sample, the AUC-ROC score is 0.64 for logistic regression and 0.69 for artificial neural network, meaning that 64 percent of the data in the training dataset follows the logistic regression model and 69 percent follows the neural network model.

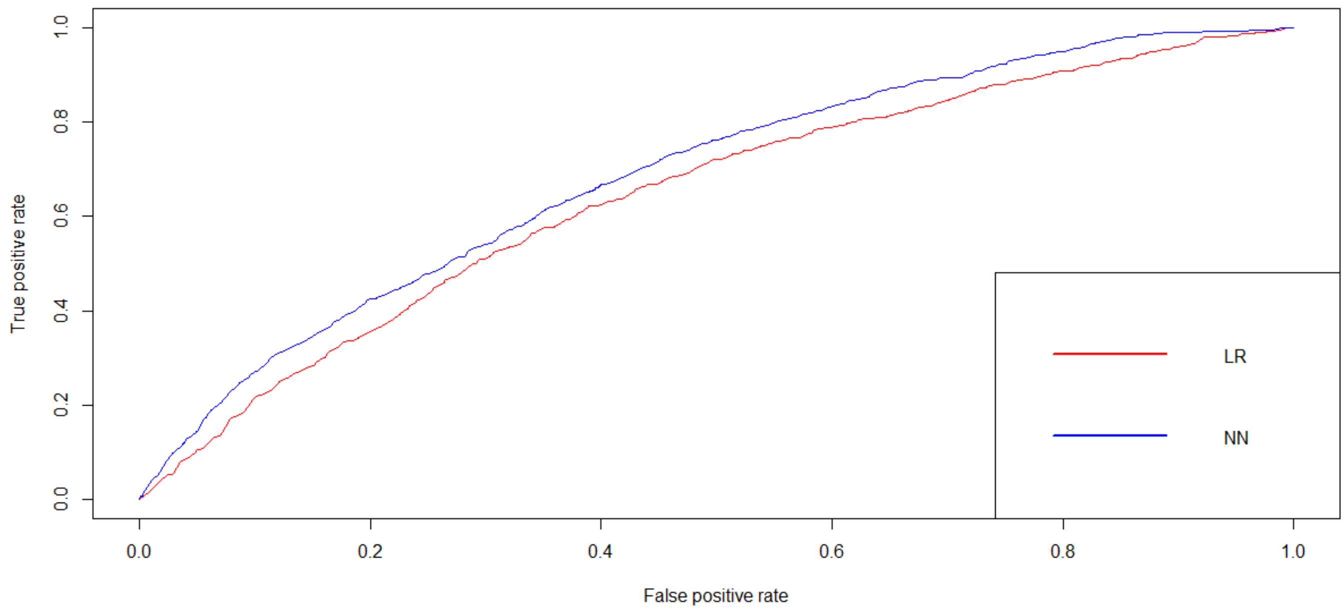

Figure 4. Roc in training sample for logistic regression (red) vs neural network (blue)

