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theme:

INSTRUCTIONAL STRATEGY IN HIGHER EDUCATION



GRADUATE PROGRAM OF EDUCATIONAL TECNOLOGY
DOCTORAL PROGRAM OF EDUCATIONAL SCIENCE
SEBELAS MARET UNIVERSITY

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REVITALIZATION INSTRUCTIONAL OF INDONESIAN LANGUAGE TO
THE CHARACTER BUILDING OUTPUT FOR "CREATE" AT HIGHER
EDUCATION

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ABSTRACT

The formation of national character can be done through education stating that the purpose of education to develop learners religiously spiritual power, self-control, personality, intelligence, morality, and skill required by themselves, society, nation and the state. The instruction of Indonesian language has been preparing senior high school graduates to be university students who are capable of thinking equivalent to "parrot" and cannot think high (conceptual, synthesis, and critical). This can be seen from students whose reasoning ability and writing creativity are to low, tend to cut-copy paste from the internet when getting an assignment, thesis order in cities of students. It could be argued that the characters are built from the on-going learning is limited to character of plagiarism, perrot-like, slick as deer, oversimplifying problems, not creative, corruption, collusion, nepotism, and not construct a creating mentality. How to build characters of undergraduates are "creative" in writing their reasoning on the basis of direct observation and documentation as well as building honest characters the are responsible for everything that they write through an integrated teaching of Indonesian Language. In this case: (1) what materials, (2) the method of teaching, and (3) the target that should be achieved at the end of the course and the target during and after graduation and becoming scholars. The method used in solving these problems is action research. The result obtained were that in building characters of the S1 students whose chacacters or mentality of "creating", honesty, and being responsible can be achieved through an integrated teaching of Indonesian language between grammar theory and its application in the production of scientific papers. Indonesian language teaching materials: (1) the position and functions of Indonesian language; (2) errors in Indonesian language, including spelling errors, errors in word choice (diction); (3) effective sentence; (4) paragraph and its development; (5) scientific writing; (6) the elements of scientific paper writing; (7) complementary elements of scientific paper writing; (8) composition of scientific papers in accordance with student disciplin in forms of students paper proposals, research reports, seminar papers, and scientific articles. Method of learning teaching of Indonesian language: the delivery of materials, practices, and evaluation. The final goal of teaching is that students can make research proposals, research reports, seminar papers and can compose scientific articles for publication in scientific journals.

Keywords: Instruction of Indonesian language, characters, creating, honesty, responsibility.

1. INTRODUCTION

The formation of national character can be done through education. In the National Education System Law, article 1, No. 20, Year 2003 it is stated that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing their potentials to have religious, spiritual strength, self-control, personality, intelligence, morality, and the necessary skill for themselves, society, nation, and the state (National Education Law, No. 20, Year 2003).

Teaching of Indonesian Language has been using behavior theory that assumes that children as learners of Indonesian language are like a tabula rasa, or blank white paper, without marks, and that it is the environment that will shape them. Knowledge and skills of language they acquired through experience and learning process occur because of stimulus-response. In reality, the teaching of Indonesian language in every student textbook involves reading and questions based on the reading, responses to reading, reading criticism, and analysis of the readings (made by others) that occur continuously and repeatedly until the high school level. This phenomenon has predictably created habituation among students who are not creative or creation homicide (creative killer), such as memorizing the contents of text books. These ways of thinking develop only the lowest order of thinking skills to produce output that is not creative, that is just developing thinking skills equivalent to the ability of being like "parrot". In addition, a partial and abstract teaching of Indonesian language cannot make learners think high (higher order of thinking skills), the conceptual (materials linkage and their association with the real life), think synthetically to provide a solution or problem solving and critical thinking to filtering and processing information. With a variety of impact, revitalizing the teaching of Indonesian language that builds nation character should be considered.

Indonesian language teaching comprises 4 skills, namely listening, speaking, reading, and writing, which are all interrelated. Of these four skills, writing skills can be developed into creative writing as the reasoning results based on direct observation and documentation that construct "create" character. Writing

skills will be able to work well if supported by reading skills which are also very good. If the custom of creating “writing” is done continuously and repetitively based on reasoning and imagination, this will lead to an impact on the “creating” anything mentality in life to overcome all the problems of the learners, society, nation and the state. Therefore, learning to write can be activated and increased again in order to build a creative, honest, and responsible nation’s character.