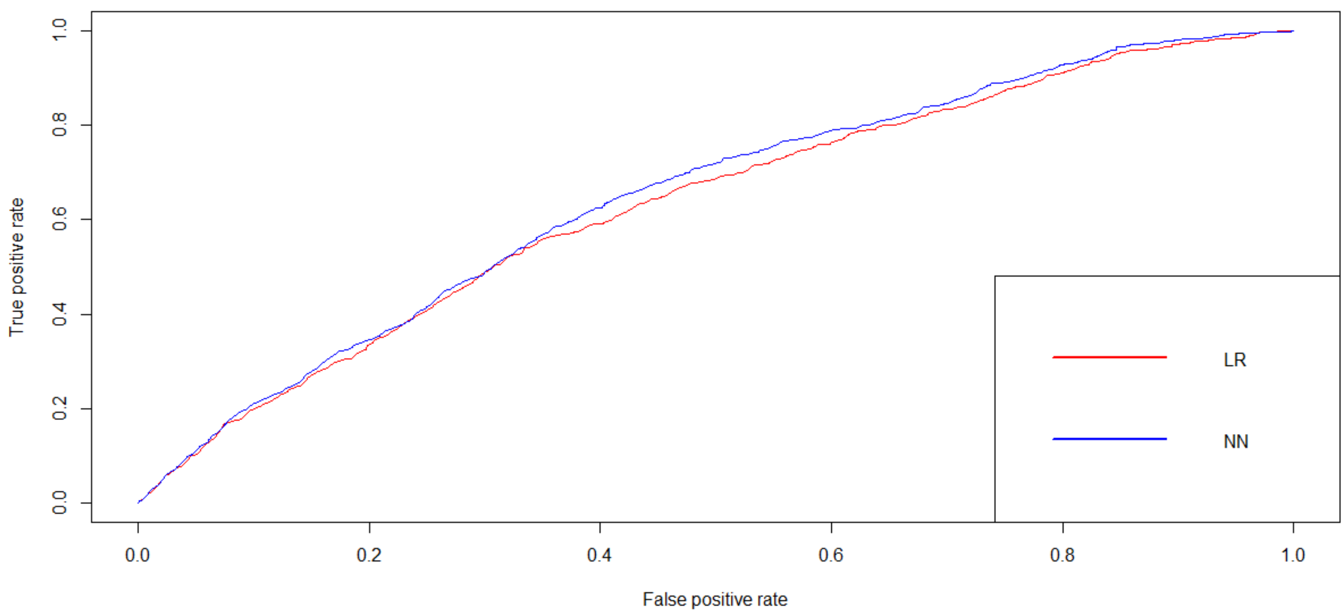

Figure 5. Roc in testing sample for logistic regression (red) vs neural network (blue)

According to Figure 5, in testing sample, the AUC-ROC score is 0.63 for logistic regression and 0.65 for artificial neural network, meaning that 63 percent of the data in the test dataset follows the logistic regression model and 65 percent of the data follows the neural network model.

4. Discussion

4.1 Model Analysis and Interpretation of the Results

According to the results, out of the 9,027 data points in the training dataset, 782 received special education service, and 8,245 did not. According to the logistic analysis results listed in the table, the predictive model of need for special education is:

Predicted logit of special education needs = $= -2.338 - 0.678 \times$ Gender $+ 0.307 \times$ Hispanic Ethnicity $+ 0.048 \times$ Age $- 0.248 \times$ Mother's education $- 0.182 \times$ Father's education $+ 0.119 \times$ White $+ 0.083 \times$ Black $- 0.787 \times$ Asian.

The coefficients of the parameters were interpreted as follows. At the significance level of 0.01:

– On average, controlling other variables, a female student is 49.2 percent less likely to need special education than a male student is.

– On average, controlling other variables, a non-Hispanic student is 35.9 percent more likely to need special education than a Hispanic student is.

– On average, controlling other variables, an older student is 4.9 percent more likely to need special education than a younger student is.

– On average, controlling other variables, a student with mother who received college education is 22.0 percent less likely to need special education.

– On average, controlling other variables, a student with father who received college education is 16.6 percent less likely to need special education.

– On average, controlling other variables, a person who is white is 12.6 percent more likely to need special education.

– On average, controlling other variables, a person who is black is 8.7 percent more likely to need special education.

– On average, controlling other variables, a person who is Asian is 54.5 percent less likely to need special education.

It is indicated in the model that being male, non-Hispanic, older, non-Asian, and having parents with lower education levels are significant predictors in predicting the need for special education. Schools can pay more attention to these groups of people to ensure that their needs are being met.

According to the artificial neural network (Figure 2) and the results of the ROC curves, it is undeniable that the model is not perfect and errors exist. However, given that the variables of the model were all the most basic background information of a student, the errors can be comprehended and can be decreased by specific analysis of each case.

4.2 Comparison with Previous Studies and Possible Future Development

This study developed a prediction model that relies on a student's most basic background information. In the past, most studies that attempted to predict the need for special education were based on experimental research [4]. Those studies required the presence of the students, making it difficult to predict for a larger group. However, with the prediction model derived from this study, schools would be able to predict the possibility that a student would need special education in a larger scale.

For future study, factors such as students' behavioral characteristics, social relationship with family and schoolmates, history of being abused, and stressful events such as loss of a parent or friend may be included in model development and validation. These factors would improve the precision of the model, because they can narrow down the groups of students who need special education.

5. Conclusion

In this study, logistic regression and neural network were used to develop a predictive model for special education needs among students. Factors like gender, race, age, and parents' education were considered influential factors on this issue. The dataset was split into two to validate the model. The predictive model was validated by ROC curves. The AUC-ROC score of the model was approximately 0.64, meaning that about 64% of the dataset follows the model. This model can be used for schools to evaluate the students' probability of needing special education to address their learning disabilities. Application of this model can help schools sort students into special education institutions according to their needs for their best future.

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Section 8. Education Management

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POLICY IMPLEMENTATION OF LEADERSHIP EDUCATIONAL TRAINING PROGRAM ON LEVEL III AND LEVEL IV IN CENTRE EDUCATIONAL TRAINING AT MINSTRY OF STATE SECRETARIAT

Abstract. One of the types of Education and Training program known as *Diklat* mandatory for Civil Servant or State Apparatus is the Leadership Education abbreviated as (*Diklatpim*). *Diklatpim* who became the focus of the study is Diklatpim on Level III with Echelon III Official participants and Diklapim on Level IV with the participants of the Echelon IV officials. *Diklatpim* as one of the competencies in leadership implemented basing on regulations of the Penitentiary Administration of the State abbreviated as (*Perkam LAN*). This *Diklatpim* known for its *Diklatpim* new patterns, because of the learning method, curriculum and schedule its execution in contrast to the previous *Diklatpim*. *PerkaLAN* as a guide in the conduct of the Diklatpim often have changes or patchwork. It can prove by the cancellation or revision of *PerkaLAN*. In addition, by issuing a circular letter (SE) head of LAN. The rules changed this, underlying the researchers to do research on the policy implementation of *Diklatpim* at Center for the Education and Training of Ministry of State Secretary abbreviated as *Pusdiklat Kemensetneg*. This research aims to describe, analyze and interpret Policy implementation of Diklatpim on Level III and IV. The results showed that the implementation of a policy of *Diklatpim* bases to the two regulations, namely the rules of Ministry of State Secretary and Perka LAN.

Keywords: Implementation, Policy, Education and Training Program (*Diklat*), Leadership Education (*Diklatpim*), Civil Servant.

I. Introduction

Bureaucratic reform on Section II in 2010, the Government stressed the importance of the application principles of *clean government* and *good governance*. The applications of those principles are as one of the Government's efforts in providing excellent service to the community. The bureaucracy reform, which is meant as a major change in governance of Indonesia Government Pemerintah R. I. [23], carries consequences on Government preparedness with the range to face the 21st century. The readiness manifested by setting of the Grand Design of the bureaucracy reform as the parent containing the draft of the policy directions of implementation reform of National Bureaucracy 2010–2025 and Bureaucratic Reform Folder 2015–2019 Rood Map.

One of the programs implemented in Rood Map is the Management of Civil State Apparatus (MASN) that is transparent, competitive and merit-based, as well as career management system of policy formulation of Civil Servant. MASN were necessary given the number of civil servants all over of Indonesia is 4.375 million, of which a number of people occupying the Office of 48.847 structural, and about 12.000 occupied the Office of the high leadership (JPT) Echelon I and Echelon II both in Ministry and Local Government Institutions.

Regulation of Penitentiary Administration known as *Perkalan* set about implementing a Leadership and Training Program includes curriculum, requirements, and terms of this power, facilities, planning, organizing, evaluation and the process of publishing a letter sign of graduated training. Competence of the *ASN ACT* poured in, according to Ekowanti [7, 91], translated as the regulatory process are the substance, where implementing agencies can provide analysis by means of applying the general rule in situations more concrete.

Regulation of Penitentiary Administration known as *Perka LAN* of the guidelines Implementation of Leadership and Training Program set implementation for officials in Echelon IV, Echelon III, Echelon II and Echelon I. *Perka LAN* mandatory adhered to by all institution of Training Institute which has a Government's accredit. *Diklatpim* implemented using this new pattern, i.e. learning system *on-off* campus. System on campus is a model of classical learning by doing learning in the classroom, while off campus is a learning approach to leadership practices directly in the workplace with the skills of participants in the implementing Project changes are compiled. The goal of the learning of *Diklatpim* this is thought appropriate Adaptive leadership of Heifetz, Grashow, & Linsky [12]. *"Adaptive leadership is the practice of mobilizing people to tackle tough challenges and thrive.*

The implementation of *Perka LAN* implemented through the administrative units and the resources that support it. Therefore, a link connects between the formulations of policies with the policy outcomes expected. The chain closely related to the implementation of the previous policy, for tandem achieve the results expected. This chain is as a process of simple policy to achieve the goal Indiahono, Purwanto, & Pramusinto [13]. However, in practice the process is not easy. This process often experience obstacles in its implementation, such as rules that often have the turn or not in accordance with the implementation in the field.