Character is the nature or character, i.e. the inner attributes that affect the whole human mind and behavior. Indonesian national character that appears in today’s society is not far from the crib, parrot, liar, sly (like a deer character), corruption, collusion and nepotism, and irresponsibility. The characters are constructed by conditioning in education, including the ongoing teaching of Indonesian language. Therefore, how the teaching of Indonesian language can build intellectual and social intelligence which are able to build national character of honest, open, responsible, and reative (scientific and imaginative writing) needs to be revitalized, especially in the teaching of Indonesian in higher education which contains 3 credits (delivery of material equivalent to 150 minutes, 150 minutes of work at home) every week until 16 weeks. In these case, this involves (1) the revision of integrated and effective course material handling system; (2) strategies for effective and productive teaching; (3) the final target of the course, during the course, and after graduating from the college. The problems are solved by the method of action research.

II. Effective and Integrated Teaching of Indonesian Language in Building “Creating”, Honest, Open, and Responsibility Characters in Higher Education

Effective and integrated course Materials of Indonesian Language to build “creating” character based on student reasoning can be a combination of materials of grammar, scientific writing theory, and the world of reality as the source of their inspiration to solve social problems, cultural, political, and security as topics of a scientific work.

2.1 The main materials for Indonesian language course cover some basic materials as stated below:

A. The position and function of Indonesian language, both as a national language and state language, which includes the following.

1. Position and function of Indonesia language: (1) The function of Indonesian language as a national language (based on the Youth Pledge of Oktober 28, 1928): as a symbol of national pride; symbol of national identity; instrument of inter-citizen communication, between regions and between cultures. (2) Indonesian Language function as state language (based on the 1945 constitution, Article 36: as an official state language, the language of instruction in education, as an instrument of communication at the national level for the purposes of development planning and implementation, and as a means of cultural, science and technology development.

2. Backgrounds of promoting Malayan as the national language: (1) Malayan language has become the lingua franca in Indonesia, language of commerce; (2) Malayan language has simple system that is easy to learn because there are not differences in levels of language or in smooth or rude language; (3) other tribes such as Javanese, Sundanese, Balinese, etc., have voluntarily accepted Malayan language to become the national language by the name of Indonesian Language; (4) Malayan language has possibility to be used as a language of culture in broader sense.

3. Spelling System Used to be applied in Indonesia

(1) Ophuijsen van spelling system, used since 1901 which conveyed the establishment of Malayan language spelling with Latin letters, which had been using Arab *Pegon* or Bald Arab, with characteristics as follows:

a. Letter **j** to write words: *jang* (who, which, whom, that, or other relative pronouns, *pajah* 'tired', *sajang* 'honey, love').

b. **Oe** letters to write the words: *itoe* 'that', *oemoer* 'age'.

c. Diacritical marks, like apostrophe (‘), to write the words: **ma’moer** ‘prosperous’, **‘akal** (‘mind’), **ta’** (no), **pa’** (Sir), etc.

2) Suwandi spelling system as a replacement van Ophuijsen since March 19, 1947. This spelling system was named the Republik Spelling with the following characteristics:

a. Letters **oe** were replaced with the letter **u** as in words: **guru** ‘teacher’, **itu** ‘that’, **umur** ‘age’.

b. Glottal stop sounds and snapped sound were written with **k**, as in the words: **tak** (no), **pak** (Sir), **maklum** (understand(able)), **rakyat** (people/community).

c. Repeated words written with number 2, as in the words: **anak2** (children), **jalan2** (hang out, walk round).

d. Prefix **di-** and the preposition **di** were both written in series with be words following, as in the words: **dirumah** (at home), **dilarang** (to be composed), **dilakukan** (to be done, performed).

3) Improved Spelling System (EYD), which was inaugurated by Presiden of the Republik of Indonesia since the date of August 16, 1972 under Presidential Decree No. 57 Year 1972, then Department of Education and Culture disseminated book entitled “**Pedoman Umum Ejaan Bahasa Indonesia Yang Disempurnakan**” (General Guidelines to Enhanced Indonesian Language Spelling).

4. Good and Correct Indonesian Language

Good Indonesian Language means that the use of Indonesian language wick is tailored to the circumstances and conditions, especially on the value of word choice and scientific value wick is adapted to anyone as interlocutor under any circumstance in wick conversation happens.

For example: The word **kuota** (quota) is not suitable to use in the talk with less-educated rural farmers as in the following sentences.

Kuota gudang ini sampai berapa ton, Pak? ‘What is the maximum quota

in tons of this storage, Sir?’ (Not good).