Perka LAN change indicates that in the procedure of analysis of policy, there are things that have not dug deeper; so on its implementation problems arise. According to Dunn [5] at a time stated that when the formulation process of the problem will found a hidden assumption, mapping, and strategies to address them. So, when all assumptions, goal mapping found it will not appear the dynamics of changes in its implementation. Dynamics of Perka LAN indicates that there is no hierarchical alignment between the implementing agencies in the policy implementation, as a supporting factor in the implementation Sabatier & Mazmanian [26], the lack of coordination between vertical and horizontal agencies, sometimes causing failures in implementation Kawer, Baiquni, Keban, & Subarsono [14]. From the above two opinions, Elmore, Palumbo, & Harder [8] in Kawer et al. [14] added the need for communication role in the policy implementation.

In addition to these obstacles, the implementation of policies according to Elmore et al. [8] influenced successful by the resources. Resources include four components namely sufficient staff (number and quality), the needed information to decision making, authority to carry out enough and responsibility as well as the facilities needed in the policy implementation. However, these resources have not been optimal. Problems occurred is Education and Training Program resources include a lecturer, speaker, mentor and coach has yet to mention the competence requirements mandatory possession as *Widyaiswara* (Lecturer) mandatory graduation and *Certified Training of Trainers* (TOT).

Supply to mentor, coach, and organizers have yet implemented at the beginning of the implementation of *Diklatpim*. A supply that is not yet implemented this Division creating a mentor and coach to become unclear. The existence of the perspective that *"what's happening"* based on the factors that affect the policy implementation according to (Ripley & Franklin, 1984) has yet to be anticipated by organizers especially for identify and make the specifications against the factors that affected it. Form factor means the availability of learning modules for *Diklatpim* yet. Whereas according to the Grindle [11] is the availability of *Resources committed* (resources provided), where the policies implementation must supported by good resources will support the implementation successful.

According to the aspects of disposition, Freeman, Harrison, Wicks, Parmar, & de Colle [10] in Winarno [34] if the executor has to support the implementation of the most likely policy implementation will be carried out according to plan. However, when implementing declined, due to a conflict of interest then the implementation will have constraints. Project Changes because of *Diklatpim* Participants, according to the circular letterhead of LAN, mandatory inclusion in the Employee's Performance Targets (SKP), as a benchmark performance. However, the participants have yet to stick with it. The commitment of the superiors to carry out the project of change because of *Diklatpim* in this period of the medium-long term has yet observed. This is due, among others, the unavailability of budget, changes in organizational structure, not in accordance with the policies of the organization.

II. Research method

Research conducted is descriptive qualitative, with a reveal phenomenon that occur in the field coupled with the depth of information in every phenomenon happens. This research conducted by involving researchers and informants. Data mining is done through observation and interview well-structured or unstructured, documentation, visual material Creswell [4]. While the techniques of data collection done by the method of triangulation.

III. Literature review

According to Muhlis Madani [19], public policy is a discipline in the area of State administration analysis, so the study of public policy in principle known as multidisciplinary-based studies. Public policy as a part of science has linkages with other sciences such as political science, legal science, Linguistics and sociology. This is emphasized by Setiadi, Rubhasy, & Hasibuan, [30], that any resulting policy, though it may seem quite narrow, generally associated with many aspects and involving many parties in the community.

The statement pointed out that public policy is complex because it related to the various aspects and the parties *(actor)* of policy makers. Where in the process of public policy not only emphasize on the proposed Government but also includes directions and actions taken by the Government, as expressed in the Sahya Anggara [27]. This process is a series of intellectual activity that implemented in the process activities are political. The political process is contained in the preparation of policy agenda, formulation, adoption and implementation as well as assessment Kawer et al. [14].