Daya tampung gudang ini berapa ton, Pak? ‘What is the capacity in tons of this storage, Sir?’ (Good).

The correct Indonesian language means that the use of customized Indonesian Language with grammar rules or regulations, either the rules of spelling, sentence, and meaning in Indonesian Language.

Examples of Indonesian Language forms which are not in accordance with the rules of spelling.

- 1) *Orang itu sebagai **subyek** atau pelaku perampokan semalam.* (That person was the subject or perpetrator of robbery last night.
- 2) ***Pertanggung jawab** pembangunan gedung itu bukan tanggung jawab pemerintah.* (The progress of the building does not belong to government’s responsibility).
- 3) *Aktifitas* (activity), *obyek* (object), *diskripsi* (description), etc.

These correct sentences are listed as follows.

- 1a) *Orang itu sebagai **subjek** atau pelaku perampokan semalam.*
- 2a) ***Pertanggungjawaban** pembangunan gedung itu bukan tanggung jawab pemerintah.*
- 3a) *aktivitas, objek, deskripsi*, etc.

Examples of sentences in Indonesian Language which are not suitable with the rule of sentence are listed as follows.

- 1) *Surat itu saya sudah baca.* (I have read that letter).
- 2) ***Dalam** ruangan itu membutuhkan 50 tempat duduk.* (this room requires 50 seats).
- 3) *Dia telah membuka* (He has opened).
- 4) *Dia telah menjelaskan **tentang** objek penelitian* (He has explained about the object of research).

The sentences above should correctly read as the followings.

- 1a) *Surat itu sudah saya baca* (I have read that letter) or
- 1b) *Saya sudah membaca surat itu.*

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- 2a) *Ruangan ini membutuhkan 50 tempat duduk* (this room requires 50 seats) or
- 2b) *Dalam ruangan ini dibutuhkan 50 tempat duduk.* (this room was required 50 seats).
- 3a) *Dia telah membuka surat (pintu, buku, dsb.)* (He has opened letter (door, book, etc.).
- 4a) *Dia telah menjelaskan penelitian* (He has explained the object of research).

B. Errors in written Indonesian Language

1. Spelling Errors

Spelling of Indonesian Language includes: (1) The use of letter: (a) the names of letters (letters *a* through *z*); (b) spelling of acronyms and words, and (c) syllables; (2) the writing of letters: (a) writing of capital letters and (b) writing in italics; (3) the writing of words: (a) basic words, (b) repetitive words, (c) a combination of words, (d) pronouns *ku* (my), *mu* (your), *nya* (his/her), (e) particles –*pun* and *per-*, (f) the writing of roman and Arabic number, (g) leveled number and numbers accompanied by suffix, and (h) symbol of number; (4) The writing of derivative elements; and (5) The use of punctuations: full stop (.), semicolon (;), hypens (-), linings mark (--), question mark (?), exclamation point (!), parentheses (), square brackets [], quotaation marks (‘), and slash (/).

2. Errors in Word Choice (Diction)

Diction error means an error in choosing words or errors in the use of forms of words in sentences of Indonesian Language. He are some examples of mistakes in the Indonesian Language choice of words that often occur in various writings.

- (1) The use of the word of *daripada* (than) ‘to compare’ different from the word *dari* (from) ‘place of origin’.
- (2) It is not allowed to use the forms: *di mana* (where), *yang mana* (which), and *hal mana* (where) in the midle of a sentence as an English translation.

- (3) Use pairs of words: *sesuai dengan* (in accordance with), *berhubungan dengan* (in connectin with), *bertemu dengan* (meet with), *berhubungan dengan adanya* (associated with).
- (4) Use the form *terdiri atas* (consists of) not of *terdiri dari*.
- (5) Use the correct word of clock: *jam* 'amount of time' (7 hours), and *pukul* 'elapsed time' (at 10.00).
- (6) Use the correct words *masing-masing* (every) and *tiap-tiap* (each).
- (7) Use the correct plural form, such as *beberapa ibu-ibu* (some mothers) (incorrect); it should read *beberapa ibu* (some mothers) or *ibu-ibu* (mothers); *mereka-mereka* (they) (incorrect); it should read *mereka*.
- (8) Use the correct form of synonyms.
For examples: *hanya ... saja* (not allowed because both are synonymous), but choose one of them. Form *sangat mahal sekali* (very expensive) (incorrect), and it should be *sangat mahal* or *mahal sekali*. Form *saling dahulu mendahului* (first-ahead of one another) (incorrect), and it should read *dahulu mendahului* or *saling mendahului*. Form *namun demikian* (however) (incorrect), and it should be: *namun* (but, yet) or *walaupun demikian*.
- (9) Use the correct form word structure and spelling: *Anita Tailor* (incorrect); it should read *Penjahit Anita*.
- (10) Use the prefix *se-* appropriately: *seseorang pasien* (a patient) (incorrect); it should read *seorang pasien*.
- (11) form *ketimbang* (instead), *kentara* (look) (incorrect): it should be *daripada*, *tampak/terlihat* (seem/look).
- (12) Form *dan lain-lain sebagainya* (etc.) (incorrect); it should be *dan lain-lain* or *dan sebagainya*.
- (13) form *tergantung* (depend on) (incorrect); it should be *bergantung*.
- (14) form *antara ... dengan ...* (between ... with ...) (incorrect); it should be *antara ... dan ...* (between ... and ...).