According to Solahuddin, Basyiroh, & Aderi [32] put forward policy implementation is part of the *administrative process*, which had consequences on the implementation, the content and the impact of a policy. It is corroborated by Van Meter & Van Horn [33] in Sahya Anggara [27], that implementation is the actions carried out by individuals or groups of government officials/or private directed at achievement intended purpose outlined in policy decisions.

Implementation as well as activities to distribute the output policy *(to deliver policy output)* conducted by the implementer to the target group (target group) as an attempt to realize the policy objectives.

It stated that implementation as stages in the policy process are among the stages of policy formulation and results of the policy. Implementation of activity consists of planning, organizing, financing, the appointment and dismissal of employees, negotiation and others at the end result of the policy implementation stages according to Randy R. Wrihatnolo [24]. In principle is a way so that a policy can achieve its purpose. Goal achievement is emphasized by Ade Clara, Sumaryadi, & Irwan Tahir [1], required a certain means and a certain span of time.

Lawler III & Worley [16] noted that the major issues of public policy is less attention to the implementation of public policy, without effective implementation of policy makers, the decision will not be successful. To see the effectiveness implementation of the necessary is existence of the approach. According to Ferguson, Clark, III, & Sharkansky [9] implementation approaches stated that from how the conditions for the success of public policies and the second are what the main obstacles of the public policies successful. More clearly, Lawler III & Worley [16] delivered a *"four critical factors or variables in implementing public policy: communication, resources, disposition or the attitudes and bureaucratic structure"*.

Communication, Submission policies communicated in a clear, precise and consistent. The success of the policy implementation requires that implementer knows what to do what the policy goals and objectives should transmitted to the target group so that will reduce the distortion implementation. Communication with regard to how the policy communicated to the Organization and attitude as well as the public and responses from the parties involved Nugroho [21], the policy communicated to be precise, accurate and consistent, so that policy makers and decisions implementers can be done well. This success influenced by three indicators, namely transmission, clarity and consistency In Lepgold & Nincic [17]. Winarno [34] as transmission channel whereby policy decision makers should be aware that a decision has been made and has been issued Winarno [34]. Instructions not only accepted by the implementing policy but the policy should be clear communication Situmorang [31].

Resources, according to Lawler III & Worley [16] stated that *"implementation orders may transmitted accurately, clear and consistent, but if there is lack of resources, implementation is likely to be ineffective."* The intangible resources consist of as follows a) The competency implementer and the number of adequate resources, the executor must have the necessary skills to perform the job, especially management skills Situmorang [31]; b) information how implementer implement policies and data personnel rules adherence, c) building facilities, equipment and supplies Mutiarin [20]; d) budgetary resources, including funds and necessary equipment for operational policies and information resources and authority include relevant information and enough of policy. Authorities, vary greatly depending on the policy that implemented Kawer et al. [14].

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Disposition, character, and characteristic refer to owned by the implementer of such commitment, honesty, and democratic nature Lawler III & Worley [16]. Disposition is with regard to the willingness of the implementer to carry out public policy Nugroho, [21]. Insufficient skills are without the willingness and commitment to implement the policy Kawer et al. [14]. Willingness and seriousness in implementing the policy is influenced by the knowledge, understanding and the deepening intensity of policy and policy against Van Meter & Van Horn [33]. Bureaucratic structure has a great influence towards the implementation of the policy, namely the Standard Operating Procedure (SOP) manual for the implementer in the Act.

Education and Training Program is as part of its policies and practices to determine human resources in management positions. Where There is a process of persecuting, training, awards and judgments Sedarmayanti [29], training according to Latham, Wexley, & Rand [15]. "*Training and development are long-term referring to planned efforts designed facilitate the acquisition of relevant skills, knowledge and attitudes by organizational members*. Training as well as a planned effort of the Organization to enhance the knowledge, skills, and abilities of employees Effendi Marihot Tua [6] as well as the process of teaching the specific knowledge and expertise so that the more skilled and able to carry out the responsibility to the better compliance with standards Bawono, Mangkuprawira, Daryanto, & Sarma [2]. Training is as well as one of the officers of the competence in career development Yuniarsih & Sugiharto [35].

IV. Result and discussion

Pusdiklat Kemensetneg is one of the work units at Ministry of State Secretariat, which has the task of carrying out the Organization of human resources development based on the regulation of the Minister of State Secretary Number 2 in 2011 about the Organization and Working Organization of *Kemensetneg*. Some regulations are intertwined and in the implementation of *Diklatpim* on Level III and and Level IV guidelines contained in *PerkaLAN* became the basis of the implementation mechanism in *Diklatpim*. However, the implementation dynamics with the *Perka LAN* experience as a guide in the implementation of *Diklatpim* is experiencing the dynamics within 2014 up to 2017. The dynamics of this form of annulment Perka LAN replaced with Perka LAN new Perka LAN with patchy or circular letter.

Inconsistent regulations led to the organizers or participants of the *Diklatpim* experience of confusion due to the complexity of the policy are quite high. These complexities often lead to the communication being inconsistent, so that the information received by the participants of *Diklatpim* as well as organizers become confusing or not clear. Among other rules changes in indicators of learning evaluation, the number of participants in a single class, the status of *Diklatpim* participants, is making use of the materials, the inclusion of the project changes in Employee performance systems (SKP).

The regulations or policies should implemented fulfill these four criterion; It wants to achieve, rational, clear and orientation forward Said, Abdullah, Uli, & Mohamed [28]. It as well as predefined Policies by parties related to implementing public policy implemented carefully and thoroughly, as well as the deviations can detected immediately, so the success of the policy objectives can be realized. One unit in the implementation of the policy according to Said et al. [28] when applied would result in the policy implementation intact and achieve goal of *Diklatpim*. Regulations that have yet to synergize with each other, according to an analysis presented by Bromley, [3] as hierarchy theory analysis of the formulation of public policies, that in case of discrepancies between the policies set at the *policy level* with the implementation in the *operational level* so that policy integration is needed to unite and synergize to the purpose.

Unification and integration done when the parties involved in policy formulation, namely Ministry of Administrative and Bureaucratic Reform, State Administrative Apparatus, State Apparatus Institution, and organizers coordinating agencies and sit together to formulate the regulation. So that the policy will implemented in accordance with the intended purpose and may be received clearly by target group i.e. agencies that organizes the *Diklatpim*. This is in accordance with the theory of Lawler III & Worley [16] that to achieve good implementation of the need for fragmentation. Where the parties related to the policy implementation could coordinate the policy of the latter. The socializing necessity and the joint forum are involving these institutions so that utilization of apparatus could achieve.

However, ideally the regulation revision performed or cancelled in the past three years to five years after a revision of the policy. According to Nugroho [22] "ideally in the process of policy there is assessing the findings of the control policy (review policy). It is recommended to do a minimum of 3 years and a maximum of 5 years to keep policy keep *up to date* for changes and contexts s up-to-date, that policy will be continued or discontinued, followed by revisions include correction". Therefore, what does being changed following the rules that already given by Sate Administrative Institution. However, the organizers sought to carry out well as set forth in the regulations. It is in accordance with the opinion from Lawler III & Worley [16], which the success of the implementation measured from the clarity and consistency of the policy.

A long bureaucratic participation in the notification of participants proved that there are obstacles that arise in implementation because the command transmits information passed through multiple layers of bureaucratic hierarchy. The bureaucracies have a tight structure and tend to be very hierarchical. Thus affecting the effectiveness of communication policy that is executed Situmorang [31]. In addition to this, participants have yet to list the project changes that he arranges into a target Employee Performance known as (SKP).

Transmission as one of the policy requirements presented by Lawler III & Worley [16] should also be communicated to the target group policy as head of the Bureau of Human Resources, and other parties concerned (Deputy, Minister, Tim Assessors), not only to participants and his superior only. Clarity in communicating, interpreted that the policies that have accepted by the executor, target or other parties concerned understood clearly. In order, the implementer will know clearly the intent of the goals and objectives clearly. *Perka LAN* as the basis of the implementation of this *Diklatpim* set the fine points of their execution only.

Resources, according to the theory from Lawler III & Worley [16] was the staff, information, authority, and facilities; The number of staff who deal with *Diklatpim* at Education and Training Centre amount six people. The amount of course is less. The involvement of the entire officers and officials are in the implementation of *Diklatpim*, very helpful in organizing. As delivered by Winarno [34] the number of staff does not always have a positive effect for the policy implementation. This proves that the number of staff that many do not automatically encourage successful implementation.