(15) form *disebabkan karena* (caused by) (incorrect); it should read *disebabkan oleh ...*. Because the *disebabkan* form as the synonymous of the *karena*.

(16) Form *bertujuan untuk* (aims to) (incorrect); it should be *bertujuan* (aim) or *untuk* (for). Because the both are synonymous.

(17) Use the correct words *putra* (son) and *anak* (child). Example: *Putra ibu berapa* (incorrect): It should read *Anak ibu berapa*.

(18) Sentence “*Saya haturkan*” (wrong); It should be *Saya katakan* (I say).

(19) form *baik ... ataupun ...* (either ..., or ...) (incorrect), should be *baik ... maupun ...*

(20) form *bukan ..., tetapi ...* (not ..., but ...) (incorrect); it should be *bukan ... melainkan ...*; or *tidak ... , tetapi ...*

In general, it can be said that in scientific writing it is needed to consider the choice of words with the following categories.

- (1) Choose the standard (correct) words.
- (2) A void jargon and slang words.
- (3) Choose the words yang mana (which), dimana (where) etc.
- (4) Selecting the words with denotative meaning.
- (5) Choose the words with the most precise synonym.
- (6) Choose the words that do not contain emotive meanings.
- (7) Using a standard form of words.
- (8) Select the correct prefix, suffix, and category.

C. Effective Sentences

1. Definition of effective sentence

Effective sentence is the sentence that could lead back to the ideas in the listener or reader's mind as there is in the speaker or writer's mind.

2. Conditions effective sentence

(a) relevancy, (b) parallelism, (c) assertiveness, (d) effectiveness, (e) accuracy, (f) coherence, and (g) logicity.

D. Paragraph and its development: (a) descriptive, (b) inductive, (c) deductive, (d) argumentative, (e) exposition, and (f) narrative.

E. Scientific Writing

1. Definition of Scientific writing

Scientific paper is scientific writing or composition, which contains problems investigated by scientific method. It means that the disclosure

Of problem in scientific paper is based on facts, objective, not emotional and personal, and arranged in a systematic and logical way.

2. The type of scientific papers: (a) research reports, (b) skription, (c) thesis, (d) disertasion, (e) paper, (f) scientific articles, and (g) textbooks.

3. Scientific Characteristics

a. Exploring the problem and its solution scientifically.

b. Expressing opinions supported by facts.

c. Accurate, complete, and correct.

d. The development is systematic and logical.

4. Scientific conditions

Scientific conditions consist of 3 aspects, namely:

(a) Ontology, which includes objects that will be discussed: themes / topics / titles discussed with a frame of mind, a clear background, logical and coherent flow of thoughts.

(b) Epistemology, which is related to problem-solving methods and results of temporary solutions in the form of hypotheses.

(c) Axiology, i.e. regarding the benefits or value of the solution contained in the title, which explains the benefits of solving the problem, meaning, and relevance to human interests.

5. Scientific attitudes

Scientific attitudes must have as academics, students and lecturers which are as follows.

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- a. Mental and behavioral tendencies that grow out from deepening the philosophy of science and scientific method in searching for knowledge.
 - b. Properties in terms of objective truth.
 - c. Love of truth.
 - d. Explain something based on fact.
 - e. Open, i.e. it has the attitude to accept criticism.
 - f. Respecting other's opinions.
 - g. Self-introspection.
 - h. Courteous attitude.

6. Elements of Scientific Writing: (a) general elements of scientific writing, namely: (1) title, (2) The of problem, (3) scope and formulation of the problem, (4) purpose and significance of research, (5) review of literature and theoretical foundation, (6) research methods, (7) analysis and discussion, (8) Epilog (conclusions and recommendations), and (9) writing the bibliography.