Training and coordinating as well as the socialization for the mentor and the coach have not made. Therefore, there is a difference of understanding when conducting supervision, which results in participants confused. According to Lawler III & Worley [16] implementer is expected to also have the ability to perform tasks and functions. Skills to perform tasks not only learn self-taught but also supply the form of socializing before *Diklatpim* started may also need done. This involves socializing between mentors, coach Organizer, *Widyaiswara* so that the content or the task carried out became clear, and supervision implemented effectively and efficiently.

Information Resources and Authority

However, in practice, *Diklatpim* energy of Widyaiswara, tutor, mentor, coach or examiner yet prevails. Tasks and authorities have notified to power *Diklatpim* through Warrant Deputy AA, and Warrant *Pusdiklat* Head. The letter contains the corresponding assignment of Tasks and the schedule of implementation, a task that will worked on. The assignment simply explained information explicitly in the letter of Assignment, the assignment but not followed by those concerned, on the grounds there were other assignment should urgently implemented. Therefore, the organizers do a replacement person by the time of *Diklatpim* took place as replacement teachers.

Education and Training Centre at Ministry of State Secretariat also have an authority in the conduct of organizing that poured in *Diklatpim* guidebook. The code of conduct contains a prohibition, the rights and obligations of the participants. If the participant does not comply then there do the organizers award sanctions that would, either in the form of a reprimand, a warning or revocation for the following *Diklatpim*. This code of conduct is not listed in *Perka LAN*, but has the authority to drop the *Pusdiklat* sanctions stated by Lawler III & Worley, [16] that the human resources as the perpetrator of the policy should also have authority needed in carrying out the policy. The enforcement implement by involving all of employees in *Pusdiklat*. All employees observe and look, and then record and last reported on the Coordinator of the organizers in this respect is the head of the Organization of the structural Training and Educational Scholarships.

Equipment resources in terms of availability of facilities are in *Diklatpim* not yet available fully, consists of as follows;

1) There is no availability module in the implementation of *Diklatpim* on Level III and Level IV, as required in *Perka LAN*. Therefore, learning provided to participants is a matter of learning leadership training of TRAINERS intended for *Widyaiswara*. There is no availability module as learning materials as mandated in *Perka LAN.*

2) Internet connection that supports the Smart Web program is walking slowly. Slowness caused simultaneously participants and employees use for *browsing*, do on-line timesheet, evaluation download learning materials and carrying out Office work this makes internet speed be dropped, so that the process of learning to become distracted.

3) The limitation provision of tables and chairs that do not meet the requirements as expressed by *LAN* namely round table and chairs Swivel, also become its own obstacle in this implementation.

4) Technological advances as supporters in the implementation of *Diklatpim* as part of e learning has not provided in *PerkaLAN*. However, Educational and Training Centre at Ministry of State Secretariat has implemented a *Learning Management System* (LMS).

5) Availability of microphone and audio often-experienced disturbance, so need replaced because this voice was not clear and often disrupted.

– **Disposition**

Disposition by Lawler III & Worley [16] defined the existence of abilities, desires and tendencies on the perpetrator's policy to implement policies in earnest. Implementer's are not only willingness to carry out the policy of not just a commitment but also a willingness to implement the existing policy. However, in the implementation of *Diklatpim*, the commitment not yet implemented by the executing properly, it could see on to according this explanation below:

1) The commitment of the leadership of *Diklatpim* participants in the run *off campus* have not everything can be implemented. This can prove by not all bosses giving full support at a time when the participants *off campus* by giving leeway time to complete their work.

2) Commitment of examiner, mentor and coach not yet optimal. It should be a commitment to carry out the duties as examiners, mentor and coach can implement from beginning to end. However, this assignment could not be executed until the end, due to other assignments from its superiors, so the assignment replaced by another.

3) The commitment of the participants and superiors to escort the project changes in the medium term and the long term has yet implemented. The commitments listed in the approval sheet signed by both sides on the actualization of project changes. The cause of the project changes cannot made on the medium and long term is a program that does not

run in accordance with the program of work units or organizations.