The requirements of scientific titles:

- a. Try to make the title be something of interest to researches with the formula: fact that deviates from theory. For example, a 4-stroke motorcycle, theoretically, cannot economize fuel, but why the motorcycle of brand X is more economical than brand Y?
- b. It has high urgency value (interest rate) for the academic and community.
- c. It should be in form of sentence but in the form of phrase and is bombastic.
- d. Clear problem variable.
- e. Maximally contains 20 words (based on existing guidelines).

The things that need to be elaborated in the background of the problem in scientific writing.

- a. It needs to explain why this research is necessary or essential (needed a clear framework that supports the fact on the field).

- b. What is the relevance of research with the existing science. If this topic is X, than is X? What is the relevance of X to Y and Z?
- c. Give the description that this research is an original or new idea or an advanced research.
- d. Are there previous findings and circumstances or the facts on the ground and some assumptions that arise?
- e. Previous findings, or literature review can be the results of similar research and articles ini journals related to the research topic.
- f. How is the attention of experts on research topics?
- g. Point out that the study titled X is important.

7. Complementary elements of scientific writing: (a) a direct quotation, (b) numbering, (c) making of a table, (d) abstract and resume.

8. Creation of scientific writing according to student's desire: (a) research proposal, (b) research report, (c) scientific article, and (d) seminar paper.

2.2 Strategies to Indonesian Language Instruction in Scientific Writing

The strategy of Indonesian language courses is a step taken by a lecturer in delivering materials as a conception of result of evaluation of previous instructions considered more effective and more focused on purpose and the expected benefits, that is more concentrated on building student's creativeness to create writing, not a plagiarism. The strategy that has been tried out for effectiveness in achieving the target of a work is by applying theory of behavioral learning combined with a cognitive, affective, and psychomotor aspects.

In the aplication, each delivery of materials of spelling, diction, and effective sentence ends with solution of the problem, namely to find errors of spelling, and sentence of the available articles and those of learner's own compositions. After the delivery of materials of paragraph and its development, students practice to describe all forms around them based on what they see and feel, and than evaluated for the errors of spelling, diction, and sentences in it. The

task at home is to make the description or argument about something or opinions, with reasons why they chose the topic, and what are the benefits of disclosure of the topic. The results of their writings are collected and evaluated. The results of the evaluation present the mistakes that happen on their writings.

In instructional strategy of basic theory of scientific writing, students are trained to make titles of scientific writing, the background of problems, and formulation of problem based on the titles and then carried out an evaluation of the results of their practice, and corrected. At the end of the lecture, the student must do the mid semester tasks in forms of research proposals, scientific articles or seminar papers. When the midterm test is finished, students are required to make a paper in group which is ready to be presented. At the end of the semester, in addition to the formative test, students are required to collect scientific article that is ready to be proposed for PKM AI or PKM GT or to be published in a scientific journal.

Based on the above explanation, it can be said that the strategy of Indonesian language instruction for students with material exposure, application, the task at home in accordance with the topic, and then evaluated for the level of errors and the correction. In the middle of semester examinations, a task is conducted in form of essay writing, accompanied by the submission of duties in form of scientific papers. When the final exams are finished, students have the task in group in form of seminar paper to be presented in front of the class.

III. Final Target of Indonesian Language Course

Final target end Indonesian Language courses in Universities is the formation of creative motivation in general writing that can motivate the mentality or character to create 'anything' which would be beneficial to students themselves, society, nation and the state. Specifically, the final target late in the course of Indonesian language is expected to be able to empower students and thoughts to create a social experience in writing research proposals and scientific articles for the competition in obtaining funding from the Directorate General of Higher

Education and to make students able to compose seminar papers, so they can increase the value of their intellectuality as university student.

IV. Conclusion

Based on the above description, it can be said that the course materials for Indonesian language capable of building creating character for the college outputs are: (1) knowledge of position and function of Indonesian language accompanied by good and correct Indonesian language; (2) errors in Indonesian language (spelling and diction); (3) effective sentences; (4) paragraphs, and (5) Theory and practice of scientific writing. Strategy of Indonesian language courses include: the delivery of materials, practice, evaluation, and home assignments and tasks at mid- and end of the semester. In addition students are given the group tasks that are to be presented. The final target of Indonesian language courses for outputs of college is the formation of character of creating mentality to produce original 'writing' and the ability to develop mentality of creating 'anything' which is useful for students themselves, community, nation and the state.

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