4) The commitment and willingness of the participants left the project to include *Diklatpim* change in the SKP not yet implemented entirely by alumni. Circular letter of the head of LAN Number 108/K.1./HKM 02.3 on August 7, 2017 about Commitment Statement Implementing Project Changes of post Training. Circular letter appealed to the participants and alumni to implement lists in the SKP, as benchmark performance. However, participants did not obey.

5) At the time of the execution of *Diklatpim*, Ministry of State Secretariat experiences the dynamics of organizational structure. Changes in the organizational structure are as part of the organizational dynamics that occur in five years. The dynamics of the organization bring swept up in the rotation and promotion.

Bureaucracy

Lawler III & Worley [16] included bureaucratic structure, the Division of authority, the relationship between organizational units concerned and the relationships of the organization outside its organization. Bureaucratic structure includes the dimensions of Standard Operating Procedures (SOP) and fragmentation. Dimensions of fragmentation, according to Lawler III & Worley [16] was a division of central coordination and accountability, because many agencies are involved in it. A growing number of agencies are involved then the implementation of policies will tend to lack focus.

Ordinances and procedures applied by the institution to follow mandatory LAN of Diklatpim accredited. Education and Training Centre of Ministry of State Secretariat set of rules implemented by LAN without exception. However, there are some exceptions to the rules are tailored to the needs of the LAN of the Organization, such as the procedures for the selection of participants. The guidelines that set in Perka LAN and enforced throughout Indonesia are not all implemented by Education and Training Centre of Ministry of State Secretariat. The policy stated in this SOP cannot implement at *Pusdiklat* due to the dynamics of an organization that is very fast rotation and promotion namely, also due to lack of Human Resources that deal with, among other things.

The intention of the inclusion of the project in the SKP due to SKP is an idea of the achievement level implementation of an activity/program/policy in realizing the goal, purpose, and mission of the Organization Mahsun, Darlis, & Aulia [18]. This performance assessment should also be part of Human Resources development policy at Ministry of State Secretariat environment. SKP judged at the end of the year, as part of the performance evaluation will provide an overview of the performance of the product against individuals and organizations. Close this performance information will feed back for fixes to organizational performance, the giving of *reward, punishment*, and accountability. In addition, the need for a meeting once a month to monitor the implementation of post *Diklatpim* with alumni, then the existence of the FGD (Focus group discussion) making your meetings and discussions with the alumni of *Diklatpim* participants, organizers, and (mentors). The implementation meeting will provide valid information will against project implementation changes in the medium and long term.

V. Conclusions and suggestions

Policies implementation of Diklatpim on Level III and Level IV, based on *Perka LAN*, not optimal at Ministry of State Secretariat. This is because the dynamics of *Perka LAN* which is often the case, not to its optimal communication, resources, disposition and bureaucracy. In addition, organizational changes that occurred at Ministry of State Secretariat result in a rotation and promotion so that results in *Diklatpim* not implemented effectively. Supporting factors in the implementation of this *Diklatpim* is the existence of a clear legal basis in the implementation of *Diklatpim*, in addition to support from the leadership that is Ministry of State Secretariat to form the LMS at *Pusdiklat* greatly assist in the implementation of the policy. Restricting factors in this implementation is *Perka LAN* changes that often occur, and organizational dynamics that occur at Ministry of State Secretariat that caused *Diklatpim* not yet optimally implemented. In addition, the requirements of being a mentor, coach, examiners have not provided in *Perka LAN*.

The dynamics of rules that often occurs in *Perka LAN*, should be a consideration in the making of the regulation henceforth. The involvement of other agencies such as the Ministry for Administrative and Bureaucratic Reform of the State apparatus, the Ministry of Education, Ministry of Communication and Information, State Budgetary Institution, Ministry of Interior, agency or institution of *Diklat* accredit to the Central Government or local governments, colleges and other institutions such as NGOs, and communities. Regulations that support the implementation of *Diklatpim* on Level III and Level IV especially implementation of actualizing Project Changes associated with Individual Performance (SKP) targets, which imposes the presence of an award for successfully implementing it. The existence of sanctions for those who are not able to carry it out; The need for the establishment of the forum, officials, organizers and attendees of *Diklatpim* alumni are as containers to monitor, evaluate and spawn innovative ideas needed as an agent of change.

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Contents